



# Kings Meadow Pre-School

Under 5's Pre-School & Nursery

## Policy and Procedures

Updated: February 2020

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## **Child Protection Policy**

### *The Safeguarding and Welfare requirements*

#### **Policy statement**

Kings Meadow Pre-school is committed to working with children and their families to ensure the rights and safety of children and give them the best possible start in life. Kings Meadow Pre-school is vigilant in recognizing potential safeguarding concerns and work in full partnership with all professionals involved in the child's life.

Kings Meadow Pre-school will ensure that all concerns and information is kept confidential and is on a need to know basis.

#### **Aims**

We aim to promote the following;

- An environment that encourages children to develop a positive self-image and independence.
- The child's right to be listened to by a supportive practitioner.
- Children to have the confidence and the vocabulary needed to resist inappropriate approaches.
- A child's positive relationship with their peers, families and other adults in their life.
- A parent's commitment to safeguarding their child's life.
- A safe and stimulating environment

#### **Procedures**

##### *Staff and volunteers*

Our designated person (a member of staff) who co-ordinates child protection issues is:

The nursery Manager (Chamille Gutierrez) and in the manager's absence the designated person is the deputy manager (Juliette Mead).

- We ensure all staff and parents are made aware of our safeguarding policies and procedures.
- We provide adequate and appropriate staffing resources to meet the needs of children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Disclosure and Barring service before posts can be confirmed.

- We abide by Ofsted requirements in respect of references and Disclosure and barring checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Volunteers or students do not work unsupervised.
- We abide by the Protection of Vulnerable Groups Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.
- We record details of any visitors that attend the nursery; these details are logged on the weekly visitor's log, this is stored with the weekly registers
- We have security measures to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
- The child protection coordinator attends regular training to update her safeguarding knowledge.

#### ***Responding to suspicions of abuse***

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, sexual exploitation as well as neglect.
- When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, their behaviour, or their play. They may fail to thrive and meet their developmental milestones.
- Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the setting leader or manager who is acting as the 'designated person'. The information is stored on the child's personal file.
- We refer concerns to the Kingston Single Point of Access (SPA) service on; 0208 547 5008 and follow all advice given, we co-operate fully in any subsequent investigation.  
In some cases this may mean the police or another agency identified by the Local Safeguarding Children's board

#### ***Single Point of Access (SPA)***

*Single Point of Access (SPA) will offer advice/ support/ guidance to professionals, families and the public where there are concerns about a child or young person. Where appropriate they will signpost to other services or ensure progression for social work allocation and assessment.*

We will need to;

- Provide timely referrals where you are concerned that a child or young person may be at risk of significant harm. This should be by telephone initially and followed up with written referral. Please have available as much information as possible including name/ address/ contact details including telephone numbers.
  - Completion of the interagency referral form for non-urgent referrals. This form is available on request from the Single Point of Access via telephone (above) or email [safeguarding@rbk.kingston.gov.uk](mailto:safeguarding@rbk.kingston.gov.uk)
  - Return all Interagency Referrals to [safeguarding@rbk.kingston.gov.uk](mailto:safeguarding@rbk.kingston.gov.uk)
  - Where you are uncertain about how to proceed or want further advice please ring 0208 547 5008 for a further discussion.
- Upon disclosure of possible safeguarding concerns from the child the practitioner takes care not to influence the child through the way they speak to the children. The practitioner listens to the child and notes what was said and gives reassurance, but does not make promises

#### *Recording suspicions of abuse and disclosures*

- Where a child makes comments to a member of staff that gives cause for concern (disclosure), or where a practitioner observes signs or signals that gives cause for concern, such as significant changes in behaviour; deterioration in general well-being and a child basic needs are not met; unexplained bruising, marks or signs of possible abuse or neglect

The member of staff needs to:

- Stays calm
- listens to the child, offers reassurance and gives assurance that she or he will take action;
- Does not question the child; except for clarification
- Does not promise to keep secrets
- makes a written record that forms an objective record of the observation or disclosure that includes:
  - the child's name
  - The child's date of birth
  - the date and time of the observation or the disclosure;
  - the exact words spoken by the child or as close as possible;
  - the name of the person to whom the concern was reported, with date and time
  - The names of any other person present at the time.

- Informs the designated child protection officer as soon as possible
- These records are signed and dated and kept in the child's personal file which is kept securely and confidentially.

### **Female Genital Mutilation (FGM)**

This is a type of physical abuse that is practised as a cultural ritual by certain ethnic groups. There are 4 types of FGM which are all illegal and have serious health risks.

There is now more awareness of its occurrence in some communities in England including its effects on the child, their siblings or other family members involved.

Alerts that FGM is being carried may include

- An old female relative visiting the UK from another country where FGM is common practise
- A professional hearing a reference to FGM e.g. having a special procedure
- A disclosure or request for help from the child involved or another family member
- Parents/carers taking the child out of the country for a prolonged period of time and to a country where FGM is practised,

FGM has already taken place it is important to recognise the signs so help can be offered to the child or family member at risk.

Indicators that FGM has already been carried out may include

- The child seems to have difficulty walking, standing or sitting
- The child finds urinating difficult and painful
- The child spends long periods away from the setting or has common urinary infections or experiences bleeding.
- Emotionally withdrawn.

### **Bruising in pre-mobile babies and non-mobile children with Disabilities**

- If a practitioner sees/observes bruising on any pre mobile babies/ *non-mobile children with Disabilities* a prompt referral to SpA -*Single Point of Access* should be made.
- Practitioner should seek a satisfactory explanation for all such bruising and assess its characteristics in context of the family and environment history to ensure the bruising has a plausible explanation.
- Practitioner should record and report any bruising to the safeguarding lead on the premises at the time. A safeguarding body map will be used to record the site of injury.

- Existing injury forms should be completed by both the practitioner and parent/ carer to with an explanation to the cause of the bruising and signed.
- Existing injury forms are kept within the child's personal information file and monitor to see if a pattern presents.

#### *Informing parents*

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

#### *Liaison with other agencies*

- We work within the Local Safeguarding Children Board guidelines.
- We have a copy of 'What to do if you're worried a child is being abused' for parents and staff and all staff are familiar with what to do if they have concerns.
- We have procedures for contacting the local authority on child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and social services to work well together.
- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the wellbeing of children.
- Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.
- If a referral is to be made to the local authority social care department, we act within the area's Safeguarding Children and Child Protection guidance in deciding whether we must inform the child's parents at the same time.

#### *Allegations against staff*

**An allegation is defined as any complaint or concern that might indicate that a person:**

- Has harmed a child or put a child at risk of harm
- Has displayed behaviour involving or related to a child that might constitute a criminal offence, or
- Has behaved in a way that raises concern about the adult's suitability to work with children.

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.
- We follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff, or volunteer within the setting, or anyone living or working on the premises occupied by the setting, has abused a child.
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting or anyone living or working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.
- We refer any such complaint immediately to the local authority's social care department to investigate. We also report any such alleged incident to Ofsted and what measures we have taken. We are aware that it is an offence not to do this.
- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
- Where the management and children's social care agree it is appropriate in the circumstances, the manager will suspend the member of staff on full pay, or the volunteer, for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process.



## ALLEGATIONS/CONCERNS AGAINST AN ADULT IN THE SETTING

Allegation is made against an adult in the setting and is reported to the settings child protection designated person

Setting contact **Local Authority Designated Officer (LADO)** – 0208 547 5008 and notifies **Ofsted**

### LADO decides if the adult;

- has harmed a child or put a child at risk of harm
- has displayed behaviour involving or related to a child that might constitute a criminal offence, or
- has behaved in a way that raises concern about the adult's suitability to work with children.

Yes

Maybe

No

Local safeguarding children board (LSCB) procedure applies

No further action by LADO

### LADO Senior Strategy Meeting

A senior LADO strategy meeting is a multi-agency meeting chaired by the LADO to exchange information and decide on formal investigation processes, which may include a police investigation

Setting investigate as a disciplinary matter

Support available from early years

Setting and Early Years Advisory Team feeds back to LADO on settings own disciplinary investigation and decisions made

- Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the Disclosure and Barring service of relevant information so that individuals who pose a threat to children (and vulnerable groups), can be identified and barred from working with these groups.
- If the allegation is well founded and a member of staff dismissed, resigns or their service is discontinued, **the LADO will advise you about which agencies need to be informed so that they can decide whether or not the person should be prevented from working with children in the future.** If the accusation is proved to be malicious, appropriate action will depend on the source. Where a member of staff makes a false accusation, consider whether disciplinary action is appropriate. You do not want to undermine „whistle-blowing“ even if it is misguided but false accusations need to be addressed.

#### *Training*

- We seek out training opportunities for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse and neglect and that they are aware of the local authority guidelines for making referrals.
- Regular in-house training is carried out to ensure that practitioners are able to identify; significant changes in children's behaviour, notice deterioration in children's general well-being and have regard for the comments that children make that may give cause for concern.
- Practitioners are briefed during their induction training, through supervision meetings and in staff meetings the importance of being aware of their duty to inform and identify signs of inappropriate behaviour displayed by members of staff, or any other Person working with children.
- We ensure that all staff know the procedures for reporting and recording their concerns in the setting.

#### *Environment*

- The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being visible to others.
- We create a physical environment with no dark corners or unnecessary closed doors
- We create a culture of trust and honesty
- We maintain open communication between management, staff, parents and children

### *Curriculum*

- We introduce key elements of keeping children safe into the children's learning to promote the personal, social and emotional development of all children, so that they may grow to be *strong, resilient and listened to* and that they develop an understanding of why and how to keep safe.
- We create within the setting a culture of value and respect for the individual, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background. We ensure that this is carried out in a way that is developmentally appropriate for the children.
- Positive behaviour is promoted consistently within the setting.

### *Confidentiality*

- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Safeguarding Children Board.
- All information must be shared with the police, LADO and Ofsted as required. However, the staff member, the child and his/her family are entitled to as much privacy and confidentiality as possible.
- We may need to give basic facts to other members of staff and may need to agree a brief and factual statement for other parents in response to queries.

### *Support to families*

- Kings Meadow Pre-school believes in building trusting and supportive relationships with families, staff and volunteers in the group.
- We make it clear to parent and carers our role and responsibilities in relation to child protection, such as; the reporting of concerns, providing information, monitoring of the child, and liaising at all times with the local children's social care team.
- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the child's social care worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure and only if appropriate under the guidance of the Local Safeguarding Children Board.

In the event of a child enrolling into Kings Meadow Pre-school who already has a child protection plan

- The nursery manager will contact the social worker and/or family support worker (if applicable) to discuss the circumstances. This will be recorded and filed in their individual file.
- The information received will be shared with the managing director, the deputy, and the child's key person.

- The nursery manager will remain in regular contact with all professionals to ensure that relevant information is shared and fresh concerns are discussed.

#### *Attendance*

- Notify your child's key worker or the nursery manager in advance if your child is to have a planned absence from Nursery
- Notify Nursery on the first morning of an unexpected absence that your child is to be off by 9.30am for full day or morning sessions or by 2.00pm for afternoon sessions by telephoning (please leave a message on the answer-machine if necessary) or via email
- Please keep Nursery staff informed if your child is to have a prolonged absence as they like to know how your child is doing
- If Nursery staff members have not heard from you, the nursery manager or your child's key person will contact you by telephone.
- If staff members are unable to contact you, they will move onto the other Emergency Contacts as a matter of course. You should advise your child's other Emergency Contacts of this procedure. A record of staff actions will be logged in the Register sequentially
- In the event that staff members are unable to establish a child's whereabouts despite their best endeavors, the safeguarding policy will be implemented by the Nursery Manager and a Referral will be made within one week of the first date of absence. These follow-up actions will be recorded as per the safeguarding Policy.

#### *Prevent Duty*

At Kings Meadow Pre-school we promote the fundamental British values; Democracy, The rule of Law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We imbed these through the implementation of the EYFS, the settings Equality and diversity policy and our safeguarding policy.

- We focus on children's personal, social and emotional development ensuring that children learn right from wrong, mix and share with other children, value others, know about similarities and differences between themselves and others and challenge negative attitudes and stereotypes.
- Practitioners are alert to changes in a child's behavior which could indicate that they may be in need of help or protection, they are also alert to harmful behaviors of influential adult's in the child's life. This may include discriminatory and/or extremist discussions between parents, family and/or staff members.
- We will work in partnership with local Channel Panels or the LSCB and make referrals , if there are concerns that an individual may be vulnerable to being drawn into terrorism or extremism
- Referral process: **Notice** → **Check** → **Share**

### *Mobile phone*

Kings Meadow has a strict policy on the usage of mobile phones during working hours. Employees personal mobile phones are kept within the staff room and are not allowed within any facility where there are children present. Employees found to be in breach of this policy will be subject to an investigation which may lead to disciplinary action.

### *Cameras and videos*

Kings Meadow Pre-school believes that photographs are an excellent way to show the progress of in a child's development. They capture an image in the 'here and now' and are often much better than analytical commentary. We will endeavour to make appropriate arrangements for photographs to be taken when necessary, which ensures that children remain safeguarded at all times. Permission is obtained from the parent/carer to ensure compliance with the General Data Protection regulation May 2018

### *Practitioners*

- Photographs are to be taken using the nursery camera or memory card only.
- Practitioners are not permitted to use their own camera or mobile phone to take photographs of the children, unless their memory card is removed and the nursery memory card is inserted.
- Photographs can only be taken /printed of the children in meaningful images and used for display or assessment purposes and labelling children's belongings such as coat pegs etc.

### *Parents*

- If parents wish us to take photographs at celebrations such as Christmas party, birthday parties etc we will only take photographs of their own child.
- Parent's permission will be sought for group photos before they are dispatched to parents.

### *Photographer*

- once a year a photographer will visit the setting to take photos of the children, parents' permission will be gained before their child is allowed to participate in the photo shoot

### *Advertising*

- Kings meadow Pre-school may request permission from parents and practitioners to use their photographs in marketing advertisements.

## **Legal framework**

### *Primary legislation*

- Children Act (1989 s47)
- Protection of Children Act (1999)
- The Children Act (Every Child Matters) (2004)
- Safeguarding Vulnerable Groups Act (2006)
- General Data Protection regulation May 2018

### *Secondary legislation*

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Human Rights Act (1999)
- Race Relations (Amendment) Act (2000)
- Race Relations (Amendment) Act (1976) Regulations
- Equalities Act (2006)

## **Further Guidance**

- Working Together to Safeguard Children (DFE July 2018)
- What to do if you're Worried a Child is Being Abused (DCSF2006)
- Safeguarding children from sexual exploitation (DCSF 2009)
- Safeguarding children whom illness is fabricated or induced (DCSF 2008)
- When to suspect child maltreatment NICE 2009
- NSPCC core leaflets: fact sheets
- Safeguarding disabled children (DCSF 2009)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- The Common Assessment Framework (2006)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007)
- Information Sharing Guidance (DCSF 2008)
- Independent Safeguarding Authority: [www.isa.gov.org.uk](http://www.isa.gov.org.uk)
- All London safeguarding children procedures 5<sup>th</sup> edition April 2013
- The local safeguarding children's boards – regulations 2013
- The prevent duty (DFE June 2015)

## **Whistle blowing policy**

### *The safeguarding and welfare requirements*

#### **Policy statement**

It is important to Kings Meadow Pre-school that any fraud, misconduct or wrongdoing by employees or people engaged in the organisations business, is reported and properly dealt with. Kings Meadow Pre-school therefore encourages all individuals to raise any concerns that they may have about the conduct of others at Kings Meadow Pre-school or the way in which Kings Meadow Pre-school is run.

#### **Procedures**

Kings Meadow Pre-school recognises that effective and honest communication is essential if malpractice is to be effectively dealt with and the organisation's success ensured.

Whistle blowing relates to all those who work with or within Kings Meadow Pre-school who may from time to time think that they need to raise with someone in confidence certain issues relating to the organisation.

Whistle blowing is separate from the grievance procedure. If you have a complaint about your own personal circumstances you should use the normal grievance procedure. If you have a concern about malpractice within the organisation then you should use the procedure outlined below.

- Report any concerns to the nursery manager. If this is not possible, then report your concerns to the nursery owner; Karen Cox
- All employees and those involved with Kings Meadow Pre-school should be aware of the importance of preventing and eliminating wrongdoing within the organisation. You should be watchful for illegal, inappropriate or unethical conduct and report anything of that nature that you become aware of.
- Any matter you raise under this procedure will be investigated thoroughly, promptly and confidentially, and the outcome of the investigation will be reported back to you.
- You will not be victimised for raising a matter under this procedure. This means that your continued employment and opportunities for future promotion or training will not be prejudiced because you have raised a legitimate concern.
- Victimisation of an individual for raising a concern will be a disciplinary offence.
- If misconduct is discovered as a result of any investigation under this procedure the early years setting's disciplinary procedure will be used, in addition to any appropriate external measures.
- If you make a maliciously, vexatious or a false allegation then this will be considered to be a disciplinary offence and disciplinary action will be taken against you.
- An instruction to cover up wrongdoing is itself a disciplinary offence. If you are told not to raise or pursue any concern, even by a person in authority such as a manager, you should not agree to remain silent. In this event you should report the matter to the nursery owner; Karen Cox .

## Missing child policy

### *The safeguarding and welfare requirements*

#### **Policy Statement**

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

#### **Procedures**

##### *Child going missing on the premises*

- As soon as it is noticed that a child is missing the key person/staff alerts the nursery manager/deputy manager if the manager is not present.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- The nursery manager will carry out a thorough search of the building and garden.
- The nursery manager talks to the staff to find out when and where the child was last seen and records this.
- The register is checked to make sure no other child has also gone astray.
- The nursery manager calls the police and reports the child as missing and then calls the parent.
- The nursery manager contacts the nursery owner and reports the incident. The nursery owner comes to the setting immediately to carry out an investigation, with the nursery manager where applicable.

##### *Child going missing on an outing*

If a child goes missing whilst on an outing, Kings Meadow Pre-school adhere to the following procedure;

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated carer and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity but does not search beyond that.
- The nursery manager is contacted immediately (if not on the outing) and the incident is recorded.
- The nursery manager or outing leader contacts the police and reports the child as missing.



- The nursery manager contacts the child's parents and requests that they make their way to the nursery or outing venue (depending on the advice of the police)
- Staff take the remaining children back to the setting.
- In an indoor venue, the staff contacts the venue's security to assist with the initial search, the police will be contacted if the child is not found.
- The nursery manager contacts the nursery owner and reports the incident. The nursery owner comes to the setting immediately to carry out an investigation, with the nursery manager where applicable.
- The nursery manager, or a member of staff will remain at the outing location to be the first point of contact for the police.

Throughout this procedure the staff must remain calm and do not cause unnecessary distress to the other children.

#### *The investigation*

The following investigation procedure is to be followed in the event of any child going missing under any circumstances.

- The nursery manager together with the nursery owner speaks with the parent(s) or carer.
- The nursery manager and owner, carry out a full investigation taking written statements from all the staff in the room or who were on the outing.
- The key person/staff member writes an incident report detailing:
  - The date and time of the report.
  - What staff/children were in the setting or on the outing and the name of the staff designated responsible for the missing child.
  - When the child was last seen at the nursery or on the outing.
  - What has taken place in the nursery or outing since the child went missing.
  - The time it is estimated that the child went missing.
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation, all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Children's social care may be involved if it seems likely that there is a child protection issue to address.

