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# ACCIDENT & INCIDENT POLICY & PROCEDURES

## Policy Statement

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

Our accident file:

- is kept safely and accessibly;
- is accessible to all staff and volunteers, who know how to complete it; and
- is reviewed at least 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.

## Dealing with incidents

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 book. See below.

## Our incident file

- We have ready access to telephone numbers for emergency services, including local police. We have contact numbers for gas and electricity emergency services, carpenter and plumber.
- We keep an incident book 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 book 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 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, the emergency services are called, and the advice of these services are followed.

#### **Legal framework**

- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR 1995)

Reviewed July 2012

# ADMINISTRATION OF MEDICATION POLICY & PROCEDURES

## Policy statement

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.

In many cases, it is possible for children's GP's to prescribe medicine that can be taken at home in the morning and evening. As far as possible, administering medicines will only be done where it would be detrimental to the child's health if not given in the setting. If a child has not had a medication before, it is advised that the parent keeps the child at home for the first 48 hours to ensure no adverse effect as well as to give time for the medication to take effect.

## Procedures

These procedures are written in line with current guidance in 'Managing Medicines in Schools and Early Years Settings; the supervisor is responsible for ensuring all staff understand and follow these procedures.

The key person is responsible for the correct administration of medication to children for whom they are the key person. This includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures. In the absence of the key person, the supervisor is responsible for the overseeing of administering medication.

- If possible, children's medication i.e. Antibiotics should be administered before entering the pre-school. If not, then medication must be stored in the original container and clearly labelled with the child's name, date, dosage and any clear instructions. Staff to check expiry date
- Information must be obtained from the parents, giving clear instructions about dosage, administration of the medication and permission slip signed and given to staff to administer
- A medication record book is then used to record time of last dosage, time to administer next dosage, two staff signatures and two parent's signatures. One for permission to administer and one to acknowledge administration
- All medications will be kept out of reach of other children and in an appropriate container and stored in the appropriate place i.e. fridge or kitchen cupboard for easy access.
- With regards to the administration of life saving medication such as insulin/adrenalin injections or the use of nebulizers or inhalers, the position MUST be clarified by reference to the pre-school insurance company
- Ensure all children that take self-held medication i.e. inhalers can do so correctly and competently if age appropriate. Children will be offered a drink of water after taking medication
- If specialist knowledge is required, staff involved in administering medication will receive training from a qualified health professional
- The pre-school will ensure that the first aid equipment is kept clean, replenished and replaced as necessary using a tick list. Staff must check termly for expiry dates
- There will always be at least ONE qualified first aider to administer medication to children that holds an NVQ level 3 or above
- No medication/creams will be administered unless it is prescribed by a doctor

Reviewed July 2012

# ADMISSIONS & FEES POLICY & PROCEDURES

## Admissions

We have a waiting list for all children who's parent's wish them to attend our setting. Once a child is of age and spaces are available, we contact the parent/carer to ascertain if the place is still required.

Two visits are then arranged where a responsible adult must attend and remain with the child. This visit will be for the full two and a half hour session.

Within this time all the relevant paperwork is completed by the adult and the child's key person and insurance monies paid. A birth certificate or proof of date of birth needs to be presented to the key person who is helping with the paperwork, before the child is left alone for the first session.

## Fees

Fees are payable on a weekly or monthly basis by either cash or cheque. If the parent prefers to pay monthly they need to inform us as soon as their child starts as monthly fees are payable in advance.

All fees must be in a clearly marked envelope with the child's name and amount written on the outside.

Fees are not accepted at the end of the day so parents must ensure fees are paid at the beginning of their child's session. If their child is picked up or dropped off at the Nottingham Academy fees are to be put in their child's lunch box in a clearly marked envelope.

If a child is off sick or is away on holiday fees are still payable.

If fees are left unpaid for 2 weeks or more the child's place will be frozen until the balance is paid up to date.

If a child leaves Kiddy Winks and there are still fees outstanding to be paid, a telephone call will be made to ask for payment.

If we do not receive payment after the telephone call a letter will be sent to the home address.

If we still haven't received payment, a second letter will be sent to the home address, advising the parents that court action will be taken.

If there is still no payment or communication from the parent, then a final letter will be sent informing the parents that court action to recover the money owed will begin in 7 days from the date of the letter

Reviewed July 2012

# CHILDREN WITH ALLERGIES, ILLNESS OR INFECTIONS POLICY & PROCEDURES

## Policy statement

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

## Procedures for children with allergies

- When parents start their children at the pre-school they are asked if their child suffers from any known allergies. This is recorded on the registration form.
- Parents train staff in how to administer special medication in the event of an allergic reaction.
- 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.

## Insurance requirements for children with allergies and disabilities

- The insurance will automatically include children with any disability or allergy but certain procedures must be strictly adhered to as set out below. For children suffering life threatening conditions, or requiring invasive treatments; written confirmation from your insurance provider must be obtained to extend the insurance.

## Oral Medication

Asthma inhalers are now regarded as "oral medication" by insurers and so documents do not need to be forwarded to your insurance provider.

- Oral medications must be prescribed by a GP or have manufacturer's instructions clearly written on them.
- The group 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.
- The pre-school must have the parents or guardians prior written consent. This consent must be kept on file. It is not necessary to forward copy documents to your insurance provider.

## Life saving 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 pre-school 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; and
- proof of training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse.
- Copies of all three letters relating to these children must first be stored in the child's file

Key person for special needs children - children requiring help with tubes to help them with everyday living e.g. breathing apparatus, to take nourishment, colostomy bags etc.

- Prior written consent from the child's parent or guardian to give treatment and/or medication prescribed by the child's GP.
- Key person to have the relevant medical training/experience, which may include those who have received appropriate instructions from parents or guardians, or who have qualifications.

## 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 Key Person calls the parents and asks them to collect the child, or send a known carer to collect on their behalf.
- If a child has a temperature, they are kept cool, by removing top clothing, sponging their heads with cool water, but kept away from draughts.
- Temperature is taken using a thermometer kept near to the first aid box.
- In extreme cases of emergency the child should be taken to the nearest hospital and the parent informed.
- Parents are asked to take their child to seek medical advice prior to returning them to the pre-school; the pre-school can 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 48 hours before returning to the setting.
- After diarrhoea, parents are asked to keep children home for 48 hours or until a formed stool is passed.
- The setting has a list of excludable diseases and current exclusion times. The full list is available on the parent notice board and in the operational plan.

## 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 supervisor 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 cleaning/slucing clothing after changing.
- Soiled clothing is rinsed and either bagged for parents to collect or laundered in the pre-school.
- Spills of blood, urine, faeces or vomit are cleared using mild disinfectant solution and mops; 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.

## Nits and head lice

- Nits and head lice are not an excludable condition, although 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.

Reviewed July 2012

# BEHAVIOUR MANAGEMENT POLICY & PROCEDURES

## Policy statement

Our 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.

We have a named person who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour, but ultimately all staff will contribute to the programme.

We require the named person to:

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

## Strategies with children who engage in inconsiderate behaviour

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

- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- 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 the supervisor and are recorded in the child's personal file. The child's parent is informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

### **Children under three years**

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

### **Rough and tumble play, hurtful behaviour and bullying**

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

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

Our 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 our 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 the thought of the feelings of the person whom they have hurt.

- We recognise that our children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to our child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that our 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 our 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 our 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 support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for our 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.

## **Bullying**

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in another.

Bullying can occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children.

If a child bullies another child or children:

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

Reviewed July 2012

# CHILDREN'S INDIVIDUAL NEEDS POLICY & PROCEDURES

## Policy statement

- We promote children's right to be *strong, resilient and listened to* by creating an environment in our setting that encourages children to develop a positive self-image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.
- We promote children's right to be *strong, resilient and listened to* by encouraging children to develop a sense of autonomy and independence.
- We promote children's right to be *strong, resilient and listened to* by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

What it means to promote children's rights and entitlements to be '*strong, resilient and listened to*'.

To be strong means to be:

- secure in their foremost attachment relationships where they are loved and cared for, by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on;
- safe and valued as individuals in their families and in relationships beyond the family, such as day care or school ;
- self-assured and form a positive sense of themselves – including all aspects of their identity and heritage;
- included equally and belong in early years settings and in community life;
- confident in abilities and proud of their achievements;
- progressing optimally in all aspects of their development and learning;
- to be part of a peer group in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world; and
- to participate and be able to represent themselves in aspects of service delivery that affects them as well as aspects of key decisions that affect their lives.

To be resilient means to:

- be sure of their self-worth and dignity;
- be able to be assertive and state their needs effectively;
- be able to overcome difficulties and problems;
- be positive in their outlook on life;
- be able to cope with challenge and change;
- have a sense of justice towards self and others;
- to develop a sense of responsibility towards self and others; and
- to be able to represent themselves and others in key decision making processes.

To be listened to means:

- adults who are close to children recognise their need and right to express and communicate their thoughts, feelings and ideas;

- adults who are close to children are able to tune in to their verbal, sign and body language in order to understand and interpret what is being expressed and communicated;
- adults who are close to children are able to respond appropriately and, when required, act upon their understanding of what children express and communicate ; and
- adults respect children's rights and facilitate children's participation and representation in imaginative and child centred ways in all aspects of core services.

Reviewed July 2012

# COMPLAINTS POLICY AND PROCEDURES

## Policy statement

Kiddy Winks 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 pre-school and will give prompt and serious attention to any concerns about the running of the pre-school.

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.

## Procedure

All settings are required to keep a 'summary log' of all complaints that reach stage two or beyond. This is to be made available to parents as well as to Ofsted inspectors.

### Making a complaint

#### Stage 1

- Any parent who has a concern about an aspect of the pre-school's provision talks over, first of all, his/her concerns with the supervisor.
- Most complaints should be resolved amicably and informally at this stage.

#### Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing to the supervisor or Management Committee.
- The pre-school stores written complaints from parents in the complaints file.
- When the investigation into the complaint is completed, supervisor or Management Committee meets with the parent to discuss the outcome.
- Parents must be informed of the outcome of the investigation within 28 days of making the complaint.
- When the complaint is resolved at this stage, the summative points are logged in the complaints file.

#### Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the supervisor or Management Committee. The parent should have a friend or partner present if required and the supervisor may have the support of the Management Committee.
- An agreed written record of the discussion is made as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, the summative points are logged in the complaints file.

The role of the Office for Standards in Education, Children's Services and Skills (Ofsted) and the Local Safeguarding Children Board

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 to call Ofsted with regard to a complaint is: 0300 123 1231
- These details are displayed on our setting'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 supervisor or Management Committee 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 complaints file which is available for parents and Ofsted inspectors on request.

Reviewed July 2012

# CONFIDENTIALITY POLICY & PROCEDURES

## Policy statement

At Kiddy Winks, staff 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 Data Protection Act 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.
- Some parents sometimes share information about themselves with other parents as well as staff; the setting cannot be held responsible if information is shared beyond those parents whom the person has 'confided' in.
- Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it.
- We inform parents when we need to record confidential information beyond the general personal information we keep 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.

