



Tom Thumb Nursery

Policies & Procedures (Updated October 2023)

1. Staffing and Employment.

- Staff Recruitment and Selection.
- Staff induction & Suitability checks.
- Staff development & training.
- Staff well-being.
- Work experience/student placements.
- Staff Working with Their Own Children/Close Relation
- Breastfeeding

2. Safeguarding.

- Answering the door
- Visitors
- The collection of children by others apart from their parents/carers.
- Staff Deployment

- Uncollected Children
- Missing Child
- Allegations of Misconduct
- Referrals of Child Abuse
- Prevent Duty
- Digital technology
- Photography/recording of Children
- Lone Working Policy
- Mobile Phone and Social Networking
- Equality of Opportunities
- Cultural Awareness
- Special Educational Needs
- Outings
- Compliments and Complaints Procedure and Whistleblowing
- Data Protection/Confidentiality
- Suspicion of Intoxication
- Smoking
- Drugs and Alcohol
- CCTV

3. Health & Safety & Emergencies.

- Food safety and hygiene.
- Ill or Infectious Children & Infection Control
- National outbreaks of infection/Health Pandemics
- Administering Medicines

- First aid and Accidents
- Procedure to be followed in event of an accident/incident.
- Sun Safety
- Fire Drill/Emergency Evacuation
- Nursery Pets & Animal visits
- Emergency Closure Policy
- Adverse Weather Policy

4. Childcare & Education.

- Settling Children into Nursery
- Transition to the other Floors
- Parents as Partners/Communicating with Parents
- Contracting Parents
- Babies (0-24 months)
- Use of Dummies in Nursery
- Toilet Training
- Healthy Eating
- Oral Health
- Physical Activity
- Play and the Early Years Foundation Stage Curriculum
- Promoting Positive Behaviour
- Children's well-being
- Biting
- Nursery Placements and Fee

(Please click on the heading to take you to the relevant section)

1. Staffing & Employment.

Staff Recruitment and Selection.

Any person wishing to work or become a volunteer at Tom Thumb Nursery is required to complete an application form, they will receive, along with that application form, a safeguarding statement, a job description and the person specification required for that position, a copy of this recruitment, vetting and selection policy, a reference proforma, asking for the names and addresses of at least 2 people we can approach for a reference (one should be their last employer) and a self-disclosure form.

If short listed they will be asked to attend a meeting with the Managing Director and/or Deputy Manager and to spend a session on a floor with the children and other staff members, this is so that we can involve as many people as possible in the decision-making process.

It is our policy at Tom Thumb to carry on advertising and interviewing for a post until we are completely satisfied that we have found the right candidate, someone who meets all the person specification required, someone who we consider to be suitable to work with children and someone who we feel will help us continue to be the best nursery we can be.

Staff induction & Suitability checks.

Once selected, we will require proof of ID and qualifications to enable us to complete a DBS and to complete an induction, and then they will begin a 6-month probationary period.

All new members of staff will participate in an induction programme before taking up their duties and will be allocated an experienced member of staff to mentor them for the duration of the induction, during this induction programme sufficient time should be given to ensure the new employee understands and is conversant with all of the policies and procedures, if an employee is unsure about any aspect of the policies and procedures, they must seek clarification from their senior. Queries and points for discussion can be raised with the Managing Director.

DBS checks will be re-checked, this will include when a member of staff gains additional responsibility.

Staff development & training.

We are committed to ensuring all staff are qualified, have opportunities for professional development and have relevant up-to date training in safeguarding children and therefore we expect all staff members to undertake training in the following areas:

- Basic Food Hygiene (renewed every three years)
- Paediatric First Aid (renewed every three years)
- Online child protection training upon appointment then Level one child protection as soon as possible after this. (online training renewed every three years)
- The Lead and Deputy Lead for safeguarding are then required to attend level two child protection training and attend a full refresher course every two years.
- Fire safety Training every year.
- SENCO training and/or Understanding babies training (depending on their role).
- NVQ 2 (or equivalent) as a minimum and all senior staff must hold an NVQ 3 (or equivalent) in Childcare and Education

Staff are, also, fully encouraged to attend regular courses on all subjects to further their development and, if they wish, extend their training beyond our minimum requirements.

Staff well-being.

Our Staff well-being co-ordinator is **Ebony Grant**.

We promote the good health and well-being of all our staff. As a nursery, we endeavour to support staff well-being, not only to ensure that children receive high quality care, but also to ensure our employees feel supported and cared for, as part of a team.

We implement termly supervisions with the staff within the nursery to allow for staff to have one to one feedback with the management team and raise any concerns or seek advice on areas they wish to develop further. These should be regarded as constructive meetings, allowing both sides to voice their opinions and develop training plans and individual staff targets. Staff are also required to complete regular questionnaires and annually to fill in staff health statements and suitability declarations to ensure their suitability to stay working within a childcare role.

Trainee members of staff complete monthly appraisals with their assessor to aid their development throughout their training.

In addition, the setting follows an 'open door policy' where staff are encouraged to seek the management team's advice or to approach them when they need guidance, support, or wish to air complaints. By doing this, the setting is aiming to make staff feel more valued and that they are part of a working team that benefits all that access the nursery.

We also aim to organise at least termly well-being and teambuilding events.

Work experience/student placements.

Tom Thumb Nursery welcomes work experience pupils and students. Prior to accepting any pupil or student we insist that

- The school or college certifies that the pupil or student that wishes to attend work experience is particularly interested in working with young children.
- The pupil or student visits and meets with our Student Co-ordinator prior to the work experience taking place to ensure that he/she can fit in with our work, and that we are able to work with that individual.
- The school or college agrees the hours that the pupil or student is to attend nursery and the pupil or student is aware of these timings and can attend at these times.
- The Student Co-ordinator records the name and address of the School or College, the name and contact details of the Tutor and the name, address and contact details of the pupil or student. They will then complete a Student Induction programme together, during which the Policies and Procedures will be read through and explained fully, and if necessary, the student will be asked to complete the online child protection training.

During their time here the pupil or student will work with various members of staff on each of the floors of the nursery.

At the end of their time the Student Co-ordinator will write a confidential report on the young person and their experience which will include reference to any problems that were encountered.

The Nursery's student Co-ordinators are **Jenna Button & Ria Pittam**

Staff Working with Their Own Children/Close Relation

At Tom Thumb Nursery we support all employees returning to work after having a baby and understand that there may be times when a member of staff chooses our nursery to provide childcare alongside them working or that there may be occasions when a member of staff is working in the same environment as a close relation e.g., niece or nephew.

In these cases, we request the member of staff meet with the managing director and room leader, where appropriate, to discuss how best this will work alongside the nursery business needs.

We believe children learn best when they are healthy, safe, and secure, have their individual needs met and have a positive relationship with the staff caring for them. It is our policy that all staff remain neutral and treat all children as individuals with the same regard.

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

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

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

Once a decision has been made an agreed set of guidelines will be developed between the nursery and the member of staff setting out the expectations of working with their child/close relation. This includes that during their time at nursery the child is in the care of the nursery, and it is the nursery that retains responsibility for the child and their care, what they will do if they need to cover in different rooms, outdoor play time etc. A similar agreement will be put in place for any staff that may not work within the nursery rooms, but own child or family member still attends, e.g., manager, cook, admin.

Staff caring for another staff member's child will treat them as they would any other parent/child.

Where this agreement is not working or is impacting on the care of the child or other children in the room, the manager will meet with the member of staff to review the agreement and the following will be considered:

- Time left until the child is due to transition to the next room/school.
- Temporarily moving the staff member to another room. It is nursery policy to move the staff member and not the child (unless transitioning) so the child continues to be in the appropriate age/stage group and can forge consistent relationships with other children in the group.
- Where the staff member is already in another room, but there are concerns there will be an agreement between the staff member, manager, and room leader about contact with the child during the nursery day. Although we do not want to restrict a parent seeing their child, we must consider the room routine and the upset a visit may cause the child when their parent leaves the room again.

Breastfeeding

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

2.Safeguarding

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

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

The settings lead for safeguarding is Jenna Button, and the Deputy lead is Lydia O'Niell

The OFSTED 'Registered Person' (**Mrs Claire Townsend**) has overall legal responsibility for safeguarding. If concerns relate to the 'Registered Person', OFSTED should be contacted through their whistle-blowing policy. All safeguarding concerns relating to allegations against staff and volunteers should be reported to the Lead for Safeguarding and recorded. If the concerns relate to the lead person, then the registered person should be contacted. The Lead Person is responsible for passing on concerns and/or making referrals through the single point of advice system.

All staff, volunteers, or contractors must adhere to the procedure for reporting concerns to the Lead Person or Registered Person.

Answering the door

The person who answers the door must always look through the clear glass first to identify the caller. If the caller is not known, then they should open the door using the safety chain, where possible, and ask why the caller their reason for calling. It is our Policy to never grant access to anyone without an exceptionally good reason for being here.

Visitors

Any visitors, not here to collect a child, must fill in the visitor's book on arrival and when they leave. Identification may be requested to identify any professional body that a visitor is representing. They will be fully supervised whilst they are within the setting.

The collection of children by others apart from their parents/carers.

Parents **MUST** advise the nursery if someone else is collecting their child from nursery. This person must meet the description provided by the parents and provide us with the child's password, allocated by the parent on their registration form.

If an unknown or unauthorised person arrives to collect a child, then a senior member of staff should be informed. Contact should then be made with the parents to confirm their permission to allow the person to take the child. If this is not obtained, the child cannot be released. If the person attempts to remove the child anyway, then the police should be informed along with the parent, so that action can be taken to protect the safety of the child. If appropriate, children's services should also be informed.