- The incident is reported under RIDDOR arrangements (see the Reporting of Accidents and Incidents policy); the local authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.
- In the event of disciplinary action needing to be taken, Ofsted is informed.
- The insurance provider is informed.

### *Managing people*

- Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
- The staff will feel worried about the child, especially the key person or the designated carer responsible for the safety of that child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.
- Staff may be the understandable target of parental anger and they may be afraid. The nursery manager needs to ensure that staff under investigation are not only fairly treated but receive support while feeling vulnerable.
- The parents will feel angry, and fraught. They may want to blame staff and may single out one staff member over others; they may direct their anger at the nursery manager. When dealing with a distraught and angry parent, there should always be two members of staff, one of whom is the nursery manager and the other should be the nursery owner. No matter how understandable the parent's anger may be, aggression or threats against staff are not tolerated, and the police should be called.
- The other children are also sensitive to what is going on around them. They too may be worried. The remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children's questions honestly but also reassure them.
- In accordance with the severity of the final outcome, staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. The nursery manager and owner will use their discretion to decide what action to take.
- Staff must not discuss any missing child incident with the press without taking advice.

## **Collection and Uncollected child policy**

### *The safeguarding and welfare requirements*

#### **Policy statement**

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

We inform parents/carers of our procedures so that in the event that they are unavoidably delayed they will be reassured that their child will continue to be well cared for.

#### **Procedures**

- Parents are required upon enrolment to give the following details
  - Home address and telephone number
  - Place of work, address and telephone number (if applicable)  
Mobile telephone number (if applicable)
  - Emergency Contact
  - Names and telephone number of adults who are authorised to collect their child from the setting.
  - Who has parental responsibility of the child
  - Information about any person who does not have legal access to the child
- On occasions that parents are aware that they will not be contactable on their usual telephone numbers they must inform the nursery manager, who will make a note of it on the child's contact card
- On the occasion that parents are unable to collect their child, where possible prior notice is required, whereby parents/carers are asked to fill out a child collection form that details;
  - Name and telephone of the person allowed to collect
  - The relationship the person has with the child
  - A description of the person or photo
  - A password
  - The conditions in which they can collect i.e. on this occasion only, authorised to always collect etc.
  - The parent would need to sign, print name and date the form.
  -

- On the occasion that a parent/carer informs the setting of an unfamiliar person collecting their child at short notice and via the phone or email, the nursery manager or deputy manager can sign the form on the parent/carers behalf, providing the parent provides all the information necessary. The parent/carer would then have to sign the form at the earliest convenient time.
- On the occasion that the parent/carer or other authorised person is unable to collect the child, the parent must inform the nursery manager prior to the collection, unauthorised persons will not be allowed to enter the building or have contact with the child until the parent is contacted.
- If staff on site have not met a person who is collecting beforehand and the parent has not inform the nursery then the parent will be contracted to verify the person collecting and confirm if they will be authorized to collect from now. The person details will be written down in the child enrolment form/contact details.
- If a parent is simply running a few minutes we ask that they show Kings Meadow Pre-school the courtesy by telephoning to inform us.
- If a child is not collected five minutes after their session and we have not been informed of the cause by the parents then we will adhere to the following procedure-
  - The nursery manager will contact the parents on all telephone numbers given; if no answer this will be repeated every 5 minutes for the first 20 minutes.
  - If the parent still has not contacted us we will try the emergency contacts and ask them to collect the child.
  - If all attempts to contact the parents and emergency contacts have failed and the child has still not been collected after 1 hour, we contact the local authority social services department for full daycare, this will be the out of hours duty officer on 020 8770 5000.
  - The Nursery Manager will follow all instructions given, and make a note of the duty officer's name.

- The child stays at the setting with 2 practitioners until the child is collected by either the parents, authorised persons or a social worker
- Social services will make every effort to find the parent if they are unable to do so the child will be admitted into the care of the local authority.
- Under no circumstances are the staff to go and search for the parent or take the child home with them.
- A full written report is made of the incident and logged on the child's file.
- We reserve the right to charge the parent for the late collection of their child at the rate of £1 per minute the parent is late to collect.

## **Supervision of children on outings and visits policy**

### *The safeguarding and welfare requirements*

#### **Policy statement**

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

#### **Procedures**

- Parents sign a general consent on the enrolment form giving permission for their child to attend outings during the nursery day.
- This general consent details the venues used for daily activities.
- There is a risk assessment for each venue carried out, which is reviewed regularly.
- Parents are always asked to sign specific consent forms before major outings.
- A risk assessment is carried out before an outing takes place.
- All venue risk assessments are made available for parents to see.
- During the risk assessment process of an outing, we assess the adult to child ratio that is needed, this is normally higher than the legal ratios set out by the EYFS. We take into consideration the age of the children attending the outing, sensibility and type of venue as well as how it is to be reached.
- There is at least one first aid member of staff present during an outing.
- Staff need to hold the correct qualifications as state in the EYFS when on outing, there should always be a level 3 qualified member of staff present with the other staff holding a full and relevant level 2 qualification or above.
- Named children are assigned to individual staff to ensure each child is individually supervised, to ensure no child goes astray, and that there is no unauthorised access to children.
- Before an outing commences practitioners have to complete an Outings Check List, this comprises of a list of essential checks that must be carried out, a risk assessment and a link to the individual needs of children.
- During outing we group children by age, younger children will always hold an adults hands whilst some older children will hold hands with their peers, the group stays together as one unit at all times. The group will normally be lead by the designated person in charge
- A plan is in place for a safe walking route to the destination using approved pedestrian crossings

- All staff members maintain constant vigilance whilst at the destination, in particular keeping sight of the children for whom they are responsible
- Records are kept of all vehicles used to transport children e.g. coach company along with copies of their insurance cover.
- If any children are left at the nursery during an outing, then the ratio must still be maintained.
- Outings are recorded in an outings record book kept in the setting stating:
  - The date and time of outing.
  - The venue and mode of transport.
  - Names of staff assigned to named children.
  - Time of return.
- Staff take a mobile phone on outings, and supplies of tissues, wipes, pants etc as well as a mini first aid pack, snacks and water. The amount of equipment will vary and be consistent with the venue and the number of children as well as how long they will be out for.
- Staff take a list of children with them with contact numbers of parents/carers.
- A minimum of two staff should accompany children on outings and a minimum of two should remain behind with the rest of the children.
- Ensure all children are wearing fluorescent jackets to make them easily visible.
- A register of children attending the trip will be taken before setting off, on arrival, half way through the visit, before departure, and again on arrival back at the nursery.
- A description of all children is completed on the register before the outing commences to ensure that in the event of a child going missing there is a recent description of their clothing. We also take pictures of the children prior to leaving the setting, the camera is taken on the trip to ensure a recent image of the child can be used in the event of a child going missing.
- Head counts will be completed as and when deemed necessary throughout the trip
- Provision's must be made for children with learning difficulties and/or disabilities, and those speaking English as an additional language ensuring that their individual needs and safety are properly met whilst on the outing e.g. by obtaining specific words in their first language, the use of pictures, photographs or signs to enhance their experiences whilst on the trip
- Any incident or accident that occurs on the outing is recorded in writing
- Ofsted and/or local Health and Safety Executive will be informed of any serious incidents or accidents

- The nurseries high standard of care and professionalism must be maintained whilst on outings and trips

When taking a child on such a trip, outing or special event, the nursery will:

1. Advise parents or carers on the equipment needed for the trip i.e. coats, rucksack, packed lunch etc.
2. Provide a designated person in charge, normally a senior member of staff (manager, supervisor or senior practitioner) and a designated First Aider.
3. In case of a child going missing the Lost/missing Child Procedure will be followed.



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

### *The safeguarding and welfare requirement*

#### **Policy statement**

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

#### **Procedures**

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

- We ensure all employed staff have been checked for criminal records by an enhanced disclosure from the Disclosure and Barring Service (DBS).
- Whenever children are on the premises at least two practitioners must be on duty
- All children are supervised by adults at all times.
- We maintain the practitioner: child ratios at all times. Exceptions to the ratios are only made in limited circumstances such as when the children are sleeping. In this instance all of the staff are not present in the room/sleep room but are nearby on the premises or adjoining room. Monitors are used and children are regularly checked on during their sleep time.
- We carry out risk assessment to ensure children are not made vulnerable within any part of our premises, nor by any activity.

##### *Jewellery*

- Children are not permitted to wear Jewellery whilst at Kings Meadow Pre-school, even religious Jewellery; we will allow children to wear stud earrings if they have pierced ears. Where necessary we will work with parents to find alternative solutions.
- Practitioners are also not permitted to wear jewellery, exceptions are made for engagement or wedding rings. However these can still be asked to be removed if it affects the health and safety of the children in their care.
- The wearing of jewellery used to identify a medical condition is allowed.
- Parents will be asked to remove all jewellery from their child upon entry to the nursery.
- The health and safety of all of the children overrides the wearing of jewellery.

### *Handling children safely*

We advise staff to be aware of the following procedures:

- To pick up a child, put a hand under each of the child's armpit and lift them up.
- When patting a child off to sleep, do this as gently as possible.
- Be aware that you are not being overly affectionate to a child or 'stifling' them in a way that could be misinterpreted by someone else.

### *Security*

- Systems are in place for the safe arrival and departure of children.
- The times of the children's arrivals and departures are recorded by the parents and monitored by Kings Meadow Pre-school.
- The arrival and departure times of adults - staff, volunteers and visitors - are recorded.
- Security panel entrance doors prevent unauthorised access to our premises and prevents children from leaving our premises unnoticed.
- There are facilities for the staff to use to store personal belongings.
- Staff carry out frequent head counts to ensure that every child can be accounted for, the headcounts are then compared to the daily register
- Kings meadow preschool has CCTV system in place to provide a safer and more secure environment for the benefit of children, parents and staff- please see are our use of CCTV policy.

### *Collection of children*

- Children will only be released into the care of individuals who have been notified to the setting by the parent or primary carer.
- Parents and carers are asked upon enrolment to inform the setting in writing who they give permission to collect their child, a password and photo is obtained for our records.
- If a parent needs to allow an additional person to collect their child at short notice, they are required to phone the setting and leave a password to allow us to identify the person collecting their child.
- Please refer to the collected and uncollected child policy for further information

*Practitioner deployment*

Kings Meadow Pre-school ensures they meet the following ratios that are set out by the EYFS framework;

- Under 2 – 1:3 (one adult to three children)
- 2 years to 3 years – 1:4 (one adult to four children)
- 3 years plus – 1:8 (one adult to eight children)

In the event of a low number of practitioners attending work the following can happen;

1. The nursery manager and managing director will be included in ratios
2. Bank/agency staff are contacted and offered work
3. Reorganisation of rooms

## **Accidents and incidents policy**

### *Safeguarding and the welfare requirements – Accident or Injury*

#### **Policy statement**

Great care is taken by our staff at all times to prevent injury to children and staff. It is a legal requirement to have a member of staff with current paediatric first aid training on the premises or on and outing at any one time. At Kings Meadow Pre-school we aim to have all our staff first aid trained, so all staff are able to take action to apply first aid treatment in the event of an accident involving a child or adult. We follow the guidelines of the Reporting Injuries, Diseases and Dangerous Occurrences (RIDDOR) for the reporting of accidents and incidents. Child protection matters or behavioural incidents between children are NOT regarded as incidents and there are separate procedures for this.

#### **Procedures for accidents at nursery**

All children fall and bump themselves so it is crucial that they receive the right treatment. Emergency medication for serious conditions (i.e. allergies) will be stored accordingly on discussions with parents and staff. This will be easy accessible in case of emergency. Staff would seek appropriate advice from parent/carers on administering this medication if required.

- Staff must practice good hygiene at all times
- Gloves must be worn by staff when dealing with any cuts, saliva or other bodily fluid.
- The staff member will record the following information on the accident form:
  - Child's name
  - Date of accident
  - Location of accident
  - Circumstances of accident
  - Extent of injuries and description of injuries.
  - What first aid was given by staff?
- Parent/carers must sign the accident form when collecting their child to acknowledge that they have been told about the accident.
- In the event of a head injury parents will be contacted immediately with head injuries so they can decide on medical attention or collection.

- ALL accidents no matter how minor even if no wound shows will be recorded on an accident form and then transferred on to an accident log the accident form will be stored in the child's personal file.
- The nursery manager will keep a log of incidents and locations to establish any common causes, where necessary changes will be made to room layouts, resources or a risk assessment will be put in place

#### In the event of medical emergency

- If the accident is serious enough that the staff feel further medical help is required, the child will be taken to the nearest Accident and Emergency department.
- At the time of enrolment, parents sign a consent form giving permission to allow Kings Meadow Pre-school to take their child to the accident and emergency unit of the local hospital by ambulance to be examined, treated or admitted as necessary on the understanding that the parents have been informed and are on their way to the hospital.
- A member of staff will accompany the child and would take the child's records which will contain details of the child's doctors and any allergies that they may have.
- Parent/ carers will be contacted immediately so that they can join the child and member of staff at the hospital. The Nursery Owner and Manager will be made aware of any serious injuries and will act accordingly.

#### Procedure for accidents that occur at home

- Parents must inform Nursery staff of any accidents at home
- Parents will be asked to complete a sign an existing injury form. This is stored in the child's personal file. The manager will monitor all existing injury forms in case a safeguarding concern should arise.

#### *Our accident forms and logs:*

- Are kept safely and accessibly
- Are accessible to all staff and volunteers, who know how to complete it; and
- Are reviewed at least half termly to identify any potential or actual hazards.

Ofsted is notified of any injury requiring treatment by a general practitioner or hospital doctor, or the death of a child or adult.

When there is any injury requiring general practitioner or hospital treatment to a child, parent, volunteer or visitor or where there is a death of a child or adult on the premises, we make a report to the Health and Safety Executive using the format for the Reporting of Injuries, Diseases and Dangerous Occurrences. Kings Meadow Pre-school will fully comply with any investigation that may be a result of this.

- In the event of an injury requiring a risk assessment i.e. broken bone a meeting with the parent and questionnaire will be completed by the manager.

#### *First aid*

- At least two practitioners with relevant first aid training are on the premises at all times. 90% of our Nursery Practitioners are first aid trained
- The first aid qualification includes training for infants and young children.
- First Aid boxes are available within each room in the nursery; Baby and toddler room, pre-school room, Garden, Kitchen, Staff room and Kings Meadow Soft play area.
- First aid boxes are checked each month to ensure they have appropriate contents in them

#### *Dealing with incidents and emergencies*

We meet our legal requirements for the safety of our employees by complying with RIDDOR (the Reporting of Injury, Disease and Dangerous Occurrences Regulations). We report to the Health and Safety Executive:

- Any accident to a member of staff requiring treatment by a general practitioner or hospital; and
- Any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident but could have done, such as a gas leak.
- Any dangerous occurrence is recorded in our incident log

We have ready access to telephone numbers for emergency services, including local police. Where we are responsible for the premises we have contact numbers for gas and electricity emergency services, carpenter and plumber. We keep an incident log for recording incidents including those that are reportable to the Health and Safety Executive as above. These incidents include:

- break in, burglary, theft of personal or the setting's property;
  - an intruder gaining unauthorised access to the premises;
  - fire, flood, gas leak or electrical failure;
  - attack on member of staff or parent on the premises or nearby;
  - any racist incident involving staff or family on the centre's premises;
  - death of a child, and
  - A terrorist attack, or threat of one.
- 
- In the incident log we record the date and time of the incident, nature of the event, who was affected, what was done about it - or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made, should also be recorded.
  - In the unlikely event of a terrorist attack we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our standard Fire Safety Policy/lock down policy will be followed and staff will take charge of their key children. The incident is recorded when the threat is averted.
  - In the unlikely event of a child dying on the premises, for example, through cot death in the case of a baby, or any other means involving an older child, the emergency services are called (Ambulance, Police, Fire brigade if applicable), and the advice of these services are followed.
  - The incident log is not for recording issues of concern involving a child. This is recorded in the child's own file.

### **Lockdown policy**

Kings meadow preschool have a lockdown policy in place in case of a security incident occurs. A security incident could be a chemical spill, terror attack or threat made against the nursery.

If King meadow Preschool is informed of a security incident the nursery will follow an amber and red alert system.

#### **Amber alert**

If the nursery is inform/ becomes aware of a security incident on the nursery premises or environment surrounding the nursery.

- The nursery manager is to inform staff members, managing director and call the police.  
Inform that is Amber alert.
- Remain calm
- All staff and children are to stay in the classrooms and carry on as normal. No one must go outside.
- Staff in the staff room must return to the classrooms.
- Any children playing outside must return inside as quickly as possible shutting the doors behind them.
- Close all windows.
- Close all blinds.
- To wait for further instruction from the Manager.

#### **Red Alert**

If the nursery is inform/ becomes aware of a security incident on the nursery premises or environment surrounding the nursery. That is classed as a red alert.

- All staff and children are to remain in their classrooms and move to the furthest point away from the door, preferably out of sight of the door.
- Kitchen staff must move to the nearest classroom.
- All windows are to be closed, where possible.
- All blinds are to be closed, where possible.
- Staff are to keep the children calm and quiet as much as possible as not to alert any intruders on the nursery premises.
- Staff in the staff room must return to their room immediately.
- Children playing outside must come inside at once shutting all doors behind them.
- No one is to enter or leave the nursery unless it is the emergency services.
- The staff are to wait for further instruction from management or emergency services.

If it is necessary to evacuate, the manager will:

Come to each classroom with evacuation instructions depending on incident.

OR

Sound the fire alarm and make way to assembly point



### **Bomb Threat**

Most bomb threats are made over the phone and the overwhelming majority are hoaxes, made with the intention of causing alarm and disruption.

If a bomb threat is received, the call recipient should:

#### **Stay calm and listen carefully**

- If practical, keep the caller talking and alert a colleague to **dial 999**
- Once off the phone, dial 1471 to obtain the number
- If the treat is recorded message, write down as much detail as possible
- Follow police advice
- Alert the school and confirm that the police have been notified
- Close all windows
- Close all blinds

The management will make an assessment of the threat and seek further advice from the emergency services where appropriate.

If the threat is deemed plausible then the management will order the activation of the fire alarm and evacuation of the building.

If there is not enough time to follow these procedures and in an act of emergency, then: (please try and take responsibility of a number of children according to the normal ratios)

#### **RUN**

- Escape if you can
- Consider the safest options
- Is there a safe route?
- Can you get there without exposing yourself to greater danger?
- Insist others leave with you
- Leave belongings behind

#### **HIDE**

- If you cannot RUN, HIDE
- Find cover from gunfire
- If you see the attacker, they may be able to see you
- Be aware of your exits
- Try not to get trapped
- Be quiet
- Lock/barricade yourself in
- Move away from the door

#### **TELL**

- Call 999 – What do the police need to know? If you cannot speak or make a noise listen to the instructions given to you by the call taker
- If the caller doesn't reply, the assistant will ask for them to 'cough', or make some other noise in the case of a police emergency.
- If even making any sound is dangerous the call will be put through to an automated system which asks the caller to press '55' if they're in trouble.
- Location – where are the suspects?
- Direction – Where did you last see the suspects?
- Descriptions – Describe the attacker



Kings Meadow Pre-School  
Under 5's Pre-School & Nursery

- Further information – Casualties, types of injuries, entrances, exits, hostages
- Stop other people entering the building unless safe to do so.

