



*Tadpoles Nursery School  
Park Walk  
Chelsea, London SW10 0AY*

**Tadpoles Nursery Policy Document**  
**Last Updated: 31.01.2024**

<b>Safeguarding children</b>	7
<b>1.1 Children’s right and entitlements</b>	7
<b>1.2 Holistic Safeguarding Policy</b>	8
<b>1.3 Child protection</b>	9
Members of staff should be aware of the following documents:	9
Safeguarding action may be needed to protect children and learners from:	10
Recording suspicions of abuse and disclosures	12
Allegations against staff	12
Training	13
<b>1.4 Oral Health Policy</b>	14
<b>1.5 Prevent Duty and British Values</b>	15
<b>1.6 Confidentiality and access to records</b>	16
<b>1.7 Late collection of children</b>	17
<b>1.8 Missing child</b>	18
Should a child become lost, the following action should be taken;	18
<b>1.9a Parents/Carers when accompanying children on outings with the nursery</b>	19
<b>1.9b Supervision of children on outings, visits and by the pond</b>	20
Trip to Forest School	20
Pond Dipping	21
<b>1.10 Maintaining children’s safety and security on premises</b>	22
Children’s personal safety:	22
Security	23
Maintaining security with technology on and off site	23
<b>1.11 Making a complaint</b>	24
<b>Equality of opportunity</b>	25
<b>1.12 Valuing diversity and promoting equality</b>	25
Equal opportunities;	25
Inclusion	25
Racial Equality	26
Implementation	26
<b>1.13 Supporting children with Special Educational Needs and Disability</b>	27
Definition of Special Educational Needs and Disability	27
Complaints Procedure:	28
Criteria for evaluating the success of the setting SEND’s policy	28
<b>1.14 Achieving positive behaviour</b>	30

Some possible causes	30
<b>1.15 Medicine Policy</b>	32
Medication	32
<b>1.16a Managing children with asthma</b>	37
<b>1.16b Managing children with allergies or who are sick or infectious</b>	38
Procedures for children with allergies	38
Procedures for children who are sick or infectious	39
<b>1.17 Animals in the setting</b>	40
<b>1.18 Nappy changing</b>	41
<b>1.19 No smoking</b>	42
<b>1.20 Ensuring staff are not under the influence of drugs and alcohol</b>	43
<b>1.21 Food and drink</b>	44
Birthdays & Celebrations	44
<b>1.22 First Aid</b>	46
Accident form	46
Incident form	47
Existing injury book	47
In case of emergency;	56
<b>Safeguarding children</b>	49
<b>1.24 Mobile telephones</b>	49
<b>1.25 Social Networking</b>	50
<b>1.26 The use of photography within the setting</b>	51
<b>1.27 Policy and advice on the safe handling of children and parents/carers in and out of the setting</b>	52
<b>1.28 Policy on bullying and harassment</b>	54
<b>1.29 Use of Ipad, Kindles, tablets and Software within the nursery</b>	55
Procedures: Software Privacy	55
Procedures: Observations	55
Procedures: Profiles	55
Procedures: Parent Share	56
<b>1.30 Physical Activity Statement</b>	57
<b>1.31 Unexplained Absence</b>	60
<b>1.32 Pandemic Policy</b>	61
Health & Safety	61
General Hygiene at school	62
Communication	62
Continuity of Educational Provision	62

<b>1.33 Breastfeeding</b>	63
<b>1.34 Immunisation Statement</b>	64
Covid Vaccinations and Testing	65
<b>1.35 CCTV</b>	66
Monitoring Staff Behaviour Policy	69
<b>Employment</b>	71
<b>2.1 Recruitment Policy</b>	71
<b>2.2 Employment and staffing</b>	80
Ratios	80
Vetting and staff selection	80
Training and development	81
Managing staff absences	81
<b>2.3 Induction of staff and volunteers</b>	82
<b>2.4 Students placement</b>	83
<b>2.5 Ensuring supervision of people who have not had Police Checks</b>	84
Agency staff	84
<b>2.6 Suitable clothing in the setting</b>	85
<b>2.7 Whistle blowing</b>	86
<b>Health and Safety</b>	87
<b>3.1 Risk Assessment</b>	87
<b>3.2 Health and Safety general standards</b>	88
Awareness raising	88
Safety of adults	88
Activities and resources	89
<b>3.3 Fire safety and emergency evacuation</b>	91
The sub-fire officers for each class are:	91
Fire risk assessment	91
Evacuation and Off site Emergency	93
The Emergency Lockdown Procedures Policy	93
<b>3.4 Food Hygiene</b>	94
Reporting food poisoning	94
<b>3.5 Packed Lunches</b>	95
<b>3.5 Hot Lunches</b>	97
Example Menu	98
<b>3.6 Food &amp; Drink Statement</b>	100
<b>3.7 Oral Health Policy</b>	103

<b>3.7 Forest School Policy</b>	104
Environment	104
Risk assessment	104
Going to forest school	104
At forest school	105
Equipment	105
Weather and Clothing	105
<b>3.8 Covid 19</b>	107
Children’s Safety	107
Staff Safety	108
Further Guidance on Illness in the School	109
Site	109
Parents	110
<b>Administration</b>	113
<b>4.1 Admissions</b>	113
<b>5.1 The role of the key person and the settling in</b>	114
Settling in	114
<b>5.2 Children’s Development and Learning</b>	116
Communication and Language	116
Physical development	116
Literacy	117
Mathematics	117
Understanding the World	117
Expressive Art and Design	118
<b>Partnership</b>	119
<b>6.1 Parental involvement</b>	119
Parents /carers on school trips	119
<b>6.2 Working in partnership with other agencies</b>	121
<b>6.3 Peer to Peer Observations and Supervision</b>	122
<b>Roles and Responsibilities</b>	123
<b>7.1 Organisational Chart</b>	123
<b>Record Keeping</b>	125
<b>8.1 Children’s records</b>	125
Developmental records	125
Personal records	125
Other records	126



# Safeguarding children

## 1.1 Children's right and entitlements

### Policy Statement

The aim of the school is to nurture the individuality of every child, to encourage them to learn and to develop in them a love of learning and to prepare them for their future schools.

- All children have the same right to respect as adults.
- No child shall be in any way humiliated or held up to ridicule.
- No Physical Punishment must be used on any child eg Corporal Punishment.
- If it is necessary to use physical restraint in any situation to stop a child damaging itself or others this should be done with extreme care and the child removed from the situation as soon as possible (see 1.11 Achieving Positive Behaviour)
- A child who is treated with care and respect will have care and respect for others.
- In the case of accidents the adult in-charge must record all relevant details in the accident book (time, date, cause and type of injury and action taken). This should be countersigned by the parent/guardian of the child.

All children's first-aid and outing consent forms must be signed by the parent/guardian and kept on the child's file.

We have a policy of openness with parents/guardians but any problems or complaints should be referred to the head, **Mrs Claire Dimpfl**. This is to protect the teachers from any subsequent developments.

- The child's individuality must be respected and we must be aware of all differences in race, religion, nationality and gender and use materials to incorporate all of these differences. At all times we will adopt a policy of equal opportunities.
- If a teacher feels that there is any cause to suspect that a child is being subjected to physical/sexual or mental abuse in the home, then he/she should let the directress/senior worker know at once so that appropriate steps can be taken (see safeguarding policy)

# Safeguarding children

## **1.2 Holistic Safeguarding Policy**

### **Policy Statement**

When we think of 'Safeguarding', we tend to compartmentalise it into physical safety, mental well-being and health - we need to realise that these things and all other aspects of safeguarding cannot work unless they are considered as a whole. We also must consider the safeguarding and well being of the adults who care for the children, as well as the children themselves.

Besides the training and our knowledge of all aspects of child protection and child safety, none of this works unless we can stand back and take an overview of our setting and then consider the total needs of every child and adult in our setting and, where necessary, offer support.

We should therefore acknowledge the importance of all the voices in our community - children, parents and staff through regular observations, meetings, supervisions, appraisals and monitoring. We must take note of any parental worries and concerns and consider the effect these can have on the wellbeing of the child.

We celebrate our 'open door' policy which allows the early identification of potential problems and their subsequent solutions.



# Safeguarding children

## 1.3 Child protection

### Policy Statement

No staff are employed without full DBS checks. Internal disclosures are updated every year and the DBS informed of any changes (if changes occur, a new DBS disclosure is required).

For staff members who have lived and/or worked outside the UK, qualifications are checked via NARIC. The UK DBS checks cover international disclosures.

The department (DfE) has agreed (July 2015) that any section 128 directions made by the Secretary of State will show up on checks made by DBS.

All checks (staff, students and volunteers) are recorded on Tadpoles Nursery central record.

Before an OFSTED inspection, the lead inspector might run an internet check for safeguarding related to Tadpoles Nursery School as part of the pre-inspection planning.

Our setting will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life.

*Members of staff should be aware of the following documents:*

- 'Working Together to Safeguard Children': July 2018, updated December 2020
- 'Inspecting Safeguarding in Early Years, Education and Skills Settings': Published September 2019, updated August 2021
- The Prevent Duty: DfE June 2015
- Keeping Children Safe in Education: September 2021
- Regulated activity in relation to children: scope (Department of Education - September 2016 – Disclosure and Barring service)

### Procedures

Our Designated Safeguarding Lead who co-ordinates safeguarding issues overseeing both schools is **Claire Dimpfl**.

**Claire Dimpfl is the Safeguarding Lead at the Chelsea Nursery and Francesca Short, Tracey Lloyd, Donna McShane and Cristina Petrovici are the Deputy Designated Safeguarding Leads (DDSL) officers.** This means that there is ALWAYS a safeguarding officer on the premises.

We ensure all staff and parents are made aware of our safeguarding policies and procedures.

We provide adequate and appropriate resources to meet the needs of the children.

Volunteers do not work unsupervised.

We have procedures for recording details of visitors to the setting.

We take security steps to ensure that we have control over who comes into the nursery so that no unauthorised person has unsupervised access to the children.

*Safeguarding action may be needed to protect children and learners from:*

- Neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- radicalisation and/or extremist behaviour
- child sexual exploitation and trafficking
- the impact of new technologies on sexual behaviour, for example sexting
- teenage relationship abuse
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic violence
- female genital mutilation

We need to be careful to watch for signs that children from other cultures are taking long holidays.

We need to ensure that children are not uncomfortable when going to the toilet, are not getting frequent urinary tract infections or kidney's infections.

FGM is practiced by many Eastern and African cultures but is illegal and should be treated as abuse.

It has been discovered that in some cases FGM is happening to girls as young as 6 months. We must all be aware of the practice and immediately notify the safeguarding team of any suspicions.

If members of staff are suspicious of FGM, they need to ring RBKC Children's Services

If members of staff witness FGM, they need to ring the Police and Social Services

Posters identifying actions are placed in all bathrooms.

- forced marriage
- fabricated or induced illness
- poor parenting, particularly in relation to babies and young children

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

Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with **Claire Dimpfl and/or the deputy Safeguarding Leads**.

The information is stored on the child's personal file.

We refer concerns to the local authority's social care department and co-operate fully in any subsequent investigation.

**Consultation and Advice about a child/young person resident in The Royal Borough of Kensington and Chelsea:**

Kensington and Chelsea Duty Line – Tel: 020 7361 3013 (Out of hours – 020 7361 3013)

For case consultations or Local Authority Designated Officer referrals, please contact the following:

Sarah Stalker (Child Exploitation Lead)

Family Support and Child Protection Adviser (Monday/Tuesday and Wednesday only)

Telephone: 020 7598 4640

Mobile: 07971 322 482

Email: [sarah.stalker@rbkc.gov.uk](mailto:sarah.stalker@rbkc.gov.uk)

Sharon Aggor

Family Support and Child Protection Adviser

Mobile: 07929 822 2840

Email: [sharon.aggor@rbkc.gov.uk](mailto:sharon.aggor@rbkc.gov.uk)

Sarah Mangold

Interim Service Manager for Safeguarding, Bi-Borough

Mobile: 07984 016 841

Email: [sarah.mangold@rbkc.gov.uk](mailto:sarah.mangold@rbkc.gov.uk)

For LADO consultations and referrals please contact the duty Child Protection Adviser on:

Telephone: 020 7361 3013

Email: [KCLADO.Enquiries@rbkc.gov.uk](mailto:KCLADO.Enquiries@rbkc.gov.uk)

### *Recording suspicions of abuse and disclosures*

Where a child makes comments to a member of staff that gives cause of concern, observes signs or signals that gives cause of concern, such as significant changes in behaviour, deterioration in general well being, unexplained bruising, marks of possible abuse or neglect, that member of staff:

- listens to the child, offers reassurance and gives assurance that she or he will take action
- speak to the child using open ended questions and NOT leading questions
- makes a written record that includes:
  - the date and time of the observation
  - the exact words spoken by the child (what happened, when it happened, where it happened, who and why)
  - the name of the person to whom the concern was reported to
  - the names of any other person present at the time

These records are signed and updated and kept in the child's personal file which is kept securely and confidentially.

Parents are normally the first point of contact.

If a suspicion is recorded, parents are informed at the same time as the report is made, except where the parent is the likely abuser (sexual abuse). In these cases, the investigating officers will inform parents.

We have a copy of "What to do if you're worried a child is being abused" for parents and staff and all staff are familiar with what to do if they have concerns.

We notify Ofsted on any incident or accident

### *Allegations against staff*

We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the nursery.

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

We report any complaint immediately to the local authority social care department to investigate, we also report to Ofsted and what measures we have taken.

Where **Claire Dimpfl** and children's social care agree it is appropriate in the circumstances, **Claire Dimpfl** will suspend the member of staff on full pay, or the volunteer, for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but it is to protect the staff as well as children and families throughout the process.

Sometimes, staff can be intimidated or influenced by their peers and in this case, this might lead to actions which would be against the safeguarding and protection of the children in their care. All staff must be vigilant and adhere to the whistle blowing policy (2.7)

## *Training*

We seek out training opportunities for all staff involved in the nursery to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse and neglect and that they are aware of how to make referrals.

We ensure that all staff know the procedures for reporting and recording their concerns in the nursery.

All safeguarding officers (**Claire Dimpfl, Tracey Lloyd and , Cristina PetroviciFrancesca Short**) attend regular training (every 2 years) as well as attending regular updates. The rest of the team attend an annual safeguarding refresher by our school Early Years Adviser.

The last team training was on the **October 2022**.

The layout of the rooms allows for constant supervision. No volunteers or persons without DBS checks are ever left alone in a room with children nor are they allowed to take the children to the bathroom.

We introduce key elements of keeping children safe to promote the personal, social and emotional development of all children so that they may grow to be strong, resilient and listened to and that they develop an understanding of why and how to keep safe.

We create within the nursery a culture of value and respect for each other, having positive for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.

All suspicions and investigations are kept confidential and shared only with those who need to know.

**Safeguarding children is the duty of all staff.**

# Safeguarding Children

## 1.4 Oral Health Policy

### Policy Statement

We at Tadpoles Nursery School take the Oral Health of the children in our care extremely seriously.

We recognise that in recent years Oral Health in children has declined and it has been recorded that in the Royal Borough of Kensington and Chelsea there is a high incidence of dental problems with under-fives.

How we help at Tadpoles Nursery:

- We encourage parents to visit the dentist with their child
- We have posters and leaflets to give to parents regarding dental health
- We encourage healthy eating and discourage sweets and food with high sugar content
- We only serve food which passes this criteria
- We have regular Oral Health days where children can bring their toothbrushes and toothpaste and we sing songs etc to reinforce correct tooth brushing

We encourage dental practitioners and workers to come and give workshops to the children in the nursery.

# Safeguarding Children

## 1.5 Prevent Duty and British Values

### Policy Statement

The Early Years sector, in line with all other Education Sectors, needs to have due regard to the need to prevent people from being drawn into terrorism or into extreme cults or any other form of radicalization.

We acknowledge that it is unlikely that children of such a young age will become directly involved in such activities, it is still possible that extreme ideas or views can be instilled in the children via outside agencies: parents, Imams, priests, teachers and other figures of authority or importance's in the child's life.

We need to be aware of this and challenge parents and carers in the first instance and report to authorities when necessary.

Teachers at the nursery also need to be aware of instilling thoughts and radical views on children – if this should happen – they will be suspended during investigation and the PREVENT team will be informed.

Prevent Duty should be seen in conjunction with British Values and all other safeguarding and concerns should be treated in a similar manner with notes taken and reporting to the DSL (Designated Safeguarding Lead).

With small children it is very much linked to their PSE development.  
And we can help these values by our own behaviour.

Children from 3 can be made aware of the bigger pictures and that there are many choices to be made democratically. (Eg. Role Play)

They should be encouraged to have a positive sense of self and it should be instilled in them that they can say no.

We will also ensure that in terms of prevent we instill in the children tolerance towards other children, cultures, communities and traditions and at presents we are taking part in the Think Equal Program.

# Safeguarding children

## 1.6 Confidentiality and access to records

### Policy Statement

In our setting, staff and Claire can be said to have a “confidential relationships” with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education.

We aim to ensure that all parents and carers can share their information in the confidence that will only be used to enhance the welfare of their children. There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework on the Data Protection Act and the Human Rights Act.

### Procedures

At Tadpoles Nursery School we act upon the basis that each child in our care’s nursery records remain for our sole use and that of the child’s parents or guardians.

The records are kept in a locked filing cabinet in the school office. The office is kept locked when not in use.

No information will be given to an outside party without the parent or guardian’s permission. The written permission is the kept with that child’s records.

Schools requiring reports on any of the children are asked to sign a confidentiality agreement, which is then kept on record with the child in questions personal file.

No parent/guardian has the right to access another child’s file.

All electronic records are kept on an external hard drive and not on the school computers mainframe and so are inaccessible by any other organisation.

We have signed the data protection act.



# Safeguarding children

## 1.7 Late collection of children

### Policy Statement

In the event that a child is not collected by an authorised adult at the end of the session/ day, the setting puts in to practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child. We will ensure that the child receives a high standard of care in order to cause as little stress as possible

### Procedures

We would underline the point that pick up time for children is 12:30pm in the mornings and 3.30pm in the afternoons.