## Access to records

Parents may request access to any confidential records held on their child and family 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 setting supervisor.
- The setting commits to providing access within 14 days, although this may be extended.
- The setting's supervisor will prepare the file for viewing.
- All third parties are written to, stating that a request for disclosure has been received and asking for their permission to disclose to the person requesting it. Copies of these letters are retained on file.
- 'Third parties' include all family members who may be referred to in the records.
- It also includes workers from any other agency, including social services, the health authority, etc. 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 setting supervisor and chairperson of the Management Committee go through the file and remove any information which a third party has refused consent to disclose. This is best done with a thick black marker, to score through every reference to the third party and information they have added to the file.
- What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
- The 'clean copy' is photocopied for the parents who are then invited in to discuss the contents. The file should never be given straight over, but should be gone through by the setting leader, so that it can be explained.
- 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.

All the undertakings above are subject to the paramount commitment of the setting, which is to the safety and well-being of the child. Please see also our Safeguarding policy and procedures

Data Protection Act 1998

Human Rights Act 1998

Reviewed July 2012

# DUTY OF CARE POLICY & PROCEDURES

## Policy statement

As a basic principle, every person is bound to exercise a duty of care in their dealing with other persons in the provision of goods and services and in respect of the use of equipment or ownership of premises.

Legal liability may arise when a person fails in the exercise of that duty of care (or negligence) and injury or damage is caused by that negligence. All staff at Kiddy Winks and in the provision of child care programs are responsible to ensure that proper care is taken to protect children from harm in all circumstances.

Kiddy Winks Pre School undertakes to follow sound principles of supervision in the care of children attending our setting.

## Procedures

- Provide a safe environment, free from environmental toxins, access to potential hazards and unsafe equipment at all times
- Operate a pre-school that abides by Health and Safety and Safeguarding Laws
- Ensure that children attending Kiddy Winks who are appropriately noted in the attendance register are supervised at all times
- Support the physical, emotional and mental well-being of all children
- Ensure that appropriately qualified staff hold a current First Aid, Health & Safety, Food Hygiene and Fire Safety Certification to ensure the safety of all children
- Ensure that all staff attend and maintain current training in Safeguarding legislation and procedures
- Encourage children to develop and grow to their personal best by providing high quality programs to aid and enhance their developmental stages and long term health.
- Undertake consistent review and evaluation of health and safety policies and procedures, daily programming and services offered to ensure Kiddy Winks Pre School maintains the highest possible standards in duty of care
- The staff at Kiddy Winks are not responsible for the supervision of children who are not currently attending the pre-school.

Reviewed July 2012

# EMPLOYMENT & STAFFING POLICY & PROCEDURES

## Policy statement

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

## Procedures

### Ratios

- To meet this aim we use the following ratios of adult to children:
- children aged two years of age: 1 adult : 4 children; and
- children aged three to seven years of age: 1 adult : 8 children.
- A minimum of two staff are on duty at any one time.
- We use a key person system 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 daily with the family at greeting and departure for discussion and consultation on their child's progress.
- We hold monthly staff meetings and undertake daily informal discussions for curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

### Vetting and staff selection

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All staff have job descriptions which set out their staff 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 Criminal Records Bureau for staff and volunteers 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.
- 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 CRB check.

### Changes to staff

- We inform Ofsted of any changes in the person responsible for our setting

### Training and staff development

- Our pre-school supervisor and deputy hold at least the CACHE Level 3 Diploma in Childcare and Education or an equivalent qualification and a minimum of half of our staff hold the CACHE Level 2 Certificate.
- We provide regular in-service training to all staff - whether paid staff or volunteers
- We provide staff induction training in the first few weeks of employment. This induction includes our

Health and Safety Policy and Safeguarding Children policy. Other policies and procedures will be introduced within an induction plan.

- 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.

### **Managing staff absences**

- Where staff may need to take time off for any reason other than sick leave or training, this is agreed with the supervisor and/or the Management Committee with sufficient notice.
- 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.

Reviewed July 2012

# EQUALTY & DIVERSITY POLICY & PROCEDURES

## 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 pre-school 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 pre-school.

## Procedures

### Admissions

Our pre-school is open to all members of the community.

- We advertise our service widely.
- We reflect the diversity of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equal opportunities 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 or refuse a child entry to our setting for reason relating to disability.
- We ensure wherever possible that we have a balanced intake of boys and girls in the setting.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in 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 posts are open to all.
- 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 Criminal Records Bureau. 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 nursery 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;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

## Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage parents/carers to take part in the life of the setting and to contribute fully.
- 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.

## Food

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.

- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

#### Meetings

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.
- Information about meetings is communicated in a variety of ways – written and verbal - to ensure that all parents have information about and access to the meetings.

#### 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.

#### **Legal framework**

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

Reviewed July 2012

# EXTREME WEATHER POLICY

## Policy statement

In the event of such extreme weather conditions that Kiddy Winks Pre School is unable to open, (or has to close early), we put into practice the following procedures. These help ensure that all families of children attending the setting are made aware that the setting will be closed. We aim to ensure that the pre-school remains open whenever possible.

However in the event of extreme weather conditions, certain practices must be followed:

- Are there hazardous conditions that affect the premises that cannot be reasonably lessened?
- Will there be enough staff to supervise the children?
- Can we maintain a reasonable temperature in the building?
- Is water available?
- Are sufficient toilets working satisfactorily?

## Procedures

If Kiddy Winks are not able to open for a session (or has to unavoidably close early), the following actions will be taken:

- Our website will be updated with the latest opening/closure information
- Arrangements will be made to advise the local radio stations – Radio Nottingham and Capital FM of Kiddy Winks intended closure. In severe weather conditions families should listen to one of these radio stations for notification and advice.
- All families of children due to attend for that day will be telephoned by a member of Kiddy Winks staff.
- If any family cannot be contacted then a member of staff will (wherever possible) be at the session until at least 9.30.
- A member of staff will continue to try and contact the family. If the family is informed before arriving at the setting, the member of staff waiting at the setting will be advised so that they may return home.
- If a session is closed early due to severe weather, all parents will be contacted using contact numbers currently available. Please ensure that new numbers are always advised to Kiddy Winks.
- In the event of non-collection of a child we will follow our uncollected child policy and procedure.

Kiddy Winks will always aim to pick up and drop off to the Nottingham Academy, but if the pre-school supervisor decides that staff or children are in danger of injury during pick up/drop off in extreme weather conditions, then the following actions will be taken:

- All families of children due for pick up/drop off to the Nottingham Academy will be telephoned at least an hour before to inform them we will not be able to collect/ take their child to and from the Nottingham Academy.
- If Kiddy Winks remains open during the extreme weather then parents can pick their child up and bring them to Kiddy Winks for their lunch and afternoon session and vice versa if your child attends the morning session.
- Parents who pay fees will not be charged for pick up and drop off, if they attend their lunch and session. If your child does not attend then we will not charge you for the lunch or session.

Reviewed July 2012



## **FIRE SAFETY MANAGEMENT PLAN**

**Revised September 2012**

**Next review due: September 2015**

## 1. PREMISES PARTICULARS

**Premises Name:**  
Ground Floor Premises

**Use of Premises:**  
Under 5 Education

**Address:**  
Bakersfield & Neighbourhood  
Community Centre,  
312 Sneinton Dale,  
Sneinton,  
Nottingham  
NG3 7DN

**Tel No:**  
0115 8471570

**Owner/Employer/Person in control of  
Workplace:**  
Management Committee

### **Name and relevant details of the person who carries out the regular Fire Risk Assessment**

Natalie Kiernan (Supervisor) –Fire Warden

## 2. GENERAL STATEMENT OF POLICY

### **Statement:**

It is the policy of Kiddy Winks Pre School to protect all persons including employees, clients, contractors and members of the public from potential injury and damage to their health which might arise from work activities.

The company will provide and maintain safe and healthy working conditions, equipment and system of work for all employees, and to provide such information, training and supervision as they need for this purpose.

The company will give a high level of commitment to health and safety and will comply with all statutory requirements.

### **3. MANAGEMENT SYSTEMS**

#### **Commentary:**

This Fire Safety Management Plan should be considered alongside the Health and Safety Policy and it is kept in the Fire Procedure file in the First Aid cupboard in the kitchen.

The plan confirms that a risk assessment will be completed every SIX months to ensure adequate fire safety. The fire risk assessment will follow the five step approach detailed in the HM Government fire safety risk assessment guide.

The significant findings will be recorded.

Any deficiencies identified by the fire risk assessment process will be prioritized and rectified accordingly.

Although having overall responsibility for fire safety matters the employer has made the Management Committee responsible for fire safety matters which include the fire risk assessment and all matters appertaining to it.

The Management Committee will be responsible for:

- Deciding the fire safety protective and preventative measures
- Informing other responsible persons that they are
- Ensuring they are implemented and communicated to other employees
- Ensuring co-ordination between other responsible persons
- Monitoring the effectiveness of the fire risk assessment process and its implementation.

Health and Safety including Fire Safety will be a permanent agenda item for the Personnel and Premises sub-committee meetings and staff team meetings.

### **4. GENERAL DESCRIPTION OF PREMISES**

#### **Description:**

The building comprises of a former school which has been converted to a community centre and self-contained Pre School. Kiddy Winks Pre School only occupies part of the ground floor and this risk assessment is limited to those areas that Kiddy Winks as a tenant in the building has responsibility for.

The areas Kiddy Winks use are considered to be of low risk as in the event of fire there is little chance of anyone being placed at risk due to the fire safety measures in place.

The ground floor premises have three fire exits, one in the cloakroom, one in the office/staff room, and one next to the toilets.

#### **Occupancy:**

##### **Times the Pre School is in use:**

8.30am to 3.00pm with occasional evening and weekend use.

##### **The total number of persons employed within the Pre School at any one time:**

8 persons

##### **The total number of persons who may access the Pre School at any one time including children:**

40 persons

### **5. FIRE SAFETY SYSTEMS WITHIN THE PREMISES**

#### **Fire Warning System:**

Break glass electrical complying to BS 5839 (maintained by building landlord).

#### **Emergency Lighting:**

Maintained to 3 hours complying with BS 5266

**Other: (Fire Extinguishers)**

1 x water, located in the cloakroom

1 x CO2, located in the main office

1 x water, located in the toilet area near the fire exit

1 x fire blanket, located in the kitchen

All extinguishers are inspected annually by Nottinghamshire Fire and Rescue.

## 7. IDENTIFY FIRE HAZARDS

### **Source of Ignition:**

The ignition sources are those commensurate with Pre School premises. There is also an electric oven and a toaster on the premises.

Smoking is not allowed in the building.

### **Source of Fuel:**

The sources of fuel are those commensurate with Pre School premises. Paper for printers etc is stored in the office away from close proximity to printers or the single photocopier. Paper based files are stored in metal filing cabinets.

Waste bins are emptied daily. Larger waste items, cardboard, etc, is disposed of daily by local authority collection business waste collection service.