**If you find that you need to run, please where possible take charge of the number of children according to the normal ratios.**

**Use the closest exit to you.**

**If possible, grab the folder with the children's contact details and a mobile phone.**

**Do not worry about other staff, get yourself and the children out!**

## **Concerns and complaints of parent's procedure**

### *The safeguarding and welfare requirements*

#### **Policy statement**

Kings Meadow Pre-school believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

#### **Procedures**

We achieve this by operating the following complaints procedure.

We are required to keep a summary log of all complaints that reach stage two or beyond.

This is to be made available to the parents as well as to OFSTED inspectors.

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

##### **Stage 1**

- Any parent who has a concern about an aspect of the setting's provision talks over, first of all, his/her concerns with the nursery manager.
- If a parent has a concern about their child's care and education, they must discuss this first with the child's key person or room leader.
- Most complaints should be resolved amicably and informally at this stage

*If the complaint has not been resolved at this stage it will go onto stage 2*

##### **Stage 2**

- If following the procedure in stage 1 does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing to the setting manager and the managing director.
- The setting stores written complaints in the settings 'complaints file' if the complaint involves a detailed investigation or it is stored within the child's file if it is an isolated incident.
- The setting will then investigate the complaint fully; depending on the nature of the complaint this may take a number of days.
- When the investigation is complete the nursery manager will meet with the parent or carer to discuss the outcome.

- The Parent or carer is informed of the outcome of the investigation within 28 days of making the complaint. A letter detailing the outcome and any points from the meeting will be written to the parent from the nursery manager and a copy filed in the complaints file.
- When the complaint is resolved at this stage the summative points are logged in the complaints file.

*If the parent is not satisfied with the outcome of the investigation, then the concern will go to stage 3*

### **Stage 3**

- At this stage the parent or carer will request a meeting with the nursery manager. The parent/carers should have a friend or partner present and the manager should have the support of the Managing Director.
- An agreed written record of the discussion is made as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.
- The signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, the summative points are recorded in the complaints log.

*If the parent is not satisfied with the outcome of the investigation, then the concern will go to stage 4*

### **Stage 4**

- If at the stage three meeting the parent and setting cannot reach an agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers, but can help to define the problem, review the action taken so far and suggest further ways in which it might be resolved.
- The mediator keeps all discussions confidential. She/ he can hold separate meetings with the settings management team and the parent/carers, if this is decided to be helpful.
- The mediator keeps an agreed written record of any meeting that are held and advice she/he gives.

### **Stage 5**

- When the mediator has conducted his/her investigations, a final meeting will take place between the nursery manager, managing director, and mediator. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is

used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.

- A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.
- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Welfare Requirements of the Early Years Foundation Stage are adhered to.
- The number and address to call Ofsted with regard to a complaint is:

**Piccadilly Gate  
Store Street  
Manchester  
M1 2WD**

Telephone number: **0300 123 1231**

- These details are displayed in the reception area as well as on the parent's notice board.
- If a child appears to be at risk, our setting follows the procedures of the Local Safeguarding Children Board in our local authority.
- In these cases, both the parent and setting are informed and the setting manager works with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.

#### *Records*

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

## Confidentiality policy

### *The Safeguarding and welfare requirements*

#### **Policy statement**

Managers and staff at Kings Meadow Pre-school can be said to have a 'confidential relationship' with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting.

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

#### **Procedures**

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

We keep two kinds of records on the children enrolled in Kings Meadow Pre-school

#### *1. Personal records*

These include -

- Enrolment forms, this contains a child's full name, date of birth, name and address of every parent and/or carer who is known to the setting, which parent has parental

responsibility, which parent or carer the child normally lives with and emergency contact details for parents and/or carers

- Communication logs
- Signed consents forms
- Reports or minutes from meetings concerning the child
- Details from other agencies that may be involved with the child and their family
- Any confidential concerns regarding the child such as child protection matters

These records are stored in the child's individual file in a lockable filing cabinet in the nursery manager's office.

Staff will not discuss personal information about the child unless it is essential to the child's development and well-being.

## *2. Developmental records*

These include –

- Observations of the child in the setting, examples of their work and developmental records.
- Learning journeys – these are shared with both parents and carers and additional settings that the child may attend.
- Individual development maps, which allow us to concisely identify where the children's current development is
- Two year progress checks

Developmental records are kept in the child's base room and are accessible to staff and parents at all times.

## *Other records*

- Records and issues to do with the employment of practitioners, whether paid or unpaid, remain confidential and locked in the staff / volunteers individual file.
- Students that are on work experience with us are also advised of our confidentiality policy and are required to adhere to it.

## *Access to records*

Parents may request access to their child's file by following the procedure below

- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the Nursery Manager.

- The Nursery manager will ensure the parent or guardian gains access to the child's file within 14 days of their request. The nursery manager will prepare the file for viewing.
- The Nursery manager will ensure that there is a private space available for the parent or guardian whilst they are viewing the file.
- The Nursery Manager will contact any third parties disclosed in the child's file such as family members, social workers, health authority, etc. to obtain permission to disclose information contained in the file. It is usual for agencies to refuse consent to disclose, preferring the individual to go directly to them.
- When all the consents/refusals to disclose have been received these are attached to the copy of the request letter.
- A photocopy of the complete file is taken.
- The nursery manager and managing director will go through the file and remove any information which a third party has refused consent to disclose.
- The file is then photocopied for the parent or guardian; the nursery manager will go through the contents of the file with the parent or guardian before giving them full access to it, to ensure that all the documents are explained thoroughly.
- Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the setting or another (third party) agency.



## **Employment and Staffing policy**

### *The safeguarding and welfare requirements*

#### **Policy statement**

Kings Meadow Pre-school provides a staffing ratio in line with the Welfare requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and we carry out checks for criminal and other records through the Disclosure and barring service in accordance with statutory requirements.

#### **Procedures**

##### *Ratios*

- To meet this aim we use the following ratios of adult to children:
  - children under two years of age: 1 adult : 3 children;
  - Children aged two years of age: 1 adult : 4 children; and
  - Children aged three to five years of age: 1 adult: 8 children.
- A minimum of two staff/adults are on duty at any one time.
- We use a key person approach to ensure that each child has a named member of staff with whom to form a relationship and who plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

##### *Recruitment process;*

#### **Vacancy:**

Once a vacancy has been identified, either for a new or existing post, a check will be made that both a job description and person specification are produced. The contents of these documents will be covered by the statutory requirements of the Equal Pay Act, Equal opportunities, Sex discrimination, Race Discrimination Act and the Equality Act

#### **Advertisement:**

The post will then be advertised; the wording and content will take note of all the above acts and particular attention will be taken of any words or phrases that may be construed as discriminatory.

#### **Response:**

A simple, but accurate record is to be kept of enquire and subsequent dispatch of application forms and information packs

**Evaluation and short listing:**

When application forms are received they are short listed against an essential and desirable criteria list. The short listing process occurs at two times during the recruitment process; Application form and interview. The same selection process of short listing against essential and desirable criteria is adhered to at each step

**Interview:**

The interview will take the form of a set of questions by the manager and where possible either the deputy manager or managing director. All candidates are asked the same questions. The candidate will then be requested to carry out two activities one planned by themselves and one planned by the setting. Each activity will be carried out by a different age group of children. The activity will be observed by the room leaders present within the rooms, the candidate would be expected to discuss the activity and the learning that they believe took place. The manager would then observe the candidate carrying out free-play with the children.

*Vetting and staff selection*

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All staff have job descriptions which set out their roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- We use Ofsted guidance on obtaining references and enhanced criminal record checks through the Disclosure and Barring Services for staff who will have unsupervised access to children. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act 2006 for the vetting and barring scheme.
- Practitioners suitability is based on:
  - DBS checks
  - References
  - Full employment history
  - Qualifications
  - Interviews
  - Identity check

- medical suitability
- Practitioners are expected to declare any convictions cautions, court orders, reprimands and warnings they have, which may affect their suitability to work with children
- Practitioners who are in the process of having this done will not have unsupervised access to the children.
- We keep all records relating to employment of staff and volunteers, in particular those demonstrating that checks have been done, including the date and number of the enhanced DBS check.
- Accessible individual files are kept on the premises containing the name and contact details of the practitioner, their training and qualifications.

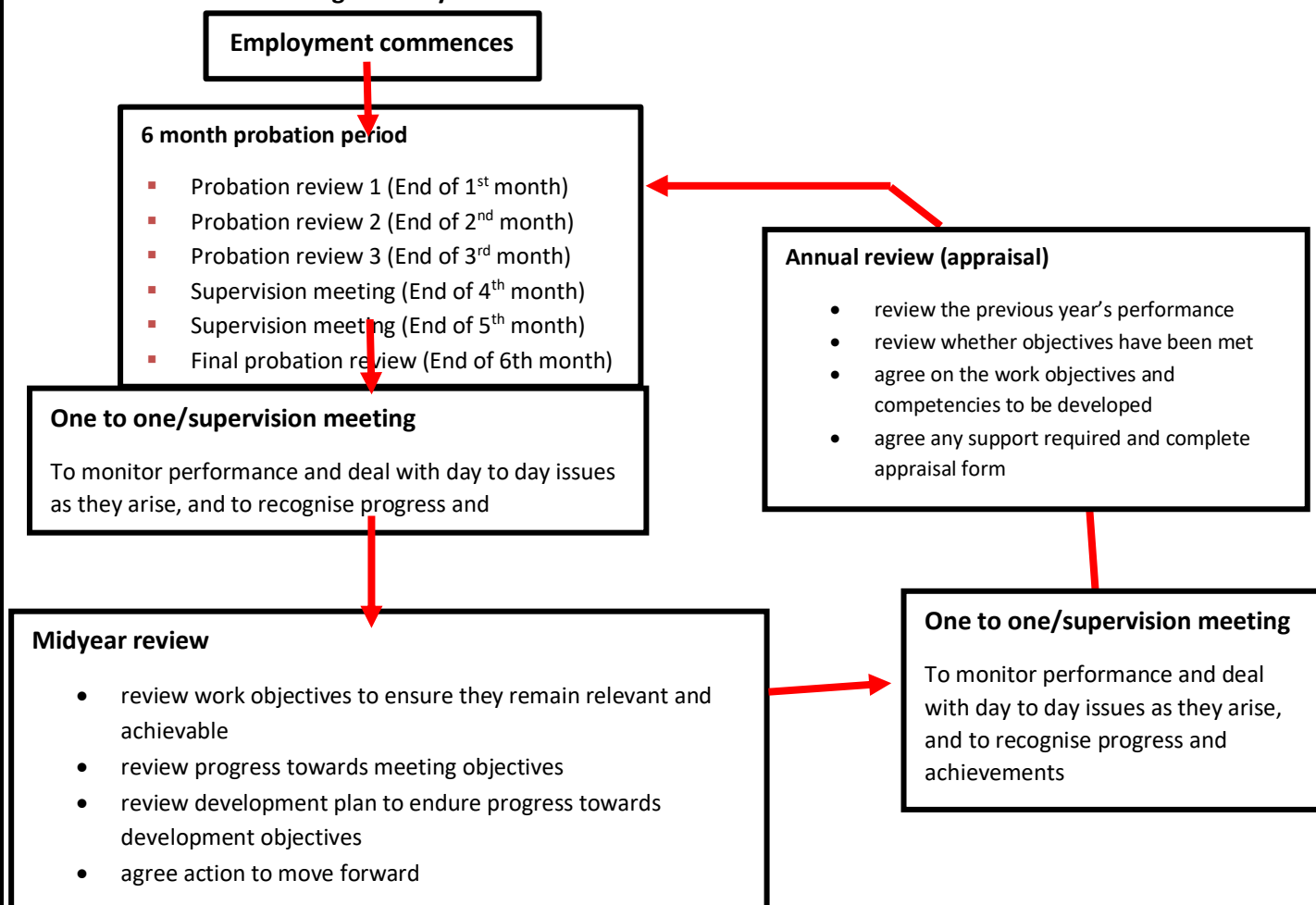
#### *Changes to staff*

- We inform Ofsted of any changes to our management team.
- Ofsted are informed if the address or telephone number of the setting changes, or if there is a change to the hours childcare is provided

#### *Training and staff development*

- The nursery manager and deputy hold a minimum of a level 3 childcare qualification and a minimum of half of our staff hold a Level 2 childcare qualification.
- All new practitioners, volunteers and students read the policies and procedures and follow a thorough induction programme when starting at Kings Meadow Pre-school.
- We support the work of our staff by holding regular supervision meetings and appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.
- Staff qualifications are checked and verified at <http://www.education.gov.uk/eypqd/search/search.cfm>
- We positively encourage all practitioners and volunteers to extend their knowledge, experience and techniques in childcare.
- We provide and promote regular training to all practitioners and volunteers. Training is delivered by the Achieving for children and other external agencies.
- All staff are required to attend a minimum of 5 training sessions per year, training is provided both internally and externally

### Performance management cycle



- Kings Meadow Pre-school ensures that there is at least two first aid trained member of staff on premises at all times, we endeavour to have a full staff team who are first aid trained.
- Kings Meadow Pre-school ensures that there is at least one first aid trained member of staff on every outing that is attended by children.

### Staff risk assessments

- An annual risk assessment/Health declaration form is conducted on all staff at Kings Meadow Pre-school once they have received an offer of employment the risk assessment is updated at least once per year, but can be undertaken or adapted if a staff members Health or suitability changes.
  - The risk assessment enable us to support staffs health and well-being at Kings Meadow Pre-school and to efficiently risk assess the setting, its contents, its procedures and the employees of Kings Meadow Pre-school.
- The risk assessment includes;

- Staff disclosing any criminal records, cautions or pending court appearances, the DBS checks will confirm the staff members suitability in working with children
- Staff disclosing any medical needs they may have
- Staff disclosing any learning needs they may have
- Staff disclosing any dietary or religious needs
- We assess the length of the day the staff member should be working, taking into consideration their emotional and physical well-being
- We assess the amount of breaks staff are entitled to, this is dependent on each staff's working hours
- We address health and safety practices within the setting
- We ensure all of the settings policies and procedures are explained and evidenced during the staff induction process and any health and safety procedures are explained before staff are requested to complete a task that has health and safety consideration.
- The information gained through carrying out the risk assessment allows Kings Meadow Pre-school to put an action plan in place or tailor the support provided to each staff member.
- You have a duty of care to inform the setting of any medical conditions you may have or may develop throughout your employment, alongside any information that may have an impact on your ability to fulfil your job role. We require staff to be honest and open with the setting, any false statements or omission can and will result in the staff member's employment at Kings Meadow Pre-school being terminated

#### *Managing staff absences and contingency plans for emergencies*

- The nursery manager organises staff annual leave so that ratios are not compromised.
- Where staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.
- Sick leave is monitored and action is taken where necessary in accordance with the contract of employment.
- We have contingency plans to cover staff absences, as follows:
  1. Draw on a pool of temporary practitioners to provide suitable cover
  2. Re-group the children
  3. Re-organise rooms and activities

4. Re-deploying staff
5. The managing director and the nursery manger will close the offices and work within the rooms

## **Student/Volunteer policy**

### *The safeguarding and welfare requirements*

#### **Policy statement**

Kings Meadow Pre-school recognises that qualifications and training make an important contribution to the quality of the care and education provided by early year's settings. As part of our commitment to quality, we offer placements to students undertaking early year's qualifications and training. We aim to provide for students on placement with us experiences that contribute to the successful completion of their studies and that provide examples of quality practice in early years care and education.

#### **Procedures**

- We require students on qualification courses to meet the 'suitable person' requirements of Ofsted and have DBS checks carried out.
- We require schools/colleges placing students under the age of 17 years old with the setting to provide a reference for their good character.
- All students are supervised at all times and do not allow them to have unsupervised access to children.
- Students undertaking qualification courses who are placed in our setting on a short term basis are not counted in our staffing ratios.
- Trainee staff employed by the setting may be included in the ratios if they are deemed competent.
- Kings Meadow Pre-school have public and employers liability insurance, which covers both trainees and voluntary helpers.
- We require students to maintain and adhere to all the nursery's policies and procedures.
- We co-operate with student's tutors in order to help students to fulfill the requirements of their course of study.
- All students have to undergo a thorough induction process during their placement at Kings Meadow Pre-school, this is in line with the staff induction process on how our setting is managed, how our sessions are organised and our policies and procedures.
- We communicate a positive message to students about the value of training and qualifications
- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.

- We require the student to adhere to a basic code of conduct as detailed in the student handbook, which they will receive prior to the start of their placement.
- If it is decided that the student is compromising the safety and /or wellbeing of the children and staff the placement will be immediately cancelled and the student be asked to leave the premises.

#### *Student Risk assessment*

- A risk assessment is conducted on all students/volunteers at Kings Meadow Pre-school this includes;
  - Students disclosing any criminal records, cautions or pending court appearances
  - Students disclosing any medical needs they may have
  - Students disclosing any learning needs they may have
  - Students disclosing any dietary or religious needs
  - We assess the length of the day the student should be completing and the amount of breaks they are entitled to
  - We address health and safety practices within the setting
- The information gained though carrying out the risk assessment allows Kings Meadow Pre-school to put an action plan in place or tailor the support provided to the student to their individual needs.
- We ensure all of the settings policies and procedures are explained and evidenced during the student's induction process and any health and safety procedures are explained before students are requested to complete a task that has health and safety consideration.
- We require students to be honest and open with the setting, any false statements or omission can and will result in the students placement at the setting being cancelled



## **Intoxicated substances policy**

### *The safeguarding and welfare requirements*

#### ***Policy statement***

Kings Meadow Pre-school is committed to providing a safe and secure environment for the children and their staff team.

#### **Procedures**

- Practitioners are not permitted to be in contact with or work with the children if they arrive to work under the influence of alcohol, narcotics or prescribed medicine, which may make them drowsy.
- We will enforce strict disciplinary action if a staff member arrives to work under the influence of alcohol or narcotics.

#### ***Practitioners, Volunteers or students***

- Staff are not permitted to consume alcohol during their contracted hours of work or to care for the children if they have consumed alcohol prior to commencing work.
- Practitioners taking medication which they believe may affect their ability to care for children should seek medical advice and only work directly with children if that advice is that the medication is unlikely to impair their ability to look after children.
- Staff will ensure that all medications are stored correctly.
- The setting will respond to and investigate concerns and complaints raised in relation to alleged breaches of the welfare requirements.
- Staff will promote positive role models in health and safety practices in relation to alcohol and drugs.
- Should a member of staff be found under the influence of alcohol or drugs of any illegal form before or during the opening hours, they will be immediately asked to leave the premises and told to return home. Thereafter the normal disciplinary procedures will begin.
- This will ensure that staff are able to respond appropriately to children at all times.

*Parent or carers*

- We will manage the incident tactfully to ensure that the professional relationship with the family is maintained.
- If a senior staff member has any concerns regarding the child's welfare, we would endeavour to speak to the parent/carer about their child's needs.
- We will ensure that there is two staff present when speaking to a parent so that staff should not jeopardise their own safety or others in these situations.
- In the event that the parent/carer arrives at the nursery under the influence of alcohol or drugs, we will discourage them from removing the children from our care and ask that someone comes with the parent/ carer to take responsibility of the child before a member of staff gives up his/her responsibility of the child.
- Should this not happen, although we have no legal right to withhold a child from a parent/ carer, however, we reserve the right to contact any relevant authorities that we may feel appropriate i.e. the police, partner, etc. Any member of staff feeling under threat should contact the police.
- A full written report will be made of the incident.
- We aim to provide as much support as possible to any person connected with Kings Meadow Pre-school that is confirmed to have an alcohol or narcotics addiction, whilst still maintaining the safety of the staff, children and their family.