In the morning sessions on Monday, Tuesday, Wednesday and Thursday, children will be taken into the lunch room with us until collected.

At lunch the staff need a lunch break which they cannot have if they are waiting for a child to be collected. There are similarities that apply at 3.30pm. Many staff have other commitments after 3.30.

We will always ring the parents/guardian (and leave a message if there is no answer), then the other authorised collector, followed by the emergency number, if we have still not made contact we will continue to try.

If after all attempts, we can still make no contact we will take the child concerned to the School Social Services, situated at 28 Whistlers Walk, London SW3, Tel: 0207 352 4707. This will happen if a child is not collected by 13:15 on Friday and 16.00 Monday, Tuesday, Wednesday and Thursday.

We cannot be responsible for the child after these times as the building is used for other purposes and the staff have other commitments.

**We make every effort to make sure that parents contact us if they are going to be late.**

# Safeguarding children

## 1.8 Missing child

### Policy Statement

Children's safety is maintained as the highest priority at all times both on and off premises. Every attempt is made through carrying out the outing procedures and the exit/entrance procedures to ensure the security of children is maintained at all times. In the unlikely event of a child going missing, our missing child procedure is followed.

### Procedures

There are a limited number of situations where a child could be lost and these are:

- Where a child wanders off on a nursery outing
- Where a child escapes from the garden
- Where the child is taken from the nursery by an unapproved adult

*Should a child become lost, the following action should be taken;*

- Alert the member of staff in charge or proprietor who will make enquiries of relevant members of staff as to when the child was last seen and where.
- Remember the safety of the other children, with regard to supervision and security.
- Ensuring that the remaining children are sufficiently supervised and secure, one or preferably two members of staff should search the building, garden and immediate vicinity.
- If the child cannot be found within fifteen minutes then both the police and the parents/guardians should be informed.
- Continue to search, opening up the area, keeping in touch with mobile phones.

When the situation has been resolved, members of staff should review the reasons for it happening and ensure measures are taken to make sure that it does not happen again.

A report must be made out in the risk assessment book and a full report sent to Ofsted.

# Safeguarding children

## **1.9a Parents/Carers when accompanying children on outings with the nursery**

### **Policy Statement**

All parents /carers must adhere to the instructions given out by the class teachers pre the visit /outing

NO child over 3 can attend the outing in a pushchair –unless specifically mentioned by the class staff or with special permission

All snacks and lunches (if it is over a lunch time) must be in disposable bags and everything contained within it must be disposable

All parents /carers--- must be on time arriving and not leave pre the end of the session as you are necessary to our ratios throughout the visit and will have 2 children in your care.

No parent /carer may take their child to buy gifts in the gift shop as this will cause upset to children who do not have with them a parent or carer

Parents and carers,should ,if possible, avoid using their mobile phone on the trip except in emergencies and on no account can they take photographs of any children involved in the outing

Adhering to these simple rules and instructions will ensure a happy and successful outing.

# Safeguarding children

## 1.9b Supervision of children on outings, visits and by the pond

### Policy Statement

Children benefit from being taken out of the setting to go on visits or trips to local parks or other suitable venues for activities which enhance their learning experiences. Staff in our setting ensure that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow procedures below.

### Procedures

- Written permission must be obtained from all parents/guardians prior to the outing.
- All children should wear their apron and a high-visibility jacket (with the school number on it)
- Staffing levels must be maintained at the same level as in force when in the nursery. Additionally, where possible, parents should be encouraged to join in as they can be responsible for their own children and allow staff to concentrate on the other children.
- A first aider must be present and a suitable first aid box (including an EpiPen) must be taken. Copies of registration sheets containing contact numbers, allergies etc must also be taken.
- The children must be counted before setting off (on the coach if used) and counting must be ongoing at regular intervals throughout the outing. If the group is broken up into sub-groups a designated person in charge must be assigned and that person is responsible for counting the children at regular intervals.
- Toilet facilities must be provided for the children at regular intervals.
- Food and drink must be provided at similar times to those in the nursery and additional drinks should be offered if the weather is warm or energetic exercise is part of the day.
- Meeting points must be pre-designated and times arranged when all the party should assemble. These must be strictly adhered to.
- Staff should ensure there is enough spare clothing in case of accidents.

At the conclusion of each outing, the teacher in charge of the outing will complete a review of the outing, noting the following;

- Any particular problems with transport eg; coach arriving late, no seat belts etc.
- Any particular problems with the venue eg no shelter during rain etc

### *Trip to Forest School*

Each class goes to the forest school area once a week in all weather (except in extreme adverse weather conditions such as strong wind, hail, ice....)

2 Bag packs taken to the area and a school mobile phone.

To and from Forest School:

Children Under 3's : 1 adult for 2 children

Children Between 3's and 4's: 1 adult for 3 children

Children over 4's: 1 adult for 4 children

Once at the forest school, normal ratio applies:

Children under 3's: 1 adult for 4 children

Children's over 3's: 1 adult for 8 children

### *Pond Dipping*

Children are always being explained the rules:

1 - All children must first sit away from the edge of the pond

2- Half fill the trays with water from the pond

3- Invite the children to the pond. The children must be made to lie on their stomachs with only their heads peering over the pond edge.

4- When emptying trays back into the pond, submerge the tray under the water's surface and let any wildlife you would have caught, swim out.

5- Children MUST be accompanied at all times

Only 2 children at the time for under 3's with one adult

Only 4 children at the time for over 4's with one adult.

# Safeguarding children

## 1.10 Maintaining children's safety and security on premises

### Policy Statement

We maintain the highest possible security on our premises to ensure that each child is safely cared for during their time with us.

### Procedures

#### *Children's personal safety:*

- We ensure all employed staff have been checked for criminal records by an enhanced disclosure from the Disclosure and Barring Service. No adults without DBS should be left alone with a child at any time.
- Adults do not normally supervise children on their own.
- All children are supervised by adults at all time.
- Whenever children are on the premises at least two adults are present.
- We ensure that the outside doors are always locked.
- We challenge any strangers who enter the building and visitors must sign the visitor's book.
- We carry our risk assessment to ensure children are not made vulnerable within any part of our premises, nor by any activity.
- In the event a stranger or anybody who is a potential threat for the children manages to enter the premises without authorisation, the staff has a secret code to use to signal the presence of the threat.

If a child falls or hurt themselves inside the school or in the playground/garden, the staff member who dealt with the situation must fill in an Accident Form and photocopy it. The form has to be signed by the staff member and the parent/carer, the original given to them and the photocopy placed in the class file.

If a child bumps their head, parents will be rung.

If an incident happens (scratching, biting...), the staff member who witnessed the incident must fill in an Incident Form. The form has to be signed by the staff member and the parent/carer and the original given to them.

The other parent will also sign a form explaining the incident. No names of children will be given.

If a serious accident, injury or death happen, OFSTED must be notified on-line:

[https://ofstedonline.ofsted.gov.uk/ofsted/Ofsted\\_Early\\_Years\\_Notification.ofml](https://ofstedonline.ofsted.gov.uk/ofsted/Ofsted_Early_Years_Notification.ofml)

### *Security*

- Systems are in place for the safe arrival and departure of children (there is always an adult at the gate between the playground and the street)
- The arrival and departure times of visitors and volunteers are recorded (visitor book).
- Our system prevents unauthorised access to the nursery and prevents children from leaving the nursery unnoticed.

### *Maintaining security with technology on and off site*

Staff need to be aware that when writing reports, observations or letters about the children on their personal computers, they need to be moved/deleted from the main hard-drive onto a password protected external hard-drive. Access to this hard-drive must be restricted to single-person use.

# Safeguarding children

## 1.11 Making a complaint

### Policy Statement

Our setting 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 appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns.

We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all parties involved.

### Procedures

If parents/guardians have concerns or complaints about or against any members of staff, they should come direct to the head teacher.

- If the complaint is about the school in general, we will aim to resolve the problem.
- If the complaint is about the head teacher/owner the parents should complain straight to OFSTED having put their complaint to the head in writing.
- If the complaint involves another teacher, the teacher will be asked to a meeting with parents/guardian and the head teacher to see if the matter can be resolved. Any complaint against a teacher which is upheld will first mean a verbal warning and with repetition another verbal warning and then a written warning and finally dismissal.

If any complaint is not dealt with to the parent's satisfaction, they have the right to contact OFSTED at the below address who will instigate an investigation.

<https://contact.ofsted.gov.uk/online-complaints>



# Equality of opportunity

## 1.12 Valuing diversity and promoting equality

### Policy Statement

We will ensure that our service is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- provide a secure and accessible environment in which all the children can flourish and in which all contributions are considered and valued
- include and value the contribution of all families to our understanding of equality and diversity
- provide positive non-stereotyping information about gender roles, diverse ethnics and cultural groups and disabled people

### Procedures

#### *Equal opportunities;*

We believe that every human is entitled to personal, social and intellectual development and must be given an opportunity to achieve his/her potential in learning.

- All children are entitled to receive a broad and balanced curriculum.
- All children, their parents/guardians and staff are entitled to be treated with respect and have their views taken into account.
- Equal opportunities is not about treating everybody the same, it is about meeting people's individual needs and celebrating and appreciating their individual strengths and gifts.

We are all different and all equal.

#### *Inclusion*

We value the importance of meeting children's individual needs, of working in partnership with pupils and their parents/guardians. We view inclusion as a process, not a state and hold the following key principles.

- We value diversity. All children are equally valued.
- The individual needs of children must be taken into account through a range of flexible responses in order to meet their needs and diversity.

- All educational planning is based on inclusive principles.
- All staff recognise that it is their collective responsibility to ensure that the principles of inclusion extends across the school and into society.

### *Racial Equality*

We strive to create a fair and just organisation, one which values diversity and gives everyone an equal chance to work, learn and live free from discrimination, prejudice and racism. We aim to;

- Eliminate any unlawful discrimination.
- Promote equality of opportunity
- Promote good relations between people of different racial groups.

**We need to recognise and respect that families are also made up of many components, and respect and celebrate their differences**

### *Implementation*

The School Leading by Example

Through monitoring pupil's attainment, the head teacher and the senior management team will endeavour to track the performance of the various ethnic groups and other specified groups so that we can identify signs of general underachievement in any group. Any inequality identified will be monitored carefully.

# Equality of opportunity

## 1.13 Supporting children with Special Educational Needs and Disability

### *Definition of Special Educational Needs and Disability*

(Special educational needs and disability code of practise 0-25yrs July 2014)

A child has a special educational need and disability (SEND) if they have a learning difficulty which calls for special educational provision to be made for them.

A child has a learning difficulty if they:

- a) Have a significant greater difficulty in learning than the majority of children of the same age or
- b) Have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for the children of the same age in schools/settings within the area of the local education authority
- c) Is Under 5 and falls with the definition at a) or b) or would so do if special educational provision was not made for the child.

A child must not be regarded as having learning difficulty solely because the language or medium or communication of the home is different from the language in which he or she is or will be taught.

Special educational provision means:

- a) For a child of 2 or over, educational provision which is additional to or otherwise different from the educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area.
- b) For each child under 2, educational provision of any kind.

### **Policy Statement**

All children have the right to achieve their full potential. At Tadpoles Nursery School, we believe it is our duty to ensure that all children in our setting will have access to a broad and balanced educational programme.

In order for staff to provide a broad and balanced curriculum, on-going training is provided in all areas of child development and education. We follow guidelines set out in the Special Educational Needs Policy for Early Years Settings, produced by the Royal Borough of Kensington and Chelsea. If you would like to see a copy of this policy, please ask.

Additional sources of funding (EHCP, SENIF) will always be applied for to support vulnerable learners.

We work in partnership with parents and other agencies in meeting individual children's needs.

The Special Educational Needs Co-ordinator (S.E.N.C.O) for Tadpoles Nursery School, Chelsea is Claire Dimpfl and the deputy is Katie Burne.

## Procedures

- We ensure procedures are in place which will enable early identification of a child with SEND.
- We clearly define the approach and provision for children with SEND by all adults within the setting.
- We ensure that parents/carers are fully consulted as soon as any concerns are identified in order to work closely with them to optimise their child's educational opportunities and fully consult them in order to enable them to play a supportive role in their child's education.
- We ensure that all staff are aware of their individual responsibility to provide for the needs of the children with SEND and explain best practice when planning intervention.
- We ensure that staff are familiar with and can use the systems and procedures in place to identify, monitor, record and review children with SEND
- We ensure that children in the setting with SEND have a full range of learning and play opportunities equal to their peers including full access to a broad, balanced and relevant education based on the EYFS
- We ensure that children in the setting with SEND are offered a range of ways in which they can access the curriculum
- We ensure that procedures are in place for contacting and liaising with outside agencies
- We ensure a regular (at least annual) review of the practice and policy of the setting when providing for children with SEND
- The views of the child should be considered and taken into account by all adults working and caring for the child.

### *Complaints Procedure:*

- All complaints about SEND in the setting will be responded to as quickly as possible.
- In the first instance, the SENCO (Claire Dimpfl) will investigate the complaint in consultation with deputy of SENDCO (Katie Burne) and any staff involved with the child and family.

### *Criteria for evaluating the success of the setting SEND's policy*

- Clearly written records showing evidence of the child's progression.

- The positive self-image of all the children in the setting and their ability to be valued members of the group.
- Parents are involved in the education of their child and are confident to approach members of staff.
- Annual review of the SEND policy, procedures and practice.

# Equality of opportunity

## 1.14 Achieving positive behaviour

We, at Tadpoles, teach through PACE: Patience, Acceptance, Curiosity, Empathy.

We, at Tadpoles Nursery, should regard ourselves as role models to the children in our care and must ensure that our behaviour, language and general demeanour is suitable to be mirrored by the children.

Underneath, you will read how we would like the whole school policy to be implemented so that staff do not create discrepancies between groups.

In the event of continuous challenging behaviour by a child or the start of an unusual behaviour, this should be monitored carefully by staff as there is usually an explanation. This could come under safeguarding (see changes in behaviour) but in many cases can be due to other reasons and we should work with parents/carers over these

### *Some possible causes*

Something might have happened at home (eg: new baby, moving house, dad/mum off work, illness in the family). Under COVID-19 restrictions we have found some behavioural issues to have been exacerbated. We need to talk to the parents/carers tactfully and try to ensure that we are all using the same ways to discipline the child so they are not confused about what is happening. Another possible cause of a sudden change in behaviour could be loss of hearing in a child, so hearing tests are always a good idea as "glue ear" can cause behaviour problems.

Children who are unable to communicate or have poor or delayed speech can also feel frustrated and we need to help boost their self-esteem through language groups and good communication between us, our ECAT coordinator (Kate Stubbs) and the Speech and Language Therapists. We will always work with a child and its family ensuring extra support, ask for advice and help from behaviour experts where necessary and never exclude a child for any reason except if the safety of other children is severely compromised.

We review our Behaviour policy regularly.

### These are the points we all agreed on:

1. •Do not shout and raise your voice  
•Three strikes and you're out (1. 'Please can you stop that'; 2. 'Please can you stop doing that as you were asked before'; 3. 'You did not stop as you were asked so please come and sit with me')
- If it is dangerous behaviour in any way or very disruptive, the child will be immediately removed from the situation.

2.
  - Do not talk to parents in a negative manner about their child, in front of the child. Ask to speak to them privately if you need to discuss a 'negative' issue. You may speak 'positively' about a child to a parent in front of their child.
  - Children who are taken away and put on a chair should not be talked to, they should be taken to the office for the appropriate length of time (1 min per year of the child's age). People in the office will not talk to the child either. If the child is in the playground at the time of unacceptable behaviour, sit the child by the door so that they lose their play. The child's face should not be turned to the wall.
  - Do not talk to the child until the end of the 'time-out' session, then explain to him/her why their behaviour is unacceptable. This is following the theory that any attention is better than no attention.
  - Track children with 'challenging' behaviour, involve parents and if necessary put an IEP in place.
3.
  - Positive reinforcement at all times, we do not use the word 'naughty' or 'bad'. We can say 'you had bad behaviour' but not that the child is 'bad'.
  - Focus children back with 'what are you meant to be doing'? use eye contact, get down the child's level. Singing can help to focus children back to the task in hand.
4.
  - Remember 6 positives to 1 negative.
  - Concentrate on the whole class behaviour using singing to aid, persona dolls and puppets + the "golden rules" song.
5.
  - Stamps/stars are used at the discretion of the teacher.
6.
  - Bring the child's attention back by saying "What should you be doing now?"
7.
  - Always praise specifically eg: "good sitting", "good listening"
8.
  - To get attention, model another child's behaviour eg: "Tom is sitting well"

### Physical restraint

If a child appears to be in danger of hurting themselves or another child, physical intervention can be used to avoid this. A record of this MUST be kept and parents informed as soon as possible. This will not be counted as corporal punishment or assault.

We hold regular behaviour and boundary workshops for parents.

The 3 members of staff responsible for behaviour management are:

Claire Dimpfl

Natalie Going: Kensington

Jocelyne Gerard: Chelsea

All staff have input into all aspects of behaviour.

# Promoting Health and Hygiene

## 1.15 Medicine Policy

### Policy Statement

As a nursery school, we do not provide full-time daycare, therefore all children have alternative childcare. If a child is ill, then home is the right place. If a child needs medicine on a long term basis, the parent/carer must give written permission to the school to administer the medicine.

### Procedures

We do not administer “calpol” etc in the setting.

Only prescribed medication is administered. It must be in-date and prescribed for the current condition with a clear label from the pharmacy (Dr’s name + administration of the medicine)

With homeopathic medicines (eg: arnica), the same policy must applied.

Children’s prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children.

Parents give prior written permission for the administration of medication. The staff receiving the medication must ask the parents to sign a consent form stating the following information. No medication must be given without these details provided:

- Full name of child and date of birth
- Who prescribed it
- Dosage to be given in the setting
- How the medication should be stored and expiry date.
- Signature, printed name of parents and date

The administration is recorded accurately each time it is given and is signed by staff. Parents sign the record book to acknowledge the administration of a medicine. The medication record book records:

- Name of child
- Name of medication
- Date and time of dose
- Dose given
- Signed by key person/manager and verified by parent signature.