Although staff should do all they can to dissuade the person from removing the child, they should not put themselves at physical risk. It is also our policy to inform the Police and Local authority about any Parent using inappropriate behaviour towards a member of staff at any time, this includes threatening behaviour, swearing shouting and of course violence.

Staff Deployment

Tom Thumb Nursery provides a practitioner ratio in line with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage (EYFS) to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our practitioners are appropriately qualified, and we carry out checks for enhanced criminal records and barred list checks through the Disclosure and Barring Service in accordance with statutory requirements.

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

- Children aged under two years – 1 adult to 3 children at least one member of the practitioner team holds a full and relevant level 3 qualification; and - at least half of all other practitioners hold a full and relevant level 2 qualification.
- Children aged two years – 1 adult to 5 children - at least one member of the practitioner team holds a full and relevant level 3 qualification; and - at least half of all other practitioners hold a full and relevant level 2 qualification.
- Children aged three years and over – 1 adult to 8 children as a minimum - at least one member of the practitioner team holds a full and relevant level 3 qualification; and - at least half of all other practitioners hold a full and relevant level 2 qualification.

The number of children for each key person considers the individual needs of the children and the number of days the practitioner works.

The nursery only includes those aged 17 years or older within our ratios. Where they are competent and responsible, we may include students on long-term placements and regular volunteers.

The managing director deploys practitioners, students, and volunteers to give adequate supervision of indoor and outdoor areas, ensuring that children are usually within sight and hearing of a practitioner, and always within sight or hearing of practitioners at all times.

All practitioners are deployed according to the needs of the setting and the children attending.

Nursery practitioners, students and volunteers inform their colleagues if they must leave their area and tell colleagues where they are going.

Uncollected Children

The nursery has an obligation to stay with any uncollected child at the end of their day, until that child is collected. If a child is not collected by the end of their specified session time, after 15 minutes staff will first attempt to contact a Child's parents and then other known emergency contacts to arrange collection of the child. If no contact can be made, despite using all contact numbers, and it has not been possible to get in touch with any of the carers of the child, then the DSL, Deputy Manager or Managing Director should retain the child on the premises; the Single point of Advice team should then be informed, especially if the child is known to them, they can be contacted on **01323 464222**. The DSL, Deputy Manager or Managing Director should then follow the advice given by the single point of advice team, which may involve contacting the police.

A record will be kept of all children who are not collected by the due time.

To reduce the likelihood of no contact, the contact phone numbers should be maintained and updated when there are any alterations to the parents' situation and alternative emergency contact numbers should be obtained whenever possible.

Missing Child

It is in the expectation of the nursery that all the children are constantly monitored so to be sure their location is always known. This is especially relevant when the children are moving from one area of the nursery to another, going to the toilet area, going to, and returning from the garden and leaving to go home (this is important if a child is going home with another parent).

As well as accurately recorded attendance in the register, (both arrivals and departures), a check during each session should periodically be made to make sure the number of children is correct;

this will speedily identify if someone is missing. In the event of a child being lost and if they cannot be found in the immediate vicinity of the classroom, a search must quickly be made of the area immediately outside the nursery building. Staff must be deployed as a matter of priority to ensure the child is not on the road or visible from the front or rear of the nursery. A search of the interior of the nursery must also be made, including cupboards and toilet areas. The parents must then be advised, and the police informed. Meanwhile, staff must continue their search of the area surrounding the nursery, especially other routes that the child is likely to take to get home, until the police take over. The parents will be extremely distressed and agitated and will require constant updates on the outcome of the search, by a senior member of staff, until the child is found.

In the event of a child going missing whilst on an outing, the nursery should be contacted immediately so that additional staff can be deployed to the location to ensure the above procedures can take place and to ensure the other children are returned to the nursery safely.

Allegations of Misconduct

In the event of an allegation against a member of staff, the following procedure applies:

- Full discussion will take place between the Managing Director, the Designated Safeguarding Lead and the person making the allegation regarding the circumstances of the allegation.
- If the allegation is regarding safeguarding, then the Designated Safeguarding Lead should report the incident immediately to the Local Authority Designated Officer (LADO) by completing an online referral form on the LADO webpage and follow their advice. Enquiries may be undertaken by Children's services and possibly the police. All involved parties may be required to provide statements to assist any investigations. Then this should be reported to OFSTED, within 14 days.
- Where appropriate the member of staff in question should be given the opportunity to give details of the incident, in their view, and their part in it.
- The member of staff in question should not be left unsupervised with the children during any investigation that takes place and may be suspended on full pay whilst the investigation takes place.
 - Any suspension is a safeguard for all concerned parties while an investigation is carried out.
 - This will terminate if the investigation finds in favour of the member of staff.
- If the investigation does not find that the staff member actions were satisfactory then the member of staff will be dismissed.
- Any form of physical punishment by staff to children is prohibited in the nursery. In the event of an assault taking place in front of witnesses, the member of staff will be instantly dismissed with no notice.
- OFSTED will be informed of any outcome for their records.

Referrals of Child Abuse

a) If a child arrives with injuries the staff should:

- Ensure immediate medical attention, if necessary.
- If possible, ask the parent/carer how the injuries occurred.
- Explanations, however puzzling, should be accepted and accusations should not be made. Make a written record, including diagrams, of observations and explanations given. Have a witness wherever possible. This recording of information is to ensure that reasonably full and clear information is obtained to be able to make an appropriate referral through the SPOA, if necessary.
- The police will be informed immediately if it is suspected a criminal offence has been committed.
- If you suspect that the injuries have been caused by assault or by failure to protect the child

you must tell the member of staff in charge, who will report this immediately to the Lead for Safeguarding (or the Deputy Lead in their absence)

- The Lead Person will contact the Children's Social Care SPOA Team to either discuss a concern or report an incident.
- The timing of referrals will reflect the level of risk perceived and will always be **within one working day** of recognition of risk.
- All referrals made verbally must be confirmed in writing by the referrer with 24 hours.

b) Suspicion of Abuse

If through conversation or other contact with the child you have cause to suspect physical, sexual, or emotional abuse or neglect of a child in your care:

- Listen to what the child says. Be comforting and sympathetic. Ensure the child feels as little responsibility as possible.
- It is particularly important not to make any suggestions to the child regarding how the incident may have happened, therefore do not question the child except to clarify what he/she is saying.
- Write down exactly what the child says or what actions concern you, and what you have said in response. Sign and date, it.
- Do not make assumptions about who the allegation might concern. If a member of staff may be involved, appropriate steps must be taken to ensure the safety of the child and other children.
 - The police will be informed immediately if it is suspected a criminal offence has been committed.
- Any concerns must be reported to the Lead for Safeguarding (or the Deputy Lead in their absence)
 - The Lead Person will contact the Children's Social Care SPOA Team to either discuss a concern or report an incident.
 - The timing of referrals will reflect the level of risk perceived and will always be **within one working day** of recognition of risk.
 - All referrals made verbally must be confirmed in writing by the referrer within 24 hours.

Following such a referral, enquiries will be undertaken by social services and possibly the police. Staff may be required to provide statements and an initial child protection conference.

Prevent Duty

We have due regard to the need to prevent people from radicalisation and from being drawn into extremism and/or terrorism. As a nursery we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a need for safeguarding. We recognise that if we fail to challenge extremist views, we are failing to protect the children in our care.

We will provide a broad and balanced curriculum, delivered by skilled professionals, so that the children in our care are enriched, understanding, and become tolerant of difference and diversity and ensure that they thrive, feel valued and not marginalized. We will promote the values of democracy, the rule of law, individual liberty, mutual respect, and tolerance for those with different faith and beliefs. We will teach and encourage children to respect one another and to respect and tolerate difference, especially those of a different faith or of no faith. It is our most fundamental responsibility to keep children safe and prepare them for life in a modern multi-cultural Britain and globally. We will also work with local partners, families, and our community to ensure our nursery understands and embraces our local context and values in challenging extremist views and to assist in broadening our pupil's experiences.

Any prejudice, discrimination, or extremist views, including derogatory language, displayed by staff, parents or children will be challenged and where appropriate dealt with in line with the settings

policies and procedures. We will closely follow the locally agreed procedure as set out by the local authority and will refer families to appropriate agencies, including social services and police authorities, where there is believed to be a risk of radicalisation or terrorism activity. The nursery has the right to share information regarding child protection with other childcare professionals. All information will be kept confidential.

Digital technology

This policy works in conjunction with the settings data protection, photography, mobile phone, and social networking policies.

The setting has a list of simple acceptable use rules for children and practitioners which are required to promote these rules in relation to the use of technological equipment within the setting. Parents are given a copy of the rules in the settings booking in pack.

The setting has digital technology available for both practitioners and children's use to aid children's learning and development. Where possible digital equipment for the children's use is age appropriate and has no or restricted access to the internet allowing equipment to be used independently. The use of the settings tablet and computers should follow all acceptable use agreements. Any computer equipment or tablets that provide internet access can only be accessed by children with full adult supervision. Practitioners and children are only permitted to access websites that are known as safe for children's use and promote age-appropriate development. Any incidents of misuse of the settings devices or concerns about websites should be reported to the settings Lead for Safeguarding. The setting has full records of any technology related incidents and outcomes; these can be seen by request. Any concerns from Parents and carers should also be directed to the settings manager and will be recorded and reviewed in line with both the setting complaints and digital technology policies.

Parents are required to give permission for digital technology to be used to record and share children's development through the tapestry learning journey when booking their child into the setting, if permission is not given then it is the settings responsibility to ensure that the child is not included in any digital images or videos shared within the tapestry portal. The sharing of information using technology must adhere to the settings data protection and safeguarding policies.

Photography/recording of Children

At Tom Thumb we recognise that photographs and video recordings play a part in the life of the nursery. We ensure that any photographs or recordings taken of children in our nursery are only done with prior written permission from each child's parent. We obtain this when each child is registered, and we update it on a regular basis to ensure that this permission still stands.