Your child's safety is our main concern and as such this will determine the course of action taken.

## **Health and safety policy**

### *The safeguarding and welfare requirements*

#### **Policy statement**

Kings Meadow Pre-school believes that the health and safety of the children and staff are of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers.

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

The practitioner responsible for health and safety is displayed on the parent's information board.

He/she is competent to carry out these responsibilities and they have taken health and safety training, which is regularly updated. We display the health and safety poster in the reception.

#### *Insurance cover*

We have public and employers liability insurance. These are displayed in the reception area.

#### **Procedures**

##### *Raising Awareness*

- Our induction training for new practitioners, volunteers and students includes a clear explanation of health and safety issues so that everyone is able to adhere to our policy and understand their responsibilities for health and safety.
- Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.
- Health and safety issues are explained to the parents of new children so that they understand the part played by these issues in the daily life of the setting.
- Health and safety training is included in the annual training plan for the staff team and health and safety is discussed regularly at staff meetings.
- We operate a no smoking policy.
- Children are aware of health and safety issues through discussion and daily routines. The children are encouraged to take risks in order to increase their health and safety awareness.

##### *Windows*

- Low level windows are made from materials that prevent accidental breakage or are made safe.
- Windows are protected from accidental breakage or vandalism from people outside the building.
- Windows above the ground floor are secured so that children cannot climb through them.

#### *Doors*

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

#### *Floors*

- All floor surfaces are checked daily to ensure they are clean and not uneven, wet or damaged.

#### *Safety of adults*

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- When adults need to reach up to store equipment or to change light bulbs they are provided with safe equipment to do so.
- All warning signs are clear and in appropriate languages.
- Adults do not remain in the building on their own or leave on their own after dark.
- The sickness of staff and their involvement in accidents is recorded. The records are reviewed termly to identify any issues that need to be addressed.
- We keep a record of all substances that may be hazardous to health - such as cleaning chemicals, or gardening chemicals if used. This states what the risks are and what to do if they have contact with eyes or skin or are ingested. It also states where they are stored.
- We keep all cleaning chemicals in their original containers.

#### *Electrical and gas equipment*

- All electrical/gas equipment conforms to safety requirements and is checked regularly
- The children do not access our mains supply at all.
- Fires, heaters, electric sockets, wires and leads are properly guarded and the children are taught not to touch them.
- Storage heaters are checked daily to ensure that they are not covered.
- There are sufficient plug sockets to prevent overloading
- The temperature of the hot water is controlled to prevent scalds
- Lighting and ventilation is adequate in all areas including storage areas.

#### *Storage*

- All resources are stored safely at the children's level wherever possible.
- All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

### *Environment*

- Risk assessments are in places that highlight possible risks that could be evident within the nursery environment. The risk assessments are used to ensure risks are pre-empted and therefore removed or minimised. Children are involved in the process of risk assessment to allow children to understand how to keep themselves safe.
- The nursery premises are checked daily to ensure that there are no hazards that could potentially cause harm to the children, staff, parents or anyone else who accesses the setting.
- The resources and equipment are checked prior to the nursery open and any concerns log on the opening checks

### *Outdoor area*

- Our outdoor area is securely fenced
- Our outdoor area is checked for safety and cleared of rubbish before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
- Any water activities that take place outside are safe and supervised at all times.
- Outdoor sand pits are covered when not in use and are cleaned regularly.
- All outdoor activities are supervised at all times.

### *Hygiene*

- We regularly seek information from the local health authority and environmental health department to ensure that we keep up to date with latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene.
- We have a daily cleaning routine for the setting which includes play room(s), kitchen, rest area, toilets and nappy changing areas.
- We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings.
- The toilet area has a high standard of hygiene including hand washing and drying facilities and the disposal of nappies.

We implement good hygiene practices by:

- cleaning tables between activities;
- cleaning toilets regularly;
- wearing protective clothing - such as aprons and disposable gloves - as appropriate;
- providing sets of clean clothes;

- providing tissues and wipes; and
- Ensuring individual use of flannels and towels.

#### *Activities and equipment*

- Equipment is regularly checked for safety and cleanliness; any unsafe items are repaired or discarded.
- The layout of the nursery allows all users to move freely and safely.
- Children are taught about health, safety and personal hygiene through the activities and routines that we follow.
- Before purchasing equipment it is checked to ensure safety and that it is appropriate for the age and developmental stage of the children currently attending the setting.
- All art and craft materials are safe for children to use.
- Sand is clean and is suitable for use by children.
- Physical play is constantly supervised.
- Children are taught to safely handle and store tools such as knives, hammers.
- Children who are sleeping are checked regularly.

## **Fire safety and emergency evacuation policy**

*General welfare requirements: suitable premises, environment and equipment*

### **Policy statement**

Kings Meadow Pre-school ensures its premises present no risk of fire by ensuring the highest possible standard of fire precautions. The person in charge and staff are familiar with the current legal requirements. Where necessary we seek the advice of a competent person, such as our Fire Officer, or Fire Safety Consultant.

### **Procedures**

- The basis of fire safety is risk assessment. These are carried out by a 'competent person'.
- The manager has received training in fire safety sufficient to be competent to carry out risk assessment; this will be written where there are more than five staff. This will follow the guidance as set out in the *Fire Safety Risk Assessment – Educational Premises* document.
- Fire doors are clearly marked, never obstructed and easily opened from the inside.
- Smoke detectors/alarms and fire-fighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
  - clearly displayed in the premises;
  - explained to new members of staff, volunteers and parents; and
  - Practised regularly at least once every eight weeks.
  - Records are kept of fire drills and the servicing of fire safety equipment.

### **Emergency evacuation procedure**

#### All staff members – upon hearing the fire alarm

- Calmly call all children in your care together
- Visually check the space around you is empty
- Leave the building via the nearest, safe emergency exit, collecting the fire evacuation back (if applicable)
- Headcount the children in your care, alerting the manager if any are missing
- Remain outside the building until the manager deems the premises as safe

#### Manager

- Collect the registers, visitors book and contact information
- Sweep through the building to check for children or visitors left behind

- Ensure the fire brigade has been alerted
- Remain outside of the building until a member of the fire authority deems it safe to return.

During fire drills – All staff to follow the procedure above, the below details will be recorded

- Date and time of the drill.
- How long it took.
- Whether there were any problems that delayed evacuation.
- Any further action taken to improve the drill procedure.

Our practice evacuation procedure covers:

- How children are familiar with the sound of the fire alarm.
- How the children staff and parents know where the fire exits are.
- How children are led from the building to the assembly point.
- How they will be accounted for and who by.
- How long it takes to get the children out safely.
- Who calls the emergency services and when in the event of a real fire.
- How parents are contacted.



### **Staffing contingency plan**

*In the event of staff absence the following procedures must be followed*

#### **The Nursery Managers absence**

- The Nursery Manager must inform the Deputy Manager and The Managing Director of their absence as early as possible to ensure that there is sufficient early morning cover.
- The Deputy Manager is to become supernumery and will be solely responsible for the nursery during the absence.
- The Deputy Manager will check the staffing available and will call bank/agency staff if needed.
- Until the bank/agency staff arrive the Deputy Manager may need to work within the room where help is most needed.
- The Deputy Manager is to decide the best grouping arrangements until sufficient practitioners arrive.
- In the event of absence from both the Nursery Manager and Deputy Manager, the next senior member of staff is to contact the managing director for assistance.

#### *Unexpected staff absences*

- The Nursery Manager will check the staffing available and will call bank/agency staff if needed.
- Until the bank/agency staff arrive the Nursery Manager may need to work within the room where help is most needed.
- In order to maintain ratios we may do the following
  - Regroup children
  - Close a room
  - The Nursery Manager will work within the room
  - Ask practitioners to work additional hours
  - Cancel any ad hoc session booked
  - Reschedule meetings, training and settling in sessions
- In the unlikely event that ratios can still not be maintained then consideration will be given to the possibility of closing the nursery for the day.

#### *Practitioners breaks*

- Where possible lunchtime cover will be employed to assist in the covering of practitioner: child ratios during lunchtime.
- If this is not available the nursery manager will be required to cover staff lunch breaks.
- Practitioners may be asked to have a shorter lunch breaks if needed.

#### *Annual leave*

- Practitioners are required to give adequate notice of annual leave requests, these will not be authorised unless the Nursery Manager is certain that staff cover can be arranged.

#### *Practitioner and family meetings*

- Where both parties will give possible adequate notice to the Nursery Manager when organising confidential meetings.
- The Nursery Manager will check the staffing available and will call bank/agency staff if needed.
- If there is no cover available the meeting will be rescheduled for a more appropriate time.

### **Emergency contingency plan**

*In the event of an emergency health and safety situation the following procedures apply*

#### **Gas leak**

- Upon suspicions of a gas leak, please call British Gas on 0800 111 999 and give them all necessary details and follow all advice given.
- Contact the Managing Director and inform her of the situation.
- Contact all families whose children are attending that day and inform them of the situation, giving them the option of collecting their child / or requesting immediate collection of their child depending on the advice by British Gas.
- Ensure that children are safe and have limited amount of distress caused to them.
- Wait for British Gas to arrive and remain co-operative.
- Follow any advice that is given to them.

#### **Power cut**

- Contact the electricity supplier and report the fault and give them all necessary details and follow all advice given
- Contact the Managing Director and inform her of the situation.
- Contact all families whose children are attending that day and inform them of the situation, giving them the option of collecting their child / or requesting immediate collection of their child depending on the advice given.
- Ensure that children are safe and have limited amount of distress caused to them.
- If necessary organise the hiring of generators for the foreseeable future.
- Wait for power supplier to arrive or to make contact
- Follow any advice that is given.

#### **Flood**

- Turn water supply off at the mains immediately
- Contact the Managing Director and inform her of the situation.
- Contact all families whose children are attending that day and inform them of the situation, giving them the option of collecting their child / or requesting immediate collection of their child depending on the advice given.
- Ensure that children are safe and have limited amount of distress caused to them.

- Contact emergency plumber if needed
- Begin clean-up operation.

### **Structural damage**

- Contact the Managing Director and inform her of the situation.
- Contact all families whose children are attending that day and inform them of the situation, giving them the option of collecting their child / or requesting immediate collection of their child depending on the advice given.
- Ensure that children are safe and have limited amount of distress caused to them.
- Contact emergency builder if needed.
- Follow any advice given.

### **Fire**

- Follow the Fire action procedure.

### **Kingsmeadow's preschool use of CCTV Policy**

This policy is to provide parents/cares and other professional that Kingsmeadow operates a CCTV scheme within the setting and the aim of the CCTV is to provide a safer and more secure environment for the benefit of the children, parents and staff.

All CCTV images are monitored, recorded and used in strict accordance with this CCTV policy. The use of CCTV and the associated images is covered by the data protection Act 1998. The policy outlines the nursery use of the CCTV and how it complies with the act and is associated with the nursery data protection policy.

The director (Karen Cox), nursery manager (Chamille Gutierrez) are responsible for the operation of the CCTV system and ensuring the compliance with this policy and are the data controlling officers at KingsMeadow preschool.

The CCTV system is provided in the following locations

- Nursery entrance – inside
- Nursery entrance- outside
- Walk way to the soft play.
- Both caterpillar and butterfly rooms
- Hallway
- Garden
- Soft play

No camera is hidden from view and all will be prevented from focusing on areas of privacy- e.g. toilets, staff room. Although every effort has been to ensure maximum effectiveness of the CCTV system it is not possible to guarantee the system will detect every incident taking place within the area of coverage.

#### **CCTV system is monitor to**

- Provide security and safety for children, parents and staff
- Provide security of the nursery premises and equipment and deter those having criminal intent.
- Provide opportunities for staff training

The CCTV will not be used to provide images for the world wide web or record any sound.

**Recording-** Digital recording are made using a digital video recorder operating in real mode. The monitoring of the site is 24 hours a day and is normally retained between 4-6 weeks from the date recording and will be overwritten.

#### **Access to images -**

Access to images will be restricted to the Nursery director and Nursery Manager within the office. Disclosure of recorded material will only be made to third parties in strict accordance with the purposes of the system and is limited to the following authorities:

- Law enforcement agencies where images recorded would assist in a criminal enquiry and/or the prevention of terrorism and disorder
- Prosecution agencies
- Emergency services in connection with the investigation of an accident



Anyone who believes that they have been filmed by CCTV can ask to see a copy of the data, subject to guideline covered by the data protection Act.

They do not have the right instant access and can write to management for access.

[info@kmpreschool.co.uk](mailto:info@kmpreschool.co.uk)

If King Meadow preschool receives a request under the Data Protection Act it will comply with requests within 40 calendar days of receiving the request.

The Nursery Manager will then arrange for viewing of the images and subsequent discussion of content.

The Data Protection Act gives the Nursery Manager the right to refuse a written request where such access could prejudice a criminal investigation or impede the apprehension or prosecution of offenders. If they decide to refuse the request, all reasons will be fully documented and the subject will be informed.

### **Kingsmeadow Data protection and privacy notice**

This policy is to provide parents/carers and staff about how kingsmeadow Preschool use and store personal data and development records. This policy includes and refers to its current, past and prospective families data.

This information is provided because Data Protection Law gives individuals rights to understand how their data is used. Staff and parents who children attend the setting are all encouraged to read this Privacy Notice and policy.

Kings meadow Preschool has appointed *Chamille Gutierrez* and *Karen Cox* as Privacy Officers who will deal with all your requests and enquiries concerning the setting uses of your personal data and endeavour to ensure that all personal data is processed in compliance with this policy and Data Protection Law.

Tel: 0208 547 0272

Email: [info@kmpreschool.co.uk](mailto:info@kmpreschool.co.uk) – FAO-Privacy Officer

**Data collected and held relating to families and children who have/are attending the setting**  
Kings Meadow Pre-school collect two different types of data, these are personal data/records and developmental records.

#### **Personal data/ Record include**

- Personal details required by the statutory framework and/or local authority for funding purposes
- Contractual details including attendance registers and fee information, bank details and other financial information.
- Emergency details including your contact details and records of your child's health and care needs
- Safeguarding and child protection records
- Any records required to support your child such a shared information from other agencies and professionals e.g. referral made, safeguarding reports
- Images/ photos of the children who attend the setting engaging in nursery activities to use in the child learning journey/ display purposes.

#### **Development records include**

- Information from you about your child
- Details about your child's learning and development at home e.g. settling questionnaire
- A copy of your child's Statutory 2 year progress check carried about a health professional
- Observations and learning journeys of your child's learning
- A statutory 2 year progress check carried out by your child's key person
- Assessment, individual planning and regular progress summaries or reports.
- Information we may receive about your child from a previous childcare provider.

#### **How the nursery collects data?**

Generally, the Nursery receives personal data from the individual directly (including, in the case of pupils, from their parents). This may be via a form, or simply in the ordinary course of interaction or communication (such as email or written assessments).

However in some cases personal data will be supplied by third parties (for example another nursery, or other professionals or authorities working with that individual)

**What do I do with your data and whom it is shared with?**

The information Kings Meadow Preschool hold about you and your child/ren allow us to comply with the Early Years Foundation stage (EYFS,2017) Childcare register 2016 and Early years inspection handbook 2016.

Most of the information Kings Meadow Preschool collect about you and your child is statutory.

***We will not give information about you to anyone outside the setting without your consent unless the law and our rules allow us to.***

We are required by law to pass some information about you to the Local Authority and the Department for Education (DfE)

This includes:

- Funding information
- 2 year progress check with your health visitor
- Information about income and expenses including when requested your invoices and payments with HMRC and Tax Credits
- Share information with other setting and agencies involved in your child's care ( see consent page in enrolment form)

**For the most part, personal data collected by the setting will remain within the setting, and will be processed by appropriate individuals only in accordance with access protocols (i.e. on a 'need to know' basis). Particularly strict rules of access apply in the context of:**

- medical records; and
- Safeguarding files.

Staffs and parents of child who attend the setting are reminded that the nursery is under duties imposed by law and statutory guidance to record or report incidents and concerns that arise or are reported to it, in some cases regardless of whether they are proven, if they meet a certain threshold of seriousness in their nature or regularity. This is likely to include file notes on personnel or safeguarding files, and in some cases referrals to relevant authorities such as the SPA, LADO or police. For further information about this, please view the nursery Child Protection and Safeguarding Policy.

**Retention periods**

The nursery will retain personal data securely and only in line with how long it is necessary to keep for a legitimate and lawful reason.

**Retention period for children's records is**

- Personal records is 21 years and 3 months
- Local funding forms- 3 years as requested by the local authority
- Accounts, fee information – 5 years
- Learning and development information – until the child has left the setting.



#### Retention period for staff record

- Personal files including application, interview information. Supervisions. DBS – **6 years after employment ceases- recommended**
- Application and interview information for unsuccessful candidates – **6 months**
- Payment, tax and national insurance documents- **6 years – requirement by HMRC**
- Accidents and reports to RIDDOR- **3 years requirements by RIDDOR**
- Accidents/medical records relating to the control of substances Hazardous to Health regulations (COSHH) – **40 Years requirement by COSHH.**

#### Rights of access

Individuals/families have various rights under Data Protection Law to access and understand personal data about them held by the nursery, and in some cases ask for it to be erased or amended or have it transferred to others.

Any individual wishing to access or amend their personal data, or wishing it to be transferred to another person or organisation, or who has some other objection to how their personal data is used, should put their request in writing to the Privacy Officer in writing or by email at [info@kmpreschool.co.uk](mailto:info@kmpreschool.co.uk) (marked **FAO Privacy Officer**).

The nursery will endeavour to respond to any such written requests as soon as is reasonably practicable and in any event within statutory time-limits (which is one month in the case of requests for access to information).

The nursery will endeavour to ensure that all personal data held in relation to an individual is as up to date and accurate as possible. Individuals must please notify the Privacy Officer of any significant changes to important information, such as contact details, held about them.

An individual has the right to request that any out-of-date, irrelevant or inaccurate or information about them is erased or corrected (subject to certain exemptions and limitations under Data Protection Law):

#### **Queries and complaints**

Any comments or queries on this policy should be directed to the Privacy Officer in writing or by email at [info@kmpreschool.co.uk](mailto:info@kmpreschool.co.uk) (marked **FAO Privacy Officer**).

If an individual believes that the setting has not complied with this policy or acted otherwise than in accordance with Data Protection Law, they should utilise the nursery complaints procedure and should also notify the Privacy Officer in writing.

You can also make a referral to or lodge a complaint with the Information Commissioner's Office (ICO), although the ICO recommends that steps are taken to resolve the matter with the setting before involving the regulator.

Anyone who works for, or acts on behalf of, the setting (including staff, volunteers) should also be aware of and comply with this Privacy Notice.

## Administration of medicine

### *The Safeguarding and Welfare requirements: Health*

#### Policy statement

Kings Meadow Pre-school works hard to promote good Health in all the children that attend the setting.