### Medication

At Tadpoles Nursery, we promote the good health of children attending nursery and take necessary steps to prevent the spread of infection (see Sickness and Illness and Infection control policies). If a



child requires medicine we will obtain information about the child's needs for this, and will ensure this information is kept up to date.

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

### **Medication prescribed by a doctor, dentist, nurse or pharmacist**

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

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

- If the child refuses to take the appropriate medication, then a note will be made on the form
- Where medication is “essential” or may have side effects, discussion with the parent will take place to establish the appropriate response.

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

- The nursery will not administer any non-prescription medication containing aspirin
- The nursery will only administer non-prescription medication for a short initial period, dependant on the medication or the condition of the child. After this time medical attention should be sought
- If the nursery feels the child would benefit from medical attention rather than non-prescription medication, we reserve the right to refuse nursery care until the child is seen by a medical practitioner
- If a child needs liquid paracetamol or similar medication during their time at nursery, such medication will be treated as prescription medication with the onus being on the parent to provide the medicine
- On registration, parents will be asked if they would like to fill out a medication form to consent to their child being given a specific type of liquid paracetamol or anti-histamine in particular circumstances such as an increase in the child’s temperature or a wasp or bee sting. This form will state the dose to be given, the circumstances in which this can be given e.g. the temperature increase of their child, the specific brand name or type of non-prescription medication and a signed statement to say that this may be administered in an emergency if the nursery CANNOT contact the parent
- An emergency nursery supply of fever relief (e.g. Calpol) and anti-histamines (e.g. Piriton) will be stored on site. This will be checked at regular intervals by the designated trained first aider to make sure that it complies with any instructions for storage and is still in date
- If a child does exhibit the symptoms for which consent has been given to give non-prescription medication during the day, the nursery will make every attempt to contact the child’s parents. Where parents cannot be contacted then the nursery manager will take the decision as to whether the child is safe to have this medication based on the time the child has been in the nursery, the circumstances surrounding the need for this medication and the medical history of the child on their registration form.
- Giving non-prescription medication will be a last resort and the nursery staff will use other methods first to try and alleviate the symptoms (where appropriate). The child will be closely monitored until the parents collect the child
- For any non-prescription cream for skin conditions e.g. Sudocrem, prior written permission must be obtained from the parent and the onus is on the parent to provide the cream which should be clearly labelled with the child’s name

- If any child is brought to the nursery in a condition in which he/she may require medication sometime during the day, the manager will decide if the child is fit to be left at the nursery. If the child is staying, the parent must be asked if any kind of medication has already been given, at what time and in what dosage and this must be stated on the medication form
- As with any kind of medication, staff will ensure that the parent is informed of any non-prescription medicines given to the child whilst at the nursery, together with the times and dosage given
- The nursery DOES NOT administer any medication unless prior written consent is given for each and every medicine.

### **Injections, pessaries, suppositories**

As the administration of injections, pessaries and suppositories represents intrusive nursing, we will not administer these without appropriate medical training for every member of staff caring for this child. This training is specific for every child and not generic. The nursery will do all it can to make any reasonable adjustments including working with parents and other professionals to arrange for appropriate health officials to train staff in administering the medication.

### **Staff medication**

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

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

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

**Storage**

All medication is stored in a locked cabinet in our Bumblebees (1st floor) Classroom in a labelled plastic box. For some conditions, medication may be kept in the setting. Key persons check that any medication held to administer is in date and returns any out-of-date medication back to parents.

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

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

# Promoting Health and Hygiene

## **1.16a Managing children with asthma**

We, at Tadpoles Nursery School, welcome all children with asthma and keep a register of all children with asthma.

We recognise that asthma is a condition that can be serious and affects many children.

We encourage and help children with asthma to participate in all activities.

All staff are aware of potential triggers and warning signs and have been trained in administering an inhaler and what to do if a child has an asthma attack.

We will obtain written permission from parents to administer an inhaler. (The inhaler will be kept in the medicine drawer in the office in a labelled plastic bag, alongside the parent's written permission and the prescription).

We work closely with parents/carers of children with asthma to ensure continuity of care.

We will inform parents if their child has had an asthma attack and needed their inhaler while at nursery.

# Promoting Health and Hygiene

## 1.16b Managing children with allergies or who are sick or infectious

### Policy Statement

We provide care for healthy children and promote health through identifying allergies and preventing contact with the allergic substance and through preventing cross infection of viruses and bacterial infections

#### *Procedures for children with allergies*

- When parents start their children at the setting they are asked if their child suffers from any known allergies. This is recorded on the registration form.
- If a child has an allergy, a risk assessment form is completed to detail the following:
  - The allergen (i.e the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats....)
  - The nature of the allergic reactions (anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems....)
  - What to do in case of allergic reactions, any medication used and how it is to be used (e.g Epipen)
  - Control measures such as how the child can be prevented from contact with the allergen
  - Review
- Parents train staff in how to administer special medication in the event of an allergic reaction. All staff are trained to use an Epipen.
- No nuts or nuts products are used within the setting
- Parents are made aware so that no nuts or nuts products are accidentally brought in, for example to a party

**If a child has an allergic reaction at school, authorized medicine will be given to them. 999 will be called if necessary. If an ambulance does come to school, a report will be written and OFSTED will be informed as soon as possible and before 2 weeks after the event.**

### *Procedures for children who are sick or infectious*

If a child is ill, the parent should inform Tadpoles on the first day of illness and every subsequent day of absence.

- If a child becomes ill at school, the child will be isolated and the parent/ guardian informed immediately for them to come and pick up the child.
- If a child has an infectious disease, the parent has to inform Tadpoles immediately so that we can inform all the other parents in the school and the Local Authority if necessary.
- Parents are asked to take their children's temperature before returning them to nursery; the nursery can refuse admittance to children who have temperature (a normal temperature is 37C, a raised temperature is between 37C & 37.5C and a full temperature/fever presents as above 37.5C), sickness and diarrhea or a contagious infection or disease.
- As a general rule, a temperature of over 37.5C (99.5F) is classified as a fever (NHS Guidelines).
- A child should be free of a temperature/fever for at least 24 hours before returning to school.
- Where children have been prescribed antibiotics, parents are asked to keep them at home for 48 hours before returning to the setting.
- Please do not give your child calpol before sending them to school.
- After diarrhea and vomiting, parents are asked to keep children at home for 48 hours before returning to the setting.
- Any contagious infections require the child to be kept out of nursery until the infection is cleared (eg: conjunctivitis, until the eye is clear, no longer sticky and weeping)

#### **For adults working or helping at the nursery (teachers, students, voluntary adults):**

- **Must be free of temperature for 24 hours before returning to school.**
- **48h after vomiting or diarrhoea before returning to school.**

# Promoting Health and Hygiene

## 1.17 Animals in the setting

### Policy Statement

Children learn about the natural world, its animals and other living creatures as part of the Early Years Foundation Stage. This may include contact with animals, or other living creatures, either in the setting or in visits. We aim to ensure that this is in accordance with sensible hygiene and safety controls.

At the moment, we have a two Rabbits (Fortnum and Mason) and two tortoises (Trouble and Strife)

### Procedures

- We provide suitable housing for the animals or creatures and ensure that this is cleaned out regularly and is kept safely.
- We ensure the correct food is offered at the right times
- Children are taught correct handling and care of the animal or creature and are supervised
- Children wash their hands after handling the animal or creature
- Staff wear disposable gloves when cleaning housing and handling soiled bedding.
- If animals or creatures are brought in by visitors to show the children they are the responsibility of the owner



# Promoting health and hygiene

## 1.18 Nappy changing

### Policy Statement

No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training.

We see toilet training as a self-care skill that children have the opportunity to learn with the full support of adults

### Procedures

All staff are familiar with the hygiene procedures and carry these out when changing nappies.

Young children from 2 years old should wear “pull ups”.

Parents/carers will provide “pull ups”, wet wipes and nappy sacks. Parents/carers should also provide a bag containing a full set of named clothes.

The changing area is warm and there is a wall-mounted changing mat to lay young children if they need their bottom to be cleaned.

We keep the door open of this bathroom/changing area while the child is being changed to safeguard the child and the adult.

Gloves, aprons and, under the Covid 19 situation, a mask are put on by staff before changing starts

The changing mat is cleaned with a wipe before and after each child.

Young children are encouraged to take interest in using the toilet or potties, which are provided within the setting. Please note that we welcome children bringing their own potties and/or lavatories seats if this makes them feel more at ease.

Children are encouraged to wash their hands and are shown the correct way to do this. Liquid soap and paper towels are always available.

“Pulls ups” are disposed of hygienically in 2 bags under the Covid 19 situation, they are bagged and put in a separate bin. Underwear that is wet or soiled are sealed in a bag for the parents/carers to take home for washing.

# Promoting Health and Hygiene

## **1.19 No smoking**

### **Policy Statement**

We comply with health and safety regulations and the Welfare Requirements of the EYFS in making our setting a no-smoking environment, both indoor and outdoor.

### **Procedures**

Smoking of any form of tobacco product inclusive of e-cigarettes and vaping machines will not be tolerated on any part of the site by any person involved with the school.

Staff smokers will be allowed to smoke off-site during their lunch break. Members of staff should ensure that they do not come to school smelling of tobacco.

The smoking rule is also enforced on school trips and at any time we are offsite with the children.

# Promoting Health and Hygiene

## **1.20 Ensuring staff are not under the influence of drugs and alcohol**

### **Policy Statement**

We do not tolerate the use of alcohol during school hours. Staff must not be under the influence of drugs or alcohol when on school premises or when accompanied by children.

### **Procedures**

No illegal drugs are allowed on the premises at any time. Alcohol is not permitted on the premises during school hours or when the children are present and unaccompanied by parent/guardian/carer. (We have occasional school social events which do include alcohol but not when children are present).

No member of staff or parent/carer will be allowed on the premises under the influence of alcohol or drugs. No parents/carers will be allowed access to the school if they are under the influence of drugs or alcohol. If this should occur, we will keep the child safe and telephone either the other parent/carer or the emergency contact. In the event of neither being available, we will contact social services.

If drugs or alcohol are found on any person or they are found to be under the influence of either drugs or alcohol, they will be removed from the premises immediately.

### Prescribed Medicines for Staff Members

As with the children's medicine, staff will be kept safely in the office for use at the prescribed times. A quiet room is provided if a member staff has to administer an injection.

# Promoting Health and Hygiene

## 1.21 Food and drink

### Policy Statement

This setting regards snack and meal time as an important part of the setting's day. Eating represents social time for children and adult and helps children to learn about healthy eating. We follow these procedures to promote healthy eating.

### Procedures

When a child starts at Tadpoles, we find out from parents their children's dietary needs and preferences, including any allergies.

We record information about each child's dietary needs.

We regularly consult with parents to ensure that our records (including allergies) are up-to-date.

We display current information about individual children's dietary needs in the kitchen so that all staff and volunteers are fully informed about them.

We organise meals and snack times so that they are social occasions in which children and staff participate.

We use meal and snack time to help children develop independence through making choices and feeding themselves.

We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the day.

We ask parents to provide fruits for snack time and packed lunch for the children who stay for lunch.

The children are offered a portion of starchy foods at break/snack time alongside their fruit and/or vegetables. We encourage a variety across the week (bread, rice, cakes, pasta) and a mixture of wholegrain and white starchy foods.

### *Birthdays & Celebrations*

We have a NO NUTS policy.

All Parents MUST discuss the cake/biscuit celebratory item with their class teacher. We have many different food allergies within the setting so certain food ingredients cannot be included. If you are making either a cake or biscuits please label the packaging with exact ingredients. If you buy the cake, please bring it in his box. If you have the cake made by a company, please ask the company to include the list of ingredients.

Staff will not accept birthday cakes without a list of ingredients.

If your child has allergies, you must provide a named box with special cakes/treats in it that will be given to them when there is a birthday cake in their class. Please, make sure you also write on the box the list of ingredients your child is allergic to.

If your child has allergies and you decide to bring a cake on one of their friend's birthday, you must provide the ingredients the cake has been made with. Staff will not accept cakes without a list of ingredients. That cake must be brought in first thing in the morning.

If your child has allergies, you will be given a form to fill in allowing the rest of the parents in their class to know about their allergies (under GDPR regulations).

Due to the Covid-19 situation, we are asking for individual cakes to be brought in for birthday celebrations. Thank you for your understanding.

# Promoting health and hygiene

## 1.22 First Aid

### Policy Statement

In our setting staff are able to take action to apply first aid treatment in the event of an accident involving a child. ALL STAFF members have received First Aid Training. The first aid qualification includes first aid training for infants and young children.

Last First Aid Training for the team: 23.09.2022 and 14.10.2022

### Procedures

Our first aid kit contains the following items:

- Triangular bandages ( x 4)
- Sterile dressings; a - small (x 3): b - medium (x 3): c - large (x 3)
- Pack containing assorted plasters
- Sterile eye pads
- Container with 6 safety pins
- 2 pairs of disposable gloves
- 1 plastic apron

The first aid box are situated in the little classroom and in the hall, are easily accessible to adults and are kept out of the reach of the children.

At the time of registration to the setting, parents' written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval.

Parents sign a consent form allowing staff to take their child to the nearest Accident and Emergency Unit (Chelsea and Westminster Hospital) to be examined, treated or admitted on the understanding that their parents have been informed and are on their way to the hospital.

### *Accident form*

We record on our "accident form" any accidents which occur in the school (fall, bump....) either in the classroom or in the playground. We ask the parents to sign the form and give them a copy.

In the event of a head injury the parent will be given a head injury procedure form.

### *Incident form*

We record on our “incident form” any incidents ( bite, scratch...) and ask the parents to sign the form.

### *Existing injury book*

If a child comes to school with an existing injury (eg: bruise, cut...), we will question the parents/carer as how this injury occurred and we will write the details on a form and ask the parent/carer to sign.

Those 3 forms are kept in a class file in every classroom under children’s name.





# Safeguarding children

## 1.24 Mobile telephones

### Policy Statement

No personal mobile telephones are to be allowed in any classroom, toilets, kitchen, garden or playground during school hours.

### Procedures

Staff have to leave their personal mobile phones in the office, in a special box during school hours. If they are expecting an urgent call, they may be fetched when telephoned by the office staff and allowed to take the call in the staff room.

Staff can only check their personal mobiles before 8.30, during their lunch break and after 15.30.

Parents/ carers/ visitors who enter the school with their mobile phones on their person or in use will be asked to turn them off and put them away.

The exception to our "no mobile" policy is if a member of staff receives permission from the head teacher / managers to use their mobile as a music device within the classroom.

When going to 'forest school' or on a school trip, each team takes one of the school mobile phones (basic mobile with no camera) in the school bag pack.

We at Tadpoles realise the necessity of having a mobile phone at Forest School and other outings.

It is not possible to buy a phone without a camera; therefore, staff are made aware that they can take pictures on this phone for purposes of dissemination to parents but these will be deleted on a weekly basis.

No teacher can take their personal phone to Forest School or on school trips and the school phone is for emergency use and making a record of these trips.

# Safeguarding children

## **1.25 Social Networking**

### **Policy Statement**

No member of staff are allowed to make contact with parents/guardians/carers or children within the school on any social networking site.

No photographs of any school activities, school children, parents, guardians, carers are to be published on any social networking, except on Tadpoles Instagram [where parental permission has been given]. The school has now an Instagram account for events, parental permission is asked for prior to the use of the image of any child on the Instagram account.

No “unsuitable” photographs of teachers social life should be put on social networking.

# Safeguarding children

## **1.26 The use of photography within the setting**

### **Policy Statement**

When children arrive with us, their parents/carers are asked to sign a form allowing certain types of photography for use in the setting.

If permission is not given, we ensure that the child's photograph does not appear in any displays.

They are necessary in their profiles.

Children who are in the setting do not appear on our website.

We have a separate internet/social media policy.

We have official photographs once a year.

# Safeguarding children

## **1.27 Policy and advice on the safe handling of children and parents/carers in and out of the setting**

### **Policy Statement**

It is very important for the safety of the member of staff against allegations of abuse/misconduct that these rules are followed and adhered to. ALL staff can be at risk but statistically men are slightly more at risk of accusation than women.

The setting: Please ensure that if you are working alone with a child or remonstrating with a child, that you are in view of other members of staff. Always adhere to the mobile phone policy.

Do not close the door of the toilet when assisting a child.

Please, remember, no tracksuit bottoms can be worn except when teaching sport/PE.

ALL classes PE/dance/music must be taught with at least 2 members of staff in the room.

You must not pick up or handle a child or have rough physical play with them.

Natural affection is fine, eg: holding their hand, comforting children when they are upset but try to do this in a public place.

When a child has a temper, make sure they are safe and if they are on the floor, clear a space around them. If they need restraint, you can put them on your knees and hold them safely from behind with your hands folded around them restraining their arms.

When with parents/carers having meetings, please make sure that you either have these in the office or take an assistant teacher with you or you have them in your classroom where other people can hear what is said. There have been incidents when a member of staff has been accused of saying something misleading to a parent/carer.

We do ask, if you are taking outside work with a child within the setting that you tell the management. You will need to write a letter stating exactly the type of work that you are undertaking with them.

If the child is not in the setting, the following rules should be adhered to for your own safety.

Do not tutor or have play sessions with a child in their bedroom. Ensure that, at all times, you are in a public room within the house. If a parent should ask you to take the child and tutor him/her alone, you must tell them that you cannot take them alone to their bedroom. If in a public room (kitchen, sitting room), make sure the door is open and another adult is nearby.

With games/play sessions outside the house, please make sure you are not alone with a child/group of children and that there is another adult nearby.

Above all, read the "safeguarding policy", understand that any accusation by a child has to be taken seriously and do not brush all this off as nonsense, we spend time ensuring children are safe, you must also keep yourselves safe. Children interpret the world differently.