We ask for individual permissions for photographs and video recordings for a range of purposes including use in the child's learning journey; for display purposes; for promotional material including our nursery website and for Facebook.

Images are taken on the setting's electronic devices, which do not leave the premises. Or on occasions, such as for Facebook, using the nursery owner's mobile phone, these are uploaded to social media and then deleted immediately before the phone leaves the premises.

Sometimes a child may appear on another child's photograph/recording, which is used in another child's learning journey. These recordings are only used within the online tapestry system with previous permission. We do try our best not to include these types of photographs/recordings unless necessary.

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

Staff are not permitted to take photographs or recordings of a child on their own cameras, mobiles or other devices and may only use those provided by the nursery. The Nursery Manager will monitor all photographs and recordings to ensure that the parent's wishes are met.

Parents are not permitted to use any recording device or camera (including on mobile phones) on

the nursery premises.

The setting has a mobile phone which is taken on outings for emergency calls. This phone does not have a camera or internet access.

Lone Working Policy

At Tom Thumb Nursery we aim to ensure that no member of the team is left alone working in either a room alone or within the building at any time. However, there may be occasions when this isn't always possible due to:

- Toilet breaks
- Lunch cover
- Nappy changes
- Comforting a child that may be unwell in a quiet area.
- Following a child's interest, as this may lead staff away with a child to explore an area.
- Supporting children in the toilet area that may have had an accident.
- The duties some team members have, e.g., management, opening and closing the setting, carrying out cleaning or maintenance at the settings and staff operating outside operating hours.

We always ensure that our staff: child ratios are maintained.

On the rare occasions, that lone working within a room does take place we ensure that a specific risk assessment is completed prior to lone working taking place, this includes:

- how staff can manage with a variety of tasks such as talking to parents and supervising children safely
- That each member of staff required to work alone has the required qualification/training and/or skills for the role, e.g., holds an appropriate qualification, paediatric first aid, safeguarding and child protection training and basic food hygiene.
- That staff members working alone are competent in their role.
- That the staff member can call on others in an emergency, including procedures if there was a fire evacuation.
- There are procedures in place to check in on the staff member and cover for breaks.
- The member of staff and children are always safeguarded (relating to safeguarding/child protection policies)
- Ratios are always maintained.

Public liability insurance for lone working will be sought where applicable.

Staff members responsibilities when left in the building alone:

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

Management's responsibilities when left in the building alone:

- To ensure staff working alone are competent and confident to carry out any safety procedures e.g., fire evacuation.
- To ensure that the employee can contact them or a member of the team event if their lone working is outside normal office hours (i.e., access to a phone, contact numbers of someone they can call)
- To check that the employee has someone they can contact in the event of an emergency, and the numbers to call.

- To ensure that employees can access a telephone whilst lone working.
- If reporting in arrangements have been made and the employee does not call in, to follow it up.

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

Mobile Phone and Social Networking

The setting operates a strict mobile phone and social networking policy.

Mobile phones are to be stored in the owner's bags which are in turn kept in the areas allocated by the setting which are positioned outside of the classrooms.

Exceptions to this rule may be made at the managing directors' discretion, during the period of exception the mobile phone must be in an area out of children's reach and in full view of all staff members, at no point should the phone be located on the individual. All students and volunteers are always required to have their mobile phones switched off and kept in a designated area while having direct contact with the children.

Staff are permitted to use the settings contact details as an emergency contact and should consult the manager if the need arises for them to use their mobile phone for any emergency.

Any staff member found with their phone on their person or found to have their phone switched on while at the setting will be considered to have broken the rules in respect to this policy and this will result in a serious disciplinary matter and may be viewed as gross misconduct.

During outings, staff will use mobile phones belonging to the nursery wherever possible.

Parents and visitors use of mobile phones

- The nursery operates its own mobile usage policy in relation to staff and visitors to the premises. Whilst we recognise that there may be emergency situations which necessitate the use of a mobile telephone, to ensure the safety and welfare of children in our care, parents and visitors are also kindly asked to refrain from using their mobile telephones whilst in the nursery or when collecting or dropping off their children.

Staff must not post anything onto social networking sites such as 'Facebook' that could be construed to have any impact on the nursery's reputation or post anything onto social networking sites that would offend any other member of staff or parent using the nursery if they saw it.

The setting has an official Facebook page, this is updated by the Managing Director. Parents are required to give permission in writing before a photograph of their child can be added to this page and this permission can be changed in writing at any time. We will not include any child's or family's personal information on Facebook, and this includes names and ages of children, and we ask parents to kindly refrain from the use of personal information when posting any comments on the page. It is important that parents understand that they are giving permission for other parents and social media users to see pictures of their children on the Facebook network.

Although not recommended, if staff, choose to allow parents to view their pages on social networking sites then this relationship must remain professional always.

If any of the above points are not followed then the member of staff involved will face disciplinary action, which could result in dismissal.

Equality of Opportunities

This Nursery aims to demonstrate through its work that it positively values and respects children and staff of all ethnic origins/racial groups, religions, cultures, linguistic backgrounds, and abilities. Children of both sexes are positively encouraged by staff to participate in all activities. A member of staff is employed because that person is the best person for the job.

It is our aim to provide a friendly and respectful working environment for all our staff and children. To implement this all members of staff must undertake to:

- Always work together and help each other out as much as possible.
- Never talk derogatorily about a member of staff to anyone behind that person's back
- Sort out problems promptly so they are not allowed to fester.
- Treat other staff in a way they themselves would like to be treated.
- Show all children equal care and attention.
- Ensure that all children in their care receive lots of love and cuddles.
- Ensure that no child is singled out for special attention or lack of it.
- Ensure that they do not discuss a child's appearance, development, behaviour, or the feelings of the staff in a negative manner in front of that child or other children.

This establishment considers it important to provide a range of experiences and an environment that will instil in the children a positive outlook towards people in our society whom they may see as different from themselves.

- Toys and equipment will be chosen with the differing needs of children in mind.
- Displays will show and reflect a positive image towards the world in which we live.
- Books will be chosen to meet all the children's ages and abilities and to reflect the many differing lifestyles that are in our society.
- Home corners will be changed regularly to show different cultures, races, and the world around us.

Cultural Awareness

Throughout the plans, cultural diversity is prominent. This is not only to create awareness, but to also stimulate interest in other cultures, beliefs, and ways of life in the global society. The staff should be knowledgeable, so that they can meet the needs of children from different cultures and to be able to answer questions the children may have in respect of their own or other cultures.

Children often learn languages quickly, especially in a setting where time is taken to understand what they mean. Parents, however, may be experiencing problems with language and may require an interpreter. This service is readily available and should be utilized if there is a problem.

Special Educational Needs

Every effort is made to promote a positive climate within the nursery that recognises the right of children with special educational needs not to stand out from their peers. Meeting special educational needs can be accomplished through the provision of a special means of access to the curriculum, and by the attention to the social structure and emotional climate in which the education takes place. Therefore, our aims are:

- To identify a child with special educational needs as early as possible.
- To promote an atmosphere of encouragement, acceptance, and respect for achievements in which all pupils can thrive.
- To develop sensitivity to individual needs and a climate of warmth and support in which self-confidence and self-esteem can grow.
- To develop skills in identifying children with learning problems and construct suitable programmes of work.
- To adopt positive and consistent strategies to help children with behavioural difficulties and/or emotional problems.
- To affect a programme of support and referral that will enable children to receive the help

they need quickly and effectively.

- To inform parents of the needs and progress of their child and to work in partnership with them.
- To consider the wishes of the child relevant to their age and comprehension.

The nursery has several trained special educational needs co-ordinators and one lead co-ordinator, Mrs Katherine Privett, who is responsible for co-ordinating special needs provision. They will provide support and advice to staff, liaise with the EYDCP/LEA and external agencies, and monitor and develop special needs provision. It is our policy at Tom Thumb Nursery to provide one to one care to those children it is deemed necessary for, if a one to one is required to ensure any child's safety while at the setting it may become necessary for a child to only attend Tom Thumb when the one-to-one care is available.

Outings

For all outings, the following procedures must be followed:

- Written permission must be obtained from all parents prior to the outing.
- A full risk assessment will be undertaken prior to any trip.
- Staffing ratios should always be maintained. 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 other children.
 - Staff should encourage children to walk in a suitable manner and children should always be walking in pairs and holding hands while walking to and from their destination.
 - A first aider must be present and a suitable first aid box must be taken. The settings mobile phone should always be carried.
 - The children should be counted before setting off and then 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 drinks must be provided at similar times to those in the nursery and additional drinks should be offered if the weather is warm or if energetic exercise is part of the day.

Compliments and Complaints Procedure and Whistleblowing

Our setting aims to provide a safe, stimulating, and caring environment where children and their families feel welcome and valued. It is clearly of paramount importance that the nursery should run smoothly, and that parents and staff work together in a spirit of cooperation in the children's best interests. We therefore welcome comments from parents and these comments whether positive or negative are known to be made with the Childs interest at heart.

In the event of complaints from either staff or parents every effort will be made to respond quickly and appropriately, and the following procedure will be followed:

- If a person feels that he/she has cause for concern or complaint they should first talk to the management team as many complaints can be sorted out quickly and efficiently in this way, any problems should be resolved within a reasonable time scale that will be dependent on the problem.
- Where a complaint is made to a senior practitioner the Director should be informed immediately
- Any complaint made will be recorded on a complaint record sheet by the member of staff receiving the complaint.