### **Work Processes:**

The work processes are commensurate with Pre School premises. There are no processes that pose a significant fire hazard. All electrical equipment is PAT tested annually through the community centre.

The company policy is to close down all electrical equipment at night.

### **Structural features that could promote spread of fire:**

This is an old building built around 1870.

All services and compartments are adequately fire stopped.

## 8. IDENTIFY PEOPLE AT RISK

### **Identify and specify the location of people at significant risk in case of fire, indicating why they are at risk, and what controls are or need to be in place:**

Employees are distributed through the playrooms and office.

Service users, visitors and contractors can only gain access to the premises via a numberlock door through the community centre. They are always accompanied by an employee who will brief them on the fire evacuation procedures. Employees are made responsible for their visitors during any evacuation.

Where visitors are identified as having disabilities that would prejudice their evacuation, the fire warden is informed and measures put in place to ensure their evacuation in the event of fire.

At the present time there are no employees with disabilities.

Some employees work late and during school holidays and may find themselves alone on the premises during these times.

Cleaning staff who work after normal working hours may also be isolated on the premises. The community centre is provided with a copy of this Plan.

## 9. MEANS OF ESCAPE – HORIZONTAL EVACUATION

### **Commentary:**

All employees are trained in what actions to take on hearing the alarm or discovering a fire. Regular fire evacuation tests take place. There are currently no employees with disabilities that would prejudice their evacuation from the premises.

There are sufficient fire exits of suitable width from the premises that will allow all persons accessing the premises to evacuate in the event of fire. There are no dead-end conditions.

It is anticipated that a fire on the premises would be a slow to medium growth fire involving paper, wood and plastic type materials. It is also anticipated that any fire would be noticed fairly soon after ignition by employees due to the open plan nature and working practices of the Pre School.

It is anticipated that all employees and persons accessing the premises would have evacuated the building before any escape route becomes untenable.

All door fastenings can be easily opened at all times and all escape routes lead to a place of safety.

All escape routes are covered by Emergency Lighting.

## **10. FIRE SAFETY SIGNS AND NOTICES**

### **Commentary:**

There are adequate fire safety signs and notices in the premises. All exit routes and fire safety equipment are adequately signposted.

## **11. FIRE WARNING SYSTEM**

### **Commentary:**

There is a manual/electric fire warning system comprising of manual call points. It will warn all persons accessing the building when actuated. The appointed fire warden or deputy will also check the premises upon hearing the fire alarm and evacuating the premises.

## **13. EMERGENCY LIGHTING SYSTEM**

### **Commentary:**

There is an adequate non-maintained emergency lighting system within the premises.

## **14. FIREFIGHTING EQUIPMENT**

### **Commentary:**

There are a sufficient number of fire extinguishers correctly located throughout the premises. They are adequate for the risks within the premises and have been serviced within the last twelve months.

## **16. METHOD FOR CALLING THE FIRE SERVICE**

### **Specify:**

Fire Warden (or deputy) to call 999

## **17. TRAINING**

### **Commentary:**

Training is provided by Nottingham City Council Early Years.

An annual training meeting is held as part of the team meeting to remind staff of what to do in the event of fire. Also included are Fire Drill Procedure and Fire Alarm Activation Procedure how to operate the fire alarm system.

All personnel including the Management Committee undertake this Training.

# FIRE DRILL PROCEDURE

Staff members, parents and volunteers need to be aware of all fire drill procedures. Staff will talk to the children on a regular basis about what to do in the event of a fire. When talking about these procedures, all persons involved MUST be notified that the bell is very loud.

- When the fire bell is heard, the Fire Warden will collect the fire drill records book and secondary register whilst all other members of staff tell the children to stop what they are doing, be counted and then be escorted to the nearest fire exit.
- All fire exits are clearly marked and depending on where you are at the time of the fire bell being heard will, determine which fire exit is to be used. All children must WALK sensibly to the allocated assembly point outside the building.

**FIRE EXIT 1:** Playgroup cloakroom near main entrance  
**ASSEMBLY POINT:** At the front of the building

**FIRE EXIT 2:** End of the corridor leading outside into the play area (Black gates).  
These gates should also be used if playing outside  
**ASSEMBLY POINT:** At the front of the building

**FIRE EXIT 3:** Office door to car park  
**ASSEMBLY POINT:** At the front of the building

**FIRE EXIT 4:** At the rear of the hall, this exit should be used if the children are in the hall at the time of the fire bell ringing  
**ASSEMBLY POINT:** At the front of the building

- One member of staff will check the toilets and rooms for any children or staff
- Once outside the building the Fire Warden will do a full head count of all the children, adults and staff members in that session. Along with how long the procedure took. The findings are then recorded in the Fire Drill log.
- Once informed to do so, the children, parents, staff will quietly file back into the premises.

In the event of a fire within the nursery areas a member of staff should sound the alarm and phone the Fire Brigade. Whilst other members of staff follow the above procedures.

**UNDER NO CIRCUMSTANCES IS ANYONE ALLOWED TO RE-ENTER THE BUILDING FOR ANYTHING**

# PROCEDURE IF THE FIRE ALARM IS ACTIVATED

1. The sounders will be activated until silenced at the control panel
2. The zone and device that has activated will be indicated on the screen at the fire alarm panel in the Community Centre
3. The device in alarm will have a red flashing LED to indicate it is in a fire condition
4. The cause of the alarm should now be investigated
5. If it is a manual call point it will also have a yellow flag showing above the press here sign
6. This can be reset by inserting the red key and turning to remove the yellow flag
7. When the cause of the alarm has been identified the sounders can be silenced by pressing the silence alarms button
8. The alarm can be reset by pressing the reset button and the panel will return to normal

# FIRST AID POLICY & PROCEDURES

## Policy statement

In our pre-school staff are able to take action to apply first aid treatment in the event of an accident involving a child or adult. At least one member of staff with current first aid training is on the premises or on an outing at any one time. The first aid qualification includes first aid training for infants and young children.

## Procedures

### The First Aid Kit

Our first aid kits comply with the Health and Safety (First Aid) Regulations 1981 and contains a content list which is checked weekly and as when used staff members have a duty to inform the supervisor of what items need replacing.

- The first aid box is easily accessible to adults and is kept out of the reach of children and is stored in the first aid cupboard in the kitchen
- No un-prescribed medication is given to children, parents or staff.
- At the time of admission to the setting, parents' written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval. A copy is stored in the children's first aid kit and copies is taken during the pickup and drop off service to the Nottingham Academy Nursery.
- Parents sign a consent form at registration allowing staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital.

## Legal framework

- Health and Safety (First Aid ) Regulations (1981)

Reviewed July 2012

# FOOD HYGIENE POLICY & PROCEDURES

## Policy statement

In our pre-school we provide and/or serve food for children on the following basis:

- Snacks
- Lunch provided by parents

## Procedures

- 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.
- At least one person has an in-date Food Hygiene Certificate.
- The person responsible for food preparation and serving carries out daily opening and closing checks on the kitchen to ensure standards are met consistently.
- 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.
- 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.

### 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 supervisor 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.

### Legal Framework

- Regulation (EC) 853/2004 of the European Parliament and of the Council on the hygiene of foodstuffs

Reviewed July 2012

# HEALTH & SAFETY POLICY & PROCEDURES

## Policy statement

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

- We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.
- All staff are competent to carry out these responsibilities.
- All staff have undertaken health and safety training and regularly update their knowledge and understanding.
- We display the necessary health and safety poster in the cloakroom.

## *Insurance cover*

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed on the parents noticeboard.

## Procedures

### Awareness raising

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and procedures as they understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- 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.
- As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at staff meetings.
- We operate a no smoking policy.
- Children are made aware of health and safety issues through discussions, planned activities and routines.

### Safety of adults

- Adults are provided with guidance about 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.
- 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.

### 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.

## *Electrical/gas equipment*

- All electrical/gas equipment conforms to safety requirements and is checked regularly.
- Our boiler/electrical switch gear/meter cupboard is not accessible to the children.
- Fires, heaters, electric sockets, wires and leads are properly guarded and the children are taught not to touch them.
- There are sufficient sockets to prevent overloading.
- The temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation is adequate in all areas including storage areas.

## Storage

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

## Outdoor area

- Our outdoor area is securely with a high wall.
- 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.
- Where water can form a pool on equipment, it is emptied before children start playing outside.
- All outdoor activities are supervised at all times.

## Hygiene

- We regularly seek information from the Environmental Health Department and the Health Authority to ensure that we keep up-to-date with the 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

## Activities and resources

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

- Sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.
- Children who are sleeping are checked regularly.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.
- Any faulty equipment is removed from use and is repaired. If it cannot be repaired it is discarded.
- Large pieces of equipment are discarded only with the consent of the manager

### **Legal Framework**

Health and Safety at Work Act (1974)

Management of Health and Safety at Work Regulations 1992

Electricity at Work Regulations 1989

Control of Substances Hazardous to Health Regulations(COSHH)  
(2002)

Manual Handling Operations Regulations 1992 (as amended)

Health and Safety (Display Screen Equipment) Regulations 1992

Reviewed July 2012

# INFORMATION SHARING POLICY & PROCEDURES

## Policy statement

Our pre-school recognises that parents have a right to know that information they share will be regarded as confidential as well as be informed about the circumstances, and reasons, when we are obliged to share information.

We are obliged to share confidential information without authorisation from the person who provided it or to whom it relates if it is in the public interest. That is when:

- it is to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult; or
- not sharing it could be worse than the outcome of having shared it.

The decision should never be made as an individual, but with the back-up of the supervisor. The three critical criteria are:

- Where there is *evidence* that the child is suffering, or is at risk of suffering, significant harm.
- Where there is *reasonable cause to believe* that a child may be suffering, or at risk of suffering, significant harm.
- To *prevent* significant harm arising to children and young people or serious harm to adults, including the prevention, detection and prosecution of serious crime.

## Procedures

Our procedure is based on the 7 golden rules for information sharing

1. Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.
  - Our policy and procedures on information sharing provide guidance to appropriate sharing of information with external agencies.
2. Be open and honest. Explain to families how, when and why information will be shared about them and with whom. Seek consent to share information, unless it puts the child at risk or undermines a criminal investigation.

In our setting we ensure parents:

- receive information about our information sharing policy when starting their child in the setting and they sign a form to say that they *understand* circumstances when information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult. This is on our registration form;
  - have information about our Safeguarding Children and Child Protection policy; and
  - have information about the circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.
3. Seek advice when there are doubts about possible significant harm to a child or others.
    - Supervisors contact children's social care for advice where they have doubts or are unsure.
  4. Share with consent where appropriate. Respect the wishes of children and parents not to consent to share confidential information. However, in the interests of the child, know when it is reasonable to override their wish.
    - Guidelines for consent are part of this procedure.
  5. Supervisors are conversant with this and are able to advise staff accordingly. Consider the safety and welfare of the child when making a decision about sharing information – if there are concerns

regarding 'significant harm' the child's well-being and safety is paramount.