Something that you feel is fun and a normal part of play such as lifting up and swinging them around might seem odd and scary to them.

# Safeguarding children

## **1.28 Policy on bullying and harassment**

### **Policy Statement**

All children, staff and parents need to be sure that they work and spend time in an environment free from a culture of bullying and harassment.

Staff should be respected, whatever background, race, sex, religion, culture or age, everyone has something they can offer to the setting and staff ideas should be taken seriously by the rest of the team.

We will not ever tolerate any remarks or behaviour that can be deemed to be of a sexist or ageist nature. This will be dealt with a written caution.

Parents will be asked to take care when talking to other parents so that they do not feel threatened or worried and their children not discriminated against in any way. If any such matters come to the notice of teachers, parents will be asked to a meeting with the head.

As a setting, we take a very dim view of these practices and need to remind all adults that we are role models for the children.

# Safeguarding children and use of Information Technology

## 1.29 Use of Ipad, Kindles, tablets and Software within the nursery

### Policy Statement

At Tadpoles Nursery School, we use the 'ARC' software to carry out our observations, as well as processing our on-going assessments and our 'tracking'. Every new member of staff will be explained how the software is used.

### *Procedures: Software Privacy*

For access to the ARC software either via the Ipad, kindle, tablet or remotely, there is a 4 digit security code. To take observations, or access observations this 4 digit code must be entered. To access observations through the ARC website, staff must enter their Username and password. Only the staff at Tadpoles Nursery School know the code and log in details (the code/login/password is/are changed when a member of staff leaves the employment of Tadpoles Nursery School).

It is illegal to share the login details with any person who is not employed by Tadpoles Nursery School. In the event of unauthorised access being given, procedures in the employee handbook – underlined in the staff contract – will be followed.

No Ipad, kindle or tablet belonging to the school will be removed from the school setting without written consent from the management team. All Ipad, kindles and tablets belonging to the school must be stored in a secure place. The staff of Tadpoles Nursery School are responsible for the Ipad, kindle or tablet in their possession whilst on the nursery setting (this includes off-sight trips).

### *Procedures: Observations*

Full observations should only be taken/entered into the ARC website during allocated times or in the staff members own time. During class hours, only photographs/videos and notes can be taken. To further help with the smooth running of the system;

- It is good practice to adhere to the minimum requirement for each child to have one observation per specific area per half term.
- It is good practice to enter only relevant and meaningful observations.

Observations will be checked via remote access by the management team, these can be edited or deleted accordingly.

### *Procedures: Profiles*

- Observations must be printed every half term and added to the appropriate profile.
- Every child's on-going assessment should be printed every half term

- 'tracking' should be printed at the end of each term.

*Procedures: Parent Share*

ARC software allows staff to share observations with parents. Teachers must have their observations checked by the management team before they are allowed to be sent.



# Promoting Health and Hygiene

## 1.30 Physical Activity Statement

We, at Tadpoles Nursery, are proud of our environment which supports physical play. As a Healthy Early Years setting we want to ensure that we promote the health and well-being of the whole setting community through encouraging physical activity and providing consistent messages to children, parents and staff.

### We are aware that children of all ages should be active

Being active is important for children under five because it helps them build and maintain a good level of health; physical activity is critical to optimal growth and development. Children under five need time to play and master their physical environment and fundamental movement skills; the early years are also an important time to establish habits relating to physical activity.

The Chief Medical Office provides guidance on how much physical activity children under five should be doing:

### Physical activity guidelines for infants (under 5s) who are capable of walking:

1. Children of pre-school age who are capable of walking unaided should be physically active daily for at least 180 minutes (3 hours), spread throughout the day (most UK pre-school children currently spend 120–150 minutes a day being physically active, so achieving this guideline means adding another 30–60 minutes each day).
2. All under 5s should minimise the amount of time spent being sedentary (being inactive, restrained or sitting) for extended periods (except time spent sleeping) by reducing screen time (e.g. watching TV, using a computer, tablet or smartphone) and reducing time spent in a pushchair or car seat.

### Physical activity programme

Our planning for both indoor and outdoor physical activities is based on the Early Years Foundation Stage. Each programme of activity supporting physical development is planned, reviewed and evaluated on a regular basis. We provide free space to move and play imaginatively either inside or outside. Each child is active for an hour and a half every morning, if not more. Outdoor play is split between our playground, our working garden and forest school.

We provide equipment to facilitate play, e.g. steps to climb on, steps to balance on, ring to walk on, tyres to crawl through and lead structured activities that encourage movement, e.g. football, dance, yoga, gardening, swimming.

### We have a supportive environment

We endeavour to provide an environment, which promotes physical activity throughout each day including travel to and from our setting. We ensure that outdoor activities are planned and children can access these on a daily basis, eg: access to the playground and the garden every day, trip to forest school once a week for each class, visits to the local shops or local park...

We are aware that in order for children to learn about managing risks associated with physical activity, we need to offer stimulating and challenging environments; through these environments children are supported to explore and develop their own abilities and understanding. Alongside this we aim to manage the level of risk so that children are not exposed to unacceptable dangers.

### We are thinking sensibly about health and safety

We are aware that in order for children to learn about managing risks associated with physical activity, we need to offer stimulating and challenging environments; through these environments children are supported to explore and develop their own abilities and understanding. Alongside this we aim to manage the level of risk so that children are not exposed to unacceptable dangers.

We conduct risk assessments and establish suitable arrangements for off-site visits to encourage children and their families to take advantage of the range of physical activities available within the local community.

### We minimise the amount of time children spent being sedentary for extended periods (Except time sleeping)

In the Early Years spending time sedentary (being inactive, restrained or sitting) limits the opportunities that children have to move. Sedentary behaviour is any low-energy activity that takes place while sitting or lying down. We avoid using restraining equipment (buggies, chairs, car seats) for long periods of time, unless for reasons of safety. We interact regularly with every child to encourage movement.

### We provide suitable physical activities for all

All of our children, including those with special educational needs and disabilities (SEND) are entitled to a comprehensive programme of physical activity opportunities that allows all children to improve their skills of co-ordination, manipulation, control and movement and to develop positive attitudes towards physical activities including sports. Our provision is also fully inclusive of children from different cultures and religions. All staff are aware of the need to be sensitive to individual beliefs about what is acceptable in relation to physical activity.

### Working with families & Active Travel

Staff are confident in giving out advice to parents and carers in relation to families adopting healthy lifestyles and being physically active. We encourage parents to walk, scoot or cycle with their children for part or all the way to the setting. We facilitate this by providing somewhere safe to leave bicycles or scooters.

We have developed a range of outings that our children can walk to. This supports children's and families' knowledge of places of interest in the local environment that are easy to reach on foot. These include: going to the local park (The Moravian Churchyard/Westfield Park/Battersea Park), going 'plogging' in our area, going to the local shops, going to the 'forest school'. We also provide/promote a range of information workshops, activities and parenting programmes that support parents' understanding of the importance of being physically active and on children's development. These include parenting programmes such as: workshop on 'school readiness' including the importance of physical activities.

# Safeguarding Children

## **1.31 Unexplained Absence**

### **Policy Statement**

If your child is absent for any reasons, please let us know on the first day and/or any subsequent days if it is due to illness.

If we are unable to contact you or any of your emergency contact numbers for more than 3 days, due to safeguarding reasons, we will contact the Local Authority safeguarding team.

# Promoting Health and Hygiene

## 1.32 Pandemic Policy

The aim of this policy is to advise staff about the precautions needed when dealing with a pandemic outbreak. The policy takes into account the guidance given from both the World Health Organisation and our Local Educational Authority. This policy contains guidelines, which will be adapted as necessary, for members of staff, parents and pupils.

### Policy Statement

The World Health Organisation (WHO) advises that there may be a pandemic of flu or another virus. Scientific modeling shows that it usually starts outside the UK and that within 2-3 weeks of a pandemic 'virus entering the UK it would become widespread. Depending on the severity of the pandemic, up to 25- 50% of the population may become ill at some stage during one or two waves, each lasting 3-4 months, and this may result in a large number of deaths.

Central Government has overall responsibility for contingency planning and for national policy decisions. Local Authorities would communicate information from Central Government to all schools. Depending on the nature of the pandemic virus, children's vulnerability to it and the regions it has reached, schools may be advised to close. It is the Head's responsibility to respond appropriately to the advice received. Schools have been advised to plan for remaining open and for possible closure during a pandemic. If there is no advice to close the school, it would remain open as long as there were sufficient staff available for the school to function.

### *Health & Safety*

Any person, pupil or member of staff, who exhibits 'virus symptoms should remain at home until health is restored.

Any person with a pre-existing chronic health condition or anyone over the age of 65 should be advised to get an immunisation if available and not attend school. For example:

- Chronic heart/lung/metabolic disorders (including severe asthma & diabetes)
- Kidney problems
- Immune system impairment (including cancer treatment)

Viral infections. are spread by breathing in air containing the virus or by contaminated hands, and are highly infectious. They mainly affect the nose, throat and lungs.

Reducing spread of virus:

- Cover your nose and mouth when coughing or sneezing (preferably with a tissue).
- Dispose of dirty tissues promptly and carefully.
- Maintain good basic hygiene (frequent hand washing with soap and water).
- Avoid non-essential travel and large crowds.

- Clean all hard surfaces frequently (kitchen work surfaces, door handles)

'Virus symptoms and what to do:

- Day 1. - Fever/Chills/Muscle ache
- Day 2. - Dry cough/Sore throat/Blocked nose or nausea/vomiting/diarrhoea.
- Stay home and rest
- Drink plenty of fluids
- Take Paracetamol/Ibuprofen as directed
- Avoid non-essential contact with people

If you are in school and start to have symptoms:

- Go to the managers/office to be quarantined
- You will need to go/ be taken home as soon as possible
- (NB Most people recover within one week but tiredness may last 2-3 weeks. Serious illness is usually due to secondary bacterial infection in the lungs: pneumonia/bronchitis), which needs antibiotic treatment).

### *General Hygiene at school*

- Teaching staff should ensure that pupils follow the hygiene guidelines described above.
- The office and managers must ensure that there are adequate supplies of tissues, soap and hot water and that bins are emptied regularly.
- All roller towels are to be removed as soon as a pandemic occurs.
- Only paper towels are to be used for hand drying.
- Alcoholic gel should be made available to the whole school for more hygienic hand washing
- Contract cleaners will be carefully directed as to priority areas.

### *Communication*

Please communicate directly with the office regarding any concerns or queries that you may have over viral pandemic.

### *Continuity of Educational Provision*

It is the schools' intention to provide educational continuity wherever possible. Subject to health, teachers will continue to attend school in order to support pupils' learning. The School will remain open and functioning as long as it is safe to do so.

### **1.33 Breastfeeding**

We have a supportive breastfeeding environment.

Breast milk is the ideal source of nutrition for infants for at least the first year of life.

Mothers are welcome to breastfeed and a secluded space will be provided, if required.

We can direct mothers to where they can access further breastfeeding support.

### **1.34 Immunisation Statement**

As a Healthy Early Years London setting we want to ensure that we promote the health and well-being of the whole setting community through encouraging parents/carers to immunise children and by providing consistent messages to children, parents/carers and staff.

#### **We are aware of the importance of immunisation**

Immunisation is the safest way of protecting children against serious diseases. Some diseases can kill children or cause lasting damage to their health. Immunisation prepares children's bodies to fight off diseases if they come into contact with them.

We are aware that there has recently been a drop in the number of children being immunised which has caused outbreaks of some diseases. The low uptake of childhood immunisation has led to more children suffering from vaccine preventable diseases such as measles, mumps, whooping cough and polio.

#### **We promote positive messages about immunisation and encourage parents/carers to fully immunise their children**

We confidently approach parents and carers about children's immunisation status. If a child is not immunised, we encourage parents or carers to go to their GP or talk to their health visitor to find out more about immunisations. There is also information available for parents and carers, including information on what immunisations are given and when

[www.nhs.uk/conditions/vaccinations/Pages/childhood-vaccination-schedule.aspx](http://www.nhs.uk/conditions/vaccinations/Pages/childhood-vaccination-schedule.aspx)

#### **We are confident to share key messages to parents and carers about immunisation, such as:**

- immunisations save lives
- it is important to make sure babies are protected as early as possible
- it is never too late to have a child immunised even if a child has missed an immunisation and is older than the recommended ages
- vaccines are quick, safe and extremely effective. It is common for children to have some redness, a rash or swelling where the needle goes in, this should only last about a day
- the Measles, Mumps and Rubella (MMR) vaccine does not cause autism
- When a child is immunised it helps to protect the whole community, this is important because some children with medical conditions or allergies cannot have certain vaccines.

We also offer information and advice for parents and carers in preparing children for vaccination injections.

#### **We have a procedure in place for checking and recording children's immunisation status**



We understand that it is very important to maintain and keep an up to date record of children's immunisation status. Some children under our/my care may be at a higher risk of exposure to infectious diseases due to contact with more children and adults than children at home. Keeping a current record of all children's immunisation status helps us/me to quickly identify which parents/carers need to be informed if there is an outbreak of a specific disease. Our registration form asks for the child's immunisation status, with a further check at two years old.

### **We have a procedure in place for reporting an outbreak of infection**

We understand that it is very important to contact our local health protection team as soon as we suspect an outbreak to discuss the situation and agree if any actions are needed. An outbreak is defined as being when there are two or more. Keeping a record of total numbers affected (staff and children), symptoms and date(s) when symptoms started helps us to inform the health protection team of the size and nature of the outbreak. We are aware of the list of notifiable diseases and receive updates on this.

#### Useful Links

Public Health England. Health Protection in schools and other childcare facilities -

<https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities>

Public Health England. Immunisation - <https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/chapter-5-immunisation>

Public Health England. What to do if you suspect an outbreak of infection -

<https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/chapter-4-what-to-do-if-you-suspect-an-outbreak-of-infection>

Health Protection Team Contact Details - <https://www.gov.uk/health-protection-team>

Full List of Notifiable Diseases - <https://www.gov.uk/guidance/notifiable-diseases-and-causative-organisms-how-to-report#list-of-notifiable-diseases>

Childhood Immunisation Schedules - <https://www.gov.uk/government/publications/the-complete-routine-immunisation-schedule>

### *Covid Vaccinations and Testing*

We keep an updated record of all teachers and staff members that have been vaccinated against Covid-19.

We encourage our parents and families to share their testing status when traveling abroad, feeling unwell or being contacted by Track and Trace.

### **Immunisation**

At Tadpoles, we expect that children are vaccinated in accordance with the government's health policy and their age and promote this.

We ask that parents inform us if their children are not vaccinated so that we can manage any risks to their own child or other children/staff/parents in the best way possible. The nursery manager must be aware of any children who are not vaccinated within the nursery in accordance with their age.

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

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

#### **Staff vaccinations policy**

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

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

#### **Emergency information**

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

## **1.35 CCTV**

The nursery CCTV surveillance is intended for the purposes of:

- promoting the health and safety of children, staff and visitors
- protecting the nursery building and resources.

The system comprises 12 fixed cameras. These are placed around the nursery, inside and outside, but not in the toilets or changing areas. This is to ensure the dignity of children is maintained.

The use of CCTV to control the perimeter of the nursery for security purposes has been deemed to be justified by the nursery management. The system is intended to capture images of intruders or of individuals damaging property or removing goods without authorisation or of antisocial behaviour.

#### **Monitoring**

The CCTV is monitored centrally from the nursery office and is registered with the Information Commissioner under the terms of the Data Protection Act. This policy outlines the nursery's use of CCTV and how it complies with the Act. The nursery complies with Information Commissioner's Office (ICO) CCTV Code of Practice to ensure it is used responsibly.

All authorised operators and employees with access to images are aware of the procedures that need to be followed when accessing the recorded images. All operators are trained to understand their

responsibilities under the CCTV Code of Practice. All employees are aware of the restrictions in relation to access to, and disclosure of, recorded images. A copy of this CCTV Policy will be provided on request to staff, parents and visitors to the nursery and will be made available on the website and in the policy file.

### **Location of cameras**

The location of CCTV cameras will also be indicated and adequate signage will be placed at each location in which a CCTV camera(s) is sited to indicate that CCTV is in operation. Adequate signage will also be prominently displayed at the entrance to the nursery's property. Signage shall include the name and contact details of the data controller as well as the specific purpose(s) for which the CCTV camera is in place in each location.

### **Storage and Retention**

The images captured by the CCTV system will be retained for a maximum of 30 days, except where the image identifies an issue and is retained specifically in the context of an investigation/prosecution of that issue. The images/recordings will be stored in a secure environment with a log of access kept. Access will be restricted to authorised personnel.

Supervising the access and maintenance of the CCTV System is the responsibility of the registered person / manager. In certain circumstances, the recordings may also be viewed by other individuals. When CCTV recordings are being viewed, access will be limited to authorised individuals on a need-to-know basis. Files will be stored in a secure environment with a log of access to recordings kept.

Recorded footage and the monitoring equipment will be securely stored in a restricted area. Unauthorised access to that area will not be permitted at any time. The area will be locked when not occupied by authorised personnel. A log of access to footage will be maintained.

When accessing images two authorised members of staff must be present. A written record of access will be made. A record of the date of any disclosure request along with details of who the information has been provided to (the name of the person and the organisation they represent), why they required it and how the request was dealt with will be made and kept, in case of challenge.

### **Subject Access Requests (SAR)**

Individuals have the right to request access to CCTV footage relating to themselves under the Data Protection Act / GDPR. Individuals submitting requests for access will be asked to provide sufficient information to enable the footage relating to them to be identified. For example, date, time and location.

The nursery will respond to requests within 14 calendar days of receiving the request. The nursery reserves the right to refuse access to CCTV footage where this would prejudice the legal rights of other individuals or jeopardise an on-going investigation.

A record of the date of the disclosure along with details of who the information has been provided to (the name of the person and the organisation they represent) and why they required it will be made.

Where footage contains images relating to 3rd parties, the nursery will take appropriate steps to mask and protect the identities of those individuals.