- We will investigate all written complaints, notifying the complainants of the outcome of the investigation within 28 days of receiving the complaint.
- Complaints, along with any outcomes, will be recorded and dated on a complaint record form, a copy of which is given to the parent, and kept in the office for a minimum of three years.
- Everyone involved with the investigation of any complaint will be expected to treat information as confidential and will not discuss the situation with any other person.
- All complaints regarding Safeguarding must be directed to the Lead for Safeguarding. If the complaint relates to the Lead person, then the complaint must be directed to the registered person, if the complaint is related to the registered person the complainant must contact the SPOA and OFSTED on the below contacts.
- Complaints by a member of staff will be dealt with by the Managing Director immediately.

If a parent or member of staff feels that we have not dealt with a complaint/concern/comment, then they can also contact the OFSTED office. OFSTED inspects the work of registered persons regularly to check whether the provision meets the national standards for full day care. They can be contacted on **0300 123 1231** or by writing to Ofsted, Applications, Regulatory and Contact (ARC) Team, Piccadilly Gate, Store Street, Manchester, M1 2WD. If the complaint/comment/concern is regarding safeguarding, then the parent can contact the SPOA on **01323 464222**

Data Protection/Confidentiality

The setting respects confidentiality always and complies with the General Data Protection Regulations and are registered members of the ICO. **The settings data protection officer is Claire Townsend**. Please see the settings privacy notice for the legal bases for the processing of data, legitimate interests for processing and individual rights.

To meet the needs of all the children in our care it is important to share information with parents and with one another to support the child's development. We use both parents and children's data to provide you with a childcare service and to keep you updated with your child's developmental progress. It may also be necessary in some circumstances for the nursery to seek the help and advice from outside professionals, personal information will only be shared with other agencies with prior permission or if there is a legal requirement for us to share this information, such information will be shared using a fully encrypted secure email system.

Any information and knowledge will be on a need-to-know basis and will be kept confidential. All forms that hold family's personal information are stored securely within the office of the nursery with emergency contact details also being securely stored within the registers of the setting. The setting will share information as part of its day-to-day work to safeguard and protect children from harm but also to work together to support families to improve outcomes for all. This may involve liaison with Police, Children's Social care, participation in multi-agency meetings, e.g., case conferences and participation in serious case reviews, if requested to do so.

Parents can request to see all the data that we hold about them and their child, any request should be made in writing and will be made available within 15 working days. A request will be declined should it be obvious that the requester does not understand what they are asking for or if the disclosure is likely to cause them or anyone else any serious physical or mental harm.

Suspicion of Intoxication

If any staff member has reason to believe that any parent or carer is under the influence of alcohol or drugs when collecting a child, then that person will not be permitted to collect their child. The senior member of staff will then contact the nominated emergency contacts of the child and try to arrange collection of the child by a suitable person and further investigations maybe undertaken.

Smoking

It is forbidden for staff to smoke on the nursery premises, including the garden and car park. If the staff are found smoking on the nursery premises the disciplinary procedure will be instigated. We therefore also expect Parents to refrain from smoking in the same areas.

Drugs and Alcohol

Staff, students, or volunteers who are suspected to be under the influence of alcohol or drugs will be asked to leave the premises immediately and the disciplinary procedure will be implemented. Cases of staff taking prescribed medication that may affect their ability to function effectively must inform the manager and a decision made on their suitability to work as early as possible. Any member of staff who has good reason to suspect that a parent or carer is under the influence of alcohol or drugs must inform the manager and follow the settings safeguarding children policy.

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 of 10 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.

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. 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.

Complaints

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

Responsibilities

The managing director (or deputy) 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 is 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 under certain circumstances, the CCTV footage may be used for training purposes (including staff supervisions) or for parents to view child transitions.

3. Health & Safety & Emergency procedures

The settings Health and Safety co-ordinators are **Ria Pittam & Jenna Button**

The Health and Safety co-ordinators are expected to undertake health and safety training every three years. They are responsible for maintaining and regularly updating the Health and Safety Management System, including risk assessment, for ensuring that they are up to date and all Health and Safety matters comply with current legislations, and to liaise with the support line and services as and when needed, maintaining, updating, renewing on an annual basis and coordinating the correct use of the Health and Safety policies across the whole Nursery, ensuring all staff adhere to them, for ensuring that the Safety Checklists are completed and recorded daily and reporting any failings to the Managing Director

It is our policy to provide a healthy and safe environment for staff and children. We always expect our staff to take responsible care of their own health and safety and to co-operate fully in implementing health and safety initiatives.

The children should always be supervised. Their activities should be monitored to reduce the risk of injury to themselves or to other children.

When on the stairs, they must be supervised and if necessary, escorted or carried. Children walking up and down the stairs should do so in an orderly fashion and hold on to the banister.

When in the garden, all gates should be shut and locked securely.

If a child needs to be lifted, then this should be done by bending the knees and keeping the back straight to minimise the risk of back injury. The holding of children on one hip by the staff is to be discouraged.

The setting advises that shoes worn by staff in the nursery should be enclosed and not have a heel, this is for both the children's and staff safety.

Step ladders should be used to reach high or inaccessible areas; under no circumstances should a chair on a table be used. Step ladders are kept in the upstairs storage area.

All cleaning agents must be kept out of the children's reach and used appropriately according to the instructions provided.

All sharp implements must be stored out of the children's reach. When the children are using scissors, tools etc. they must be closely supervised.

Food safety and hygiene.

All preparation of food for lunches must be done in the kitchen. Any opened, perishable food should be stored in the fridge in a suitable container which is dated with the day it was opened or originally stored. All surfaces should be wiped down after use with a suitable antibacterial cleaning agent. When preparing food for lunch, break or tea in the kitchen and when carrying out cooking activities with the children, staff with false nails or nail art of any kind should wear catering gloves.

All cleaning items, utensils and sharp kitchen implements must be stored out of the reach of children.

For safety and fire precautions, the kitchen door should be kept closed, especially when unoccupied.

All staff with long hair should have it tied back when preparing or serving food at mealtimes.

All Staff are required to wash their hands before handling or serving food, to do so they should

remove any jewellery, use the anti-bacterial soap provided.

Any damage or deterioration to the equipment used with the children must be reported promptly to the nursery manager, especially if this represents a hazard. If so, the equipment must be removed to a safe place for disposal.

All staff and children are required to wash their hands thoroughly after using the toilet area and before handling or eating any food. Appropriate soap is provided in all sink areas within the setting.

When the children use the toilet, they must be supervised to ensure hygienic practices, such as washing their hands. The toilet area should be thoroughly disinfected using the relevant disinfectant cleaner at least once a session. However, in the event of spills, this should be mopped up straight away, not only to keep the area clean but to prevent slipping on the floor. Cleaning of all bodily fluids should be completed using the provided antibacterial cleaner and disposable aprons and where possible disposable cloths or paper towel, cloths should then be disposed of in a nappy sack and then placed in the nappy bin for appropriate disposal. There must always be plenty of tissue, soap, and hand towels for the children's use. Staff must be made fully aware of how to thoroughly clean and change children in the event of a soiling or wetting. The hygienic cleansing of soiled clothes must also be shown, and soiled clothes always kept out of the reach of children. The correct cleaning procedure of potties is also demonstrated, a potty is emptied into the toilet using the flushed water to rinse and then thoroughly cleaned using the disinfectant spray and correct colour coded or disposable cloth. For children in nappies, staff must know how to cleanse the nappy area of the child and how to dispose of the nappy, gloves (if used) and aprons. Disposable aprons are to wear when changing nappies or soiled children to protect the staff clothing. Nappy creams must not be shared between children and parents are asked to provide cream which is clearly labelled with their child's name. The nappy changing area must be thoroughly washed down at the end of each nappy changing session, and the changing mat cleaned with a wipe after each child has been changed. The staff member should wash their hands using the antibacterial soap provided after helping a child to go to the toilet or changing a nappy.

Ill or Infectious Children & Infection Control

We expect parents to cooperate with us by not bringing children into nursery with infectious or contagious illnesses and staff will also be asked not to attend work in the same circumstances. Should a child become ill with an infectious or contagious illness while at the setting then parents or specified emergency contacts will be contacted, and the child must be collected as soon as possible. Staff will separate the child from the main class in an appropriate way that does not make the child feel segregated until they can be collected.

Children with a tummy bug should stay away from Nursery until 48 hours after the last episode of sickness or diarrhoea.

We use the guidance on infection control in schools and other childcare settings for advice on how long a child should stay away from Nursery.

In addition to regular cleaning of the toilets and food preparation areas we will.

- Carry out a twice weekly deep clean of all floors.
- Empty all bins daily.
- Undertake a weekly fogging/disinfection of all toys and equipment.
- Change and wash all sheets from cots and beds after each single use.
- We will follow Government health guidance, as well as seeking legal advice and information from our insurers, on any national outbreak of a virus/ pandemic and keep parents informed of any course of action. Each specific circumstance will differ and to ensure we take the most appropriate action; we will treat each case on an individual basis.

- In addition, where contagious outbreaks occur, we will adopt Government guidance for all visitors to minimise the risk of further spreading of the infection.
- The nursery will ensure stocks of tissues, hand washing equipment, cleaning materials and sterilising fluid are always maintained. These will be increased during the winter months, or when flu and cold germs are circulating.

National outbreaks of infection/Health Pandemics

In the event of a national outbreak of a health pandemic, we will follow Government health advice and guidance, legal advice, and advice from our insurance provider.

The setting will remain open if we have sufficient staff to care for the children. Depending on the nature of the pandemic we will follow all advice and implement measures to ensure that risks to vulnerable children and staff are minimised. This may include excluding infected children/staff/parents or family members from the setting for a set period, to prevent the spread of infection. This decision will be done in consultation with parents, staff, legal advice, and our insurance provider. Each case will be reviewed on an individual basis.

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

An up-to-date Coronavirus Outbreak Plan is displayed on our website and available upon request. We use the list of notifiable diseases from the HPA to decide when to report to Ofsted and the local authority.