While it is not our policy to care for sick children, who should be at home until they are well enough to return to the setting, we will agree to administer medication as part of maintaining their health and well-being or when they are recovering from an illness

#### Procedures

- Children taking medicine must be well enough to attend nursery.
- Kings Meadow Pre-school will only administer current prescribed medicine, which has the original packaging with the child's details and dosage details printed onto it.
- Children's medicines are stored in the medicine boxes these out of reach of the children, medicine that needs to be stored in the fridge will be stored in the storage box within the staff room fridge.
- The administration of medicine is recorded accurately each time it is given and is signed by the practitioner that administered the medication. Parents must sign the medication form to acknowledge that they have been informed of the administration.
- Parents must give prior written permission for the administration of medication. The staff receiving the medication must ask the parent to sign a consent form stating the following information. NO MEDICATION may be given without these details being provided:
  - Full name of child and date of birth
  - Name of medication and strength
  - who prescribed it
  - dosage to be given in the setting
  - how the medication should be stored and expiry date
  - any possible side effects that may be expected
  - signature, printed name of parent or carer and date
- The Child's Key person is responsible for receiving, returning and administering medicine. The Key person will need to ask the parent or carer to complete a consent form
- In the event of a child having a high temperature (above 38.0), we will make every effort to naturally cool the child down by removing clothing, giving cool drinks etc. We will contact

the parents for immediate collection. In extreme cases of excessively high temperature (above 39.5) the nursery manager may take the responsibility to administer calpol to ensure that the child does not go into a febrile convulsion. The administration of calpol will only occur where prior written consent has been provided and where a parent has provided verbal consent when contacted regarding their child's sickness.

- If the administration of the medication requires medical knowledge then individual training is provided for the relevant member of staff by a health professional e.g. Epipen, diabetic injection etc.
- If a child has been sent home unwell, we require an update on how the illness was dealt with upon re-entry. The practitioner will complete a form giving parents the details of the illness and any exclusion periods from nursery.
- No child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell their key person what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.

#### *Children who have long term medical conditions and who may require ongoing medication*

- A risk assessment is carried out for each child with a long term medical conditions that require ongoing medication. This is the responsibility of the manager alongside the key person. Other medical or social care personnel may need to be involved in the risk assessment. The risk assessment will include arrangements for taking the medication on outings
- Parents or carers will also contribute to a risk assessment. They should be shown around the setting, understand the routines and activities and point out anything which they think may be a risk factor for their child.
- The risk assessment includes vigorous activities and any other nursery activity that may give cause for concern regarding an individual child's health needs.
- For medical conditions key staff will need to have training in a basic understanding of the condition as well as how the medication is to be administered correctly.
- Oral medications (I.e. Inhalers) must be prescribed by a GP or have manufacturer's instructions clearly written on them.
- The medication must be provided with clear written instructions on how to administer such medication.

- All risk assessment procedures need to be adhered to for the correct storage and administration of the medication.

#### *Lifesaving medication & invasive treatments*

Adrenaline injections (Epipens) for anaphylactic shock reactions (caused by allergies to nuts, eggs etc) or invasive treatments such as rectal administration of Diazepam (for epilepsy).

- The setting must have:
- a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered;
- written consent from the parent or guardian allowing staff to administer medication;

#### *Managing medicines on trips and outings*

- If children are going on outings, staff accompanying the children must include the key person for the child with a risk assessment, or another member of staff who is fully informed about the child's needs and/or medication
- medication for a child is taken in a sealed plastic box clearly labeled with the child's name, name of the medication, inside the box is a copy of the consent form and card to record when it has been given, with the details as given above
- If a child on medication has been taken to hospital, the child's medication is taken in a sealed plastic box clearly labeled with the child's name, name of medication. inside the box is a copy of the consent form signed by the parent or carer

**At all times the administration of medication must be compliant with the Welfare Requirements of the Early Years Foundation Stage.**

## **Illnesses policy**

### *The safeguarding and welfare requirements*

#### **Policy statement**

We provide care for healthy children and promote health through preventing cross infection of viruses and bacterial infections.

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

- If children appear unwell during the day – have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – the manager will contact the parent/carer and ask them to collect their child, or send a known carer to collect on their behalf.
- A sick child form will be completed, indicating;
  - The symptoms the child is showing
  - The child's temperature, this is taken at 20 minute intervals
  - The exclusion period
  - The times and amount of Calpol administered, Calpol is ONLY administered when a child's temperature goes above 39.0 degrees and prior written consent has been provided. Parents would also need to provide verbal consent when they are contacted regarding their child's sickness, upon collection of their child parents and carers must sign the sick child form to acknowledge that they have been informed of the administration.
  - Parents will be asked to collect their child if Calpol has been given.
  - The staff members name and signature who dealt with the child
- If a child has a temperature, they are kept cool, by removing top clothing, provided with plenty of fluids and kept away from draughts.
- The child's temperature is taken using an ear thermometer/under the arm thermometer, this is stored in the manager's office
- In extreme cases of emergency the child would be taken to the nearest hospital and the parent informed.
- Parents are asked to take their child to the doctor before returning them to nursery; where there is a possibility that the child's sickness/illness could be contagious.

#### *Exclusion periods*

Kings Meadow Pre-school will refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.

- Where children have been prescribed antibiotics, parents are asked to keep them at home for at least 24 hours before returning to the setting.
- After a child has had a high temperature (above 38 degrees), parents are informed that they must keep their child at home until the child's temperature has been at around 37.5 degrees for at least 24 hours.
- Parents will be asked to collect their child if Calpol has been given.
- After diarrhoea, parents are asked to keep children home for 48 hours or until a formed stool is passed.
- If a child has been sick, parents are asked to keep children at home for 48 hours, after the last bout of sickness
- The setting has a list of excludable diseases and current exclusion times. The full list is obtainable from [www.hpa.org.uk/servlet/ContentServer?c=HPAweb\\_C&cid=1194947358374&pagename=HPAwebFile](http://www.hpa.org.uk/servlet/ContentServer?c=HPAweb_C&cid=1194947358374&pagename=HPAwebFile) and includes common childhood illnesses such as measles.
- Parents are asked to inform the nursery immediately if they suspect or if their child has been diagnosed with a contagious infection, especially where there is a risk to pregnant mothers.
- Parents are notified if a child has contagious infection or diseases such as chicken pox.
- Practitioners suffering from sickness and diarrhoea must follow the same exclusion periods as recommended by the Health Protection Agency.

#### *Hand, foot and mouth*

- Kingsmeadow Preschool have 48 hours exclusion period for children who have Hand, foot and mouth due to its highly contagious nature.
- Parents are advised to keep your child away from nursery if feeling unwell to minimize the infection spreading.

#### *Reporting of 'notifiable diseases'*

- If a child or adult is diagnosed suffering from a notifiable disease under the Public Health (Infectious Diseases) Regulations 1988, the GP will report this to the Health Protection Agency.
- When the setting becomes aware, or is formally informed of the notifiable disease, the manager informs Ofsted and acts on any advice given by the Health Protection Agency.

### *HIV/AIDS/Hepatitis procedure*

- HIV virus, like other viruses such as Hepatitis, (A, B and C) are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults.
- Single use vinyl gloves and aprons are worn when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
- Protective rubber gloves are used for bagging children's clothing after changing. These are sent home for parents to clean
- Spills of blood, urine, faeces or vomit are cleared using mild disinfectant solution and paper towels, any cloths used are disposed of with the clinical waste.
- Tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit are cleaned using a disinfectant or disposed of if necessary.

### *Nits and head lice*

- Nits and head lice are not an excludable condition, however we ask parents to treat their child's hair before returning to nursery. In exceptional cases a parent may be asked to keep the child away until the infestation has cleared.
- On identifying cases of head lice, all parents are informed and asked to treat their child and all the family if they are found to have head lice.

### *Conjunctivitis*

- If a child develops conjunctivitis the child must be absent from nursery for at least 24 hours to allow the medication to take effect. Your child will be refused entry to Kings Meadow Pre-school, if their eyes are still weepy and the eyes are not currently being treated.
- Parents and carers will be contacted and asked to collect their child if the symptoms of conjunctivitis become apparent during the nursery day.

### *Procedures for children with allergies*

- When a child starts at Kings Meadow Pre-school, their parents and carers are asked to fill out an enrolment form, informing the setting if their child suffers from any known allergies.
- If a child has an allergy, a risk assessment form is completed to detail the following:
  - The allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc).
  - The nature of the allergic reactions e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc.

- What to do in case of allergic reactions, any medication used and how it is to be used (e.g. EpiPen).
  - Control measures – such as how the child can be prevented from contact with the allergen.
  - A review date
- This form is kept in the child's personal file and a copy is displayed where staff can see it.
  - Parents train staff in how to administer special medication in the event of an allergic reaction.
  - Generally, no nuts or nut products are used within the setting. Parents are made aware so that no nut or nut products are accidentally brought in, for example to a party.



## **Food and drink policy**

### *The Safeguarding and Welfare requirement – Food and Drink*

#### **Policy statement**

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

#### **Procedures**

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

- Before a child starts to attend Kings Meadow, we find out from parents or carers their children's dietary needs and preferences, including any allergies.
- We record information about each child's dietary needs in her/his registration form and also display a copy of children's dietary needs near the eating area to ensure that all practitioners, volunteers and students are aware of each child's dietary needs
- We regularly consult with parents to ensure that our records of their children's dietary needs - including any allergies - are up-to-date.
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences as well as their parents' wishes.
- We plan menus in advance, involving children and parents in the planning.
- We display the menus of meals/snacks for the information of parents.
- We provide nutritious food for all meals and snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.
- We include a variety of foods from the four main food groups:
  - meat, fish and protein alternatives;
  - dairy foods;
  - grains, cereals and starch vegetables; and
  - Fruit and vegetables.
- We include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts.

- Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, and about food allergies. We take account of this information in the provision of food and drinks.
- We provide a vegetarian alternative on days when meat or fish are offered and make every effort to ensure Halal meat or Kosher food is available for children who require it.
- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy.
- We organise meal and snack times so that they are social occasions in which children and staff participate.
- We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.
- We use meal times to encourage the children to participate in food preparation. This may include chopping or peeling fruit and vegetables. All children are offered the opportunity to participate in this and we talk about different foods and how they help us to grow. We talk about the different food groups and how we cook food ready to serve.
- We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the day.
- In accordance with parents' wishes, we offer children arriving early in the morning - and/or staying late - an appropriate meal or snack.
- We inform parents who provide food for their children about the storage facilities available in the setting.
- We give parents who provide food for their children information about suitable containers for food.
- In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.
- During celebrations and special events, sweet products such as cakes; crisps, chocolate and biscuits are provided for the children. We ensure that this is balanced with fruit and a substantial meal.

- If parents and carers provide homemade products for the children, we ask for a list of the ingredients provided to ensure that we adhere to children's dietary needs.
- For children who drink milk, we provide whole and semi-skimmed pasteurised milk. We also provide soya alternatives for those children that are dairy intolerant.
- We provide all formula milk for children in accordance to their parent's preferred brand and follow health protection guidelines on heating and storage
- If mothers are breast feeding we have a quiet room in which they can have privacy if they have time to come back to feed. If not they may provide expressed milk in a labelled bottle that staff can give their child when needed.
- For each child under eighteen months, we provide parents with daily written information about feeding routines, intake and preferences.

#### *Food hygiene*

- The person in charge and the person responsible for food preparation understands the principles of Hazard Analysis and Critical Control Point (**HACCP**) as it applies to their business. This is set out in *Safer Food Better Business*. The basis for this is risk assessment as it applies to the purchase, storage, preparation and serving of food to prevent growth of bacteria and food contamination.
- All staff follow the guidelines of *Safer Food Better Business*.
- Every practitioner who is involved in preparing and handling food has received Food Hygiene training. This is stored in their personal files and in the *Safer Food Better Business* file.
- The person responsible for food preparation and serving carries out daily opening and closing checks on the kitchen to ensure standards are met consistently. (See *Safer Food Better Business*.)
- We use reliable suppliers for the food we purchase.
- Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould.
- Packed lunches are stored in a cool place; un-refrigerated food is served to children within 4 hours of preparation at home.
- Food preparation areas are cleaned before use as well as after use.
- There are separate facilities for hand-washing and for washing up.
- All surfaces are clean and non-porous.
- All utensils, crockery etc are clean and stored appropriately.

- Waste food is disposed of daily.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- Children do not have unsupervised access to the kitchen.
- When children take part in cooking activities, they:
  - are supervised at all times;
  - understand the importance of hand washing and simple hygiene rules
  - are kept away from hot surfaces and hot water; and
  - Do not have unsupervised access to electrical equipment such as blenders etc.
- Adults do not drink hot drinks in the children's play areas.
- Any drinks that are served to the children are served at a safe temperature e.g. hot chocolate, warm milk etc.

#### *Reporting of food poisoning*

- Food poisoning can occur for a number of reasons; not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable.
- Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within the setting, the manager will contact the Environmental Health Department and the Health Protection Agency, to report the outbreak and will comply with any investigation.
- If the food poisoning is identified as a notifiable disease under the Public Health (Infectious Diseases) Regulations 1988 the setting will report the matter to Ofsted.

## **Infection control policy**

### *The safeguarding and welfare requirements*

#### **Policy Statement**

Kings Meadow Pre-school believes that the health and safety of the children and staff are of paramount importance. We aim to make children, their families and staff aware of health and safety issues and to minimise the hazards and potential risks to enable the children to thrive in a healthy and safe environment.

We maintain high hygiene standards in the nursery to prevent a virus or infection moving around the nursery environment.

#### **Procedures**

*Hand washing* - is one of the most important ways of preventing the spread of infections

Wall mounted liquid soap dispensers are used, these are to remain clean at all times.

Disposable paper towels should be used to thoroughly dry hands; these are situated near all hand washing facilities.

Dedicated hand washing facilities are available within the kitchen area, laundry area, nappy changing area, staff and children's toilets. Each hand washing facility has warm running water and has adequate supplies of liquid soap and disposable paper towels.

Thorough hand washing with soap and water is sufficient to remove germs for most routine activities. Hands should be washed using the following method:

- Wet hands under tepid running water
- Apply liquid soap
- Ensure soap comes into contact with all surfaces of the hand
- Rub hands together vigorously for a minimum of 10-15 seconds, paying Particular attention to tips of fingers, thumbs and between fingers
- Rinse hands thoroughly and dry with disposable paper towels
- Use a paper towel to turn the tap off, to avoid re-contaminating hands
- Dispose of paper towels in a foot operated bin

Children are supervised washing their hands until you are confident they are able to complete the process themselves

Ensure hands are washed when;

- They are visibly dirty

- after using the toilet
- after sneezing/blowing nose
- after contact with blood/bodily fluids
- before preparing or serving food and drinks and after handling raw food
- before eating and drinking
- before feeding children
- after touching animals and/or their cages, feeding utensils and toys
- after touching any potentially contaminated surfaces
- before or after toileting or changing nappies
- after caring for sick children
- before after handling wounds/dressings
- before handling sterilised feeding equipment or preparing a feed
- before giving or applying medication
- after removing gloves or aprons
- after any cleaning procedure
- after playing outside or playing with sand or water

Alcohol-based hand rubs can be used during outings whereby there is limited access to hand washing facilities, it cannot be used as a substitute for hand washing. However could be used as a temporary measure until hand washing facilities are available.

### *Cleaning*

- Contract cleaners clean the nursery each evening, following a cleaning specification. Their practices are regularly reviewed and evaluated. The practitioners in each room are responsible for the room's cleanliness, adhering to a cleaning schedule. The practitioners are responsible for maintaining the cleanliness of the staff room area and children's dining room after each meal time.
- The nursery cook is responsible for the cleanliness of the kitchen area. We follow the Royal Borough of Kingston's 'safer foods, better business' procedures.
- The nursery manager oversees and is responsible for the cleanliness for the whole nursery.
- The nursery manager will request, participate in and supervise a through 'spring clean' and de-clutter throughout the nursery at least three times a year.

### *Outbreak and recognition management*

- The HPU need to be informed of an outbreak of any disease by telephone as soon an outbreak is suspect in the setting. As it may be important to take prompt action to prevent further spread.
- An outbreak is defined as being two or more people displaying similar symptoms of one linked infection/disease. However, in some instances, only one case may prompt outbreak control and public health measures (e.g. diphtheria)
- Exclusion from the early years setting whilst a child is infectious is vital in preventing further spread of the disease. Please refer to the 'Guidance on infection control in schools and other childcare settings' poster as guideline for exclusion times.

### **Management of waste**

#### *Domestic waste*

- Domestic waste is similar in nature a composition to waste generated in the home, domestic waste should not contain any infectious materials, sharps or medicinal products.
- Domestic waste may be placed in clear or black bags for disposal.
- All general waste is removed weekly by a reputable waste management company. The nursery manager will organise for additional waste removal dates if needed.
- All rooms are provided with pedal bins.

#### *Offensive/hygiene waste*

- Body waste is removed every week by a reputable body waste management company. The nursery manager will organise for additional body waste removal dates if needed.
- All waste is secured in yellow sacks (provided by the company) and placed in the bin (located outside) provided.
- The nappy changing areas containers a nappy waste bin with a secure lid. The staff team are responsible for emptying the nappy bins each evening and during the day if needed.
- All waste bins should be foot operated, lidded, clean and in good working order.
- Waste bags should not be filled more than  $\frac{3}{4}$  full before being tied closed and removed/replaced.
- Bags must be labelled to indicate their origin, e.g. coding on the sack, or label showing the name and postcode of the setting

- Adult toilets are provided with sanitary waste disposal units; these are emptied and cleaned every two weeks by the body waste management company. Notices are displayed instructing the practitioners and visitors to place sanitary waste in the correct bins provided.

#### *Management of blood/bodily fluids spillages*

Avoid direct contact with bodily fluids, as they all have the potential to spread germs. Germs in vomit or diarrhoea may travel through the air, so it is very important to clean it up quickly.