### **Complaints**

Complaints and enquiries about the operation of CCTV within the nursery should be directed to the Head of the nursery in the first instance.

### **Responsibilities**

We will ensure:

- That the use of CCTV systems is implemented in accordance with this policy
- They oversee and co-ordinate the use of CCTV monitoring for safety and security purposes
- That all CCTV monitoring systems will be evaluated for compliance with this policy
- That the CCTV monitoring is consistent with the highest standards and protections
- They review camera locations and be responsible for the release of any information or recorded CCTV materials stored in compliance with this policy
- They maintain a record of access (e.g. an access log) to or the release of files or any material recorded or stored in the system
- That the perimeter of view from fixed location cameras conforms to this policy both internally and externally
- That all areas being monitored are not in breach of an enhanced expectation of the privacy of individuals
- That external cameras are non-intrusive in terms of their positions and views of neighbouring residential housing and comply with the principle of “Reasonable Expectation of Privacy”
- That monitoring footage are stored in a secure place with access by authorised personnel only
- That images recorded are stored for a period not longer than 30 days and are then erased unless required as part of a criminal investigation or court proceedings (criminal or civil).
- That camera control is solely to monitor suspicious behaviour, criminal damage etc. and not to monitor individual characteristics

- That under certain circumstances, the CCTV footage may be used for training purposes (including staff supervisions) or for parents to view child transitions.

## **Monitoring Staff Behaviour Policy**

At Tadpoles. We take the safety and welfare of our children and staff seriously. This policy ensures staff behave in an appropriate manner to act as a role model for and protect all children in their care. Within this policy we will also ensure that any changes to staff behaviours or ways of working are closely monitored, discussed and supported to ensure all children are safeguarded throughout their time here.

### **Expected staff behaviour**

Within our nursery we expect our staff to:

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

### **Monitoring Staff Behaviour**

Within the nursery we:

- Have regular supervisions with all staff in which ongoing suitability is monitored and recorded
- Have a whistleblowing policy that enables team members to discuss confidentially any concerns about their colleagues
- Operate staff suitability forms and clauses in staff contracts to ensure any changes to their suitability to work with children are reported immediately to management
- Ensure all new staff members are deemed suitable with the appropriate checks as detailed in the safeguarding policy.

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

- Change in moods
- Sudden change in religious beliefs / cultural beliefs (may be a sign of radicalisation)
- Changes in the way they act towards the children or the other members of the team (becoming more friendly and close, isolation, avoidance, agitation etc.)
- Sudden outbursts
- Becoming withdrawn
- Secretive behaviours
- Calling in sick more often, coming in late
- Standards in work slipping
- Extreme changes in appearance.

**Procedures to be followed:**

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

Ultimately we are here to ensure all staff are able to continue to work with the children as long as they are suitable to do so, but if any behaviours cause concern about the safety or welfare of the children then the safeguarding/child protection procedure will be followed as in the case of allegations against a team member and the Local Authority Designated officer (LADO) will be called.

All conversations, observations and notes on the staff member will be logged and kept confidential.

# Employment

## 2.1 Recruitment Policy

### RECRUITMENT POLICY

The safe recruitment of staff in Schools is the first step to safeguarding and promoting the welfare of children in education. The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The School is also committed to providing a supportive and flexible working environment for all its members of staff. The School recognises that, in order to achieve these aims, it is of fundamental importance to attract, recruit and retain staff of the highest calibre who share this commitment.

The School recognises the value of, and seeks to achieve a diverse workforce. The School is committed to ensuring that the recruitment and selection of all who work within the School is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. This document provides a good practice framework to comply with the principles set down in the School's Equal Opportunities Policy.

#### **The Aims of the School's Recruitment Policy Are:**

- To ensure that the best possible staff are recruited on the basis of their merits, abilities and suitability of the person
- To ensure that all job applicants are considered equally and consistently
- To ensure that no job applicant is treated unfairly on any ground including age, disability, gender reassignment, race, religion or belief, sex or sexual orientation as outlined in the Equality Act 2010;
- To ensure compliance with all relevant legislation, recommendations and guidance including the statutory guidance published by the Department for Education (DfE), Keeping Children Safe in Education (Jan 2021) and the code of practice published by the Disclosure and Barring Service (DBS)
- To ensure that the School meets its commitment to safeguarding and promoting the welfare of children and young people by carrying out all necessary pre-employment checks.
- To ensure that all employment checks are recorded clearly on the School's electronic Single Central Register (SCR).

#### **Single Central Record of Recruiting Vetting Checks (SCR)**

In line with DfE requirements, the School will keep and maintain a SCR. The SCR will list all staff who are employed at the School, including casual staff, supply agency staff whether employed directly or through an agency, proprietors and those who provide additional teaching or instruction for pupils but who are not employed by the School eg; specialist sports coach or artist. The SCR will indicate whether the required pre-employment checks have been completed, what documents have been checked, when and by whom. The SCR will also clearly show which members of staff are working in the Early Years.

Staff members have a duty through their contract to immediately disclose during their employment if they are:

- charged or convicted of any criminal offence;

- in receipt of a police caution, reprimand or warning, or if there is a formal child protection;
- disqualified under the Childcare (Disqualification) Regulations 2009 (when working in relevant childcare provision)
- barred from working with children or vulnerable adults;
- the subject of a referral to the Disclosure and Barring Service (DBS).

Staff will also be asked at their yearly annual appraisal meetings whether they have any of the above to disclose, including where relevant disqualification under the Childcare Act 2006.

## **Pre-Employment Checks**

In accordance with the recommendations set out in the Guidance, and the requirements of the Education (Independent School Standards) (England) Regulation 2014 which came into force on 5th January 2015 and the ISI Regulatory Requirements (Sep 20) the School carries out a number of pre-employment checks in respect of all prospective employees.

If it is decided to make an offer of employment following a formal interview, employment with the School will be conditional on the following;

- An identity check;
- A barred list check;
- An enhanced DBS check;
- A prohibition from teaching check;

(Must be made for anyone undertaking 'teaching work' (with or without Qualified Teaching Status))

- A check of professional qualifications and QTS where appropriate;
- A check to establish the person's right to work in the United Kingdom
- Further checks on people living or working outside the UK which could include where applicable overseas criminal record checks and for those seeking teaching positions, obtaining a letter of professional standing from the professional regulating body in the country in which the applicant has worked.
- In independent schools, a section 128 check for people in management positions.
- Receipt of at least two references which are satisfactory to the School, one of which will be from the applicant's more recent employer;
- A separate satisfactory barred list check will be undertaken in the event that an enhanced disclosure is not received in advance of starting employment in the regulated activity, or where a 'portable' disclosure is used;
- The signed declaration to satisfy the Childcare (Disqualification) Regulation 2009 where working in relevant Childcare Provision;
- Verification of the applicant's medical fitness to ensure the duties of the post can be carried out satisfactorily, fully taking into account the Equality Act 2010 where reasonable adjustments may be made to fulfil the role effectively.

## **Roles and Responsibilities**

- Employees involved in the recruitment and selection of staff are responsible for familiarising themselves with and complying with the provisions of this policy.
- All employees involved in recruitment of staff will undertake Safer Recruitment training.



- It is the responsibility of the Headteacher and other senior managers involved in the recruitment process to ensure that the school operates safe recruitment procedures and carries out all appropriate checks on all staff, work experience students and volunteers who work at the School.
- Monitor contractors' and agencies' compliance with this policy; and promote the welfare of children and young people at every stage of the procedure.
- It is the responsibility of all contractors and agencies who provide services to the School to comply with safer recruitment practices.
- It is the responsibility of the School's office (Administration Team), in conjunction with the Proprietor and Headteacher and Managers, to ensure all pre-employment checks are complete before employment begins and that they are recorded on the Single Central Register.

## **Verification of Identity and Address**

All applicants who are invited to an interview will be required to bring the following evidence of identity, right to work in the UK, current address and qualifications:

- Passport or photo-card driving licence providing photographic identity;
- Two utility bills or statements (from different sources) showing their name and home address;
- Documentation confirming their National Insurance Number (P45, P60 or National Insurance Card);
- Original documents confirming any educational and professional qualifications referred to in their application form.

Where an applicant claims to have changed their name by deed poll or another means (eg marriage, adoption, statutory declaration) they will be required to bring documentary evidence of the change.

The School asks for the date of birth of all applicants (and proof of this) in accordance with the Guidance. Proof of date of birth is necessary so that the School may verify the identity of, and check for any unexplained discrepancies in the employment and education history of all applicants. The School does not discriminate on the grounds of age.

## **THE PROCEDURE**

**Advertising:** To ensure equality of opportunity, the School will advertise all vacant posts to encourage as wide a field of candidates as possible. Normally this will entail an external advertisement. However, where there is a reasonable expectation that there are sufficient qualified internal candidates or where staff are at risk of redundancy, an internal advertisement may be considered appropriate.

**Applications:** Applicants will receive a job description and person specification for the role applied for. All applicants for employment will be required to complete a confidential application form containing questions about their academic and employment history and their suitability for the role. Incomplete application forms will be returned to the applicant where the deadline for completed application forms has not passed. The school does not accept a curriculum vitae in place of an application form.

The applicant may then be invited to attend a formal interview at which his/her relevant skills and experiences will be discussed in more detail.

**Interviews:** The selection process will always include the following;

- A tour of the School
- The candidate will be observed teaching a lesson
- A face to face professional interview including questions relating to safeguarding children

- Verification of Qualifications and/or professional Status

Short listed applicants will be required to provide proof of their qualifications and professional status by producing documentation on the day of interview. The School will verify that applicants have actually obtained any qualifications legally required or deemed essential for the job and claimed in their application by asking to see the relevant certificate, or a letter of confirmation from the awarding body / institution. If the original documents are not available, the School will require sight of a properly certified copy. Where applicants have obtained qualifications abroad, a certified comparability check by UK ENIC (previously NARIC prior to leaving the EU) will be required. Proof of identity and other documentation will be verified by the chair of the panel/headteacher.

The School requires applicants to account for any gaps or discrepancies in employment history on the application form. Where any applicant is shortlisted, any gaps will also be discussed at interview.

Applicants should be aware that providing false information is an offence and could result in an application being rejected or summary dismissal if the applicant has been selected. Where false information is provided in support of an application to work at the School, the School is required to report the matter to the Disclosure and Barring Service, the Police and other relevant professional bodies.

### **References:**

References for shortlisted applicants will be requested immediately after short-listing. The only exception to this is where applicants have indicated on the application forms that they do not wish their current employer to be contacted. In such cases, this reference will be taken up immediately after interview and prior to any offer of employment being made. Two references will be sought prior to interview wherever possible.

All referees will be asked whether they believe the applicant is suitable for the job for which they have applied. All referees will be sent a copy of the job description and person specification relevant to the role for which the applicant had applied. If the referee is a current or previous employer, they will also be asked to confirm the following:

- The applicant's dates of employment, salary, job title/duties, reason for leaving, performance and disciplinary record
- Their relationship to the applicant
- Whether they have any reason to believe that the applicant is unsuitable to work with children
- Whether the applicant has ever been the subject of disciplinary procedures involving issues related to the safety and welfare of children including any in which the disciplinary sanction has expired
- Whether any allegations or concerns have been raised about the applicant that relate to the safety and welfare of children or young people or behaviour towards children or young people

The school will only accept references obtained directly from the referee and will not rely on references or testimonials provided by the applicant or open references of testimonials. The School will not accept references from relatives of the applicant or people writing solely in the capacity as a friend.

References will be compared to the application form to ensure that the information provided is consistent. Any discrepancies will be taken up with the applicant and/or the referee before any appointment can be confirmed. Any information about past disciplinary action or allegations will be considered in the circumstances of the individual case.

### **Medical Fitness**

The School is legally required to verify the medical fitness of anyone to be appointed to a post at the School, after an offer of employment has been made but before the appointment can be confirmed.

It is the School's practice that all applicants to whom an offer of employment is made must complete and sign a self-declaration of medical fitness which forms part of the School's job application procedure. The School will arrange for the information contained in the self-declaration to be reviewed. This information will be reviewed against the job description and the Person Specification for the particular role, together with details of any other physical or mental requirements of the role ie proposed timetable, extra-curricular activities, layout of the School etc. If the School's medical advisor has any doubts about an applicant's fitness the School will consider reasonable adjustments in consultation with the applicant. The School may also seek a further medical opinion from a specialist or request that the applicant undertakes a full medical assessment.

The School is aware of its duties under the Equality Act 2010. No job offer will be withdrawn without first consulting with the applicant, obtaining medical evidence and considering reasonable adjustments and suitable alternative employment.

### **Disclosure and Barring Service**

Due to the nature of the work, the School applies for an enhanced disclosure check via the Disclosure and Barring Service (DBS) in respect of all members of staff, proprietors and volunteers on entry to the school's workforce.

An enhanced disclosure check will contain details of all convictions on record (including those which are defined as "spent" under the Rehabilitation of Offenders Act 1974) together with details of any cautions, reprimands or warnings held on the Police National Computer. An enhanced disclosure will also reveal whether an applicant is barred from working with children or vulnerable adults by virtue of his/her inclusion on the lists of those considered unsuitable to work with children or vulnerable adults maintained by the DBS. An enhanced disclosure may also contain non-conviction information from local police records which a chief police officer thinks may be relevant in connection with the matter in question.

DBS checks will be requested for applicants with recent periods of overseas residence and those with little or no previous UK residence. These applicants may also be asked to provide further information, including the equivalent of an enhanced DBS disclosure, from the relevant jurisdiction(s).

For any person who have applied to the DBS update service the School will examine the original certificate, check it matches the individual's identity and run an online update check, which will provide information about any changes since the certificate was issued. If the check indicates that there has been a change then the individual must apply for a new certificate

If there is a delay in receiving an enhanced DBS disclosure before a person starts work in regulated activity, the headteacher may allow the member of staff to commence work:

- after a satisfactory check of the barred list if the person is working in regulated activity;
- and all other relevant checks have been completed satisfactorily;
- provided that the DBS application has been made in advance;
- with appropriate safeguards taken (for example, Risk Assessment carried out and appropriate supervision put in place)

The Risk Assessment will be reviewed every two weeks and a note added to the single central register. The staff member will be informed of all safeguards put in place.

Schools are now required to retain certified copies of DBS certificates.

### **Overseas checks, where appropriate.**

If, because a person 'living or having lived' outside of the UK for three months or more in the last five years, a DBS check is not considered sufficient to establish suitability to work in a school (because a UK check would not cover offences committed abroad, but only those on the UK Police National Computer), the School would carry out such further checks as the proprietor considers appropriate, having regard to any guidance issued by the DfE. Such checks will be completed before the person starts person. This applies where relevant both to foreign nationals and UK nationals returning from overseas. Further checks could include where applicable overseas criminal record checks and for those seeking teaching positions, obtaining a letter of professional standing from the professional regulating body in the country in which the applicant has worked.

## **Prohibition Order Check**

Prohibition orders prevent a person from carrying out 'teaching work' in schools, sixth form colleges, 16-19 academies, relevant youth accommodation and children's homes in England. A person who is prohibited from teaching must not be appointed to work as a teacher in such a setting.

Prohibition orders are made by the Secretary of State following consideration by a professional conduct panel convened by the TRA (Teaching Regulation Agency). Pending such consideration, the Secretary of State may issue an interim prohibition order if he considers that it is in the public interest to do so.

The prohibition from teaching check is carried out using an external system.

Qualified Teacher Status is not a requirement for teachers in the independent sector, but schools must now check that anyone employed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State.

Teaching work is defined in The Teachers' Disciplinary (England) Regulations 2012 to encompass:

- planning and preparing lessons and courses for pupils;
- delivering and preparing lessons to pupils;
- assessing the development, progress and attainment of pupils
- reporting on the development, progress and attainment of pupils.

“Delivering” includes delivering lessons through distance learning or computer aided techniques.

However, none of these is “teaching work” if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the headteacher.

It is our policy that all new teaching staff will be subject to a prohibition check before commencing work at Tadpoles and a record will be kept on the school's single central register.

## **Prohibition From Management of Independent Schools Directions**

From August 2015, schools must check whether staff appointed to management positions after that date are subject to a section 128 direction. This also applies to staff promoted internally from September 2018.

The following staff are considered to be in management positions for the purpose of this check:

- headteachers;
- all staff on the senior leadership team (including non-teaching staff);

- teaching positions with departmental headship;
- proprietors

The checks will be carried out using an external portal.

## **Disqualification – Early Years (and relevant later years provision)**

### Disqualification under the Childcare Act 2006

We will make sure that anyone who falls within the relevant categories of staff is made aware of the legislation.

For adults who work in, or are involved in the management of, i) EYFS or ii) out of hours care for children up to the age of 8.

All present and new staff members who fall within the regulations of relevant childcare provision will be asked to sign a declaration form to confirm that they are not disqualified under the Childcare Act 2006 and Childcare (Disqualification) Regulations 2009.

An entry of staff working within relevant childcare provision will be made on the single central register, including the date disqualification checks were completed.

The declaration made will be rechecked annually as part of the staff appraisal procedure and will form part of a staff members contract, stating that they should inform the school if their circumstances change.

## **Contractors and Agency Staff**

Contractors engaged by the school must complete the same checks for the employees that the school is required to complete for its staff. The School requires confirmation that these checks have been completed before employees of the contractor can commence work at the School.

The School will independently verify the identity of staff supplied by contractors or an agency.

## **Policy on Recruitment of Ex-Offenders**

The School will not unfairly discriminate against any applicant for employment on the basis of conviction or other details revealed. The School makes appointment decisions on the basis of merit and ability. If an applicant has a criminal record this will not automatically bar him/her from employment within the School. Instead, each case will be decided on its merits in accordance with the objective assessment criteria set out below.

All positions within the School are exempt from the provisions of the Rehabilitation of Offenders Act 1974. All applicants must therefore declare all previous convictions, including those which would normally be considered “spent”, when applying for a position at the school. A failure to disclose a previous conviction may lead to any application being rejected or, if the failure to disclose is discovered after employment has started, may lead to summary dismissal on the grounds of gross misconduct. A failure to disclose a previous conviction may also amount to a criminal offence.