Administering Medicines

- Medication may only be administered by a qualified member of staff and in the presence of a witness who must be a member of staff.
- Medication will only be administered to children if it is in its original packaging with labelling detailing the prescriber's dosage instruction, these instructions must be fully followed.
- A medicine sheet must be completed and signed by the parent both prior to the administering of any medication and on collection of the child.
- In the case of administering paracetamol or similar medication staff will use their discretion and knowledge of a child to ascertain whether the medication is required before following a parent administering instructions.
- The setting stores infant paracetamol and antihistamine for cases of Emergency.
- If your child becomes ill during their session at nursery then senior staff members are permitted to contact parents by phone and discuss the option of administering paracetamol and asked for verbal permission to do this, written permission is requested on the registration form.
- The setting will ensure that all medication is stored appropriately, in its original packaging and out of the reach of children within the designated area in the office and staff room or kitchen fridge.
- Medication records will be kept that detail the Child's name, medication, dosage, time of administration, person administering medication and witness and parent's permission signatures.

First aid and Accidents

- It is our intention to make sure that all members of staff carry out a paediatric first aid certificate shortly after starting their employment with the nursery.
- A first aid box is situated on every floor in the nursery which is stocked according to online

guidance. All staff are responsible in restocking any item that they have used. **Ria Pittam** is responsible for checking the first aid boxes, at least every 6 months.

- An incident sheet is available which must be filled in if any child or member of staff sustains an injury whilst on the premises. Details of how, where, when and to whom the accident happened must be recorded by the member of staff who saw and dealt with the injury. The treatment given must also be recorded.
- We will act on the advice given by agencies such as OFSTED, environmental health, and the fire brigade.

The Nursery Director is responsible for the reporting of accidents and injuries to RIDDOR, OFSTED and the LADO as soon as possible after the incident and will follow the set guidelines in doing so. Copies of any reports will be given to all necessary parties. A list of reportable injuries and incidents can be found in the director's office.

Procedure to be followed in event of an accident/incident.

- If a child or a member of staff has an accident, they will receive first aid by a member of staff or a first aider, at the discretion of the qualified member of staff in the room.
- Gloves will be worn when dealing with blood or any other bodily fluids.
- The wound will be cleaned, and a cold compress applied.
- If hospital attention is needed, then the senior in charge will make that decision and will take the necessary action to get that person to hospital.
- If the accident has happened to a child, the parents will be informed immediately by the senior in charge.
- The accident will be recorded on an incident sheet. It will state the time it happened, the date, how it happened, first aid given and will be signed by the staff, witness, and the parent/carer.
- If a child suffers from a severe allergic reaction, then an ambulance will be called, and a suitable person will perform first aid and carry out any emergency medical treatment until a paramedic can take over. If the child is known to suffer from allergic reactions and carries medication or an Epi-pen, then the medication will be administered and again an ambulance called. As with all emergencies, Parents will be contacted as soon as possible and will be given instructions as to where to meet staff to take over care of their child.
- If a child suffers a bite that has broken the skin, then anti-septic wipes will be used to clean the area.
- If a child suffers a head injury or a bite that has broken the skin then parents will be informed of the severity of the injury, advice will be given to seek medical attention and responsibility to seek such treatment will be with the child's parent.

Sun Safety

- The setting requires the permission of a parent before applying sun cream to a child. Permission is notified on the original booking in form when a child is registered at the setting.
- The setting will provide a suitable factor 30/50 sun cream which will be applied to children before each session in the garden or going on an outing.
- All children will be provided with a suitable sun hat that protects both their face and neck.
- Drinks will always be available while in the garden.
- The setting will provide adequate shade for children to be able to play and shelter out of direct sunlight.

Fire Drill/Emergency Evacuation

The nursery is equipped with a self-detecting fire alarm system. In the event of a fire, the senior member of staff on each floor will ensure that all the children are removed safely, that all appliances are turned off and that the fire doors are closed. The person raising the alarm or senior on the lower ground floor will telephone the fire brigade and then vacate the building. Staff are required to get children to leave the building promptly by the closest available exit and then lead children to the settings meeting point which is the garden at the rear of the building. When outside, all children are checked against the register to ensure everyone is accounted for. In cases of genuine emergency parents or emergency contacts will be contacted to arrange collection of the children.

In case of adverse weather conditions, a bag of wet weather clothes is stored in the garden shed. In case of a fire than requires the staff and children to vacate the garden, we will walk the children to the train station and contact parents to collect from there.

The setting carries out regular fire drills once every three months to ensure that staff remain up to date on the emergency procedures and to help ensure that all equipment is in full working order. All fire alarm equipment is fully maintained and serviced by a qualified alarm technician twice annually.

Nursery Pets & Animal visits

As part of the EYFS children are required to learn about the natural world, animals and living creatures. To meet these requirements of the EYFS the setting encourages contact with animals within the setting with the use of pets or visits involving animals.

- Pets within the setting are chosen with the age of the children in mind and risk assessments are carried out with a knowledgeable person for any hygiene or safety risks posed by the chosen animals.
- Suitable housing is provided for each animal which is cleaned regularly, and suitable food is offered at the right times.
- The setting plans for weekend and holiday care for the animals and is responsible for ensuring each animals vaccinations and healthcare is up to date and maintained.
- Children are taught the correct handling and care of the animal and contact is always supervised.
- Children and staff wash their hands thoroughly with anti-bacterial soap after handling or cleaning of the animals or their housing.
- Staff must wear disposable gloves when cleaning housing or changing soiled bedding.
- Animals brought in by visitors to show the children are the responsibility of the owner.
- The owner of any animals brought on to the premises are responsible for carrying out any risk assessments and will detail how the animals should be handled and how any safety or hygiene issues will be addressed.

Emergency Closure Policy

In the unlikely event of the setting having to close due an emergency once the session has commenced then parents will be informed as soon as possible using the contact numbers they have provided on Childs booking in form.

Parents will be updated on the situation in the same way and updates will also be posted on the settings website, Facebook page and through tapestry.

Refunds will not be usually given in these circumstances, but for any predicted closures parents will not be charged when their child cannot attend.

Adverse Weather Policy

In periods of adverse weather conditions staff and parents will be informed as soon of possible of any closures or changes to operating hours.

Staff will not be discriminated against or disciplined for lateness or absence from work on a day of adverse weather conditions and normal pay procedures will be followed in all circumstances.

4. Childcare & Education

Settling Children into Nursery

It is of paramount importance to this nursery that all children in the nursery should be treated with great care and consideration. A new child should feel comfortable, cared for, and integrated into the life of the nursery as quickly as possible.

We first offer a “viewing” where the parents or carers can come in and observe the nursery running in a normal way. The parent or carer should be able to see the regular pattern of what happens during the day, how the staff cope with anything unexpected and they should be able to see the level of care received by all children in the nursery. Parents are given an information pack containing lots of documents aimed to assist with the settling in process such as registration forms, menus, frequently asked questions etc.

We then offer a “Pre-Session” free of charge, a two-hour taster session, at which, where possible, the parent/guardian is introduced to their child’s Key Person and where they will receive a welcome bag. The child then spends a couple of hours in the room and with the staff and children that they will be spending time with once they start, learning that Nursery is a fun and safe place to be and due to the short nature of the taster session, they will learn that “Mummy or Daddy” comes and picks them up.

Parents are sent an electronic copy of a “Booking in Pack” which consists of a copy of our Policies and Procedures, Nursery Fees, packed lunch information letter, etc.

We can give advice on settling in, such as should a parent stay or how many settling sessions should my child have, if asked by parents or carers but it is our preference that parents/carers should do what, in their experience, is best for their child. We fully appreciate that this can be a difficult time for both adult and child. It is of particular importance that during this time each child and parent is treated as an individual and that the needs of the child in the settling in period are paramount. At all times staff should strive to work with the parents in ensuring the transition into nursery care runs smoothly.

We are always happy to receive telephone calls from parents or carers especially at settling in times. We fully understand that parents and carers are concerned about their child’s welfare and are likely to feel upset at leaving him or her in someone else’s care.

We also aim to set up a tapestry account as soon as possible for each child so that photos and videos can be uploaded to show parent’s their children in the setting as this can be very re-assuring.

Each Child is allocated a Key Person when they start at Nursery/Move up a floor, their Role initially is to help the child and parent become familiar with the provision and to feel confident and safe within it. They then begin to develop a genuine bond with the child (and the child’s parent) therefore offering a close and settled relationship. We may suggest a change in Key person if the child’s hours change or if they show a deeper bond with another member of staff. We will always keep parents informed of these changes.

The Key Person is also in charge of completing the child's learning Journey through the online tapestry system and should be the first port of call for any queries from the parent, they are required to plan for each individual child to ensure they meet their targets and next steps and to feedback to parents at regular parent's evenings/events.

We hope that by working with a Key Person system that this enables us at Tom Thumb to meet the needs of each child in our care and respond sensitively to their feelings, ideas, and behaviours, and to ensure that the parent is not only fully satisfied but also fully involved in their child's time here. Copies of all documents, policies and advice sheets are available on our website.

Transition to the other Floors

Children move up to a new floor generally based on school years. Sometimes it is necessary to make these transitions earlier or later than expected and, in this case, a full discussion will take place with the Parent/Guardian to ensure that everyone is both happy and ready for the move. We aim to give at least a months' notice.

When it is time to move, we offer parents a chance to have a look around the new floors and meet the new team that will look after their child and a taster session if the parent feels it necessary, and/or gradual moving up plans, according to each child's different needs.

A formal assessment of each child is undertaken during these transition periods, along with one when the child is due to transition to school by the child's key person and our Curriculum Lead Katherine, these are always shared with the parents.