The following procedure should be used:

1. Restrict access to the area the spillage has occurred
2. Cuts and abrasions on any areas of the skin should be covered with waterproof dressing, before the cleaning of the bodily fluid commences.
3. Use personal protective equipment and clothing: Wear disposable gloves to protect hands, (torn gloves should be replaced immediately) wear an apron and ensure adequate ventilation.
4. Carefully use disposable paper towels to soak up the bodily fluid, NEVER use a reusable mops or cloths to clean up bodily fluids.
5. Clean the area thoroughly using general purpose detergent, then disinfect the area using a chlorine releasing disinfectant, such as Milton.
6. Discard all contaminated paper towels, gloves etc. into a nappy sack and dispose of in a yellow clinical waste bag
7. If items cannot be cleaned and decontaminated, they must be discarded safely.
8. Clothing that has become contaminated should be removed as soon as possible placed in a plastic bag and sent home with the child.
9. Wash hands after procedure

#### *Use of protective clothing*

- Single-use, disposable gloves and aprons should be worn at all times during the following procedures;
  - nappy changing/toileting
  - food preparation and serving of food, additionally hair nets should also be worn during meal preparations
  - where there is a risk of contact with blood or bodily fluids



- After each procedure the gloves and aprons should be changed and disposed of within the correctly coloured waste bag;
- Protective clothing used for food preparation can be disposed of in a black lined bin, protective clothing used for nappy changing/toileting or when dealing with blood or bodily fluids should be disposed of in a yellow clinical waste bag.
- NEVER use the same protective clothing for more than one task or for more than one procedure.
- Protective clothing is accessible within the kitchen area, laundry area, children's toilet area, nappy changing area, dining area and milk kitchen. Additional protective clothing is stored within the staff room.
- Ensure hands are washed with soap and water after removal and disposal of protective clothing

#### *Care of toys and play equipment (including cleaning)*

- Toys and other equipment are important for the social and educational development of children. The sharing of these items between children can, however, be a potential source of infection as they can become contaminated with germs from unwashed hands, surfaces, spills of bodily fluids, or by children putting their mouths to them.
- All toys and equipment that is provided for children must be easy to clean.
- All toys/equipment should be checked regularly and replaced if broken or damaged
- Children should be discouraged from putting shared toys and equipment in their mouths, and toys that have entered the mouth or are likely to be put in the mouth should be cleaned immediately or each day.
- Any toy/equipment that is visibly soiled should be cleaned immediately. Ideally, toys should be washed and disinfected between uses by different children. Older children's toys and larger equipment should be cleaned on a weekly basis.
- If items cannot be submerged in water (e.g. fixed items), remove visible dirt with detergent and water then wipe the surfaces with disinfectant afterwards
- Soft toys should be washed daily at a temperature of 60°C, any item that cannot be washed at these high temperatures should be disposed of.
- Any toys or equipment that is contaminated with blood/bodily fluid must be immediately and effectively decontaminated (cleaned and disinfected) if possible or disposed of.
- Hands should always be washed after handling contaminated toys/equipment

- Water play pools should be emptied after use, washed with detergent and dried. Water play equipment and receptacle should be cleaned with hot water and detergent and dried after use.
- Sandpits should be securely covered for protection and the sand kept clean regular sieving sand should be changed regularly (e.g. four weekly for indoor sandpits) and the tank washed with detergent and water before the sand is replaced. Outside sand should be changed weekly or as soon as it becomes discoloured and/or malodorous
- Hands should be washed before and after communal play (e.g. water, sand, play dough, baking) and after playing outside
- Children should not be allowed to take toys or equipment into the toilet area
- Some communal play activities (e.g. sand or water play, cookery) may sometimes need to be suspended to help prevent the spread of specific infections e.g. if there was a diarrhoea and vomiting outbreak.
- If staff or children have cuts or grazes that could contaminate the play equipment or water with blood, they **should not** be involved in these activities

### **Laundry and management of linen/soiled clothing**

#### *Handling Linen*

- Personal protective equipment e.g. disposable gloves and aprons should be used for handling dirty or contaminated clothing and linen

#### *Soiled clothing*

- If clothing becomes soiled do not manually/soak items. The ideal option is to flush any solid material (e.g. vomit, Faeces) into the toilet carefully avoiding splashing and then place into a sealed, waterproof bag for parents to collect and wash at home. Do not launder soiled clothing in the setting
- Bibs should be used once only and then washed at the hottest temperature the material can withstand

#### *Bedding*

- Each child is provided with their own labelled bed with bed lining.
- The bed linen is washed at the end of the child's week or when the bed becomes contaminated (dirty)

- Parents can provide their own bed lining if they wish

#### *Training of staff in infection control*

Staff should be aware of the following:

- Basic principles of hygiene – hand washing, not sharing personal items such as cosmetics, combs etc.
- general knowledge of infectious disease and infestations including common mode of spread e.g.
  - person to person contact
  - food poisoning and water contamination
  - sanitary accommodation and nappy changing
  - The need to report personal illness and exclude themselves from work if suffering from an infectious disease.

(Staff must not handle food until they have been free from symptoms for 48 hours. If there is a risk of infection, staff should not return to work until they have been symptom free for 48 hours.)

- The importance of keeping a permanent record of illnesses occurring in children and staff
- Basic first aid techniques

#### *Staff Health*

- All staff need to check that they are up to date with routine immunisations, particularly the meningitis C vaccine and the measles, mumps and rubella vaccine (MMR) and to see their GP to complete any outstanding vaccinations
- Ensure the exclusion periods shown in the “Guidance on infection control in schools and other childcare settings” are followed by staff and children.
- Some childhood infections can cause or pose danger to either pregnant women or their unborn child. Please familiarise yourself with the HPA poster “Guidance on infection control in schools and other childcare settings” and be aware of the infections that impact upon pregnant women.
- A notice will always be put on the main door in any case where a contagious infection has been suspect or diagnosed in either a child/parent or practitioner.
- Please refer to your GP or occupational health department for further advice and support.

## No smoking policy

*The safeguarding and welfare requirements*

### Policy statement:

Children's Health and Well-being is of the utmost importance for the children in our care. The health and safety at Work Act 1974 places a duty on employers to provide a working environment that is;

**'Safe, without risks to Health'**

We comply with health and safety regulations and the welfare requirements of the EYFS in making Kings Meadow a no smoking environment – both indoor and outdoor.

### Procedures:

- All staff, parents and volunteers are made aware of Kings Meadow Pre-schools no smoking policy.
- We display no smoking signs
- The no smoking policy is stated in our parent and staff handbook
- Staff who do smoke do not do so during working hours, unless on a break and off the nursery premises
- Staff who smoke during their break make every effort to reduce the effect of the odour and lingering effects of passive smoking for children and colleagues
- Staff members must not wear nursery uniform whilst smoking. Should any member of staff be found wearing their uniform or smoking on the nursery premises, it would be considered a serious breach of terms of employment
- Staff accompanying children outside the nursery are not permitted to smoke e.g. whilst on an outing
- Staff members are expected to inform Parents or visitors of the no smoking policy. However they are not expected to enter into any confrontation, which may put their personal safety at risk
- Those who smoke on the premises will be asked to extinguish the offending item and/or leave the premises. Staff and students that breach the no smoking policy will be disciplined appropriately.
- We respect that it is a personal choice to smoke, although as an organisation we support healthy lifestyles.

## **Animals in the setting policy**

*The safeguarding and welfare requirements*

### **Policy statement**

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

### **Procedures**

#### *Animals in the setting as pets*

- Kings Meadow Pre-school takes into account the views of parents and children when selecting an animal or creature to keep as a pet in the setting.
- We carry out a risk assessment with a knowledgeable person accounting for any hygiene or safety risks posed by the animal or creature.
- We provide suitable housing for the animal or creature and ensure this is cleaned out regularly and is kept safely.
- We ensure the correct food is offered at the right times.
- We make arrangements for weekend and holiday care for the animal or creature.
- Children are taught correct handling and care of the animal or creature and are supervised.
- Children wash their hands after handling the animal or creature and do not have contact with animal soil or soiled bedding.
- Staff wear disposable gloves when cleaning housing or handling soiled bedding.
- If animals or creatures are brought in by visitors to show the children they are the responsibility of the owner.
- The manager carries out a risk assessment, detailing how the animal or creature is to be handled and how any safety or hygiene issues will be addressed.

#### *Visits to farms*

- Before a visit to a farm a risk assessment is carried out - this may take account of safety factors listed in the farm's own risk assessment which should be viewed.
- The outings procedure is followed.
- Children wash their hands after contact with animals.
- Outdoor footwear worn to visit farms are cleaned of mud and debris and should not be worn indoors.

## Sun protection policy

The safety of children who attend Kings Meadow Pre-school is paramount to the provision we provide. In order to protect the children from the sun's harmful rays, the following procedures must be taken

### ***Procedure***

1. Parents and carers are expected to supply a sun hat and sun block (at least SPF 30) for their child. This must be labelled with the child's name and used only for that child.
2. The expiry date on sun blocks are regularly checked and returned to parent for a replacement if it is due to expire.
3. Practitioners apply sun block to the exposed areas of the child's skin before going outside; sun block is reapplied if children are within the outdoor area for longer than 1 hour.
4. Children who do not have sun block or sun hats are not permitted to access the outdoor area, if it is deemed that the sun rays are too strong. In cases where sun rays are mild children will be allowed a maximum of 20 minute exposures to the sun.
5. Children are covered as much as possible whilst using the outside to limit the risks from sun exposure. For example; shoulders are always covered
6. During extreme hot weather children are to remain inside between the hours of 11am-3pm, as this is the time that the sun is at its strongest.
7. Children are offered and encouraged to drink cool water throughout the day.
8. Practitioners are to be vigilant in checking all children for signs of over exertion and to immediately bring them inside to cool down.

## Bed/Cot Cleaning procedure

1. Fresh bed lining needs to be applied at the beginning of each week to each bed in use, the bed lining should be changed if it becomes contaminated or soiled and replaced by a clean bed sheet.
2. The contaminated or soiled bed sheet should be disposed of in the correct basket in the laundry area, gloves MUST be worn during this process
3. A fresh bed sheet should be applied for each child, bed sheets should NEVER be shared
4. All beds and cots need to be wipe cleaned each week/ or after each use if the bed is being used by another child.
5. Milton sterilising fluid should be used to clean the top surface, underneath and plastic corners of the beds and cots, all areas should be wiped cleaned using disposable paper towels or cloths.
6. For non-soiled beds or cots the paper towels and cloths should be sealed in a nappy sack and disposed of in a black lined bin
7. For soiled beds or cots the paper towels or cloths should be sealed in a nappy sack and disposed of in a yellow clinical waste bag.

## **Bodily Fluid Cleaning Procedure**

Avoid direct contact with bodily fluids, as they all have the potential to spread germs. Germs in vomit or diarrhoea may travel through the air, so it is very important to clean it up quickly.

The following procedure should be used:

1. Restrict access to the area the spillage has occurred
2. Cuts and abrasions on any areas of the skin should be covered with waterproof dressing before the cleaning of the bodily fluids commences.
3. Use personal protective equipment and clothing: Wear disposable gloves to protect hands, (torn gloves should be replaced immediately) wear an apron and ensure adequate ventilation.
4. Carefully use disposable paper towels to soak up the bodily fluid, NEVER use a reusable mops or cloths to clean up bodily fluids.
5. Clean the area thoroughly using general purpose detergent, then disinfect the area using a chlorine releasing disinfectant, such as Milton.
6. Discard all contaminated paper towels, gloves etc. into a nappy sack and dispose of in a yellow clinical waste bag
7. If items cannot be cleaned and decontaminated, they must be discarded safely.
8. Clothing that has become contaminated should be removed as soon as possible placed in a plastic bag and sent home with the child.
9. Wash and dry hands after procedure



## Settling in policy and the role of the Key person

### *The safeguarding and welfare requirements*

*“Providers must plan and organize their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs”*

### Policy statement

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

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

Kings Meadow Pre-school aims to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The key person role is set out in the safeguarding and welfare Requirements in the Early Years Foundation Stage.

### Procedures

- The nursery manager arranges the settling in sessions with the family and confirms the details in writing.
- The nursery manager would send a settling in questionnaire to the family for completion to return at the 1<sup>st</sup> settling in session. These allow the key person to know the interests of the child so that the individual needs of the child is met.
- The first settling in session occurs approximately one week before the child's start date, a parent or carer would attend the setting with their child for one hour, this allows them to interact with the staff, particularly their designated key worker, and to observe a typical session. The family would then leave the child for approximately 1 hour in our care, the family does not have to leave the premises if they wish. This arrangement is flexible to accommodate the family's needs.
- During the second settling in session the parent or carer would settle the child into the session and stay for as long as they feel necessary, they then leave the child in the settings

care for approximately 90 minutes. This arrangement is flexible to accommodate the family's needs.

- It may be felt by the family and/or key person that the child may need to stagger their settling in sessions further, this will be discussed on an individual basis according to the child's needs.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- When parents leave their child we ask them to say goodbye and explain to the child they will be coming back. We encourage all parents not to get upset in the presence of their child as this will confuse and upset the child.
- We judge a child to be settled when they have formed a relationship with their key person; for example the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- We recognise that some children will settle in more quickly than others and that it can be a distressing time for all of the family, therefore we operate an 'open door policy' to allow the family to access the nursery at any time.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- 4 - 6 weeks after a child's start date the key person will invite parents/carers to attend a meeting to discuss how their child has settled into Kings Meadow Pre-school.
- On the occasions that we are unable to conduct settling in sessions, due to an emergency enrolment, then the parents will be asked to ensure that they are available for the first week or so, if we need to contact them.

#### *Key person*

- A key person is allocated to each child, this occurs during the child's settling in period, to establish which practitioner the child develops their first bond with. This practitioner will then take the responsibility of integrating the child and family into the setting for the remainder of the settling in sessions and when the child starts.

- The key person offers unconditional regard for the child and is non-judgemental.
- The key person works with the parent to plan and deliver a personalised plan for the child's well-being, care and learning.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- A key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
- The key person encourages positive relationships between children in her/his key group, spending time with them as a group each day.
- We provide a back-up key person so the child and the parents have a key contact in the absence of the child's key person.
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other staff and children.

## Admissions policy

### *Policy statement*

It is our intention that Kings Meadow Pre-school is accessible to children and families from all sections of the local community. We aim to ensure that the local community has clear and concise information regarding Kings Meadow Pre-school in the form of brochures, enrolment forms, policies and procedures and verbal communication.

### *Procedures*

In order to achieve our aim, we operate the following admissions policy;

- We widely advertise our setting to the local community through various media.
- We promote equality of opportunity and do not discriminate against any family that wishes to use our service
- We ensure that information about our setting is accessible, in written and spoken form and, where appropriate, in more than one language. Where necessary, we will try to provide information in Braille, or through British Sign Language. We will provide translated written materials where language needs of families suggest this is required as well as access to an interpreter.
- We send an information pack consisting of a parent handbook and enrolment form; upon enrolment the parents take the responsibility to read the comprehensive policies and procedures. The policies and procedures are located in the reception area of the nursery, copies of policies are also displayed around the setting.
- We invite the family to come and view the nursery (with their child if possible).
- We describe our setting and its practices in terms that make it clear that it welcomes both fathers and mothers, other relations and other carers, including child-minders.
- We describe our setting and its practices in terms of how it treats each child and their family, having regard to their needs arising from their gender, special educational needs, disabilities, social background, religion, and ethnicity or from English being a newly acquired additional language.
- We describe our setting and its practices in terms of how it enables children and/or parents with disabilities to take part in the life of the setting.
- We process the enrolment form and the registration fee that has been received and send confirmation of their child's start date.

- We contact the family to organise and decide the most appropriate settling in sessions prior to start date (please see settling in policy).
- If financially viable we will keep a place vacant at all times to accommodate emergency admissions.
- We make our Valuing Diversity and Promoting Equality Policy widely known
- We consult with families about the opening times of the setting to ensure we accommodate a broad range of family need.
- We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children.
- We provide flexible payment methods wherever possible.
- To ensure that the children's individual needs are met, we offer flexible age groups in each base room.

## Family Involvement policy

### Policy Statement

Kings Meadow Pre-school believes that children benefit most from Early Years Education and care when parents and settings work together in partnership.

Our aim is to support parents as their child/ren's first and most important educators by involving them in their children's education and in the full life of the setting. We also aim to support parents in their own continuing education and personal development.

Some parents are less well represented in early year's settings; these include fathers, parents who live apart from their children but who still play a part in their lives as well as working parents. In carrying out the following procedures, we will ensure all parents are included.

When we refer to 'parents' we mean both mothers and fathers; these include both natural or birth parents as well as step-parents and parents who do not live with their children, but have contact with them and play a part in their lives. 'Parents' also includes same sex parents as well as foster parents.

*'Parental responsibility' is all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his property.*

### Procedures

- We have a means to ensure all parents are included – that may mean we have different strategies for involving fathers or parents who work or live apart from their children.
- We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the setting is run and its policies through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them.
- We encourage and support parents to play an active role in the setting. We ensure that all parents have opportunities to contribute their own skills, knowledge and interests to the activities run in the nursery.
- We inform all parents on a regular basis about their children's progress.
- We involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's written developmental records.

we achieve this through encouraging parents to work with practitioners in creating a learning journey of their child's progress both within the setting and at home

- Parents have access to their child's folder and we welcome all their contribution and suggestions.
- We Inform parents of any training, workshops, conferences and benefits that may be available to them.
- Nursery practitioners are always available to discuss your child and their progress. Parents receive verbal feedback at the end of each day, regarding their child's well-being, progress, behaviour etc. Additionally parents can arrange a meeting to have a more formal discussion with their child's key worker.
- We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language.
- Regular parent evenings are held (approximately once each term), whereby parents have the opportunity to review their children's file alongside their child's key worker and find out an overview of their child's current developmental stage.
- We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure.
- We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home.
- Parents are encouraged to join in with celebrations and events. For example; Birthdays, religious festivals or traditions, breakfast mornings are held, to ensure parents with limited amount of time have the opportunity to become involved as well.
- Evening events are held, such as parent meetings, firework displays etc.

Kings Meadow Pre-school works hard to create a friendly and approachable atmosphere for parents and carers. Parents are always welcome at the nursery to check their child/children's progress or to discuss/raise concerns they may have. 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. Our aim is to develop an honest, open and supportive relationship with you which complements life in your home rather than contradicts it.

### **Adverse weather Contingency plan**

Kings Meadow Pre-school will always try to remain open whenever possible in unusual weather. If weather prevents us from opening we will contact Parents/Carers via email or telephone as soon as possible. The decision to close the nursery will take into account the safety of the children, their parents, and the staff.

To ensure that parents/carers can be contacted as soon as possible in the event of nursery closure the nursery manager and managing director will keep a record of parent/carer contact details at their home address, these will be stored in a safe and secure place and will be kept with the strictest confidentiality.

In the event of heavy snow falling or forecast to fall whilst the nursery is open, parents will be contacted via telephone or email if the nursery manager decides to close the premises.

If adverse conditions continue during the day, to ensure the safety of children and Kings Meadow Team, we may have to reduce our opening times, for example 8am-4pm, we will always put the children's' care first.

If in the event of opening there are staff shortages due to snow we will contact all available off duty staff and bank staff and group the children into safe groups until bank staff arrive. If we are unable to maintain statutory ratio requirements after all avenues are explored we will contact Ofsted to inform them of this issue, recording all details in our incident file. If we feel the health, safety or welfare of the child is compromised then we will take the decision to close the nursery, or ask parents where possible to either keep their children at home or collect their children.

In the event of the nursery having to close due to extreme weather conditions or circumstances beyond our control, the nursery regrettably is not able to refund fees or offer alternative days.



### **Closure Contingency Plan**

Kingsmeadow pre-school will always try to remain open whenever possible. A decision for closure will be effective when an unfortunate circumstances which are out of our control such as the failure of essential services (e.g. heating or water systems), building damages, fire outbreaks, severe weather conditions, illness epidemic or instructions received from the Department of Health England, Ofsted and the local authority.

In the event of nursery closure the nursery manager will contact all parents as soon as possible by email or telephone to arrange immediate collection.

The nursery manager and the managing director will keep a record of parent/carer contact details at their home address, these will be stored in a safe and secure place and will be kept with the strictest confidentiality.

In the event of the nursery having to close due to above circumstances that are beyond our control, Kingsmeadow regrettably is not able to refund fees or offer alternative days. All fees will still need to be paid in full during the above closure.

Long-term closure (+10 working days), which are out of our control, Kingsmeadow Preschool will take legal advice and then inform parents and staff members.

Kingsmeadow preschool will make every attempt to re-open as soon as possibly allowed providing there are sufficient staff members to cover ratios. Parents will then be contacted via email or telephone for advice.

### **Visits from prospective families**

It is the responsibility of all practitioners to welcome new families into Kings Meadow Pre-school. All practitioners play a role in visits and must be courteous, flexible and understanding at all times.