It is unlawful for the School to employ anyone who is barred from working with children. It is a criminal offence for any person who is barred from working with children to attempt to apply for a position at the School. The School will make a report to the Police and/or the Disclosure and Barring Service if:-

- It receives an application from a barred person
- It is provided with false information in, or in support of an applicant’s application or

- It has serious concerns about an applicant's suitability to work with children.

## **Assessment Criteria**

In the event that relevant information (whether in relation to previous convictions or otherwise) is volunteered by an applicant during the recruitment process or obtained through a disclosure check, the School will consider the following factors before reaching a recruitment decision:

- Whether the conviction or other matter revealed is relevant to the position in question;
- The seriousness of any offence or other matter revealed;
- The length of time since the offence or other matter occurred;
- Whether the applicant has a pattern of offending behaviour or other relevant matters;
- Whether the applicant's circumstances have changed since the offending behaviour or other relevant matters;
- The circumstances surrounding the offence and the explanation(s) offered by the convicted person.

If the post involves regular contact with children, it is the School's normal policy to consider it a high risk to employ anyone who has been convicted at any time of any of the following offences

Murder, manslaughter, rape, other serious sexual offences, grievous bodily harm, or other serious acts of violence

Serious Class A drug related offences, robbery, burglary, theft, deception or fraud.

If the post involved access to money or budget responsibility, it is the school's normal policy to consider it a high risk to employ anyone who has been convicted at any time of robbery, burglary, theft, deception or fraud.

If the post involves some driving responsibility, it is the School's normal policy to consider it a high risk to employ anyone who has been convicted of drink driving within the last ten years.

## **ASSESSMENT PROCEDURE**

In the event that relevant information (whether in relation to previous convictions or otherwise) is volunteered by an applicant during the recruitment process or obtained through a disclosure check, the School will carry out a risk assessment by reference to the criteria set out above. The assessment form must be signed by the headteacher before a position is offered. Such convictions will also be discussed with the applicant at interview.

If an applicant wishes to dispute any information contained in a disclosure, he/she can do so by contacting the DBS direct. In cases where the applicant would otherwise be offered a position were it not for the disputed information, the School will, where practicable, defer a decision about the appointment until the applicant has had a reasonable opportunity to challenge the disclosure information.

## **EMPLOYMENT OFFER**

It may be possible to negotiate a provisional start date with the preferred applicant, however, the checks detailed above must all be completed before a person's appointment is confirmed. Once all pre-employment checks have been satisfactorily completed and received, an offer of employment will be made.

A contract of employment will be issued upon satisfactory completion of the probation period, usually a term.

## **RECORD RETENTION/DATA PROTECTION**

At Tadpoles we follow the Data Protection Act 2018, the General Data Protection Regulation (GDPR) and the employment practices code.

If an applicant is appointed, the School will retain any relevant information provided on his/her application form, together with any attachments and evidence of the pre-employment checks completed on his/her personnel file.

If the application is unsuccessful, all documentation relating to the application will normally be confidentially destroyed after six months.

The School will store all confidential personnel files in locked, non-portable storage containers, access to which will be restricted to members of the School's senior management team;

Personnel files will be kept for six years after the person has left.

The School will also ensure that any personnel information is destroyed by suitably secure means such as shredding.

# Employment

## 2.2 Employment and staffing

### Policy Statement

We provide a staffing ratio in line with the Welfare Requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and we carry out checks for criminal and other records through the DBS (Disclosure and Barring Service) in accordance with statutory requirements.

### Procedures

#### *Ratios*

To meet this aim we use the following ratios of adult to children:

- children aged between 2 and 3: 1 adult to 4 children
- children aged between 3 and 5: 1 adult to 8 children

A minimum of 2 staff/adults are on duty at any one time.

We use a key teacher approach to ensure that each child has a named member of staff with whom to form a relationship. The key teacher meets regularly with the family for discussion on their child's progress.

We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievement and any difficulties that may arise from time to time.

#### *Vetting and staff selection*

We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment.

Staff are selected through advertising with reputable child care agencies and then having vetted their CV's and short listing through interviews. The successful candidate will be offered the job, subject to references.

All staff have job descriptions which set out their staff roles and responsibilities.

We keep all records relating to employment of staff and volunteers, in particular those demonstrating that checks have been done, including the date and number of the enhanced DBS check.



### *Training and development*

The Early Years Service of the Royal Borough of Kensington and Chelsea offers a good selection a training and conferences.

We provide regular in-service training to all staff.

We support the work our staff by holding appraisal once a year (Jocelyne and Tracey ) and regular supervisions with Claire.

### *Managing staff absences*

Because we work term time only, our staff take their holiday when the nursery is closed.

When staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.

# Employment

## 2.3 Induction of staff and volunteers

### Policy Statement

We provide an induction for all staff and volunteers in order to explain them about the setting, the families, our policies and procedures, curriculum and practice.

### Procedures

We have a written induction plan for all new staff, which includes the following:

- Introductions to all staff and volunteers
- Familiarising with the building, health and safety and fire procedures
- Ensuring our policies and procedures have been read and are carried out.
- Introduction to parents, especially parents of allocated key teacher where appropriate
- Familiarising them with confidential information where applicable in relation to any key children.

The induction period lasts 2 weeks.

During the induction period, the individual must demonstrate understanding and compliance with policies, procedures, tasks and routines.

# Employment

## 2.4 Students placement

### Policy Statement

Tadpoles Nursery School recognises that qualifications and training make an important contribution to the quality of the care and education provided by early years setting. As part of our commitment to quality, we offer placements to students undertaking early years qualifications and training. We also offer placements for school pupils on work experience.

### Procedures

We require students on qualifications courses to meet the “suitable person” requirements of Ofsted and have DBS check.

We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.

Students undertaking qualifications courses who are placed in our setting on a short term basis are not counted in our staffing ratios.

We require students to keep to our confidentiality policy.

We cooperate with students tutors in order to help students to fulfil the requirements of their course of study.

We provide students, at their first session of their placement, with a short induction on how our setting is managed, how our sessions are organised and or policies and procedures.

# Employment

## 2.5 Ensuring supervision of people who have not had Police Checks

### Policy Statement

Anyone working in the nursery for more than 2 weeks will be police checked. This is an OFSTED requirement and must be adhered to.

#### Procedures

Any staff/people who have not been police checked/ hold a DBS form must be supervised at all times. This includes volunteers, work experience people, trades people and new staff. Until clearance has been given by the police or OFSTED, a new member of staff can not be left alone in a room with children or use the baby changing room or toilets unsupervised.

Appropriate cover must be obtained to ensure these conditions are adhered to at all times.

#### *Agency staff*

Any staff supplied by an agency should be vetted and checked by the agency. Before we use any agency, we must have on file a letter (not a circular or advertisement) addressed to the school in which the agency states that, for all who will be offered supply teaching in our setting, the agency will have:

- Police checked the individuals and cleared them for working with children
- Checked references and all other documentation from previous employers and that no comment has, at any time, been made to suggest that this might not be a suitable person to work with children.
- Validated all qualifications which the individual claims to have.

It is a requirement for our trading with any agency that the agency takes full responsibility for the appropriateness of any staff to work with children.

# Employment

## 2.6 Suitable clothing in the setting

### Policy Statement

All staff must be suitably dressed when on school premises

### Procedures

- Only discreet jewellery
- No ripped jeans
- Skirts and shorts should be a suitable length and tops should not be cut too low or too revealing
- Male teachers are required to wear suitable shirts or T-shirts. They should not go bare-chested in hot weather.
- Staff should wear suitable footwear: no flip flops (health and safety) and suitable heeled shoes (health and safety)
- Make up should be natural
- Tattoos should be covered
- No teachers (except when teaching sport) should wear jogging pants/tracksuit bottoms.

# Employment

## 2.7 Whistle blowing

### Policy Statement

The children's well being and safety are at all times of the utmost importance to the setting.

We work as a very close team and should at all times be vigilant of the behaviour of other members of staff.

### Procedures

If this behaviour gives any cause for suspicion or alarm, the head/manager of the setting must be immediately informed so that the action in our "safeguarding policy" can be implemented.

If the concern is about the manager - the head/owner must be informed.

If the concern is about the head/owner - social services must be informed.

It is sometimes difficult for staff to complain against colleagues, however changes in staff behaviour can mean that something is amiss.

The member of staff who "whistle blows" should be assured that this will be kept confidential as often they worry that their whistle blowing will cause repercussions

# Health and Safety

## 3.1 Risk Assessment

### Policy Statement

This setting believes that the health and safety on children is of paramount importance. We make our setting a safe and healthy place for children, parents, guardians, staff and volunteers by assessing and minimizing the hazards and risks to enable the children to thrive in a healthy and safe environment.

To write a risk assessment we follow the 5 steps:

- Identification of risk: where is it and what is it?
- Who is at risk: children, staff, parents, guardians, volunteers
- Assessment of the level of risk: high, medium, low.
- Control measures to reduce/ eliminate risk: what will you need to do, or ensure others will do in order to reduce that risk?
- Monitoring and review: how do you know if what you have said is working, or is it thorough enough? If it is not working, it will need to be amended or maybe there is a better solution.

### Procedures

Our risk assessment process covers adults and children and includes:

- Checking for and noticing hazards indoors and outdoors
- Assessing the level of risk and who might be affected
- Deciding which area need attention
- Developing an action plan that specified the action required, the time scale for action and the person responsible for the action
- The risk assessment is written and reviewed regularly.

# Health and Safety

## 3.2 Health and Safety general standards

### Policy Statement

This setting believes that the health and safety on children is of paramount importance. We make our setting a safe and healthy place for children, parents, guardians, staff and volunteers.

We aim to make children, parents and staff aware of health and safety issues and to minimize the hazards and the risks to enable the children to thrive in a healthy and safe environment.

All health and Safety are approved by CITATION and are yearly updated with a visit.

Insurance cover:

We have public liability and employers' liability insurance. The certificate for public liability insurance is displayed in the little classroom, on the board.

### Procedures

#### *Awareness raising*

- Our induction training for staff and volunteers includes an explanation of health and safety issues so that all adults are able to adhere to our policy and procedures and understand their shared responsibility for health and safety. This includes safe lifting and the storage of potentially dangerous substances.
- Records of these inductions are kept and new staff and volunteers are asked to sign the records.
- Health and safety are explained to the parents of new children so that they understand the part played by these issues in the daily life of the setting.
- Health and safety is discussed regularly at staff meetings.
- We operate a no-smoking policy
- Children are made aware of health and safety issues through discussions, planned activities and routines.

#### *Safety of adults*

- Adults are provided with guidance about safe storage, movement and lifting.
- The sickness of staff is recorded. These records are reviewed every term to identify any issues that need to be addressed.
- We keep all cleaning chemicals in their original containers

Doors

- We take precautions to prevent children's fingers from being trapped in doors

Floors



- All surfaces are checked daily to ensure they are clean and not wet or damaged

#### Electrical Equipment

- All electrical equipment conforms to safety requirements and is checked regularly
- Our boiler is not accessible to the children
- The temperature of hot water is controlled to prevent scalds.

#### Storage

- All resources and materials from which children select are stored safely
- All equipment and resources are stored or stacked safely to prevent them accidentally falling.

#### Outdoor area

- Our outdoor areas are securely fenced
- Our outdoor areas are checked for safety and cleared of rubbish before it is used
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
- Our pond is securely fenced
- Our outdoor sandpit is covered when not in use and cleaned regularly
- All outdoor activities are supervised at all times

#### Hygiene

- Our daily routines encourage the children to learn about personal hygiene
- We have a daily cleaning routine for the setting which includes the main hall, the 3 side rooms, the kitchen, the children bathroom and the adults toilets
- We have a schedule for cleaning resources and equipment, dressing up clothes and furniture
- The toilet area has a high standard of hygiene including hand washing and drying facilities and the disposal of nappies
- We implement good hygiene practices by:
  - cleaning tables between activities
  - cleaning toilets regularly
  - wearing protective clothing, such as aprons and disposable gloves, when appropriate

#### *Activities and resources*

- Before purchase, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the setting.
- The layout of play equipment allows children and adults to move safely and freely between activities
- All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded

- All materials, including glue, are non-toxic
- Sand is clean and suitable for children's play
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow
- Any faulty equipment is removed from use and is repaired. If it cannot be repaired it is discarded.

# Health and Safety

## 3.3 Fire safety and emergency evacuation

### Policy Statement

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precaution. The persons in charge and staff are familiar with the current legal requirements. The 2 fire officers are Jocelyne Gerard and Donna McShane.

### Procedures

- Fire doors are clearly marked, never obstructed and easily opened from the inside
- Smoke detectors/alarms are fitted at appropriate high risk areas of the building and are checked as specified by the manufacturer
- Records are kept of fire drills

The evacuation procedure for practice drills (done at regular times during the year) includes that:

- the children are familiar with the sound of the fire alarm
- the children are led from the building to the assembly point
- the children will be accounted for by a designated person
- a person is designated to call the emergency services in the event of a real fire
- Only the fire officers stay behind and check the building is empty (Check all rooms as well as turning the lights off, closing all the doors and windows)
- 2 evacuation bags will be taken as we leave the building (emergency blankets, ropes for children to hold on to, water and biscuits)

The fire drill record book must contain:

- how long it took
- whether there were any problems that delayed evacuation
- any further action taken to improve the drill procedure

### *Fire risk assessment*

The building is leased to us by the RBK&C and under the terms of the lease they are responsible for the upkeep and the fabric of the building.

The building is a one storey, Victorian building comprising of a large hall, three side classrooms, a kitchen, a staffroom/office with a large storeroom leading off it, two sets of children's lavatories, one staff lavatory, a boiler room and an electrical cupboard.

We deal with high-risk occupancy in that the building is for children under the age of 5. At present we have no children or adults with disabilities but have appropriate arrangements for this.

The maintenance of the building is the responsibility of the Site manager and is part of the multi-occupancy under his care.

There are exits at both ends of the building, these are clearly marked Fire Exits. Children leaving from the garden gate will go through the big playground as they would not be allowed to pass the kitchen.

The fire appliances and the fire instructions are checked regularly.

We carry out fire drills once a term (See File).

We have two trained fire marshals, who have trained the rest of the staff in good fire practice (all staff take their certificates in Fire Marshall Training - with CITATION)

We identify the highest risk areas as;

1: The Kitchen – 8/10 – no child is allowed in the kitchen without adult supervision. The child barrier/gate is kept closed at all times when the children are in the setting. The equipment is all PAT tested, (annual inspection), if new equipment arrives mid year, we contact an outside PAT tester.

2: The Store Room – 7/10 – this is kept shut and locked at all times, it contains paper/paint etc. We ensure that we have no chemicals stored here and that our cleaning fluids are safe and of low flammability risk. (See COSH Report).

3: The Boiler and Electrics Cupboard – 7/10 – contains the boiler and fuse boxes but is locked at all times and is fitted with a smoke and heat detector.

4: The Stairs to the upper classrooms - 6/10 - are painted with non-slip paint (renewed as necessary) and fitted at the top with safety gates, which are kept in the closed position when the upper classrooms are in use. Children are accompanied when using the stairs and are encouraged to hold onto the handrail for safety, taking the steps one at a time and walking slowly.

5: Staff Room – 5/10 – no access to children unless supervise by an adult. The room houses two computers, a photocopier and a printer, these have been PAT tested. The photocopier toner is kept out of reach of the children. All other electrical equipment has been PAT tested.

6: The Stairs to the Garden entrance/exit - 6/10 (9/10 in wet weather) - Children are accompanied when using the stairs and are encouraged to hold onto the handrail for safety, taking the steps one at a time and walking slowly. In wet weather the stairs will be swept of water regularly.

All security lights are in working order and are regularly tested.

The building contains several smoke alarms.

We have an identified Fire Assembly Point Notice in the main lobby.

A list of all new electrical equipment is always given to the site manager for PAT testing .

### *Evacuation and Off site Emergency*

We have regular fire drills within school and our fire equipment and exits are in place and regularly checked. However it is possible that some emergencies would have to result in the children being escorted off the site.

Park Walk Primary School and Tadpoles Nursery School both have a designated off site point which is St Andrews Church, Park Walk. If it is necessary to take the children off site in an emergency, the local authority will be alerted as well as the police and emergency services.

The teacher in charge will have a mobile phone on them at all times and will contact the parents/guardians as soon as the children are all safe. We have a phone tree in place with each class groups parents/guardians.

### *The Emergency Lockdown Procedures Policy*

Tadpoles Nursery School recognizes the potentially serious risk to children, staff and visitors in emergency or harmful situations. A lockdown may take place where there is a perceived risk of threat to the nursery school, its staff, children, visitors or property.

- A lockdown will be initiated by a member of staff ringing the hand bell and the hall bell to gather all of the children together and bringing the inside the building as quickly as possible. The designated Lockdown Officers will immediately call 999 (or 101) and if appropriate, the Head.

- The Lockdown Officers are:

- o Claire Dimpfl
- o Jocelyne Gerard

- Staff will move the children out of sight to the main hall and close and lock all the doors, taking the school mobile phone and registers.

- Class Teachers will complete a head count of children whilst the designated teacher from each class quickly checks the premises for any other children.

- Staff will secure all windows and doors and close the curtains/blinds in side classrooms.

Everyone will remain out of sight and away from doors until further instructions are received from the emergency services.

- The staff will attempt to keep the children as quiet and calm as possible until the dangerous situation is over.

Once the danger has passed:

- When the emergency services have advised us that the danger has passed we will leave our safe place and continue our activities as far as possible.

- The designated class teacher will hone the parents/carers and the Head (if not on site) to inform them of the incident and that all is well. Records will be made of the event and actions taken will be recorded in our incident book. Ofsted and Early Years will be informed within 24 hours of the incident occurring.