In our setting we:

- record concerns and discuss these with the setting's *designated person* and/or *designated officer* from the Management Committee for child protection matters. Record decisions made and the reasons why information will be shared and to whom; and
  - follow the procedures for reporting concerns and record keeping.
6. Information shared should be accurate and up-to-date, necessary for the purpose it is being shared for, shared only with those who need to know and shared securely.
- Our Safeguarding Children procedure and Confidentiality procedure set out how and where information should be recorded and what information should be shared with another agency when making a referral.
7. Reasons for decisions to share information, or not, are recorded.

## Consent

Parents have a right to be informed that their consent to share information will be sought in most cases, as well as the kinds of circumstances when their consent may not be sought, or their refusal to give consent may be overridden. We do this as follows:

- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
- We may cover this verbally when the child starts or include this in our prospectus.
- Parents sign a form at registration to say they understand this.
- Parents are asked to give written consent to share information about any additional needs their child may have, or to pass on child development summaries, to the next provider/school.

We consider the following questions when we need to share:

- Is there legitimate purpose to sharing the information?
- Does the information enable the person to be identified?
- Is the information confidential?
- If the information is confidential, do you have consent to share?
- Is there a statutory duty or court order to share information?
- If consent is refused, or there are good reasons not to seek consent, is there sufficient public interest to share information?
- If the decision is to share, are you sharing the right information in the right way?
- Have you properly recorded your decision?

All the undertakings above are subject to the paramount commitment of the setting, which is to the safety and well-being of the child. Please also see our Safeguarding Children policy

## Legal framework

Data Protection Act 1998

Human Rights Act 1998

Reviewed July 2012

# KEY PERSON POLICY AND PROCEDURES

## Policy statement

At Kiddy Winks Pre School, we greatly value the strong positive relationships we build up with the children in our setting and their families. The key person is the special member of staff who will get to know you and your child and who welcomes you and your child to the nursery. The key person will never replace the parent, but will be a special extra adult for your child. We believe that this essential attachment should be planned for and encouraged. As your child gains confidence, then they will move happily away from the key person and start to get to know the other staff in the nursery. But the key person is still there, for you and your child, as a special person who gets to know you and who is there whenever they are needed

It is important for children to see practitioners interacting and relating to each other in positive ways. In this pre-school we positively encourage the staff and children to develop happy, secure relations and play together. Our teaching through play policy includes the area of emotional development. The following details the ways in which personal relationships between adults/children are developed.

- Through physical contact, such as holding children's hands
- Holding children gently to reassure them
- Cuddling children to express delight in their behaviour
- Tickling them, to gain attention, to respond to their attempts at communication
- Laughing with children when they show excitement, discovery and pleasure in the world
- Smiling, making funny faces
- Sitting children on your lap, giving comfort to them when they are upset and helping them to achieve a goal
- Talking about things that can make children and adults happy or sad.

The key person will support the child and monitor their learning and emotional and physical development. They will be the key point of contact for the parents/carers of the child.

Training will be provided for staff to enable them to carry out the key person role and arrangements will be in place to balance out the number of children assigned to each key person and to accommodate shift patterns and sickness absences.

## Procedures

- A key person will be allocated during the first week of the child starting Kiddy Winks
- The key person is responsible for the settling in of the child.
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person works alongside the parent/carer to plan and deliver the best course of action with regards to the child's well-being, care and learning.
- A key person is responsible for the developmental records of the child and for sharing information on a regular basis with the child's parent/carer to keep their records up to date, reflecting the full picture of the child in our setting and at home.
- 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.

Reviewed July 2012

# LEARNING & DEVELOPMENT POLICY & PROCEDURES

## Policy Statement

Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and interconnected, however at Kiddy Winks Pre School we do recognise the importance of strong PSE and communication and language development and physical development in determining children's future outcomes in learning. Through our enabling environment and with positive relationships each unique child can learn and develop individually. We are committed to a principle of learning through play whereby children and adults engage in exploratory and active learning, where creativity and critical thinking is developed, supported and extended and all areas of learning and development are implemented.

## Procedures

The prime areas of learning and development are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development

The four specific areas support and strengthen the prime areas.

4. Mathematics
5. Understanding of the World
6. Expressive arts and design
7. Literacy

All areas of learning and development are embedded in all continuous provision.

## Parent Carer Involvement

Parents and carers are a child's first and foremost enduring educators. Young children are eager learners and all adults have an important role in sustaining that eagerness. We hope parents/carers and staff working together will be the most valuable way of encouraging children to develop positively. It is also the main way in which children are helped as they move from the home environment to Kiddy Winks Pre School. Each child has a key person who ensures a long with the class teacher that every child's learning and care is tailored to meet their individual needs.

*"Parents are children's first and most enduring educators. When parents and practitioners work together in early years settings, the results have a positive impact on children's development and learning" "In true partnership, parents understand and contribute to the policies in the setting. Ensure that parents are kept informed in advance about what will happen at transition times, such as when children join the setting"*

- Parents are involved in and can contribute to the individual planning process
- Parents are invited to play in the sessions and join in with celebrations and projects
- Development files are shared with parents and are always available for parents and children to access and contribute to
- Resources are displayed in the nursery for the children to share with parents/carers
- Many of the daily routines of a young child will give opportunities for creative learning and problem solving that parents/carers can share and be part of
- Parent volunteers are involved in activities and experiences
- Parents/carers are always offered the opportunity to share interests and expertise
- Parents/carers are always offered the opportunity to record their child response to experiences

- Parents carers are given the opportunity to take part in our educational visits

## **Planning**

Planning incorporates a balance between adult and child initiated activities and experiences taking account of children's interests, experiences and schemas. Individual and group planning incorporates all areas of learning and development and puts the principles of the Early Years Foundation Stage into practice.

## **Evaluation and Assessment**

Evaluation of this area of provision is through discussion and dialogue at team meetings, observations and planning. At Kiddy Winks Pre School we also self-evaluate through our annual review of our OFSTED self-evaluation. Self-evaluation is an on-going process through our evaluation of basic provision and evaluation. Our self-evaluation is supported by the collation of evidence:

- Evidence of settled, confident and increasingly independent children is reflected both in the pre-school and the community
- Evidence of children's progress is monitored through internal assessment and parental comments
- Evidence of quality teaching and curriculum is monitored through the pre-school's appraisal and reviews and observations of learning and teaching and of provision
- Evidence through parent/carer feedback

## **1. Personal, Social and Emotional Development**

Children's emotional wellbeing is crucial to their learning and development and outcomes for the future. If staff and parents can support children in developing self-esteem, self-confidence, social skills and positive dispositions to learning then children can develop as autonomous, confident and social learners. Learning about themselves and other people and the world around them is at the centre of PSE.

### **Our aims**

- To help children develop the following attitudes and dispositions to learning: Curiosity, empathy, perseverance, independence, responsibility, self-control, valuing themselves and others, a sense of security, a sense of enjoyment and fun, a sense of success, trust in others, confidence, positivity
- Seeing differences in people as potentially positive and respecting others
- Value communication in its many forms, e.g. friendship and support
- To develop social skills and learn how to understand and manage their behaviour.

### **Aims into Practice**

- Key Person approach
- Opportunities to play alone and in groups of different sizes
- Individual planning from children's strengths and interests
- Images and experiences that challenge children's thinking
- Role modelling, embracing differences and similarities in gender, ethnicity, language, religion, culture, SEN and disabilities
- Continuous provision that supports and enables autonomous learning
- Patterns of the year- planned festivals that are celebrated across the pre-school
- Using learning stories to plan and assess the unique child's disposition to learning
- Monitoring levels of wellbeing, involvement and engagement using Leuven scales

### **Adult Role**

- Adults should interact with children in support of their interests and allow them to learn from their mistakes
- Provide a secure base from which children can explore
- Help children to safely use and care for materials and then trust them to do so independently

- Provide activities that encourage children to ask questions, seek answers, take decisions and solve problems
- Encourage children to explore and talk about new learning, valuing their ideas and ways of doing things
- Listen to parents' views on their child's development and any concerns that they have about their child's progress
- Support children's growing ability to express a wide range of feelings by labelling emotions and modelling noticing how others are feeling
- Give information that helps children to understand why people do things differently from each other and encourage children to talk about these differences
- Explicitly challenging negative comments and actions towards peers and adults
- Have consistent and appropriate expectations of all children, that take account of their individual development, starting point and cultural background
- Establish routines that are flexible but have predictable sequences and events
- Provide activities that involve turn-taking and sharing
- Share with parents the rationale of boundaries and expectations to achieve a joint approach
- Demonstrate concern and respect for others and living things
- Consider if and when to intervene/offer support
- Encourage children to see adults as a resource and as partners in their learning
- Create a feeling of openness so that children feel able to learn from each other and each other's experiences and interactions
- Ensure support for all children to participate in discussions and to be listened to carefully
- Anticipate the best from each child and be alert to their strengths
- For staff to view themselves as learners with an understanding of the importance of on-going training and professional development

## **2. Communication and Language**

The development and use of communication and language is at the heart of young children's learning. The ability to communicate gives children the capacity to participate more fully in their society. At Kiddy Winks Pre School this is achieved by development of close relationships and through experiences which engage all the senses. Kiddy Winks practitioners value and respect the notion that non-verbal messages remain an important form of communication throughout life. Being read to and beginning to read and write must be supported and extended.

### **Our aims**

- All children will be supported in developing skills and dispositions to enable them to become skilful communicators
- Children will be supported in engaging all the senses whilst developing speaking and listening skills building the foundations for communication and language
- Children will develop confidence and positive dispositions to using communication and language in a range of situations and for a range of purposes
- Children will listen attentively (e.g. to stories, songs and rhymes)
- Children will talk about their experiences and ideas
- Children will use increasing vocabulary to express thoughts and explore meanings
- Children will take part in role play and make up their own stories
- Children will develop an understanding of spoken and non-verbal communication that enables them to respond to others, give and follow instructions and ask and answer questions.