#### **Procedures**

- Visits from prospective families take place at mutually convenient times for both the family and nursery. Visits are usually discouraged during meal times and before 9.00am and after 4.30pm, however they may take place in an emergency.
- Visits generally take approximately 30 minutes; they may be shorter or longer depending on the families' circumstances.
- The immediate family of the child (parent/carers) are allowed to view the nursery, in an instance where a large number of family members/friends wish to view the setting, we would conduct mini tours with a few members of the friends/family at a time. As too many individuals viewing the setting at one time may be intimidating to the children in our care.
- The nursery manager will begin the visit by showing them the communal areas and base rooms. Particular attention will be given to explaining/showing the following –
  - a. Introducing the family to practitioners
  - b. Allowing the family ample time to see the room and ask any questions.
  - c. Future plans of Kings Meadow Pre-school
  - d. Current plans of Kings Meadow Pre-school
- The nursery manager will bring the family into the room that the child would be based in and hands over the visit to one of the practitioners.
- The practitioner will explain the following information to the family –
  - a. Planning and assessment methods, including learning journeys and two year progress check (where applicable)
  - b. The routine of the room
  - c. The layout of the room
  - d. Any special features of the room
  - e. Answer any questions on the room
- If you are unsure about any of the questions that a parent or carer asks please refer them to the Nursery Manager or Deputy Manager

## Toilet training procedure

### *Procedure*

1. The child's key person will observe when a child is showing signs of competence of toilet training.

The signs are

- a. using verbal or non verbal gestures indicating when they have or about to soil their nappy
  - b. using potties/nappies when playing with the dolls in the role play
  - c. showing interest in going to the toilet
2. The key person will discuss toilet training with the parents and decide on a start date for the parents to begin at home. Whilst this is taking place the practitioner will accustom the child to the nursery toilets if the child wants to go when asked. In most cases a child's parent or carer will inform the setting of their interest in their child becoming toilet trained.
  3. At Kings Meadow Pre-school we do not begin toilet training until a child is aged two, unless the child demonstrates that they have an understanding of their toileting needs.
  4. Kings meadow pre-school prefers not to use potties; we encourage children to go straight onto the child sized toilets. However, we would make allowances whereby the child's development and well-being may be hindered by forcing the child to use the toilet instead of the potty
  5. The key person will teach the children to do the whole toilet process themselves – pulling down/up clothing, wiping, flushing toilet, and washing hands
  6. The key person will inform the parents on what items of spare clothing to provide
  7. The nursery advise all parents to start by seating the child on the toilet at regular intervals, especially at nappy changing times. The nursery will always advise to put the child straight into pants/knickers and not to use pull-up nappies. This is because the child will be able to feel the wetness on their skin if they have an accident, which will help to speed up the toilet training process.
  8. The key person and parent will need to regularly update each other on the child's progress during the toilet training procedure.
  9. If for any reason the child is showing distress at toilet training the parent and key person will decide the next course of action.

## **Achieving Positive behaviour**

### *The safeguarding and welfare requirements*

#### **Policy Statement:**

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

There is a designated practitioner who is responsible for the behaviour management within the setting

The children bring to the setting a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At Kings Meadow we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility.

#### **Aims:**

- To promote good behaviour appropriate to the child's stage of development, the family context, and the context of the group care to create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- we will seek to develop and encourage appropriate behaviour through positive strategies, gentle encouragement and explanation
- To promote self-esteem, self-discipline and positive relationship
- To ensure that children are clearly informed of the expected behaviours and boundaries
- To encourage the involvement of both home and school in the implementation of this policy.

#### **Procedures**

##### *Strategies to promote positive behaviour:*

Our emphasis should constantly be on praise. It is important to show appreciation of the children who conform to the expected behaviour.

- Giving praise in the throughout the day
- Giving stars, stickers and smiley faces
- Informing parents or carers of how well behaved and hardworking their children are in the presence of the child.
- Provide enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
  - We approach the situation calmly, stopping any hurtful behaviour, we use a calm voice and gentle touch (if appropriate) and remain neutral
  - We acknowledge the feelings of all the children involved
  - Ask questions "What's the happened, What's the problem"
  - Restate the problem, use and extend children's vocabulary
  - Ask for solutions and choose one together
  - Give follow up support, acknowledging children's accomplishments of solving the problem
- We never send children out of the room by themselves, nor do we use a 'naughty chair' or a time out' strategy that excludes children from the group. The time out strategy is only ever used if challenging behaviour persists over a period of time.\*
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of

our setting leader and are recorded in the child's personal file. The child's parent is informed on the same day.

- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

### *Children under three years*

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children;
  - We re-direct children's attention
  - We are firm in telling children that hitting/biting/spitting etc is not allowed
  - We tell the child how the other child/adult may be feeling
  - We praise children when they are behaving appropriately..... You have been doing very good listening, thank you for using your kind hands.
- We recognise that babies and very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.
- We consider the environment and daily routine and think about whether it is causing conflict that is resulting in children displaying challenging behaviour

### *Rough and tumble play and fantasy aggression*

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a

precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

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

#### *Hurtful behaviour*

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

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.

- We acknowledge that anger can be a reaction to frustration and can be triggered by embarrassment, loneliness, isolation, anxiety and hurt.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurt him and he didn't like that and it made him cry."
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. "I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one."
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- We treat spitting, in the same way as any other form of challenging behaviour. Ensuring staff are aware that it is just another form of release for a child displaying aggressive behaviour, much like hitting and kicking is
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:



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

#### *Sorry*

- The use of the word sorry or asking a child to cuddle another after displaying inappropriate behaviour will be lessened within Kings Meadow Pre-school. We believe that a child's understanding of acceptable and unacceptable behaviour needs to be supported and nurtured through practitioners verbalising the emotions and feelings demonstrated by children... 'Anger, frustration, sadness, happiness.' Rather than making a child use words and actions that satisfy an adults need to resolve the situation.
- Before a child is asked to say 'sorry' or give a child a cuddle after displaying inappropriate behaviour, the adults will assess the child's understanding of the word sorry and whether the child feels remorse and empathy for their behaviour, or whether they need to be supported in understanding how they are feeling and what occur as a result of that feeling.

#### **Language to use in Nursery:**

- Stop (calm, firm)
- Do you need to move away
- It's not OK...What do you need to do? (which strategies, eg get the timer)
- Look at my face- how am I feeling?
- Look at...s face- how are they feeling? (give strategies)

**Do-**

- Label the desired behaviour- (I like it when you... because..)
- Catch good behaviour (sitting attentively, being helpful etc)
- Praise positive behaviour much more often than remarking on poor behaviour

**Phrases not to use-**

- You are a silly/naughty child- refer to the behaviour not the child... that was a silly thing to do
- Avoid the word naughty as it is too vague- aim to be as specific as possible in your language.

**Body language to praise behaviour**

- Smiling
- thumbs up
- surprise/amazement
- tone of voice
- clapping/sharing feelings
- sharing with another class/ teacher
- **Public praise and private criticism:** Public acknowledgement of good behaviour can be very powerful in a positive way. Usually, criticism should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour, if not immediately, later. Avoid telling a child off from across the classroom. The audience provided by the rest of the class can prove rewarding for the child as well as making the rest of the class feel "told off" too. Some children find direct praise hard to handle. Perhaps allow the child to hear someone else being told how well he or she has done. Praise can also be non-verbal: a smile or a thumbs-up.
- **Acknowledging feelings:** Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention. We recognise that babies and very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.

- **Give them a choice:** Give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.
- **Being consistent:** Children have a need for the world to be as reliable as possible. When practitioners act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger off bad behaviour.
- **Model desired behaviour:** It is important for adults within Kings meadow Pre-school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact. We will promote self esteem and respect for other people and encourage and model kindness and helpfulness to others.
- **Listen to children:** Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings ... "You seem cross, did something happen?" Follow up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven underground".
- **Age appropriate:** When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- **Catch them being good:** This can be hard with some children but it is usually more important for them than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take will encourage and reinforce that movement.
- **Be aware of yourself:** When dealing with disruptive incidents, consider the following: your position in the room, your proximity to the children, your facial expression, your tone of voice, your posture, your choice of words, the use of eye contact Do they all communicate your confidence and authority? Do they tend to reduce the temperature or raise it? Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- **Key Person approach:** We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child. If tantrums, biting

or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.

### **The learning environment**

The environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between the practitioner and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

The learning environment should be organised to develop independence and personal initiative. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the environment should be welcoming.

Practitioners should adopt methods towards learning that encourage enthusiasm and active participation for all. Learning should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Kings Meadow believes that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual children, the active involvement of children in their own learning, and structured feed-back all help to avoid the alienation which can lie at the root of poor behaviour.

### **\*Persistent challenging behaviour.**

In the event of a child displaying frequent challenging behaviour, regular observations and meetings with parents and carers will be conducted. This is to ensure that we can monitor and identify any triggers to the child's behaviour and to establish consistency between setting and home.

- We use a behaviour tracking method of observation, this tracks the frequency of a specific behaviour.
- We use a behaviour incident form, this is only used when a member of staff has had to use physical restraint or methods of behaviour management that differs from the 'norm' to protect the child, or other children from harm. This is pre-discussed and agreed by the Manager, Parents and carers and the key worker.
- We use the time out method of behaviour management, dependant on the child's needs this can be away from other children, where behaviour can be aggressive and the child is at risk

to themselves or others. In this instance the child would be removed to a safe area, this can be outdoors if the child is displaying high levels of energy, they would be fully supervised by a practitioner. The child would remain in this environment until their aggression had subsided or until they were no longer deemed at risk to themselves or others.

### **Physical restraint**

What do we mean by physical intervention? Physical intervention by staff can take several forms.

It could include:

- Physically interposing oneself between children
- Blocking a child's path
- Leading a child by the hand
- Holding
- Pulling
- Removing shoes if child has kicked or attempted to kick person or equipment
- Place child in a time out room or other restricted space with an adult supervising

When Physical Intervention may be appropriate:

Physical intervention is very rarely used in Kings Meadow Pre-school, most incidents of challenging behaviour can be managed by talking to the children, calming them down and diffusing the situation. However on exceptional occasions it may be necessary for adult physical intervention for the following reasons.

- When there is immediate danger of personal injury to the child
- When there is immediate danger of injury to another person
- To avoid damage to property
- When a child is behaving in a way to cause serious disruption to other children

Following a Physical Intervention Incident;

- The Nursery Manager should be told immediately
- A written report must be made
- The parents must be told, and shown the report
- If appropriate a Behaviour Plan would be put in place for an individual child

### **Responsibilities of Practitioners**

- To treat all children fairly and respectfully.
- To create a safe and pleasant environment.
- To provide a challenging and interesting curriculum.
- To recognise that each child is an individual.
- To enable each child to do their best.
- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within the group;
- Promote, through example, honesty and courtesy;
- Provide a caring and effective learning environment;
- Encourage relationships based on kindness, respect and understanding of the needs of others;
- Show appreciation of the efforts and contribution of all.

**At no time will staff use negative and critical language or speak harshly to a child. Any form of corporal punishment is absolutely forbidden.**

**We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. For example, acknowledgement of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings so that they can learn a more appropriate response.**

## **Supporting children with special educational needs policy**

### *The safeguarding and welfare requirements*

#### **Policy statement**

*Kings Meadow Pre-school provides an environment in which all children are supported to reach their full potential. We have regard for the special educational needs code of practice and work closely with the early year's advisory teacher responsible for the special educational needs.*

*At Kings Meadow Pre-school we believe that all children have the right to a broad and balanced learning experience and are fully committed to inclusion for all children and their families.*

#### **Legal framework**

*The legal framework for this policy includes*

- *The Education Act 1996*
- *The equality Act 2010*
- *Learning difficulty Assessment statutory Guidance (2013)*
- *The children and families Act and associated SEN regulations 2014*

#### **Special educational needs code of practice**

we have regard to the statutory guidance set out in the special educational needs code of practice (DFE 2014) to identify, assess and make provision for children's special educational needs. The SEN code of practice 2014 emphasizes the importance of early identification of special educational needs. We work closely with parents and families and listen to any concerns they may have about their child's development. Parents are involved and informed at all stages of assessment, planning, provision and review of their child's education to create and maintain a positive partnership.

We adopt a graduated approach to assessment, record the child's development and agree on a number of key actions to support the child's learning and development. As part of the process we consult with families and seek any additional information to help aid the assessment. Together with parents will discuss and put in place targets that help set out any learning strategies and changes to provision that we provide. The targets are reviewed each half term at the setting and each term with parents and carers.

If it is considered that a child requires special educational provision beyond the SEN support available from the early years providers, the preschool or parents can make a request for an education, health and care needs assessment. When the assessment is complete the local authority will further decide whether or not to issue an education, health and care (EHC) plan for the child.

An ECH plan is reviewed by the local authority at least annually in partnership with the child and their family and the setting. The review focuses upon the progress towards the outcomes specified in the plan.

We refer and guide parents, carers and staff members to use and research the local offer which is available to access at [www.afclocaloffer.org.uk](http://www.afclocaloffer.org.uk). The local offer is to support parents of children and younger people with SEND (birth-25) it is a regular updated source of information and services that are available for them to use and access. The local offer provides information on health and education services that are universal. It can offer information if you have concerns about your child's progress and give support on requesting an education. Health and care needs assessment. It gives guidance on funding and financial support available for families. The local offer is updated daily to ensure the information is new and current to provide families with the best support and guidance possible.

Katherine Wardell, Kings Meadow Preschool's SENCO will work alongside families to assess children strength and plan for future support. The SENCO will ensure that appropriate records are kept according to the SEN code of practice.

#### **Policy aims**

- We recognise each child's individual needs and ensure all staff are aware of, and have regard for the SEN Code or Practice.
- We ensure our provision is inclusive to all children with special educational needs and their families.
- We work in partnership with families to support and meet their child's individual needs, enabling them to take an active role in their child education.
- We involve other professional, agencies and specialists in order to meet individual needs and seek advice, support and training when needed.
- We ensure that children who are gifted and talented are also supported.
- We keep clear and concise records and may need to share these with other professional (with permission) to ensure that we are providing the best possible support.
- We have developed and maintain a team of staff that are experienced in the care of children with additional needs. Staffs are provided with the tools and training to help support children with an additional needs.
- We ensure that all children are treated as equals and are encouraged to take part in every aspect of the settings daily routine according to their individual needs and abilities.



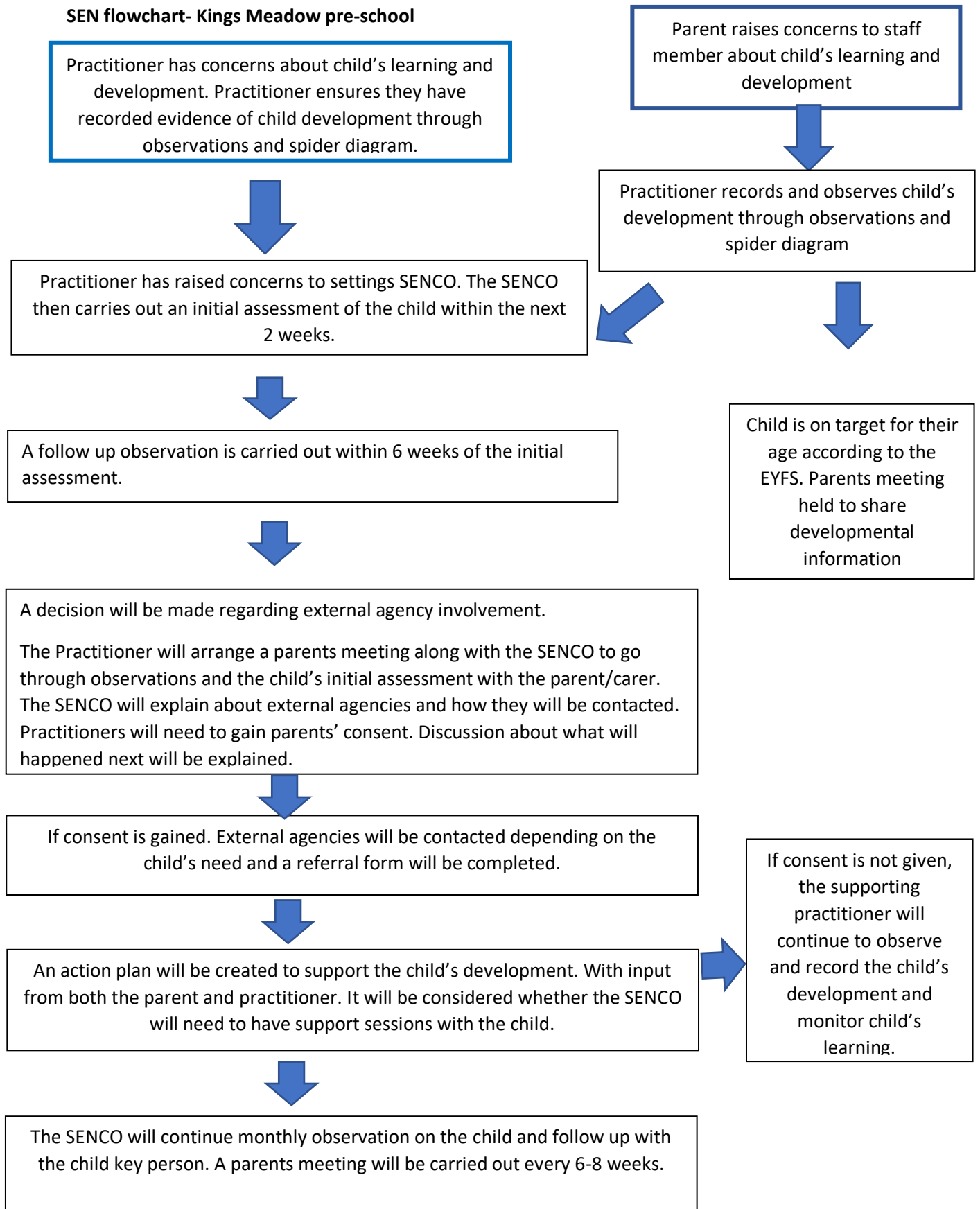
- We try to promote positive images and role models during play experiences of those with additional needs wherever possible and challenge inappropriate attitudes and practices.
- We monitor, review and adjust our provision, policy and procedures if needed and make any reasonable adjustments if necessary.

### Procedures

- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting. The SENCO will guide them by providing guidance and advice on a range of activities and strategies that can be put in place to meet that child's individual needs
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We work closely with the families and other professionals of children with special educational needs to create and maintain a positive and supportive working partnership.
- We ensure that the family is informed at all stages of the assessment, planning, provision, and review of their child's care and education. We review additional learning targets every 6 weeks and hold review meetings with families termly. Parents receive their own copy of the learning targets.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families e.g. speech and language specialist. Often when other professional come to visit they carry out observations alongside the child's key person to offer next steps and support on what we can change and put in place to extend and develop children's learning. Parental consent is always obtained and parents are always informed if Practitioners feel the child would benefit from advice and extra guidance from other professionals, this is usually discussed during parents meeting when the practitioners go through children individual development maps and where they current is at when at nursery.
- We work closely with professionals at different setting to support children's individual needs through times of transition e.g. moving from nursery to school.