# Health and Safety

## 3.4 Food Hygiene

### Policy Statement

We maintain the highest possible food hygiene standards with regards to the storage and serving of food

### Procedures

- All members of staff hold the Food hygiene certificate
- Food is stored at correct temperatures
- Packed lunch are stored in a cool place
- Food preparation areas are cleaned before and after use
- All utensils, crockery are clean and stored appropriately
- Waste food is disposed of daily
- Cleaning materials and dangerous materials are stored out of children's reach
- Children do not have unsupervised access to the kitchen
- When the children take part in cooking activities, they:
  - are supervised at all times
  - understand the importance of hand washing and simple hygiene rules
  - are kept away from hot surfaces and hot water
    - do not have unsupervised access to electrical equipment

### *Reporting food poisoning*

- Food poisoning can occur for a number of reasons; not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable.
- Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of outbreak is within the setting, Claire Dimpfl will contact the local Environmental Health Department and the Health Protection Agency to report the outbreak and will comply with any investigation. If the food poisoning is identified as a notifiable disease, the setting will report the matter to Ofsted

# Health and Safety

## 3.5 Packed Lunches

### Policy Statement

We try to make this a fun and social time for the children, where they can learn to eat nicely. Packed lunch boxes for children with allergies are identified by a red ribbon.

It can be a little daunting having to think of tempting food everyday, especially in the winter, so below we have made a few helpful suggestions and remember we are able to heat things up!

- Mini Cottage/Shepherd's/ Fish pie
- Bite sized quiches
- Spaghetti Bolognese or Spaghetti Pomodoro
- Little beef or chicken Pies
- A mini portion stew
- Cocktail Sausages
- Little sandwiches - cut into fun shapes (rabbits, teddies, etc) - perhaps ham and cheese or smoked salmon and cream cheese
- Raw vegetables cut into mini batons
- A jelly made in half orange (made with the fresh juice of the fruit)
- Fresh fruit (please, remember to cut/slice these into small pieces, cutting grapes in half if included)

PLEASE, DO NOT PUT TOO MUCH INTO THE LUNCH BOX

In accordance with our food and hygiene policy, we need to reiterate the following rules with regards to packed lunches:

Please do not put the following items in your child's lunch box:

- Nuts or any items containing nuts (we have a NO NUT policy in the school).  
(Please remember that bought pesto contains pine nuts and cashew nuts)
- Sesame seeds
- Hummus (contains sesame seeds)
- Eggs - including eggs sandwiches, boiled and peeled eggs, etc

- Sweets
- Fizzy drinks
- Chocolate
- Glass items

We cannot reheat the following item:

- Rice
- Sea food eg: prawns
- Chicken

If it is cold, we leave it cold. However, if you want it to stay hot, you can put it in a thermos which will keep it warm.

- In general, we would prefer not to reheat fish as the odour is difficult to get rid of.
- Please make sure any dishes for reheating are oven proof and labelled top and bottom



# Health and Safety

## 3.5 Hot Lunches

### Policy Statement

We at Tadpoles, recognize the value to children of having a hot nutritious lunch served to children who are staying all day (We also realize that this does not suit everyone so children can bring a packed lunch should they wish )

We have employed an outside caterer to cook and deliver the lunches. Chilli Bees, our caterers, produces organic food, locally sourced where possible and takes notice of and cooks for us, when necessary, vegan and vegetarian food and food adhering to the children's dietary requirements also taking note of allergies and adhering to the no nuts policy which we have at Tadpoles Nursery.

All the food is delivered in recyclable and compostable boxes. Within the nursery, we ensure that the food is reheated to the required temperature and is stored safely in our refrigerator overnight. If not being used.

The menus are on a three week rotation. We have discussions with the caterers if we feel that a meal has not been suitable or not enjoyed by the children. The menus are sent every Friday to all parents via a newsletter.

The fruit and yoghurt is also available each day with lunch. In line with our ecology policy, we only use fruit and vegetables currently in season to avoid air miles.

All staff undertake training in food handling and hygiene with regular refresher courses undertaken Yearly.

## *Example Menu*

### **Week 1: Monday**

One Pot Chicken Strips in a Sweet Tomato Sauce with Baby Potatoes, Carrots & Broccoli

**Vegetarian:** Three Beans in a Tomato Sauce

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### **Week 1: Tuesday**

Bolognese Pasta with Grated Carrot

**Vegetarian:** Tomato Pasta with Grated Carrot, Peas & Broccoli

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### **Week 1: Wednesday**

Mini Sausages with Courgette, Mashed Potato, Carrot & Cucumber Sticks

**Vegetarian:** Veggie Pie with Leeks, Broccoli, Peas, Courgette & Carrots in a Cheese Sauce

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### **Week 1: Thursday**

Chicken Paella with Chorizo

**Vegetarian:** Summer Vegetable Paella

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### **Week 2: Monday**

Fishcakes with Carrots and Broccoli

**Vegetarian:** Veggie Cakes with Carrots & Broccoli

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### **Week 2: Tuesday**

Beef Meatballs in Tomato Sauce with Rice & Peas

**Vegetarian:** Mixed Vegetables in Tomato Sauce with Rice & Peas

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### **Week 2: Wednesday**

Fruity Veggie curry with Butternut Squash, Carrots, Peas, Courgette, Chickpeas & Rice

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### **Week 2: Thursday**

Cauliflower, Broccoli, and Pea Pasta Bake with Cheese

**Dairy Free:** Cauliflower, Broccoli & Pea Tomato Pasta Bake

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### **Week 3: Monday**

Mild Chilli Con Carne with Sour Cream and Rice

**Vegetarian:** Veggie Chilli with Sour Cream and Rice

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### **Week 3: Tuesday**

Mild Chicken Tagine with Apricots, Lemon Cous Cous, Carrots and Peas

**Vegetarian:** Veggie Tagine with Lemon Cous Cous & Peas

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**Week 3: Wednesday**

Shepherd's Pie with Carrots and Peas

**Dairy Free/Vegetarian:** Root Vegetable Pie

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**Week 3: Thursday**

Tomato Pasta with Courgettes, Peas, Broccoli and Carrots

On the side: Grated Cheese

\*All food is organic and freshly made in certified kitchen premise

\*\*All lunches come with fresh fruit and natural yoghurts

# Health and Safety

## 3.6 Food & Drink Statement

### Policy Statement

As a Healthy Early Years London setting we want to ensure that we promote the health and well-being of the whole setting community through all aspects of food and nutrition and provide consistent messages to children, parents and staff.

Our food meets the voluntary food and drink guidelines for Early Years in England.

#### Our meals and snacks are scheduled at regular times

Either a meal or a snack is offered to children at least every 1 1/2 - 3 hours. They are because children have small stomachs and high nutrient needs as they grow and develop, to play and learn. Only drinking water or milk is provided. Fresh drinking water is available at all times.

#### We serve age appropriate portion sizes

We serve small portion sizes on child sized plates. It is better for children to ask for seconds than to serve them too much. Children are not praised for finishing the food on their plate. This helps children to recognise when they are hungry and when they have eaten enough. Snacks served are mini-meals, with components as healthy as mealtime choices.

#### Meal and snack times are relaxed, calm and shared with conversation

Meal and snack times are recognised as an important time to develop verbal skills as well as a time to learn about healthy eating. We eat with children at mealtimes and eat the same food. We can easily offer help, role model good manners and eating behaviour, direct conversation, and create a calm and relaxed eating environment. At the same time, we can supervise the children eating. The children have lunches from bamboo, compostable boxes. Each child is given their own child cutlery.

Children are encouraged to try healthy food

Children are encouraged to have a little of the different dishes on their plate and have a balanced diet. Dried fruit is not served as part of a snack as they can cause tooth decay. Children are allowed to say 'no' to foods and all food served is healthy. Food is not used as a reward or punishment. Children are not praised for finishing the food on their plate but will be praised for trying different foods.

We use food to support the development of children.

All children in our setting are given opportunities to explore food using their different senses. Children are involved in our garden and growing in food preparation, such as simple cold dishes: salads, smoothies, stew apples and fruit salad. Children are encouraged and helped to be successful in whatever self-feeding and self-serving they are capable of doing to support their growing independence, for example sowing seeds, watering plants and so on. Food is served in a form that young children can eat with minimum assistance and without choking.

Parents and/or carers are given information on the meals and snacks provided.

We tell parents and/or carers how much their child ate during the day and foods they particularly enjoyed or tried. Children benefit when parents and practitioners share information and work together. We share a weekly menu for our hot lunches with parents and carers.

We support parents to do the best for their children.

We ask for food brought from home to meet voluntary food and drink guidelines for Early Years settings in England. We encourage eligible pregnant women and mothers with children under four to register with the Healthy Start scheme and access the weekly food vouchers and free Healthy Start vitamins. We provide effective support and information for parents and carers about all aspects of feeding infants and young children.

We provide suitable food for all.

We follow the Department of Health (DH) guidelines. Children with complex needs have their nutrition needs taken into account. A food/drinks substitution, made in the case of allergies or other dietary requirements, will be similar in nutrient content to the food/drink it replaces. Food served reflects the ethnicity and cultures of all children using the provision. Parents and/or carers are asked for advice to ensure the needs of all children are met and we learn from carers and parents' experiences and suggestions.

Special occasions and birthdays are celebrated with mostly healthy foods or with non-food treats.

We promote non-food celebrations and treats, such as craft projects or stickers, which are pleasant alternatives to birthday sweets. If food is used for celebrations it forms part of a balanced meal provision and doesn't replace healthy foods.

Only healthy drinks are provided.

We follow DH guidelines on preparing and using formula milk. Drinks are offered in an open cup. Water and milk are the best drinks for children's teeth and bodies. We provide full fat milk for our children, we do not use skimmed milk for children under five. Drinking water is available at all times.

We have received appropriate training.

We have received food safety and hygiene training in preparing and handling food. We have undertaken other relevant training to keep me up to date on healthy drinks and foods suitable for children under five.

# Health and Safety

## 3.7 Oral Health Policy

### Policy Statement

We at Tadpoles Nursery School take the Oral Health of the children in our care extremely seriously.

We recognise that in recent years Oral Health in children has declined and it has been recorded that in the Royal Borough of Kensington and Chelsea there is a high incidence of dental problems with under-fives.

How we help at Tadpoles Nursery:

- We encourage parents to visit the dentist with their child
- We have posters and leaflets to give to parents regarding dental health
- We encourage healthy eating and discourage sweets and food with high sugar content
- We only serve food which passes this criteria
- We have regular Oral Health days where children can bring their toothbrushes and toothpaste and we sing songs etc to reinforce correct tooth brushing

We encourage dental practitioners and workers to come and give workshops to the children in the nursery.

# Health and Safety

## 3.7 Forest School Policy

### Policy Statement

Forest school is an outdoors educational moment in the setting where the children play, explore and learn in a natural space.

The children have access to a wide variety of activities in both our forest school area and our garden that allow them to develop personal social and emotionally as well as acquire technical skills, learn about the environment, listen and talk about what they have experienced, practice their imagination, make art with natural elements and learn about mathematical concepts.

Through Forest school the children develop their self-esteem and confidence through hands on experience and learner led activities.

Activities include: observing the environment and the changes in the seasons as well as patterns and shapes in the environment:

- Climbing, balancing, and jumping
- Digging, cutting, sawing, painting
- Collecting leaves, sticks, stones
- Looking for bugs, slugs, snails, worms and others
- Playing imaginative games, hide and seek
- Listening to the sounds of nature

### *Environment*

We aim to preserve the environment the children have access to by encouraging them not to pick anything off of trees and be careful of any living thing, flowers and animals.

### *Risk assessment*

Teachers do a risk assessment of the area at the beginning of every session.

The children are made aware of the rules of Forest School and they are repeated at every session.

### *Going to forest school*

The children are belted onto a central rope/walking lead. The children at the front will hold hands with an adult for the whole trip.

Children Under 3's: 1 adult: 4 children

Children Between 3's and 4's: 1 adult: 4 children

Children over 4's: 1 adult: 6 children



1. We exit the school gate onto Park Walk: turn right and walk up Park Walk toward the Kings Road.
2. We wait at the zebra crossing and when motor vehicles have stopped and we have checked both ways, we cross at the zebra crossing at the top of Park Walk and the Kings Road.
3. We turn left and stop at the crossing over Mosman street. When it is safe an adult steps into the centre of the road, creating a barrier and the children then cross the road and walk toward the gate of the Moravian Church Yard.
4. The code is entered into the gate and we proceed through the gate, turning right as we enter, into the forest school area.
5. The gate is closed and locked behind us.
6. The adults will do a risk assessment on arrival – the children help with this.

### *At forest school*

The children are encouraged to climb on the logs and a member of staff aids them and is always nearby in case of falls.

The children are warned about berries, leaves and mushrooms and taught how to recognize them. The children are warned not to pick up any rubbish, pieces of glass, berries or things they don't know and to always tell a teacher.

The children use tools like hammer and nails under adult supervision.

The children use the saw with a teacher and a perimeter is created using logs for the other children to keep them at a safe distance.

The children use spades, rakes and children scissors as well as paintbrushes and water and mud containers.

### *Equipment*

Staff bring 2 bag packs with them:

- 1 for the tools
- 1 for snack, 1st Aid Kit, change of clothes, pull-ups, wet wipes
- School mobile phone
- Register
- Water and cups
- Ipad

### *Weather and Clothing*

It is important for the children to experience Forest school in a wide range of weather conditions as long as their safety is assured.

We avoid going to Forest school when the wind constitutes a possible danger or under too heavy rain that makes logs very slippery.

We encourage children to come to school on Forest school days appropriately dressed in comfortable long trousers and tops that allow freedom of movement and protect against scrapes and cuts.

The children wear a waterproof all in one suit over their clothes and boots that allow them to be protected in all weather. Other weather appropriate clothing is provided according to the season.

Toileting:

Children are taken to the loo before leaving the school and going to forest school and immediately after getting back to school.

In case of necessity there is a toilet on sight that they can use accompanied by a teacher.

In case of emergencies the child can be taken back to school by the teacher or be collected by a member of staff from the school.

Dogs & Members of the Public:

The site is open to the public. Most people are happy to pass by without hindering activities.

In case of unwanted attention, a member of staff will step in to deal with any issues.

Hazards:

Issues raised by member of staff about Forest school will be reported to the manager and appropriately dealt with.

Reporting Incidents and Accidents:

Accidents and incidents in Forest school will be reported in the accidents and incidents forms.

### Mobile Phones at Forest School

We at Tadpoles realise the necessity of having a mobile phone at Forest School and other outings.

It is not possible to buy a phone without a camera; therefore, staff are made aware that they can take pictures on this phone for purposes of dissemination to parents but these will be deleted on a weekly basis.

No teacher can take their personal phone to Forest School or on school trips and the school phone is for emergency use and making a record of these trips.

# Health and Safety

## 3.8 Covid 19

### *Children's Safety*

#### **Policy Statement**

- Children will wash their hands upon entry and at additional times during the day ie when changing activities or site area.
- Only the wipeable Tadpoles bags will be allowed on their peg. Please make sure all children have spare sets of clothes at school, even if they don't have accidents, as we may need to change them after water play. [If you don't have one they are available from the office.
- A pair of [named] Wellingtons must be left in school.
- A [named] hat, scarf and gloves must be provided on colder days. These must be taken home and washed at the end of the day ready for the next days wear I weather remains cold.
- On Forest School days, children must arrive in their waterproofs.
- Aprons – wipeable - will be provided if necessary for painting or water play etc and immediately disinfected.
- Children must wear fresh, clean clothes each day.
- Please send children with named water bottles. We can now offer milk again as the dairy are now able to provide individual cartons at this point.
- Snacks to be provided by parents – in a named Tupperware box – a pre-cut piece of fruit or vegetable and a carbohydrate ie rice cake or bread stick. If your child stays in the afternoon, please provide two snacks. Snacks will not be shared.
- Lunch box's will be kept in the fridge so no large bags and please make sure they are wipeable - they will be disinfected on entry/exit to the school. No food will be reheated and children will currently eat from their lunchboxes. Please make sure children can open unaided all items in their lunchboxes.
- Children staying for lunch/afternoons will eat in their classrooms and will remain within their bubbles.
- Temperatures may be taken on arrival at school using a non-contact thermometer and child with a slight temperature will be asked to isolate as per the guidance \*
- Please be extra vigilant about illnesses and do not send your child to school if any household members are symptomatic as per the Government guidance.
- If a child does become symptomatic on site they will be isolated in the therapy room behind the office, looked after by a member of staff from their bubble who will be wearing appropriate PPE equipment. \*\*

- Children will remain in their 'bubbles' for the whole day. Bubbles will be made up from individual classrooms. Teachers will remain with their classes at all times.
- Please make sure children are wearing suitable clothing for the weather. They will be outside more often than normal.
- Please don't send children to school in open toed shoes.
- The mud kitchen will be open. We have been advised as mud is organic it is safe to use. Water play will also be used and the water changed after each use. There will be no other forms of messy play.
- Children should not bring items from home unless it is absolutely necessary for their mental wellbeing. These will be cleaned on entry by staff.
- Children will be supported to understand the changes and challenges that will occur. All staff are very aware of children's attachments and needs for emotional support.

\*Although this is not regulation in the guidelines, it has been deemed and is regarded as good practice by the DFE and an 'extended measure'.

\*\* The therapy room will be deep cleaned immediately after the child has been collected and all PPE equipment that has been in contact will be immediately disposed of in line with the government guidelines.

### *Staff Safety*

- We have ensured all staff are safe and fit to return to Nursery
- Staff may have their temperatures taken on arrival and the same rules will apply to them as to the children/families of the school
- Staff at all times will remain within their small bubbles of children
- Staff will follow social distance guidance at all times
- Whole staff meeting/training will take place prior to the school reopen with those unable to attend physically attending virtually
- We are ensuring that if staff must travel via public transport that they do not travel during rush hour and have been provided suitable masks for wearing to and from school.
- Any staff travelling by public transport will have a change of clean 'outer layers' which they will change into upon entrance to the school site. Travel clothes will be kept in a sealed bag and taken home to be washed at the end of the day.\*
- Staff will wash hands on entry to the school and at regular intervals \*\*
- Staff will be using disposable gloves, masks, and aprons when providing any forms of personal care to children, in line with government guidance.