### **Aims into practice**

- Providing communication friendly spaces and a rich language environment with multi-sensory experiences
- Providing time and space for children to play uninterrupted by adults
- Modelling and encouraging talking and listening to each other
- Developing an awareness of different sounds in words, songs, the environment
- Development of the Every Child a Talker programme
- Monitoring, observing and evaluating children's communication in the environment
- Sharing developments in communication with families
- Supporting and sharing children's home language
- Encourage the participation of all children through expression i.e. pointing, gesturing, vocalisation and language
- Encouraging an interest in rhythm and rhyme through play
- Using signing with all children
- Provide time and opportunities to develop spoken language through conversations
- We extend children's interests and experiences through planning, parental involvement, educational visits and by listening to individual children

### **Adult Role**

- To encourage children to use language, to predict and to imagine by modelling, demonstrating and engaging in verbal and non-verbal conversations with children
- To use songs and singing within everyday practice, encouraging children to participate in rhyming and rhythmic experiences
- To recognise the importance of the Child's name in developing the communication process
- Modelling and sharing an enjoyment of stories and storytelling
- Providing commentaries on what you and the children are doing- more statements than questions
- Value and notice children's contributions and attempts at communications
- Accept and value the language and communication systems of each child
- To create situations and provide equipment that encourage communication and imaginative text
- To introduce a variety of language structures including story, rhyme, non-fiction and poetry
- To create situations where children follow instructions
- To share books with children and read to them on a regular basis, encouraging children to participate according to their language and sensory skills
- Demonstrate reading and storytelling to children and encourage them to take part
- To model and demonstrate listening and distinguishing different sounds in words, songs and the environment
- To identify children's stages of communication development
- Adults plan for communication, language and literacy development through long and short term planning including plans for each individual child
- Adults follow child's interest and schemas and develop learning opportunities in these situations
- Adults observe all children on a regular basis to extend their Communication Language and Literacy development
- Involve close teamwork between all appropriate professionals, workers, speech and language therapists and practitioners

### **3. Physical Development**

At Kiddy Winks Pre School, our aim is to encourage children's physical development as they grow in body awareness, and explore the range of movement experiences within their environment.

#### **Our aims**

- To help children explore and enjoy the freedom of movement both indoors and outdoors
- To encourage children to be active and interactive
- To support children in using their senses to learn about themselves
- To help children develop increasing control over their bodies
- To help children practice and consolidate new skills
- Provide opportunities for children to practice and refine developmental movement patterns
- To help children become aware of sensation in different parts of their body
- To help children develop confidence and self-esteem
- To help children develop a sound central nervous system, raising awareness of sensory stimulation
- To help children recognise the importance of keeping healthy through good eating, sleeping and hygiene routines
- To help children increase their vocabulary, practice and develop understanding of new words
- To help children develop a sense of space indoors and outdoors
- To help children express feelings through movement, and experience different emotions
- To help children to develop independence in their self-help skills
- To listen to and work closely with parent/carer in raising awareness of child's physical needs and interests
- To help children by providing opportunities for children to develop fine motor skills.

### **Aims into practice**

- Through the provision of an exciting, stimulating, challenging and imaginative outdoor and indoor learning environment; the children are presented with a wealth of opportunities to learn, rehearse and extend their physical skills. Playing in this environment, with their friends and interested adults, supports physical development and confidence
- We work closely with outside professional's e.g. hearing support, physio, OT to support children with physical disabilities physical development,

### **Adult role**

- Identify schemas/interests in children's movements and encourage the dynamic aspect
- Listen to parents/carers views on their child's development and interests to inform a shared understanding of the child's learning
- Ensure observations inform planning allowing practitioners to match the challenge – finding challenges children can manage and which develop their schema/ interest
- Allow children free exploration and enjoyment of movement
- Allow freedom of space and movement both indoors and outdoors
- Observe children's movements, healthy practices and fine motor skills
- Provide opportunities for children to revisit and practice developmentally appropriate movement patterns
- Provide opportunities for time to consolidate new skills and to use their new movement knowledge in a variety of situations
- Build children's confidence to take risks within a safe environment
- Motivate children to be active
- Value children's spontaneous movements
- Allow children time to support and develop their understanding
- Promote healthy active lifestyles and choices
- Introduce vocabulary alongside their actions
- Carry out risk assessments regularly
- Create a safe environment
- Identify and support progression in all aspects of physical development

- Talk with children about body parts and bodily activity- teaching the vocabulary of body parts, positions and movements
- Support parents routines with their children's toileting and developing self-care
- Work together with outside professionals to meet the needs of all children
- Talk about different spaces within their environment so they are able to match spaces with actions
- Mirror children's movements, vocalise actions and participate with enthusiasm
- Demonstrate new skills and use of equipment
- Consider if and when to intervene/offer support
- For staff to view themselves as learners with an understanding of the importance of on-going training and professional development

#### **4. Mathematics**

Children's mathematical development arises out of daily experiences in a rich and interesting environment. Children must be supported in their enjoyment and exploration of problem solving and mathematical development. They should be enabled to learn, revisit and reflect on their skills and understanding within numeracy and problem solving.

#### **Our aims**

- To provide children with opportunities to learn, discover, think, practise, problem solve, challenge, count, share and to enjoy all mathematical learning indoors and outdoors
- To encourage problem solving in young children at every opportunity – in the sand, in the water, at story time, at mealtimes, on walks, in the taxi, in the bath, on the bus, in the park, on holiday, at cooking sessions, outside and inside, at school, at home and in between!
- Children will show pleasure and enjoy problem solving because it is purposeful and fun

#### **Aims into practice**

- It is important that children have a variety of opportunities to talk about their mathematical experiences and to relate situations in all play activities to their developing understanding of number and mathematical concepts. Talking, observing, manipulating, counting and exploring all materials and play opportunities is important, as is the provision of specific and carefully selected resources and activities
- Children will show an interest in number and counting
- Children will use developing mathematical ideas and methods to solve practical problems
- The most useful mathematical learning for young children will come from playing with real objects and trying to solve real problems

#### **Adult role**

- Adults provide a range of mathematical opportunities and encourage children to explore real life problems, to make patterns and to count and match together
- Adults plan for mathematical development through long, medium and short term planning
- Adults ensure the environment provides a wealth of mathematical opportunities e.g. stories, songs, games, the natural environment, daily routines
- Adults regularly observe, assess and plan for a child's mathematical learning
- Adults participate in children's play to encourage their use of mathematical language, ideas and concepts
- Use mathematical vocabulary in conversations so that children have an opportunity to hear mathematical words in context
- Through observation adults will identify mathematical learning in children's spontaneous play
- Support children who use a means of communication other than spoken English
- Value children's graphic and practical exploration of Mathematics

- Practitioners will support parents in their understanding of children's mathematical learning

## **5. Understanding of the World**

Our children live in a complex interesting world and we need to provide opportunity to help them make sense of their environment and the world around them. We must provide them with skills, knowledge and understanding to do this.

### **Our aims**

- Children will learn to investigate and explore, be curious, be enthusiastic, experiment, solve problems, pose questions, use reference skills, adopt appropriate language
- Children will observe and identify features in their local environment and the natural world
- Children will learn to use tools and equipment correctly and maintain safety in their world
- They will extend and develop their interests and skills in designing and constructing
- Children will find out about and identify the uses of everyday technology and use communication technology to support their learning
- Children will develop an interest in the past and the present, in their own families and the wider community
- Children will develop an appreciation of the diversity of their world and encompass an understanding of festivals, culture and faiths

### **Aims into practice**

- Opportunities for children to experience awe and wonder
- To use the potential of daily events i.e. weather, visits, child's interest/objects of reference as a focus for exploration and experimentation
- To introduce children to a broader vocabulary and descriptive language
- To extend children's knowledge and understanding of a range of interests and experiences through educational visits
- Offer children opportunities to use a range of tools safely e.g. gardening
- Provide opportunities for children to encounter creatures e.g. natural habitats, pond dipping, bird watching, visiting pets
- Provide opportunities for children to encounter different people, visits from parents, sharing of skills, expertise, cultures, food, visitors from the community, photos and artefacts from familiar people's lives
- Provide opportunities for children to encounter plants, e.g. gardening, natural environments in the park, visiting allotments, vegetable patches, observational drawing of flowers
- Provide opportunities for children to explore objects from real life experiences e.g. real tools, vehicles, machines, visits to building sites/work, observing maintenance work, observing delivery vehicles

### **Adult role**

- Adults observe children at play, analyse their learning, schemas and interests, and develop their knowledge and understanding of each individual child
- Adults plan for knowledge and understanding through long, medium and short term planning, through observations, children's intents and dialogue
- Adults provide a range of exciting and interesting opportunities for children to explore and investigate every day
- Adults inspire and provide challenge
- Adults 'seize the moment' and respond to a child's spontaneity
- Adults follow children's interests and schemas, and develop learning opportunities in these situations

- Adults will enhance children's learning by providing stimulus artefacts, experiences
- Adults will have an awareness and recognition of different cultures in our society

## **6. Expressive arts and design**

Creative learning should be inspired and inspiring, challenging and fun, unique to the individual. In accordance with the Early Years Foundation Stage, and following learning through play ethos using continuous provision, all children are entitled to:

- A stimulating environment in which creativity, originality and expressiveness are valued
- Sufficient time to explore, develop, revisit and finish working at their ideas
- Opportunities to work alongside artists and other creative adults
- Experiences that enable them to express their ideas through a wide range of types of media
- Acknowledgement and celebration of their diverse and specific needs, interests and cultural beliefs

### **Our aims**

- We value and appreciate young children's painting, drawing, collage, sculpture, dance, music, imaginative play at every stage of development
- We support children's developing confidence in responding to what they see, hear, smell, touch and feel
- We plan learning experiences that develop creativity and support children's schemas and interests and where appropriate teach the skills required for certain techniques and materials
- We enable children to use gestures and words to communicate their ideas about their own creations and the creations of others
- We promote aesthetic awareness and an appreciation of things of beauty
- We provide a variety of media, tools and materials for children to explore, experiment with and enjoy

### **Aims into practice**

- Practitioners are aware that creative development is cross curricular and that creative thought is embedded in all areas of the curriculum
- We interact sensitively and support children to make decisions, take risks and play with ideas
- We value and display the child's voice displaying the learning journey of individuals and groups of children
- We have continuous and enhanced provision
- We provide a range of experiences to extend children's creativity through painting, drawing, block play, music, mathematical experiences
- We provide and display good quality resources and artefacts from a variety of cultures which stimulate new ideas
- We encourage visits and visitors
- Staff develop secure key person relationships with children ensuring children feel secure to "have a go", learn new things and be adventurous

### **Adult Role**

- Adults value children's own ideas by not imposing pre-determined end products e.g. not providing templates or outlines
- Adults model and pass on skills, but children are encouraged to make things their own
- Adults enable children to communicate their ideas through works and gestures, and where appropriate introduce and model vocabulary to express this
- Adults make effective observations of developments and progress in creative developments
- Adults participate in children's play to encourage them to develop confidence in their creativity and imagination and work in new ways

- Adults plan for creative development through individual and group planning
- Adults enhance children's creative experiences by providing stimulus resources, artefacts, visits and visitors

## **7. Literacy**

Literacy has its roots in communication and language but is developed through all areas of learning. High wellbeing and opportunities for movement, music and imaginative play and creative mark making are prerequisites to developing early literacy. Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest.