Parents as Partners/Communicating with Parents

The nursery recognises that working in partnership with parents is of major value and importance to the nursery enabling it to provide a happy, caring, and stable environment for children and their parents. We aim to form a good relationship with parents so that information regarding their children (be it developmental, social or health related) can be exchanged easily and comfortably by nursery staff and parents.

The list below shows ways in which we will try and achieve a strong working partnership with parents:

- The Director, Deputy Manager or member of staff in charge is always available for discussion with parents. Arrangements can be made for more private discussions at agreed times.
- Information provided by parents about their children will be kept confidential and treated on a strict need to know basis.
- Information regarding the children's activities throughout the day is always available to parents daily either by verbal communication or through Tapestry, also the youngest children take home a daily diary with information about their day.
- Regular newsletters will be issued to keep parents up to date with information about the nursery, e.g., new developments or staff changes and dates to remember.
- Regular Parent and Children questionnaires are carried out to ensure everyone is happy.
- If we have any concerns about a child's wellbeing during the day every effort will be made to contact the parents or their emergency contact.
- Parents are kept up to date with regular posts and photos added to the online tapestry learning journey and to our Facebook page (only children who have had prior written permission by the contracting parent to be included in this)
- Parents are invited to upload both photos and videos to the tapestry learning journey to share with the staff at nursery to help inform us of their development at home.
- Occasionally, to further encourage the children's development, parents will be asked to send in objects & photographs from home for displays and topic work.
- Parents events are carried out at least termly (3 x per year)

- Parents are requested to keep us informed of any changes to personal circumstances which may influence the child, e.g., change of address, telephone number, doctor, emergency contact.
- Parents are also requested to keep us informed of any circumstances which could influence a child's emotional wellbeing, e.g., bereavement, separation, or illness in the family.
- Parents are also asked to come in throughout the year to share special skills, bring things in for show & tell etc.

Contracting Parents

When a child joins the nursery, parents are asked to sign the standard form applying for a place and accepting the standard terms and conditions of the nursery.

Whichever parent signs the registration form is seen as the contracting parent. The implications of this are:

- The contracting parent, and only the contracting parent, is liable for the payment of nursery fees and costs.
- The contracting parent nominates who may collect the child from nursery and the people who should be contacted in an emergency. At least two names and addresses should be given.
- The contracting parent decides on specific issues in relation to the child such as whether the child can be photographed, allowed emergency medical treatment, allowed out on nursery trips etc.

The purpose of this policy is to ensure that the parent recognise that the nursery will not be a place that can be used as part of any dispute between parents. A parent who is not the contracting parent and is not listed as an acceptable person for collecting children from the nursery will not be allowed into the nursery for any purpose in relation to that child.

Babies (0-24 months)

All staff supervising the babies (0-24-month-olds) should have additional 0-24-month training.

When the babies are sleeping staff are required to follow the latest SIDS advice from the NHS by, placing the babies on their backs to sleep, not letting them get too hot or too cold, keeping their heads uncovered (the blanket tucked in no higher than their shoulders), putting them in the "feet to foot" position.

When preparing formula milk the staff are required to comply with the Department of Health guidelines by, using an identified area and only the formula preparation machine provided to make up formula feeds (if the machine is unavailable then the formula should be prepared in the kitchen using freshly boiled water which is then cooled to the appropriate temperature), ensuring they wash their hands before each preparation of formula, parents/carers are required to provide sterilised bottles and teats and parents/carers are advised the nursery will be **unable** to use formula that has been made up previously.

Use of Dummies in Nursery

At Tom Thumb Nursery we recognise that a dummy can be a source of comfort for a child who is settling and/or upset, and that it may often form part of a child's sleep routine.

We also recognise that overuse of dummies may affect a child's language development as it may restrict the mouth movements needed for speech. As babies get older, they need to learn to move their mouths in different ways, to smile, to blow bubbles, to make sounds, to chew food and eventually to talk. As babies move their mouths and experiment with babbling sounds, they are learning to make the quick mouth movements needed for speech. The more practice they get the

better their awareness of their mouths and the better their speech will be.

Our nursery will:

- Discuss the use of dummies with parents as part of babies' individual care plans.
- Only allow dummies for comfort if a child is really upset (for example, if they are new to the setting or going through a transition) and/or as part of their sleep routine.
- Store dummies in individual hygienic dummy boxes labelled with the child's name to prevent cross-contamination with other children.
- Immediately clean or sterilise any dummy or bottle that falls on the floor or is picked up by another child.
- Dummies will be disposed of if they become damaged and/or when they are required to be disposed of.

When discouraging the dummy staff will:

- Make each child aware of a designated place where the dummy is stored.
- Comfort the child and, if age/stage appropriate, explain in a sensitive and appropriate manner why they do not need their dummy
- Distract the child with other activities and ensure they are settled before leaving them to play.
- Offer other methods of comfort such as a toy, teddy, or blanket.
- Explain to the child they can have their dummy when they go home or at sleep time.

We will also offer support and advice to parents to discourage dummy use during waking hours at home and suggest ways which the child can be weaned off their dummy through books and stories (when appropriate).

Toilet Training

We believe that the home environment is the best place for potty training to be instigated and for the foundations to be laid, but it is very important that we support that process whilst the children are at the setting.

This starts, for untrained toddlers, by us exposing them to the toilet area and during the nappy changing process asking them casually if they would like to sit on the potty/toilet.

It is extremely important that no pressure is put on the child as the last thing we want to achieve is to create a toileting anxiety before the process has begun.

If we recognise the signs of readiness because the child is expressing an interest in using the potty/toilet we will feedback this to the parents, keeping in mind that the parents will need to decide for themselves when their child is ready for the training process to begin.

When the child is ready and the foundations have been laid at home, we would suggest that the child starts attending the setting in pants, we will offer them praise and encouragement whilst re-assuring the child how to ask for help and familiarise them with the toileting area.

We will always stay positive and recognise that it is very normal and an expected part of the process for daily accidents to happen, therefore we ask parents to supply plenty of spare clothes and ensure that the children never feel that we are stressed or worried that they need a change of clothes.

We start the process by taking the children regularly, sometimes setting a timer, usually every 45 minutes (give or take) and we use phrases such as 'lets go to the toilet now' holding their hand and leading them calmly. We do not ask the child if they need the toilet as they will often just say no, it is far better just to take them regularly. If they resist or are feeling stressed, we will not push the situation, we will just give it another 10 minutes and try again or suggest bringing a friend.

Children often have poo accidents after physical activity and meals times, so we keep this in mind when planning toilet times.

We aim to give the children respect and privacy in the toilet, remembering the goal is building independence so standing over them is not going to make them want to do their business any quicker.

Healthy Eating

The setting's Healthy Eating co-ordinator is **Claire Townsend**. Their role is to ensure that children are provided with nutritious food choices are encouraged to make healthy choices through curriculum-based activities.

Tom Thumb Nursery currently holds a 5 rating for food hygiene standards and have achieved the Outstanding food award through the children's food trust.

At Tom Thumb we aim to promote the health and wellbeing of children and families through the food we serve within the setting and by teaching the importance of eating a varied and healthy diet. We do this by.

- Offering a balanced and healthy breakfast, midday meal, tea and two daily snacks are provided for children attending a full day at the nursery.
- Planning Menus in advance and in line with example menu and guidance produced by the department for education, these are rotated regularly and reflect cultural diversity and variation.
- Listing all allergens, alongside the menus which are available to show the contents of each meal.
- Providing nutritious food at all snack and mealtimes, avoiding large quantities of fat, sugar, salt and artificial additives, preservatives, and colourings
- Ensuring menus include at least **5** servings of fresh fruit and vegetables per day.
- Only milk and water are provided as drinks to promote oral health. Fresh drinking water is always available and accessible. It is frequently offered to children and babies and intake is monitored. In hot weather staff will encourage children to drink more water to keep them hydrated
- Individual dietary requirements are respected. We gather information from parents regarding their children's dietary needs, including any special dietary requirements, preferences, and food allergies that a child has and any special health requirements before a child starts or joins the nursery. Where appropriate, we will carry out a risk assessment in the case of allergies and work alongside parents to put into place an individual dietary plan for their child.
- We consider seating to avoid cross contamination of food from child to child. Where appropriate, an adult will sit with children during meals to ensure safety and minimise risks. Where appropriate, age/stage discussions will also take place with all children about allergies and potential risks to make them aware of the dangers of sharing certain foods.
- Staff show sensitivity in providing for children's diets and allergies. They do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of her/his diet or allergy.
- Staff set a good example and eat with the children and show good table manners. Meal and snack times are organised so that they are social occasions in which children and staff participate in small groups. During meals and snack times children are encouraged to use their manners and say 'please' and 'thank you' and conversation is encouraged
- Staff use meal and snack times to help children to develop independence through making choices, serving food and drink, and feeding themselves.
- Staff support children to make healthy choices and understand the need for healthy eating.
- Cultural differences in eating habits are respected.

- Any child who shows signs of distress at being faced with a meal he/she does not like will have his/her food removed without any fuss. If a child does not finish his/her first course, he/she will still be given a helping of dessert.
- Children not on special diets are encouraged to eat a small piece of everything.
- Children who refuse to eat at the mealtime are offered food later in the day.
- Children are sometimes offered an alternative food depending on dietary needs and/or after discussion with a parent.
- Children are given time to eat at their own pace and not rushed.
- Quantities offered take account of the ages of the children being catered for in line with recommended portion sizes for babies and young children.
- We promote positive attitudes to healthy eating through play opportunities and discussions.
- The nursery provides parents with daily written records of feeding routines for all children under two.
- No child is ever left alone when eating/drinking to minimise the risk of choking.
- We do allow parents to bring in cakes on special occasions. We ensure that all food brought in from parents meets the above and health and safety requirements. These will be given at mealtimes to prevent tooth decay and not spoil the child's appetite.
- All staff who prepare and handle food are competent to do so and receive training in food hygiene which is updated every three years.
- Advice on packing a suitable packed lunch is available on request and sent out in our booking in packs.
- We recognise that food can often play a part in some celebrations and special occasions and menus may be adapted to accommodate these celebrations. Please note that where possible we will inform parents in advance of any changes to the main meals but not all changes may be notified.
- Children are also taught healthy food practices through cooking and tasting activities carried out in the classroom. These sessions provide opportunities for children to get hands on in preparing food and in asking and answering questions about their food choices. These sessions will link into all areas of the EYFS, and the setting promotes parents becoming actively involved in these sessions by welcoming parents to come in and carry out cooking sessions should they wish to do so.
- We have signed up as a Change4Life Supporter and keep up to date with all government guidelines to further assist us in creating fabulous menus and keeping our children healthy.