- Ensure our physical environment is as far as possible suitable for children and adults with disabilities.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We monitor and review our policy annually

**SEN flowchart- Kings Meadow pre-school**



Our designate Special Educational needs Co-ordinator's (SENCO) are Chamille Gutierrez and Juliette Mead. Their role is to

- Ensure that advice and support is offered to all staff at the setting and that they are fully aware of their responsibility to provide the best possible learning environment to all children at the setting.
- To lead in assessing any additional learning needs a child may have and plan future support for the child in discussion with the child's parent and colleagues.
- To monitor and review the action taken and ensure that appropriate records are kept for children receiving SEN support or who have an education, Health and care plan.
- To liaises with parents and ensure background information's is collected, recorded and updated.

The child key person is usually responsible for working with the child on a daily basis and planning and delivering individual learning according to the child's learning needs with support and guidance from the SENCO.

We regularly review and monitor this policy and the care and provision with provide here at Kings Meadow Pre-school and ensure that the SEN code of practice is fully implemented.

## **Equality, Inclusion and valuing diversity policy**

### *The Safeguarding and welfare requirements*

#### **Policy statement**

We will ensure that our service is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability.

Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

We aim to:

- provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and
- Make inclusion a thread that runs through all of the activities of the setting.

#### **Procedures**

##### *Admissions*

- Kings Meadow Pre-school is open to all members of the local community
- We reflect the diversity of our society in our publicity and promotional material.
- We provide information in clear and concise language, whether in spoken or written form
- We provide information in as many languages as possible
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equality and diversity policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background, such as being a member of a Travelling community or an asylum seeker.

- We do not discriminate against a child with a disability. Consideration needs to be given to any reasonable adjustments required to include any child who may have a disability or special educational need.
- We develop an action plan to ensure that all individuals can participate successfully in the services offered by the setting and the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents. Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

### *Employment*

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and cultures. Posts are open to all, subject to appropriate experiences and qualifications.
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and barring service, this ensures fairness in the selection process.
- All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

### *Training*

- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.
- We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

## ***Curriculum***

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

Our environment is as accessible as possible for all visitors and service users. If access to the setting is found to treat disabled children or adults less favourably then we make reasonable adjustments to accommodate the needs of disabled children and adults.

We do this by:

- making children feel valued and good about themselves;
- ensuring that children have equality of access to learning;
- undertaking an access audit to establish if the setting is accessible to all children;
- making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;
- making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys
- positively reflecting the widest possible range of communities in the choice of resources;
- avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- celebrating a wide range of festivals;
- creating an environment of mutual respect and tolerance;
- differentiating the curriculum to meet children's special educational needs;
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable; the practitioners are honest in our explanations to the children when asked questions about culture or religion.
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning. Wherever possible we encourage parents or carers to assist the staff in their learning too.
- Ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.
- Each child is observed on a regular basis. These observations are used to plan activities that reflect the child's needs and interests. The practitioners will also plan their own next steps for the child using the 'moving on' profile; these again will be observed and planned for accordingly.

- We work closely with the early years and childcare service and all other professionals that are involved in the child's life (social worker, family support worker, portage etc) to ensure that we are supporting each child to reach their full potential. We welcome any suggestions they make as they enable us to develop our practices and the service we provide.
- The Early Years Foundation Stage (the statutory framework), which we implement, enables children to feel valued and develop positive attitudes to learning.
- Children are encouraged to value and respect others; it is the practitioner and parents role to model anti discriminatory behavior. The children are also encouraged to help care for new children, each other, pets and living objects.

#### *Valuing diversity in families*

- We welcome all families to Kings Meadow Pre-school.
- We encourage the family to play an active role in Kings Meadow Pre-school.
- We encourage children to contribute stories of their everyday life to the setting.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

#### *Food*

- We work in partnership with families to ensuring that the medical, cultural and dietary needs of children are met.
- We help children to learn about a range of foods and of cultural approaches to mealtimes.
- We provide healthy meals with a wide range of fresh fruit and vegetables.

#### *Monitoring and reviewing*

- To ensure our policies and procedures remain effective we will monitor and review them annually to ensure our strategies meets the overall aims to promote equality, inclusion and valuing diversity.
- We provide a complaints procedure and a complaints summary record for parents to see.



The legal framework for this policy is:

- The Equality Act 2006
- Disability Discrimination Act (DDA) 1995, 2005
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1976, 1986 & Children Act 1989, 2004
- Special Educational Needs and Disability Act 2001

## **Fundamental British Values Policy**

### **Policy Statement**

At Kings Meadow Pre-school we provide a broad and balanced curriculum, embedded into this are the fundamental British values. The department of education has recently reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values”.

The fundamental British values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

The government set out its definition of British values in the 2011 Prevent Strategy. At Kings Meadow Pre-school these values are reinforced regularly and in the following ways:

### **Democracy**

- We encourage children to value each other's views and support all children to talk about their own feelings and needs e.g. when they do or do not need help.
- Staff plan and provided activities to support each child's individual development and set tasks that are achievable. We aim to build on each child's self-confidence and support children in decisions making, turn taking and sharing activities.
- We actively include children's voice in our planning, activities, through our displays and in children's learning journeys and reports.
- We ask for regularly feedback from our parents and send out yearly questionnaires to ensure that we are offering the best care and learning environment possible.

### **The Rule of Law**

- Staff ensure all children understand their own and others behavior and that there are consequences to their actions.
- Staff promote children working together to create their own room rules e.g. tidying up time, using kind hands

### **Individual Liberty**

- Children are actively encouraged to make choices, knowing that they are in a safe and supportive environment.
- We support children in developing a positive sense image and help to increase their confidence in their own abilities during their time at Kings Meadow preschool.

### **Mutual Respect and tolerance of those of Different Faiths and Beliefs**

- We promote diverse attitudes and challenge stereotypical views.
- Nursery Practitioner's encourage and explain the importance of sharing and respecting others and their views.
- Activities are planned and provided for children to learn about similarities and differences between themselves and others.
- We aim to enhance children's understanding of different faiths and beliefs by participating in a range of celebrations throughout the year.
- Children have the opportunity to dress-up in clothes and try different foods from other cultures and we encourage parents/carers to participate and support our multi-cultural events e.g. international day.

## **Risk Assessment policy**

### *The safeguarding and welfare requirements*

#### **Policy statement**

Kings Meadow Pre-school believes that the Health and Safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers by assessing and minimising the hazards and risks to enable the children to thrive in a healthy and safe environment.

#### **Procedures**

When carrying out risk assessment, we follow the five steps below:

1. Identification of risk: Where is it and what is it?
2. Who is at risk: Childcare staff, children, parents, cooks, cleaners etc.
3. Assessment as to the level of risk as high, medium, low. This is both the risk of the likelihood of it happening, as well as the possible impact if it did.
4. Control measures to reduce/eliminate risk: What will you need to do, or ensure others will do, in order to reduce that risk?
5. Monitoring and review: How do you know if what you have said is working, or is thorough enough? If it is not working, it will need to be amended, or maybe there is a better solution.
  - Risk assessments are reviewed annually or when needed.
  - We maintain lists of health and safety issues, which are checked daily before the session begins.
  - Children are involved as much as possible in the risk assessment process to support them in developing the skills to risk assess for themselves.

#### *COSHH risk assessment / safe use of chemicals*

- Risks from all substances hazardous to health will be assessed on a regular basis under the CONTROL OF SUBSTANCES HAZARDOUS TO HEALTH regulations 2002 (COSHH)
- Kings Meadow Pre-school will adhere to COSHH guidelines to ensure all children, staff, parents and visitors are safe around any chemicals we may use on the premises.

- The Nursery Manager and Deputy Manager will ensure that any substances hazardous to the health of the children, staff members and visitors will be kept outside nursery premises or remain out of reach locked in the storage cupboards / store rooms in the nursery. Signs will be placed on the doors of these rooms warning against entry.
- The nursery cleaner will be asked to use substances that are ecologically friendly and must ensure no traces of cleaning substances remain before children, staff and visitors enter the building.
- COSHH assessment sheets will be required by external suppliers to compile a detailed list of all substances, their contents and advice on treatments that will be sought if children, staff or visitors come in contact with these substances.

### **Nursery Fees policy**

*Kings Meadow Pre-school values their relationship with parents/carers and will be sympathetic towards any difficulty in paying their child's fees. However, we are unable to function effectively without these payments.*

#### **Fees:**

Fees are payable monthly on the 1<sup>st</sup> of the month, in advance by standing order or cash, failure in doing so can result in a late penalty being charged. We offer a flexible payment scheme. You can pay every session, weekly or monthly to suit your personal circumstances.

There is a non-refundable registration fee of £50, payable before each child's start date. This enables a place to be allocated for your child and covers any administration cost that may occur.

No fees are charged when the nursery is closed between Christmas and New Year period and this is deducted throughout the year. Monthly fees are calculated by the calendar month and not per sessions per month and are worked out as follows:

Sessions per week x cost x 51 weeks

Fees are reviewed yearly by the managing director and manager, parents/carers will be given a terms notice in writing of any changes.

#### **Non payment**

If a parent/carer is having difficulty paying fees on time or at all we would ask that you talk to the Manager and we will endeavour to assist you in any way we can

*However, where fees are paid consistently late or where payment of fees falls into arrears, the following steps would be taken.*

- Verbal contact would be made with the parent to advice of non-payment and arrangements would be made to collect fees in a timely manner.
- If this arrangement was not kept or we could not contact the parent verbally, a letter would be sent to the home address or hand delivered advising that the fees need to be paid within 7 days or contact needs to be made to discuss the matter.

- If the previous step did not work then the child's place may be terminated or a temporary suspension of your child's place will be applied until all late fees are paid up to date.
- The nursery will Endeavour to collect any outstanding fees once a child has left Kings Meadow Pre-school thank you for your understanding and will do all they can to avoid the above situation. However, we are not able to function effectively without all payments due.

### ***Early start/Late Finish***

Kings meadow preschool offer an early start (7.30am) and late Finish (6.30pm) this service is only available to children who attend all year round and not available for a funded place only.

There is no additional cost for this service.

We request that parents inform the manager – Katherine Wardell if they were require this service and give at least 24 hours' notice. This is to ensure that we are able to offer this service on that particular day and adhere to staff and children ratio requirements.

### ***Late collection***

Please note that there is a late pick up fee of £1.00 per every extra minutes that a child is late being picked up.

### ***Sickness and holidays.***

Payment is necessary for every session that your child holds, regardless of whether your child attends. Holidays and illness do not exclude payment.

### ***Notice of termination***

It is a condition of enrolment that you provide one month's written notice to the nursery manager of your intention to withdraw your child from the setting.

Please drop off your written notice to the setting or via email [chamille@kmpreschool.co.uk](mailto:chamille@kmpreschool.co.uk) or [karen@kmpreschool.co.uk](mailto:karen@kmpreschool.co.uk)

### ***Nursery Closures***

Fees will still need to be paid in full during the following conditions;

- All bank holidays

- One training day a year, this will be confirmed near the time.
- Severe weather conditions, every effort will be made to keep the setting open, however there may be circumstances where this is not possible, all families will be informed of any such closures.

### ***Emergency Closure Policy***

Kingsmeadow pre-school will always try to remain open whenever possible. A decision for closure will be effective when an unfortunate circumstances which are out of our control such as the failure of essential services (e.g. heating or water systems), building damages, fire outbreaks, severe weather conditions, illness epidemic or instructions received from the Department of Health England, Ofsted and the local authority.

### ***Immediate Closure***

The nursery manager or deputy manager will contact all parents when possible by email and phone to arrange collection.

### ***Re-opening***

Kingsmeadow preschool will make every attempt to open as soon as possibly allowed and parents will then be contacted via email and phone to advise.

### ***Fees***

Fees will still need to be paid in full during the above emergency closure.

### ***Long term closure***

In the event of long-term closure (+10 working days), which are out of our control, Kingsmeadow Preschool will take legal advice and then inform parents and staff members.

### **Term time only**

Kingsmeadow preschool will only offer term time (only) to children receiving the 2, 3 and 4 Early Education funding.



### **Early Education Funding**

The Government provides funding for eligible children aged 2 – 5 years. This amounts to 570 hours per year, and can be used with a maximum of 15 hours per week, across 38 weeks.

The extended entitlement (15 hours + 15 hours) is available for families to apply for if they meet the eligibility criteria.

Government funding is not paid for school holidays, therefore during these periods the full amount would be payable by parents/carers of any child attending sessions during these times.

There will be no deposits or registration fees to be paid for a child receiving a fully funded nursery place.

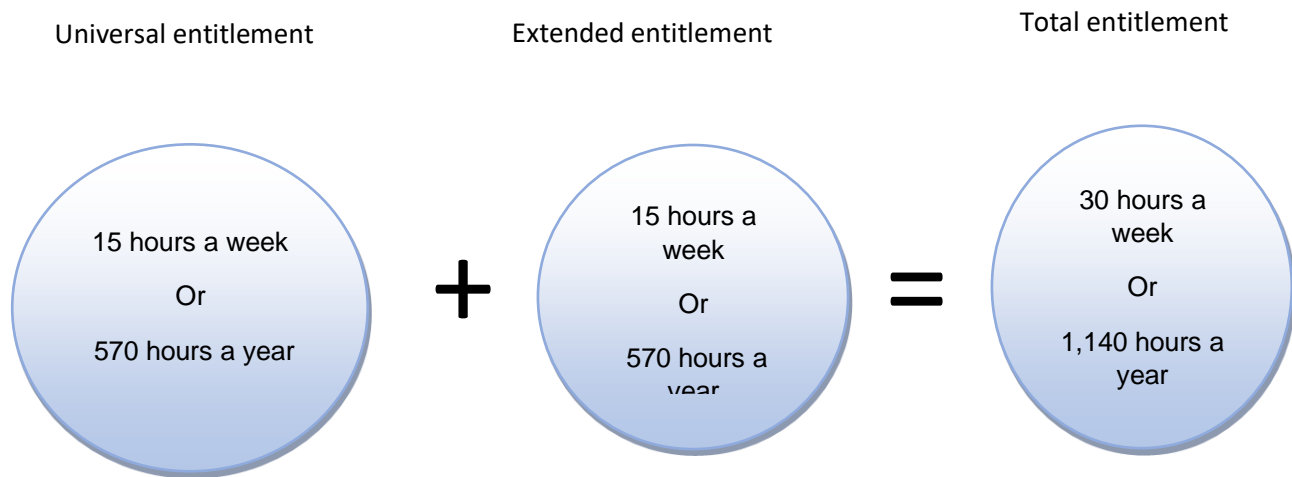
### ***EEF eligibility***

- 2 year old funding – This is an eligibility based funding for up to 570 hours of free childcare a year effective from the term following the child's 2<sup>nd</sup> birthday. Applications for 2 year old funding are made via the local authority and places can only be allocated once eligibility has been confirmed. Eligibility is confirmed by the local authority that the provider is based within and then claimed and paid directly to the provider.
- All 3 and 4 year old receive the universal funding which provides up to 570 hours of free childcare a year effective from the term following the child's 3<sup>rd</sup> birthday, this is normally delivered for 15 hours a week over 38 weeks a year (term time). Funding is claimed by and paid directly to the provider from the local authority in which they are based.
- The Extended entitlement which provides another 570 hours of free childcare a year for children of working families who meet the eligibility criteria. Together the universal entitlement and extended entitlement gives a total of 30 hours a week or 1,140 hours a year of free childcare. This funding is effective from the term following the child's 3<sup>rd</sup> birthday, this is normally delivered for 30 hours a week over 38 weeks a year (term time)

Parents need to apply for the extended entitlement through the childcare service system at [www.childcarechoice.gov.uk](http://www.childcarechoice.gov.uk).

If the parent/carer meets the eligibility criteria an eligibility code will be allocated to the child. This needs to be given to your childcare provider and reconfirm by the parent every 3

months. Funding is then claimed by and paid directly to the provider from the local authority in which they are based.



At Kings Meadow Pre-school we try and offer the EEF funding to meet the needs of each individual family, The most common ways we deliver the funding is;

- 3 sessions a week, 5 hours each session, Term time only
- 5 sessions a week, 3 hours each session Term time only
- 1 full day, 1 morning or afternoon, one 10 hour session and 1 5 hour session, Term time only
- 5 sessions a week, 6 hours each session, (9am-3pm) for children who are accessing the both universal 15 hours and extended 15 hours term time only.

Further information on early years funding can be accessed via your local authority website

**Starters and leavers:** If your child joins our childcare provision after the designated headcount week your child will not be eligible for funding until the following term. In this case you will be charged for all the hours your child attends until the beginning of the next term.

**Parent declaration forms:**

Each term parents or guardians will need to complete a parent declaration form, these will be provided to the parent by the setting and we will give clear guidelines with a timescale of when they need to be completed by. In the event that the funding form is not returned within the designated

timescale and the headcount date has passed, you may be liable for the cost of any childcare fees that may have been incurred.

Parents will need to sign the parent declaration form to confirm the information they have provided is accurate and that the information can be shared with the local authority and department for education so they are able to confirm that the child is eligible to receive funding.

Parent must only sign for current term and not for future terms.

If you have any questions or a complaint regarding the delivery of funded hours, please speak to the nursery manager. If at any point you wish to gain more information or feel that the situation has not been resolved then please contact the achieving for children early years team at

[early.years@achievingforchildren.org.uk](mailto:early.years@achievingforchildren.org.uk)

## **Social Networking Policy**

### *The safeguarding and welfare requirements*

*This social networking policy applies to all employees, students and volunteers at Kings meadow Pre-school*

### **State of social media**

Social media, professional networking sites, rapid-fire communications, blog sites, and personal web sites are all useful technologies. Everyone should have the opportunity to express and communicate using this media if he or she so wishes, and Kings Meadow pre-school does not wish to discourage an on-line presence.

Above all else, we need to use good judgement on material that appears or is posted online.

This policy will set guidelines that employees, students and volunteers should follow for all on-line communications in reference to Kings Meadow Pre-school, its management, staff, students, volunteers, children and their families.

### **Responsibility**

Any material presented on line in reference to Kings Meadow Pre-school by any employee is the responsibility of the poster. At no time should any posts be made in reference to children, parents or other professionals that employees may come in to contact with through work. At no time must any photographs or materials be published that identify Kings meadow Pre-school or the children and families that use the nursery. Photographs of staff at work may only be used with the express permission of the staff members concerned. Any member of staff found to be posting remarks or comments that breach confidentiality and/or are deemed to be of a detrimental nature to the company or other employees or posting/publishing photographs of the setting, children or staff unless staff permission has been gained will face disciplinary action in line with the nursery's disciplinary procedures.

### ***Procedures***

Kings Meadow Pre-school employees are encouraged to use the following guidelines in social networking practices:

- Remember that no information sent over the web is totally secure and as such if you do not wish the information to be made public, do not post it on a social network site.
- Even though you may think you are anonymous or use an alias you may be recognised.
- Maintain professionalism, honesty, and respect.
- Apply a 'good judgement' test for every post you make. Could you be guilty of leaking information or discussing confidential information? Are you making negative commentary regarding Kings Meadow Pre-school or its employees?
- If any employee becomes aware of social networking activity that would be deemed distasteful or fail the good judgement test in relation to Kings Meadow Pre-school, please inform the nursery manager.
- You are not permitted to accept or invite parents/carers as 'friends' on social networking sites.

### ***Nursery Equipment***

The use of nursery equipment (computers, Internet access, email, etc.) is intended for purposes relevant to the role and responsibilities assigned to each employee.

### ***Company-sensitive matters***

Any on-line communication regarding proprietary information such as recruitment, pay, strategic decisions, or working hours is confidential and the sharing of this information through any online media is forbidden.