### **Our aims**

- Children will readily turn to mark making as a form of expression and communication
- Children will use and enjoy books, know that pictures and words have meaning and that pages turn, text reads from left to right and top to bottom
- Children will use their confidence in communication to extend their reading and writing skills
- Children will use literacy as a continuation of relating to each other
- Children will respond to and recognise their names verbally and in written form
- Children will become aware of letters of the alphabet by shape and sound
- Children will become aware of upper and lower case letters
- Children will associate sounds with patterns in rhymes, with syllables and with words and letters
- Children will use pictures, symbols, familiar words and letters in their writing to communicate meaning

### **Aims into practice**

- Children have free access and planned opportunities for movement activities and experiences
- Children have access to high quality, readily available picture books
- Children will have access to high quality, readily available mark making materials
- Children have opportunities to spontaneous and planned musical activities and experiences
- Create an environment where books and reading are enjoyed and valued and positively reflect a diverse range of languages and cultures
- Give children a wide experience of many types of books and opportunities to browse and talk about books
- Encourage children to recognise the use of print and symbols by adult demonstration in the environment
- Encourage children to explore and experiment with mark making
- Using and modelling a common letter formation when children are ready to begin to form letters
- Referring to letter names and letter sounds

### **Adult role**

- To introduce and discuss media, including television, computer, video and photograph
- To embrace opportunities to play with words using rhythm, rhyme and alliteration
- Make the forms and purposes of writing explicit
- Provide situations where writing is meaningful and appropriate
- To teach children as appropriate to their development the correct names and sounds for letters of the alphabet
- To model the correct formation of letters in their own writing/scribing
- To teach children as appropriate to their development the correct formation of letters
- Encourage children to participate in mark making and writing in a variety of contexts

- Act as a scribe so that the child's own ideas can be written down and read by others
- To value and support children's attempts at communicating through print
- To use and develop story props and sacks
- To provide dual language texts and books in children's home languages.

Reviewed July 2012

# LOST CHILDREN POLICY & PROCEDURES

## 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 pre-school supervisor.
- The pre-school supervisor will carry out a thorough search of the building and outside area.
- The register is checked to make sure no other child has also gone astray.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- If the child is not found, the parent is contacted and the missing child is reported to the police.
- The pre-school supervisor talks to the staff to find out when and where the child was last seen and records this.
- The pre-school supervisor carries out an investigation and may come to the setting immediately.

### Child going missing on an outing

This describes what to do when staff have taken a small group on an outing.

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person 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 pre-school supervisor contacts the police and reports the child as missing.
- The pre-school supervisor contacts the parent, who makes their way to the setting or outing venue as agreed with the nursery manager. The nursery is advised as the best place, as by the time the parent arrives, the child may have been returned to the setting.
- Staff take the remaining children back to the setting.
- In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found.
- The pre-school supervisor carries out an investigation and may come to the setting immediately.
- The pre-school supervisor may be advised by the police to stay at the venue until they arrive.

### The investigation

- Staff keep calm and do not let the other children become anxious or worried.
- The pre-school supervisor speaks to the child's parents

- The pre-school supervisor informs LADO
- The pre-school supervisor is to 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 group/outing and the name of the staff designated responsible for the missing child.
  - When the child was last seen in the group/outing.
  - What has taken place in the group 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. Setting leaders need 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 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 deputy. 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 pre-school supervisor will use her discretion to decide what action to take.
- Staff must not discuss any missing child incident with the press without taking advice.

Reviewed July 2012

# LUNCHTIME & LUNCH BOX POLICY

## Lunch Time

- At the beginning of the session all lunch boxes are to be taken by a member of staff and placed in the fridge until lunchtime
- The children are encouraged to go to the toilet and wash their hands prior to sitting at the dinner table
- Children are encouraged to eat their sandwiches before they are given their desserts, all of which are provided by their parent/carer
- If drinks are not provided by the parent/carer then fresh drinking water is provided by the setting
- A register will be taken by a member of staff whilst the children are at the dinner table. This is a register solely kept for lunch club
- Staff talk to the children whilst eating about healthy eating and healthy food
- Staff eat with the children to encourage good table manners and behaviour
- All the contents of the child's lunch box is displayed on a dinner tray
- Children who attend the Nottingham Academy afternoon sessions take their lunch boxes with them on the walking bus

## Lunch Boxes

- All lunch boxes must be clearly labelled with their child's name
- As we have 2 lunch time sittings so we can provide a pick up and drop off service to the Nottingham Academy we are unable to heat and reheat food for the children so all lunch boxes must contain cold lunches such as, sandwiches, crackers etc
- To promote healthy eating, Kiddy Winks has a healthy lunch box alternative scheme, which we encourage parents to follow. Parents should provide a healthy lunch box which doesn't contain things like, jam or chocolate spread sandwiches, coated biscuits, cakes, sweets and sugary drinks.
- If a child's lunch box contains any of the above items then they will be kept in the lunch box and not given to the child and the parent advised of healthy alternatives at the end of the session.

Reviewed July 2012

# **MEDIA & ELECTRONIC COMMUNICATIONS POLICY & PROCEDURES**

## **Policy statement**

Our nursery will ensure that personal mobile phones, personal laptops/tablets, personal cameras are not used within the setting by staff during working hours. Personal belongings must be stored away in the staff lockers, away from the children and only used during lunch breaks. Photographs capture moments and provide ideal evidence to document children's achievements. However, at Kiddy Winks we are aware of the importance of safeguarding all children. Photographs can only be taken of the children with parental permission.

## **Procedure**

The use of personal mobile phones, personal laptops/tablets, personal cameras in the nursery is strictly prohibited. Anyone found to have their personal mobile phones, personal laptops/tablets, personal cameras with them in the unit will be subject to disciplinary procedures. In case of personal emergencies, or if you are expecting an important phone call during work hours you are required to give them the pre-school's landline phone number to receive the call. Mobile phones can only be access during lunch breaks in the staff room. On trips and school runs the nursery mobile phone must be used.

Prior consent for photographs to be taken of a child is requested in the registration document. Photos can only be taken on the nursery's digital camera and must not leave the setting. Authorisation is given by parents on the registration form for photos of children to be used on the website or in publicity items such as posters and flyers etc.

Reviewed July 2012

# OUTINGS POLICY & PROCEDURES

## Policy statement

As part of our curriculum the children are taken for local walks, visits etc. off the premises and permission will be sought for your child to be included in such outings.

- Parents/carers will be informed in writing of any visits or outings involving transportation (by public transport, private coach/car) of children away from the pre-school. They will be asked to sign a consent form each time such an outing takes place.
- For local outings (where children and staff walk to the destination), we ask that parents/carers give their consent for these trips by signing the relevant section on our child registration form. Where possible, staff will let parents/carers know in advance that their child will be attending a local walk/trip.
- A risk assessment will be carried out for each outing, and staff will follow the specific procedures outlined below.

When taking a child on such a trip, outing or special event, the pre-school will:

- Advise parents on the equipment needed for the trip i.e. coats, rucksack, packed lunch etc.
- Operate a staff to children ratio of 1:2 and ensure at least two members of staff are present. Each adult will assume responsibility for the same two children throughout the trip
- Provide a designated person in charge, normally a senior member of staff (manager, supervisor or senior practitioner) and a designated First Aider.
- In case of a child going missing the Lost Child Procedure will be followed.

The staff members will:

- Ensure that the staff to children ratio of 1:2 is maintained at all times
- Take a list of children (or register) with them.
- Take the travel first aid kit.
- Take the Kiddy Winks mobile phone and contact numbers for staff and children
- Take anything else that is deemed necessary for the comfort of the trip.
- Take the register of children attending the trip before setting off, on arrival, half way through the visit, before departure, and again on arrival back at the nursery.
- Take head counts as deemed necessary throughout the trip
- Make provision 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
- Ensure any incident or accident that occurs on the outing is recorded in writing
- Inform Ofsted and/or local Health and Safety Executive of any serious incidents or accidents

- Follow the pre-school's code of conduct and maintain the pre-school's high standards of care and professionalism whilst on outings and trips

#### Use of vehicles for outings

If a vehicle is used for outings the following procedure will be followed:

- Ensure that written consent has been obtained from all parents/carers.
- Ensure vehicles fitted with seat belts, child seats, booster seats and airbags are used correctly.
- Ensure the maximum seating is not exceeded.
- All children will be accompanied by staff members.
- No child will be left in a vehicle unattended.
- Care and will be taken when getting in or out of a vehicle. Where possible, the vehicle should be parked away from busy roads and children should enter and exit on the pavement side.

#### Procedure to be followed for all outings

The staff member in charge of the outing will:

- Carry out a risk assessment of the destination in advance of the trip. Should this be a destination that is frequently visited (e.g. local playground), staff will complete a risk assessment once a year but be mindful of any safety concerns on every visit, and up date the risk assessment as appropriate.
- Assign each child to an adult who will be responsible for their safety throughout the outing.
- Ensure all children hold hands with an adult whilst walking, and that the group stays together as one unit at all times. The group will normally be lead by the designated person in charge.
- Plan a safe walking route to the destination using approved pedestrian crossings.
- Ensure that each adult maintains a constant vigilance whilst at the destination, in particular keeping sight of the two children for whom they are responsible.

Reviewed July 2012

# PARTNERSHIP WITH PARENTS POLICY & PROCEDURES

## Policy statement

We believe in working with parents. We respect all parental comments and concerns because parents have the best understanding of their child's needs and are the child's main educator.

Parents are welcome to talk to any staff member about any concerns and to look at their child's records and join in activities.

We will endeavour to ensure that there is a close consultation with parents at all times.

## Procedures

- Sharing information about the child when they first start by filling in a baseline assessment.
- Parents are kept informed about their child's progress throughout the term by their key person.
- If a child is upset or unwell, we will contact the parent straight away.

## Parental involvement

All parents are welcome to volunteer and help out within the pre-school sessions throughout the term. If a parent can share a talent they have like dancing or cooking, or would simply like to come in and read with the children, then we have a parent rota situated on the parent's noticeboard in the cloakroom. On helping out you will see how the sessions are organized and how your child is coping/enjoying being at the pre-school. You will also see how and who your child likes to play with.

Regular parental volunteers will need to be CRB checked, this can be organized through our Parent Voluntary Management Committee on behalf of the pre-school.

Parents/Carers are encouraged to join the Parent's Voluntary Management Committee as without our committee Kiddy Winks would be unable to run. If you might be interested or need any further information please speak with the pre-school supervisor, Management Committee or your child's key person.

Reviewed July 2012

# PET POLICY & PROCEDURES

## Policy statement

At Kiddy Winks Pre School we encourage our children to learn about the natural world, and other living creatures as part of the E.Y.F.S. From time to time this will include contact with animals either inside or outside the setting when we are on a visit. We aim to ensure sensible hygiene and safety controls are in place at all times.

## Procedures

- We take into account the views of our parents and children when selecting animals or creatures to have in the setting.
- Risk assessments are carried out taking in to account hygiene, safety and health risks.
- Suitable housing is provided for our animals, and they are cleaned out regularly.
- Our animals are fed and watered on a regular basis.
- Our animals are registered with the local vets.
- The children at the nursery are taught how to handle the animals and are supervised at all times.
- Children are encouraged to wash their hands thoroughly after having contact with the animals or creatures.
- Our staff wear disposable gloves at all times when cleaning out the animals and handling soiled bedding.
- Animals brought into the setting by a visitor to show our children are the responsibility of the owner.
- The owner of the animal carries out their own risk assessment of how the animal is handled and any safety issues are followed.
- All staff are shown copies of the risk assessment so they are fully aware of any safety issues.