In the very unlikely event of any food poisoning affecting two or more children on the premises, whether this may arise from food offered at the nursery, we will inform Ofsted as soon as reasonably practical and in all cases within 14 days.

We will also inform the relevant health agencies and follow any advice given.

Oral Health

At Tom Thumb Nursery we promote oral health throughout the curriculum in many ways, such as, being playful with children about oral health, suggesting they brush the teeth of dolls or soft toys, reading stories about teeth and smiles, talking about healthy food and drinks that help to grow strong teeth, and those that do not and getting them to look at their own and each other's teeth, using mirrors.

We also aim to give parents and carers knowledge and practical advice to support oral health at home, as and where possible we try to visit dentists or have them visit us to provide or show toothbrushing kits and routines.

Physical Activity

Tom Thumb Nursery is committed to promoting the health and wellbeing of all its pupils and staff through physical activity. We strive to maximise the opportunities for children, and all associated with the nursery to be physically active by promoting all avenues for activity including the curriculum, environment, and the wider community. The setting recognises the importance of physical activity and its integration in to planning for the development of communication, numeracy, personal, social, and emotional development, and ICT skills.

The settings specific objectives are to enable children and staff to understand the importance of physical activity through the provision of information and development of appropriate activities and to provide and promote opportunities for staff and pupils to be physically active throughout and beyond the school day.

The setting can offer access to an all-weather garden where varying physical activities and equipment is stored and offered to all, we also provide a range of suitable and age-appropriate indoor resources that allow for physical activity to be explored both inside and out of the premises. The setting also invites outside agencies in to carry out physical movement sessions such as football, rugby and music and movement sessions. All the physical activity opportunities offered at the setting are designed to be inclusive and cater for different ability levels.

Play and the Early Years Foundation Stage Curriculum

The settings curriculum coordinator is **Mrs Katherine Privett**.

The nursery understands that play is something that a child best enjoys. A child's play has a purpose, and it can be a step towards the learning and understanding of valuable skills. It can help the child to fit into the world physically, intellectually, emotionally, and socially, and grow to be a healthy and competent individual.

The nursery will endeavour to provide children with a stimulating environment, where playing and learning go hand and hand. A varied selection of activities will be provided throughout the day, using both indoor and outdoor activities. The setting uses a cultural capital approach to learning and equip the children in our care with the resources and environment, they need to gain the knowledge and skills to succeed and develop fully. As part of this approach the staff act as role models and embed the social skills that children require to help them focus and learn from one another as individuals. Consideration will be taken to ensure that provision is made for children with special educational needs and abilities.

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

Communication and Language

Children's learning and competence in communicating, speaking, and listening are supported and extended throughout the day. We provide opportunities and encouragement to use their skills in a range of situations and for a range of purposes and we aim to support them in developing the confidence and disposition to carry out the activities.

Physical Development

We encourage the physical development of all our children by providing lots of opportunities for them to be active and interactive and to improve their coordination, control, manipulation, and movement skills. We support the children in using all their senses to learn about the world around them and to make connections between new information and what they already know. We also feel it is especially important to support the children in developing an understanding of the importance

of physical activity and making healthy choices in relation to food.

Personal, Social and Emotional Development

The children are provided with experiences and support which will help them to develop a positive sense of themselves and of others, respect for others, social skills, and a positive disposition in which to learn. We always ensure support for children's emotional wellbeing to help them to know themselves and what they can do.

The children are also supported in their learning through four specific areas, through which the three prime areas are strengthened and applied, **the specific areas** are:

Literacy

We support the development of literacy skills by providing opportunities for children to explore sounds in the environment and to begin to use letter sounds to help them start the early stages of learning to read and write. Opportunities to select and use various mark making tools in a variety of contexts are always available to further develop these early skills.

Mathematics

We support developing children's understanding of mathematics in a broad range of context in which they can explore, enjoy, learn, practice, and talk about their developing understanding. We provide opportunities to practice and extend their skills in these areas and to gain confidence and competence in their use.

Understanding the World

We support children in developing the knowledge, skills and understanding which help them to make sense of the world. Their learning is supported through us offering opportunities for them to use a range of tools safely, encounter creatures, people, plants, and objects in their natural environments and in real life situations and undertake practical experiments and to work with a range of materials.

Expressive Arts and Design

We feel strongly that children's creativity must be extended whilst they are at Tom Thumb, therefore we ensure that we always provide support for their curiosity, exploration and play, and opportunities to explore and share thoughts and ideas and feelings. This is done through a variety of art, music, movement, dance, imaginative and role play activities and design and technology.

For further information and a parent's guide to the Early Years Foundation Stage we recommend looking at the following website www.foundationyears.org.uk

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three characteristics of effective teaching and learning are:

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

Promoting Positive Behaviour

At Tom Thumb Nursery we believe that children flourish best when they feel safe and secure and have their needs met by supportive practitioners who act as good role models, show them respect and value their individual personalities. Children are supported through co-regulation, where adults and children work together towards a common purpose, including finding ways to resolve upsets from stress in any domain and return to balance leading on to a path to self-regulation. The nursery actively promotes British values and encourages and praises positive, caring, and polite behaviour always and provides an environment where children learn to respect themselves, other people, and their surroundings.

We implement the early year's curriculum supporting children to develop their personal, social, and emotional development. This involves helping children to understand their own feelings and others and beginning to regulate their behaviour. We support children to do this through working together with parents, having consistent approaches, structure, routine, and age/stage appropriate boundaries. We help build confidence and self-esteem by valuing all children and giving lots of praise and encouragement.

To support positive behaviour in our setting, we aim to:

- Recognise the individuality of all our children.
- Provide a warm, responsive relationship where children feel respected, comforted, and supported in times of stress, and confident that they are always cared for.
- Understand that behaviours are a normal part of some young children's development e.g., biting.
- Encourage self-regulation, consideration for each other, our surroundings and property.
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills.
- Ensure that all staff act as positive role models for children.
- Encourage parents and other visitors to be positive role models.
- Work in partnership with parents by communicating openly.
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them.
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent.
- Promote non-violence and encourage children to deal with conflict peacefully.
- Provide a key person system enabling staff to build a strong and positive relationship with children and their families.
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate.
- Supporting and developing children's understanding of different feelings and emotions, self-regulation, and empathy as appropriate to stage of development. This includes using strategies and naming and talking about feelings and ways to manage them.
- Have a named person who has overall responsibility for promoting positive behaviour and behaviour support.

The named person for promoting and supporting behaviour is **Jenna Button** It is her role to:

- Advise and support other staff on any behaviour concerns.
- Along with each room leader will keep up to date with legislation and research relating to promoting positive behaviour.
- Support changes to policies and procedures in the nursery

- Access relevant sources of expertise where required and act as a central information source for all involved.
- Attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management. Keep a record of staff attendance at this training.

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

Children who are displaying distressed/challenging behaviour, for example, by physically abusing another child or adult e.g., biting, or through verbal bullying, are helped to talk through their feelings and actions through co-regulation before thinking about the situation and apologise where appropriate. We make sure that the child who has been upset is comforted. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child or their feelings.

Our promoting positive behaviour procedure is:

- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs.
- We never use or threaten to use physical punishment/corporal punishment such as smacking or shaking or use or threaten any punishment that could adversely affect a child's wellbeing.
- We only use physical intervention (where practitioners may use reasonable force to prevent children from injuring themselves or others or damaging property) or to manage a child's behaviour if absolutely necessary. We keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable.
- We recognise that there may be occasions where a child is displaying challenging/distressed behaviour and may need individual techniques to restrain them to prevent a child from injuring themselves or others. This will only be carried out by staff who have been appropriately trained to do so. Any restraints will only be done following recommended guidance and training and only with a signed agreement from parents on when to use it. We will complete an incident form following any restraints used and notify the parents.
- We do not single out children or humiliate them in any way. Where children are displaying challenging behaviour, they will, wherever possible, be distracted/re-directed to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity.
- Staff do not raise their voices (other than to keep children safe)
- In any case of challenging behaviour, we always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome.
- We decide on strategies to support types of behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour. This may involve asking the child to talk and think about what he/she has done. All staff support children in developing empathy and children will only be asked to apologise if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate.
- We help staff to reflect on their own responses towards behaviours that challenge to ensure that their reactions are appropriate.
- We inform parents if their child's behaviour is unkind to others or if their child has been upset. In all cases we deal with behaviour that challenges in nursery at the time. We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties, we can work together to ensure consistency between their home and the nursery. In some

cases, we may request additional advice and support from other professionals, such as an educational psychologist.

- We support children in developing non-aggressive strategies to enable them to express their feelings and emotions.
- We keep confidential records on any behaviour that challenges that has taken place We inform parents and ask them to read and sign any incidents concerning their child.
- Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we will implement an individual behaviour modification plan where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. The manager will complete risk assessments identifying any potential triggers or warning signs always ensuring other children's and staff's safety. In these instances, we may remove a child from an area until they have calmed down.