\*This is not deemed as essential in the guidelines but seen as good practice

\*\*individual anti- viral hand sanitisers have been provided to each staff member to be used when necessary if hand washing is not possible in that moment.

### *Further Guidance on Illness in the School*

- No children will be allowed to come to school with symptoms of any viral infection including colds, temperatures and coughs.
- If a child shows symptoms in school, a member of staff with a face mask and gloves will take him/her to a designated room for self-isolation and the child's parents will be called to collect them.
- Immediate testing of the child will be required, arranged by the parents.
- If the child tests positive then the local health authority will be informed and a decision will be made on the self-isolation of those pupils and staff who have come into close contact with the child who has tested positive. This also applies to staff who test positive.
- All our staff are qualified in First Aid. They will treat any injury or illness of a child using PPE face mask and gloves.
- If a member of staff becomes ill and can leave the building unaided, they should do so immediately. If this is not possible, they should wait in an isolated area until they can be collected to go home. Medical treatment by first aiders will be treated as above.

### *Site*

- We have implemented an enhanced cleaning schedule.
- Over the Summer holidays we had a further enhanced deep clean which includes an anti-viral sanitising spray, which remains active for up to 3 weeks.\*
- Any communal areas, touch points and hand washing facilities will be cleaned after each group use.
- Non-contact soap dispensers have been purchased and are available in every washing area.
- All soft toys and furnishings have been removed temporarily from the nursery. Any toys with small parts that are hard to clean or can be put into the mouth have been temporarily removed.
- Plastic covered/wipeable mats have been put down in place of rugs, which will be disinfected regularly throughout the day.
- The outside space has been divided into 5 areas allowing classes outside access for the duration of the day, therefore increasing the time the children spend outside and the

number of children in the classroom at any one point. These areas will be cleaned and rotated daily.

- When using the internal classrooms, windows will be open at all times.
- Toys will not be shared between 'bubbles'.
- Any equipment that may come into cross contact between bubbles will be disinfected/cleaned between use.
- Toys and equipment cleaned daily by staff and a member of our cleaning team.
- The school has ensured we have adequate supplies of essential equipment to implement strict hygiene and safety measures.
- All staff have had appropriate instructions and training in infection control and the operating procedures and risk assessments within which they will be working.
- All staff have been trained in use of PPE equipment.
- All waste will be disposed of in double bags at the end of the day and bathroom bins empty regularly and disposed of hygienically according to government guidelines

\*The Microbe shield virus protector forms an antimicrobial coating that bonds to surfaces and won't wash off during routine daily cleanings. It provides a shield against any virus contamination. The cleaners will be using a 'Liquid layer applications using an advance liquid layer applicator which will dispense an ultra-fine mist of the shield throughout the site. This will provide us with the ability to regulate contact time and surface coverage of the sanitiser and as it is not a detergent base sanitiser, no manual wiping is required (it also does not leave any sticky or visual residue). There are a number of key advantages associated with the sanitising shield.:

- Protection is ongoing for 3 WEEKS
- Scientifically proven to protect against 99.9% of all viruses and bacteria, including coronavirus
- No harmful chemicals or alcohol and is even food preparation safe (UK approved)
- Application is even, thorough and consistent with no gaps in the sanitation

### *Parents*

- Pick up/drop off times will be staggered (example below). Please make sure you stick to these times for the safety of all children and staff. (Parents with 2 children in different classes will receive separate instructions from their class teachers).

➤

Pre School Sessions: 8.35AM

### **Drop Off:**

Caterpillars 9.00AM

Bumblebees 9.10AM

Ladybirds 9.20AM

**Pick Up:**

Caterpillars 12.10PM

Bumblebees 12.20PM

Ladybirds 12.30PM

**Lunch Only:** 1.30PM

**Full Days Pick Up:**

Caterpillars 3.10PM

Bumblebees 3.20PM

Ladybirds 3.30PM

Clubs Pick Up: 4.30PM

- Where possible parents should travel to the nursery alone, either on foot or using their own transport. Only one parent will be allowed in the queue.
- No buggies or scooters can be left at the nursery at drop off.
- Parents to queue at the garden entrance
- Markers will be placed outside the nursery and parents and their children should wait at the markers until called in one by one by the teachers in their class.
- Parents are not permitted to enter the premises unless by prior arrangement. If your child is unhappy please hand them to their class teacher, we will expect a few tears but children tend to settle very quickly. We will call the parents of any children who doesn't settle. We will review the drop off time of any children who struggle to settle and one parent may be allowed to enter the school at a separate drop off time. All safety procedures must be adhered to and parents will be expected to adhere to these.
- If you have travelled from one of the countries on a quarantine list, please ensure that you follow all government quarantine regulations.\*
- If any member of the family or someone you have been in close contact with becomes symptomatic you must follow all government guidelines before returning to school.
- Parents evening will be carried out via zoom later on in the term.
- All school events such as sports day and the end of term concert have sadly had to have been cancelled. We have something special planned in place of the summer concert and hope to do something for the leavers at a later date.

\*We cannot legally ask for proof of date of return and trust that everyone will do as necessary in order to protect the entire school and community.

A check list;

- Tadpoles School Bag containing a full set of named clothes (pull ups, wipes and nappy bags where appropriate)
- 1 pair of 'named' wellies
- A snack – 1 piece pre-cut fruit, 1 carbohydrate – in a named box [2 if staying for afternoons)
- Wipe-able lunch box – named [if applicable]
- Pre-applied sun cream – on sunny days
- Appropriate 'outdoor/cold weather' clothing

Lastly, please bear with us. This is not an exact science and if we find other things necessary to implement or change then this will be done with immediate effect and you will be informed



# Administration

## 4.1 Admissions

### Policy Statement

It is our intention to make our setting accessible to children and families from the local community

### Procedures

Children are admitted to the school on a “first come, first served basis”.

The only exceptions to this are:

- 1: Siblings – these are first on the list but please note that they need to be registered as soon as possible as once the places are distributed we cannot make exceptions for siblings.
  
- 2: People who have opted to take afternoon places where no morning places have been available, the first five children on the list will be given morning places from September.
  
- 3: We will look at those children who live closest to the school. It is not good for children to be travelling across London to nursery and it is very bad for their relationships with their peers in the school if they do not live locally.
  
- 4: There will sometimes be space for older children (3+) when places for 2 ½ year olds are unavailable as the small classroom places are limited.
  
- 5: Very special circumstances at the discretion of all the staff.

We aim to run a full nursery programme with a course which runs from 2 to 5 years old.

If your child comes at 2 we do not expect it to be removed at 3 years to go to a school which takes children from 3 years. A playgroup would be more suitable for this.

# Child Care Practice

## 5.1 The role of the key person and the settling in

### Policy Statement

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

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

We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and families. The key person role is set out in the Welfare Requirements of the Early Years Foundation Stage.

### Procedures

- The key person offers unconditional regard for the child and is non-judgemental.
- The key person acts as the key contact for the parents/guardians and has links with other carers involved with the child, such as grandparents or a nanny, and coordinates the sharing of appropriate information about the child's development with those carers.
- A key person is responsible for filling the child's profile and for sharing information on a regular basis with the child's parents/guardians to keep those records up-to-date.
- The key person encourages positive relationships between children in her key group.

### *Settling in*

- During the half term before a child is enrolled, we provide opportunities for the child and his/her parents/guardians to visit the setting.

- When a child starts to attend, we explain the process of settling-in with his/her parents/guardians.
- We prefer children to stay for a short time to begin with and lengthen their time each day, to full time gradually. This process can take up to two weeks and is very much dependent on the individual child.
- We can give advice on this if asked by parents/guardians but it is our preference that parents/guardians should do what, in their experience, is best for their child after consultation with ourselves. We do really appreciate that this can be a difficult time for both parent/guardian and child.
- When a child starts nursery, we are happy to receive phone calls from parents/guardians who are concerned about that child's welfare and are likely to feel upset at leaving him/her in someone else's care. We will aim to alleviate these fears but if a child is very upset it is our policy to tell the caller, thus giving the option to call again to see if there is still a problem.
- If a child remains very upset it is policy of the nursery to call the parent/guardian and discuss our concerns.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back and when.

# Child Care Practice

## 5.2 Children's Development and Learning

### Policy Statement

Children start to learn about the world around them from the moment they are born . The care and education offered by our setting helps children to do this by promoting all of the children with interesting activities that are appropriate for their age and stage of development.

For each area, the EYFS (Early Years Foundation Stage) practice guidance sets out for Early Learning goals. These goals state what it is expected that children will know and be able to do by the end of the reception year of their education.

#### Personal, Social and Emotional Development

Our programme supports children to develop:

- Positive approaches to learning and finding out about the world around them
- Confidence in themselves and their ability to do things and valuing their own achievements
- Their ability to get on, work and make friendships with other people, both children and adults
- Their awareness of and being able to keep to the rules which we all need to help us look after ourselves, other people and our environment
- Their ability to expect to have their ways of doing things respected and to respect other people's ways of doing things
- Their ability to dress and undress themselves and look after their personal hygiene needs

#### *Communication and Language*

Our programme supports children to develop:

- Conversation skills with one other person, in small groups and large groups, to talk with and listen to others
- Their vocabulary by learning the meaning of and being able to use new words
- Their ability to use words to describe their experience

#### *Physical development*

Our programme supports children to develop:

- Increasing control over the large movements that they can make with their arms, legs and bodies so that they can run, jump, hop, skip, roll, climb, balance and lift
- Increasing control over the small movements they can make with the arms, wrists and hands so that they can pick up and use objects, tools and materials

- Their understanding about the importance of and how to look after their bodies

### *Literacy*

Our programme supports children to develop:

- Their knowledge of the sounds and letters that make up the words we use
- Their ability to listen to and talk about stories
- Knowledge of how to handle books and that they can be a source of stories and information
- Knowledge of the purposes for which we are writing
- Making their own attempts at writing
- If there are concerns with a child's language/speech, we offer small languages groups (for which we are all trained) and, when necessary, make referrals to Speech and Language Therapists.

### *Mathematics*

Our programme supports children to develop:

- Understanding and ideas about how many, how much, how far and how big
- Understanding and ideas about patterns, the shape of objects and parts of objects and the amount of space taken up by objects
- Understanding that numbers help us to answer questions about how many, how much, how far and how big
- Understanding and ideas about how to use counting to find out how many
- Early ideas about the result of adding more or taking away from the amount that we already have

### *Understanding the World*

Our programme supports children to develop:

- Knowledge about the natural world and how it works
- Knowledge about the made world and how it works
- Their learning about how to choose and use the right tool for the task
- Their learning about computers, how to use them and what they can help us to do
- Their skills on how to put together ideas about past and present and the links between them
- Their learning about their locality and its special feature
- Their learning about their own and other cultures

## *Expressive Art and Design*

Our programme supports children to develop:

- The use of paint, materials, music, dance, words, stories and role-play to express their ideas and feelings
- Their interest in the way that paint, materials, music, dance, words, stories and role-play can be used to express their ideas and feelings.

# Partnership

## 6.1 Parental involvement

### Policy Statement

We believe that children benefit most from early years education and care when parents and the setting work together in partnership.

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the setting.

### Procedures

We ensure ongoing dialogue with parents/guardians to improve our knowledge of the needs of their children and to support their families.

We inform all parents/guardians about how the setting is run and its policies through access to written information and through regular informal communication.

We inform all parents/guardians on a regular basis about their children's progress.

We involve parents/guardians in the shared record keeping about their children and ensure parents/guardians have access to their children's written development.

We provide information about opportunities to be involved in the setting (reading stories, cooking, art activity, helping out on a trip....).

We welcome the contributions of parents/guardians, in whatever form these may take.

We inform all parents/guardians of the system for registering queries, complaints or suggestions.

All parents/guardians have access to our written complaints procedures.

We organise Mother's Fortnight (the week before and the week after Mother's Day) and Father's Fortnight (the week before and the week after Father's Day) when mothers and fathers can come and read a story to the children or do an activity with them.

### *Parents /carers on school trips*

A big thank you for volunteering for school trips. Just a few hints and rules that we hope will make trips run smoothly.

Please: no hot drinks. Do not use your mobile phone while on the trip.

Please ensure all children wear their aprons.

If you are responsible for another child as well as our own, please make sure they remain with you at all time.

If your child needs the loo, please make sure that the other child also goes with you.

You must take part in the whole trip and not leave and take you own child home as this affects numbers.

Please avoid toy shops, children without parents/carers on the trip will be upset to see another child with a toy.

Please remember the teacher is in charge, parents/carers must keep in the middle and the teachers will be in the front and the back.

Please remember to walk safely on the pavement, hold hands and only cross roads at crossing.



# Partnership

## 6.2 Working in partnership with other agencies

### Policy Statement

We work in partnership with local agencies to promote the well-being of all children:

Speech and Language Therapists / Psychologists / Educational Psychologist / Physiotherapist / Occupational Therapist

SENCO (Special Educational Needs Coordinator)

Early Year Advisory teachers

The London Children Practice (one Speech and Language Therapist comes one morning a week to support identified children with parents' permission)

### Procedures

We work in partnership with local agencies to promote the well-being of children.

Procedures are in place for sharing information about children and families with other agencies.

Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.

When working in partnership with staff from other agencies, we make those individuals welcome in the setting and their professional roles are respected.

We follow the protocols for working with agencies, for example on child protection.

Staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other child during their visit.

Our staff do not casually share information or seek informal advice about any named child/family.

When necessary, we consult with local agencies who offer advice and information that help us develop understanding of issues facing us and who can provide support and information for parents.

Involvement with the wider community: we believe that in our setting, it is of utmost importance to maintain links with the wider community.

We work with the complex of the primary school and our relationship with the school is very important.

We maintain links with charities in the local community and participate in fundraising events.

We think it is very important to invite local agencies into our school: police, fire service, dentist, optician, nurse....

We try and encourage parents/carers to help and join us in special event

# Partnership

## 6.3 Peer to Peer Observations and Supervision

### Policy Statement

Peer to peer observation and supervision are part of the staff professional development within the setting and should be used as a mirror to help us improve our practice.

- Observations must be made on a non-judgemental fashion- with the observer acting as a "critical friend".
- The staff can observe each other within their team or if they wish and with permission, they can observe a member of staff from another classroom/group.
- The observations should take place once a term and discussions with the observed staff should take place as soon as possible afterwards and be put in their file.
- The same format should be in place for the supervision by the head teacher, who will also look at the EYFS files and ensure that these are completed and that the member of staff in question had a good knowledge of the children in their care.
- Appraisals take place once a year with the managers in the Autumn Term  
Supervision takes place with the Head Teacher in the Spring and Summer Term
- All observations and notes on appraisals will be kept in the staff monitoring file and kept out of sight of other staff

# Roles and Responsibilities

## 7.1 Organisational Chart

Claire Dimpfl <b>Owner</b>	Registered Person Designated Safeguarding Lead Health & Safety Officer Accident/Incident Coordinator Music Coordinator Fire Safety Officer Play Therapist SENDCO Lead
Jocelyne Gerard <b>Manager &amp; Class Teacher</b>	Fire Safety Officer
Tracey Lloyd <b>Manager &amp; Class Teacher</b>	Deputy Safeguarding Lead SENDCO
Francesca Short <b>Registrar</b>	Administrator Registrar Deputy Safeguarding Lead Data Protection Officer Finance Officer Risk Assessment Coordinator
Katie Burne <b>Class Teacher</b>	Garden & Ecology Coordinator SENDCO deputy
Cristina Petrovici <b>Class Teacher</b>	Safeguarding Lead – 2 <sup>nd</sup> deputy
Irma Meijer <b>Class Teacher</b>	Science Coordinator Messy Play Coordinator
Donna McShane <b>Class Teacher</b>	Deputy Safeguarding Lead MAKATON Lead Fire Safety Officer
<b>Peripatetic Staff</b>	
Osman Kamil - Ginga Soccer School	Football Coach

Dimitria Moraiti - La Sylvaine School	Dance Teacher
Boo Theatre Group	Drama Teacher
Boo Theatre Group	Yoga Teacher
Lucy Troop	Speech & Language Teacher
Francis Smith	Studio Cultivate - Ecology Teacher

# Record Keeping

## 8.1 Children's records

### Policy Statement

There are record keeping in place that meet legal requirements: means of storing and sharing that information take place within the framework of the Data Protection Act and the Human Rights Act.

This policy and procedure is taken in conjunction with the Confidentiality Policy and our policy for information sharing.

### Procedures

We keep 2 kinds of records on children attending our setting:

#### *Developmental records*

These include observations in the setting, photographs and samples of their work and summary developmental reports.

These are kept by each teacher and can be freely access and contributed to by staff, the child and the child's parents/guardians.

The on-going assessments documents are kept in the teacher's file.

#### *Personal records*

These include registration and admission forms, signed forms, and correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an ongoing record of relevant contact with parents/guardians, and observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters.

Parents have access to the files and records of their own children but do not have access to information about any other children.

Staff will not discuss personal information given by parents/guardians with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.

We retain children's records for 3 years after they have left the setting. These are kept in a secure place.

### *Other records*

Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personal decisions.

# Record keeping

## 8.2 Provider records

### Policy Statement

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

- Records pertaining our registration
- Landlord/lease documents and other contractual documentation pertaining to amenities, services and goods.
- Financial records pertaining to income and expenditure
- Risks assessments
- Employment records of staff

Our records are regarded as confidential on the basis of sensitivity of information, such as with regard to employment records and these are maintained with regard to the framework of the Data Protection Act and the Human Rights Act.

### Procedures

All records are the responsibility of Claire Dimpfl who ensures they are kept safely.

All records are kept in an orderly way in files and filling is kept up-to-date.

Financial records are kept up-to-date for audit purposes.

Health and Safety records are maintained; these include risk assessments, details of checks or inspections and guidance etc.

Our Ofsted registration certificate is displayed.

Our Public Liability insurance certificate is displayed.

All our employment and staff records are kept securely and confidentially.