Reviewed July 2012

# RISK ASSESSMENT POLICY & PROCEDURES

## Policy statement

This pre-school believes that the health and safety of children is of paramount importance. We make our pre-school 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.

The basis of this policy is risk assessment. Risk assessment processes follow five steps as follows:

- Identification of risk: Where is it and what is it?
- Who is at risk: Childcare staff, children, parents, cooks, cleaners etc?
- 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.
- Control measures to reduce/eliminate risk: What will you need to do, or ensure others will do, in order to reduce that risk?
- Monitoring and review: How do you know if what you have said is working, or is thorough enough? If it is not working, it will need to be amended, or maybe there is a better solution.

## Procedures

Our risk assessment process covers adults and children and includes:

- checking for and noting hazards and risks indoors and outside, and in our premises and for activities;
- assessing the level of risk and who might be affected;
- deciding which areas need attention; and
- developing an action plan that specifies the action required, the time-scales for action, the person responsible for the action and any funding required.

Where more than five staff and volunteers are employed the risk assessment is written and is reviewed regularly.

We maintain lists of health and safety issues, which are checked daily before the session begins as well as those that are checked on a weekly and termly basis when a full risk assessment is carried out.

## Legal framework

Management of Health and Safety at Work Regulations 1992

Reviewed July 2012

# SAFEGUARDING CHILDREN POLICY & PROCEDURES

## Policy Statement

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

Natalie Kiernan

We comply with procedures approved by the LSCB. We intend to create in our setting an environment in which children are safe from abuse and in which any suspicion of abuse is promptly and appropriately responded to. In order to achieve this we will:

### 1. Exclude known abusers

It will be made clear to applicants for posts within the setting that the position is exempt from the Rehabilitation of Offenders Act 1974. All applicants applying for work within the setting, whether voluntary or paid, will be interviewed before being appointed and will be asked to provide at least one reference. Explanations will be sought for all applicants with a history of short term job positions, all references will be followed up.

All employment whether paid or voluntary will be subject to a probationary period of three months. Employment will not be confirmed unless the setting is confident that the applicant can be safely entrusted with children, and all CRB checks are clarified.

### 2. Prevent abuse by means of good procedure

We will seek out Safeguarding Children training for all adults involved in the setting, this will ensure that all staff recognise the symptoms of possible physical neglect, emotional and sexual abuse. Individuals/workers will not be left alone with or accompany children to the bathroom without having a current enhanced CRB check.

Children will be encouraged to develop a sense of independence through adult support in making choices and in finding names for their own feelings and acceptable ways to express them.

The layout of the playroom will allow constant supervision of all children.

### 3. Respond appropriately to suspicions of abuse

The first concern will be for the child. Children whose condition or behaviour has given cause for concern will be listened to, reassured and then their comments must be recorded carefully on an incident form.

These concerns of abuse may or may not (depending on the contents) be shared with parents/carers, and or local social care.

We believe in working with parents. We respect all parental comments and concerns because parents have the best understanding of their child's needs and are the child's main educator.

Parents are welcome to talk to any staff member about any concerns and to look at their child's records and join in activities.

We will endeavor to ensure that there is a close consultation with parents at all times.

Regular parental volunteers will need to be CRB checked, this can be organized through the parent's voluntary management committee on behalf of the playgroup.

Parents/carers are always encouraged to become members of the parent's voluntary management committee who are CRB checked in accordance with OFSTED regulations.

## **Procedures**

If a child enters the setting with injuries or has conversations regarding any injuries with a member of staff and they have cause to suspect that a child has been or is at risk of being abused the member of staff must:

- Seek medical attention where necessary, having sought parental consent. If the parent refuses to consent the staff member must immediately refer the matter to social care or the police, unless urgent medical attention requires an ambulance.
- Seek an explanation from parents/carers if they are available. Explanations however puzzling should be accepted and carefully noted, however if explanations of the injury/incident do not coincide with the actual injury/incident social care must be informed immediately. Parents must be informed unless the concern is of a sexual nature.
- If a referral has been made to social care by telephone it must be followed up in writing within 24 hours. Children can also be asked for explanations but should only be questioned about what has happened and to clarify what they are saying. Children must not be made to feel responsible for what has happened.
- Whenever worrying changes are observed in a child's behavior, physical condition or appearance an incident form will be completed. This is a separate form from the usual on going records of the children's progress and development. The record will include, in addition to the name and age of the child, the date observed and the staff signature. The observation must be in detail describing objectively the child's behavior/appearance, without comment or interpretation where possible, the exact words spoken by the child, using a body map to record the place of injury when needed.
- Such records will be kept in a separate file and will not be accessible to people other than the setting staff and social care.
- The setting will take every step in its power to build up trusting and supportive relationships between families, staff and volunteers in the setting.
- Where abuse at home is suspected, the setting will continue to welcome the child and family while investigations proceed. Within the provision the care and safety of the child must always be paramount, the setting will do all in its power to support and work with the child's family involving outside agencies where needed.
- The setting operates in accordance with guidelines laid down by the EYFS every child matters. Confidential records kept on children about whom the setting are anxious about will be shared with the social care department, if the setting feels that adequate explanations for changes in the child's condition have not been provided.

The setting will maintain ongoing contact with the registering authority, together with names, address and telephone numbers of individual social workers, to ensure that it would be easy, in an emergency, for the setting and the social care department to work well together.

**CHILDREN'S SOCIAL CARE 0115 8765600**

Reviewed July 2012

# SAFEGUARDING STAFF POLICY & PROCEDURES

## Policy statement

Everyone at Kiddy Winks has a responsibility for safeguarding and promoting the welfare of children and for ensuring that they are protected from harm.

We are committed to robust recruitment and selection procedures to ensure that all staff and volunteers have been appropriately screened prior to employment.

We ensure child protection training is available to staff and volunteers through induction continuous training and development opportunities.

We have a confidential reporting policy in place to enable concerns emerging about the conduct of an adult to be appropriately addressed.

All staff and volunteers have a duty to ensure that children are safe and protected and we all have a duty to ensure that if there are any concerns relating to the welfare or safety of a child the Local Safeguarding Children Board procedures are followed.

In any conflict between the needs of a child and those of others, the needs of the child must come first. Any allegation which may indicate that an adult has behaved this way that has...

- Harmed a child, or may have harmed a child
- Possibly committed a criminal offence against, or related to a child
- Behaved towards a child or children in a way that indicates he/she is unsuitable to work with children

...will be reported to the Local Authority Designated Officer and the appropriate procedures followed.

Confidentiality will be upheld as far as possible at all times.

We believe that all members of the organisation are entitled to receive care and protection from harm. We will not accept inappropriate behaviour towards children, staff or volunteers and will ensure that any concerns or allegations of impropriety are dealt with quickly, fairly and sensitively.

In the event that an allegation of abuse is made against a member of staff or volunteer, the nominated person (Natalie Kiernan) will seek advice from the Local Authority Designated Officer (LADO) and will agree the procedure to be followed. Where the allegation arises outside of the work setting the LADO will inform the organisations designated person

Any staff disclosing information regarding inappropriate behaviour by colleagues will be listened to and supported.

Parents of a child allegedly abused by a member of staff or other adult will be kept informed of the progress and outcome of any investigation.

Any member of staff facing investigation into an allegation of abuse will be subject to the procedures laid down by LSCB, and suspended with pay whilst the investigation takes place. Staff will be offered appropriate access to professional and personal support networks, and will be kept informed of the progress and outcome of any investigation.

## Procedures

- Parents/Carers, staff and volunteers who are concerned about a child's welfare or who believe that a child is or may be at risk of abuse should pass any information to the Nominated Person (NP) at Kiddy Winks within 24 hours.
- Parents/Carers of the child or children involved in the allegation will be informed immediately if they are not already aware of the allegation.
- The NP will record any allegations made and assess what level of action to take with regards to the allegation. All allegations will be reported to LADO for independent examination even if they are considered less serious.
- Consideration by Kiddy Winks of disciplinary action in respect of the individual
- Enquiries and assessment by children's social care about whether a child is in need of protection or in need of services
- A police investigation of a possible criminal offence.
- Any employee/volunteer who has had an allegation made against them will be notified as soon as the LADO, social care and police (if needed) have been informed.
- If the allegations made are serious the employee/volunteer will be suspended from Kiddy Winks with/without pay until further investigations have taken place. This member of staff will be kept informed of ongoing investigations and assess whether any additional support is needed.
- If the allegations are less serious the NP and LADO will decide the best form of discipline needed (if any). All warnings whether they be verbal or written will be recorded in the employees file.
- Parents/Carers of the child or children involved in the allegation will be informed immediately if they are not already aware and will be kept informed during the investigation, assessed as to whether extra support is needed and told the outcome including the disciplinary process.

Designated Person –

Natalie Kiernan  
Kiddy Winks Pre School  
Tel 0115 8471570

Local Authority Designated Officer – Karen Shead

Safeguarding in Childcare  
Nottingham City Council  
Children and Families Dept  
Tel 0115 8764725

# **SAFETY & SECURITY POLICY & PROCEDURES**

## **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 Criminal Records Bureau.
- Adults do not normally supervise children on their own.
- All children are supervised by adults at all times.
- Whenever children are on the premises at least two adults are present.
- We carry out risk assessments to ensure children are not made vulnerable within any part of our premises, nor by any activity.

### Security

- Systems are in place for the safe arrival and departure of children, staff man the entry door and safety gate during pick up and drop off times.
- The times of the children's arrivals and departures are recorded on the secondary register.
- The arrival and departure times of adults - staff, volunteers and visitors - are recorded on the secondary register and in the visitors book.
- Our systems prevent unauthorised access to our premises, we have 2 keypad door entry systems on the main doors to the community centre.
- Our systems prevent children from leaving our premises unnoticed as doors are locked during sessions and supervised at pick up and drop off times.
- The personal possessions of staff and volunteers are securely stored during in staff lockers during sessions.

Reviewed July 2012

# SPECIAL EDUCATIONAL NEEDS POLICY & PROCEDURES

## Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority (LEA).
- Are under compulsory school age and fall within the definition above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area
- b) for children under two, educational provision of any kind.

This SEN policy details how Kiddy Winks will do its best to ensure that the necessary provision is made for any child who has special educational needs and those needs are made known to all who are likely to teach them. Kiddy Winks will use its best endeavours to ensure that early years practitioners in the pre-school are able to identify and provide for those children who have special educational needs to allow children with special educational needs join in the activities of the setting together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the children with whom they are educated.

The setting will have regard to the **Special Educational Needs Code of Practice** when carrying out its duties toward all children with special educational needs and ensure that parents are notified of a decision by Kiddy Winks that SEN provision is being made for their child.