We recognise that children need their own time and space and that it is not always appropriate to expect a child to share. We believe it is important to acknowledge each child's feelings and to help them understand how others might be feeling.

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

- Staff are encouraged to ensure that all children feel safe, happy, and secure.
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way.
- Children are helped to understand that using aggression to get things, is inappropriate and they will be encouraged to resolve problems in other ways.
- Staff will initiate games and activities with children when they feel play has become overly boisterous/aggressive, both indoors and out
- We will ensure that this policy is available for staff and parents, and it will be shared at least once a year to parents and staff.
- Staff and parents are also welcomed to review and comment on the policy and procedure.
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. Working together can ensure our children feel confident and secure in their environment, both at home and in the nursery
- All concerns will be treated in the strictest confidence.

Children's well-being

Our Child Well-being coordinator is **Ebony Grant**

Children's mental and emotional well-being is supported. We provide a safe environment that allows for caregiver to child co-regulation. This practice supports the process of children building the capacity for self-regulation, through providing activities in which children are able to recognise and express their emotions, including emotional literacy. This enables us to provide support for children who may be experiencing big emotions they cannot cope with just yet, including sadness and over-excitement. We support children's self-regulation through carefully planned activities and resources, modelling calming strategies and naming and talking about feelings and by providing opportunities for children to practise their self-regulation skills.

Staff use the Promoting positive behaviour policy to ensure a consistent approach.

Staff are able to recognise when a child may need support with their emotions and will provide this one-to-one or in a small group, whichever is more appropriate. Teaching children to recognise and manage their emotions at a young age helps support foundations for doing this throughout their life.

Biting

At Tom Thumb Nursery we always follow a positive behaviour policy. We understand that children may use certain behaviours, such as biting to communicate their feelings and needs. Biting is a common type of behaviour that some children use to help them make sense of the world around them, and to manage interactions with others. It can be triggered when they do not have the words to communicate their anger, frustration or need. It can also be used to fulfil an oral stimulation need, such as during periods of teething or developmental exploration. Sometimes biting can be due to a Special Educational Need and/or Disability.

The nursery uses the following strategies to help prevent biting:

- Individual, one-to-one, and small group times so that each child is receiving positive attention.
- Quiet/cosy areas for children who are feeling overwhelmed to go to,
- Stories, puppets, discussion about emotions and feelings including Activities and stories that help support children to recognise feelings and empathise with characters and events. Additional resources for children who have oral stimulation needs, such as, biting rings. Vigilant staff that know the children well and can identify where children need more stimulation or quiet times. Adequate resources are provided and, where possible, more than one resource or toy is sought to minimise conflicts.

Every child is treated as an individual and we work with families to support all children's individual needs. With this in mind, it will be necessary to implement different strategies depending on the needs of the child carrying out the biting.

In the event of a child being bitten we use the following procedures.

The most relevant staff member(s) will:

- Comfort any child who has been bitten and check for any visible injury. Administer any paediatric first aid where necessary and complete an accident form once the child is settled again. If deemed appropriate the parents will be informed via telephone. Staff will continue to observe the bitten area for signs of infection. For confidentiality purposes and possible conflict, we do not disclose the name of the child who has caused the bite to the parents.
- Tell the child who has caused the bite in terms that they understand that biting (the behaviour and not the child) is unkind and show the child that it makes staff and the child who has been bitten sad.
- Ask the child what they can do to make the 'child that has been bitten' feel better (this could be fetching them a toy or sharing toys with them, a rub on the back etc.)
- Complete an incident form to share with the parents at the end of the child's session.
- If a child continues to bite, carry out observations to try to distinguish a cause, e.g., tiredness or frustration.
- Arrange for a meeting with the child's parents to develop strategies to prevent the biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault.
- In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, give prompt treatment to both the child who has bitten and the child who has been bitten.

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

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

Nursery Placements and Fees

- A £30.00 non-refundable registration fee, for all bookings other than those 100% funded by EYEE/ELP, is required to secure and reserve placements.
- £6.80 Per hour for children aged 0-24 months, with a 10% discount £6.12, with a 15% discount £5.78, with a 20% discount £5.44, with a 25% discount £5.10 (see discounts)
- £6.30 Per hour for children aged over 24 months, with a 10% discount £5.67, with a 15% discount £5.36, with a 20% discount £5.04, with a 25% discount £4.73 (see discounts)
- £2.50 For School Lunch, served at 12.00 midday, this is optional, you can send your child in with a packed lunch from home as an alternative, although it must not contain food that requires either cooking or heating up.
- £1.00 for breakfast, served at 8.00am, and £1.50 for Tea, served at 5.00pm, again these are both optional.

Payment of Fees

- All fees are inclusive of morning and afternoon snacks, all drinks (excluding formula), nappies, wipes and sun cream.
- Fees are charged by the hour/half hour (not by the session) and any extra/extended sessions are charged at the same hourly/half hourly rates.
- Bills are issued at the beginning of each month for that month.
- Fees can be made by cash or BACS (account details can be found on the invoice). If paying by cash please ask a member of staff for a receipt to serve as proof of payment, as no other proof of payment will be accepted.
- Payment is expected by the 15th of each month. Other payment dates and arrangements (weekly etc) can be arranged in writing with Claire.
- If full payment has not been received by **midday** on the **last working day** of the month, then your child's placement will be suspended until full payment is received, this may result in loss of your child's place as we have waiting lists for most days.
- Any bad debts (once a child has left) will be referred to the small claims court for collection, any costs of this will be added to the debt.

Notice Periods

- You are required to give four weeks' notice in writing, if you wish your child to leave Tom Thumb. This notice will be charged in full even if your child doesn't attend.
- For children claiming either EYEE or ELP, six weeks' notice in writing is required. Please note if you access the stretched funding offer and leave midterm/year you may be in a situation of owing us for funded hours used, due to the different lengths in each term, and this will be added to your final invoice. Please note if full notice is not given

and/or full payment of your final invoice is not paid, this information is given to ESCC and therefore will affect your ability to claim at another setting.

- You are generally required to give four weeks' notice in writing of any changes to your child's permanent hours, although exceptions to this may be made by Claire, The Nursery Director.
- Extended sessions and extra sessions can be booked at short notice, written notice is not required for these.

Minimum hours

- There is a minimum requirement of three hours per day, and six hours per week, although we do recommend children attend at least twice a week to enable them to settle.
- The hours between 9am and 1pm must be booked as a full session, flexible start and finish times are available before and after that session.
- Children's session starts and end times, must be on the hour between the hours of 9.00am and 4.00pm, and can be on the half hour before 9.00am and after 4.00pm.
- We do not accept variable bookings.

Discounts/refunds

- We offer a 10% discount off the total invoice for a single booking of 25 hours or more per week and a 20% discount off the total invoice for a single booking of 40 hours or more per week.
- For siblings and twin bookings where both children attend either the 25 or 40 hours the discounts are increased by 5% to either 15% or 25%.
- No discount is given for children who claim EYEE (3- & 4-year funding)
- No discount or refund (this includes any meal charges) is given for part attendance of a pre-booked session or sick days or any holidays.
- We will be closed, and do not charge for, all bank holidays, the summer break which this year will be week commencing 5th of August 2024 and the Christmas break which runs from, and includes, Christmas Eve until New Year's Day.

EYEE and EYLP funding

- We are registered with OFSTED to deliver the Early Years Foundation Stage curriculum and therefore can claim the Early Years Education Entitlement and the Early Years Learning Place entitlement from ESCC.
- The universal EYEE, for 3- & 4-year old's, will pay for a maximum of 570 free hours per year, from the term after your child's third birthday, your child is automatically entitled to this offer, and you will need to apply through Tom Thumb to access this.
- The extended 30 hours EYEE will pay for an additional 570 hours per year for eligible 3 and 4-year old's, from the term after their third birthday, you will need to check eligibility and apply online and then provide us with a code to access this funding and then reconfirmed every 12 weeks. This funding will only last for as long as you are eligible.

- The EYLP is available for eligible families of disadvantaged 2-year old's, from the term after their second birthday, you will need to check eligibility and apply online and then provide us with a code to access this funding.
- From April 2024 EYLP is also available for eligible working families of 2-year old's, from the term after their second birthday, you will need to check eligibility and apply online and then provide us with a code to access this funding and then reconfirmed every 12 weeks. This funding will only last for as long as you are eligible.
- Any hours in addition to the 570/1140 free hours are paid at normal rates.
- All other nursery fees and placement policies and procedures still apply to children claiming their EYEE or EYLP

38-week offer

For a maximum of 15/30 hours per week over a minimum of two days, during school terms. Funded term time only booking dates are as follows.

4th September 2023 to 15th December 2023 with a break w/c 23rd October (total 14 weeks)

Friday 5th January 2024 to Thursday 28th March 2024 with a break w/c 12th February (total 11 weeks)

15th April 2024 to Monday 22nd July 2024 with a break w/c 27th May (total 13 weeks)

15 hours funded only bookings can select one of these following options:

1. 2 x 9-4.30 days
2. 3 x 8-1 days
3. 3 x 1-6 days
4. 5 x 1-4 days

Stretched offer

This is only available for families wishing to access the full 15 or 30 hours plus additional weekly paid hours. The 38-week funding is then stretched across all the weeks we are open. If your child is due funding from September 2023 the 1140 hours are split into 23 hours per week over 50 weeks (4th September 2023 until August 30th 2024)

If your child is due funding from January 2024 the 720 hours are split into 21.5 hours per week over 34 weeks (January 2nd 2024 until August 30th 2024)

If your child is due funding from April 2024 the 195/390 hours are split into 9.5/19 hours per week over 21 weeks (April 2nd 2024 until August 30th 2024)