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. Kiddy Winks recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

## Identification, Assessment and Provision in Early Education Settings

The Government's Early Learning Goals sets out what most children will have achieved by the end of the foundation stage/school reception year. Children will progress at different rates during the foundation stage. By the end of this stage some children may still be working towards the goals. Such children will need differentiated learning opportunities to help them progress and regular monitoring of their progress.

## Graduated response

Monitoring of individual children's progress is essential. Where a child appears not to be making progress

then it may be necessary to use alternative approaches to learning. Ongoing difficulties may indicate the need for help above that which is normally available for children in the particular early education setting.

The key test for action is evidence that the child's current rate of progress is inadequate.

### **Adequate progress**

Once practitioners have identified that a child has special educational needs, the setting will intervene through **Early Years Action**. If this intervention does not enable the child to make satisfactory progress the SENCO may need to seek advice and support from external agencies. This form of intervention is referred to as **Early Years Action Plus**. Informing parents to contribute their knowledge and understanding of their child and raise any concerns they may have about their child's needs and the provision that is being made for them, is an essential initial step.

### **The SENCO**

In this Early Years setting the SENCO is Toni Thompson & Sam Dixon

The SENCO will have responsibility for:

- ensuring liaison with parents and other professionals in respect of children with special educational needs
- advising and supporting other practitioners in the setting
- ensuring that appropriate Individual Education Plans are in place
- ensuring that relevant background information about individual children with
- special educational needs is collected, recorded and updated.

The SENCO will take the lead in further assessment of the child's particular strengths and weaknesses; in planning future support for the child in discussion with colleagues; and in monitoring and subsequently reviewing the action taken. The SENCO will also ensure that appropriate records are kept including a record of children at Early Years Action and Early Years Action Plus and those with statements. The practitioner usually responsible for the child will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme.

### **Early Years Action**

When a child is identified as having a special educational need, interventions should be devised that are an addition to those provided as part of the setting's usual curriculum (Early Years Action). The triggers for intervention through Early Years Action could be concern about a child who despite receiving appropriate early education experiences:

- makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness
- continues working at levels significantly below those expected for children of a similar age in certain areas
- presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the setting
- has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment
- has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning.

If practitioners in consultation with parents conclude that a child may need further support to help them progress, staff should seek the help of the SENCO. The SENCO and colleagues will collect all known information about the child and seek additional information from the parents. In some cases, outside

professionals from health, social services or the education psychology service may already be involved with the child. If external professionals have not already been working with practitioners, the SENCO should contact them if parents agree.

### **Nature of intervention**

The SENCO and the child's practitioner, in consultation with parents, will decide on the Action needed to help the child to progress in the light of their earlier assessment. This Action will comprise of individualised arrangements for learning and teaching. These arrangements may include:-

- Extra adult time in devising the nature of the planned intervention and monitoring its effectiveness
- The provision of different learning materials or special equipment
- Some individual or group support or staff development and training to introduce more effective strategies
- Access to LEA support services for one-off or occasional advice on strategies or equipment
- Staff training to provide effective intervention without the need for regular or ongoing input from external agencies.

### **Individual Education Plans**

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). This should include information about

- the short-term targets set for the child,
- the teaching strategies
- the provision to be put in place,
- when the plan is to be reviewed
- the outcome of the action taken.

The IEP will record only that which is additional to, or different from, the differentiated curriculum in place as part of normal provision. The IEP will focus on three or four key targets and will be discussed with parents and the child. The IEPs will be continually kept 'under review,' but are formally reviewed three times a year. Parents' will be consulted as part of the review process.

### **Early Years Action Plus**

Early Years Action Plus is characterised by the involvement of external support services who can provide more specialist assessments, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities. The triggers for referral for seeking help from outside agencies could be that, despite receiving an individualised programme and/or concentrated support, the child:

- continues to make little or no progress in specific areas.
- continues working at an early years curriculum substantially below that expected of children of a similar age
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualized behaviour management programme
- has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When Kiddy Winks seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been

set and achieved. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. The resulting IEP for the child will set out new strategies for supporting the child's progress. Delivery of the IEP will remain the responsibility of Early Years practitioner.

### **Requests for statutory assessment**

For a very few children the help given by the early education setting through Early Years Action Plus will not be sufficiently effective to enable the child to progress satisfactorily. It will then be necessary for the setting, in consultation with the parents and any external agencies already involved, to consider whether a statutory multi-disciplinary assessment may be appropriate. Where a request for a statutory assessment is made to the LEA, the child will have demonstrated significant cause for concern and the setting will provide evidence to the LEA detailing:

- The pre-school's action through Early Years School Action and Early Years School Action Plus
- Individual education plans for the child
- Records of regular reviews and their outcomes
- The child's health including the child's medical history where relevant
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents and of the child
- Involvement of other professionals
- Any involvement by the social services or education welfare service.

Statutory assessment involves consideration by the LEA, working co-operatively with parents, the child's educational setting and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. The LEA may decide that the degree of the child's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LEA to determine the child's special educational provision through a statement of special education need. This will detail:

- The child's name, address and date of birth
- Details of all of the child's special needs
- Identify the special educational provision necessary to meet the child's special educational needs
- Identify the type and name of the school where the provision is to be made
- Include relevant non-educational needs of the child
- Include information on non-educational provision

All children with statements of special educational needs will have short-term targets set for them that have been established after consultation with parents, child and include targets identified in the statement of educational need. These targets will be set out in an IEP and be implemented, at least in part and as far as possible, in the normal early years setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the early years practitioner.

### **Annual review**

All early years statements will be reviewed at six monthly with all involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The review will focus on what the child has achieved as well as on difficulties that need to be resolved. The SENCO of the receiving primary school will be invited to attend the final review in the early years setting, to allow them to plan an appropriate IEP to start at the beginning of the new school year and enable the child and the parents to be reassured that an effective and supportive transfer will occur.

Reviewed July 2012

# SETTLING IN POLICY & PROCEDURES

## Policy statement

It is extremely important that the transition from home to Kiddy Winks Pre School runs smoothly for the child and the parents/carers. Kiddy Winks staff will work closely with parents/carers during this important time in their child's life. Before a child starts to attend the setting we use a variety of ways to provide parents/carers with information. This includes our prospectus which is given out before the child attends the setting and our parent handbook given out once the child is registered, and information on our policies and procedures all of which are available upon request.

## Procedures

- Parents/Carers and children are asked to attend Kiddy Winks Pre School for two initial sessions where the parent stays with the child and all the relevant paperwork is completed, including the child's baseline assessment.
- After the initial two sessions we are happy for parents to stay, if the child requires extra support and until the child is deemed to be settled
- The child will be allocated a key worker during the first week of attending the setting
- Some children take longer than others to settle and some settle more quickly and then can become distressed a few weeks later. The child's key person will work with the child's parents/carers to support their child through this transition period. It is important that the child and their parents/carers are relaxed and happy in the setting.
- When the child starts they are welcome to bring a transitional item i.e. toy, blanket with them for as long as they need the comfort gained from the item. Once the child has settled we do advise that children leave toys and comfort items at home as these sometimes cause arguments and can get lost.
- We judge a child to be settled when they have formed a relationship with their key person, the child is familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back and when.
- During the child's first session without their parent/carer, we do advise parents/carers to ring to find out how their child is settling in, for peace of mind, as it may be the first time the parent/carer has left their child. Please stay within the local vicinity in case we need you to come.
- Within the first 4-6 weeks the child's key person will do an initial assessment and also based on the information given by the parent on the child's baseline assessment, will plan activities within the setting to help the child on their learning development.

Reviewed July 2012

# SMOKING, ALCOLHOL & SUBSTANCE POLICY & PROCEDURES

## Smoking policy statement

We comply with health and safety regulations the Smoke-free (Premises and Enforcement) Regulations 2006 and the Welfare Requirements of the EYFS in making our pre-school a no-smoking environment - both indoor and outdoor.

- All staff, parents and volunteers are made aware of our no-smoking policy.
- We display no-smoking signs.
- Staff who smoke do not do so during working hours. Unless on a break and off the 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.

## Alcohol & Substance policy statement

It is an offence under the Misuse of Drugs Act 1971 for any person knowingly to permit the production, supply or use of controlled substances on their premises except in specified circumstances (e.g. when they have been prescribed by a doctor).

- Alcohol is not allowed, or is to be consumed anywhere on the premises. Any employee at work, or on the premises, who appears to be under the influence of alcohol, will be immediately sent home without pay and their employment may be terminated.
- In the event of a child being collected by a parent/carer/adult who in our opinion who is under the influence of alcohol or substance, we will contact another member of the family to come and collect them instead. This will ONLY happen if we think that the person collecting the child is not safe to do so.
- If the parent/carer comes to collect their child in a vehicle and they are seen to be driving whilst, in our opinion under the influence of alcohol/substances then we will have no option but to inform the police.
- Any non-prescription drugs or any other illegal substances are not permitted, or should be used on the premises. Any employee at work, or on the premises, who appears to be under the influence of drugs, will be immediately sent home without pay and their employment may be terminated.

Reviewed July 2012

# STAFF SUPERVISION POLICY & PROCEDURES

It is a legal requirement that each member of staff employed by Kiddy Winks Preschool, and all volunteers, are to receive supervision sessions with their Supervisor.

These sessions will discuss training, provide supervision and support appropriate roles. The supervision is compulsory and must take place every 6 weeks.

There are three main areas to supervisions:

- **Line management**, which is about accountability of practice and quality of service. This includes managing team resources, delegation and workload management, performance appraisal, duty of care, support and other people-management processes
- **Professional supervision**, with workers or groups of workers to enable and support quality practice. A key aspect of this function is reviewing and reflecting on practice issues. This may include reviewing roles and relationships, evaluating the outcomes of the work and maximising opportunities for wider learning.
- **Continuing professional development of workers** to ensure they have the relevant skills, knowledge, understanding and attributes to do the job and progress their careers. Constructive feedback and observation of practice should be part of the learning process for workers and supervisors

The supervision session must:

- be planned and the supervisee must be aware of the objectives (agenda)
- have time set aside and appointments must be made at a time and place agreeable to the Supervisor and Supervisee.
- not be interrupted unless absolutely necessary

During the session the Supervisor and Supervisee will work through a supervisory form.

The aim of these sessions is to support the Supervisee and to encourage reflective practice and development. It also enables the Supervisee to raise any concerns.

Reviewed July 2012

# UNCOLLECTED & LATE COLLECTION POLICY & PROCEDURES

## Policy statement

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

We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

## Procedures

Parents of children starting at the setting are asked to provide the following specific information which is recorded on our Registration Form:

- Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
- Place of work, address and telephone number (if applicable).
- Mobile telephone number (if applicable).
- Names, addresses, telephone numbers of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
- Who has parental responsibility for the child.
- Information about any person who does not have legal access to the child.
- On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted.
- On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they provide us with written details of the name, address and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child through a password system.
- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. We provide parents with our contact telephone number.
- We inform parents that we apply our child protection procedures as set out in our child protection policy in the event that their children are not collected from setting by an authorised adult within one hour after the setting has closed and the staff can no longer supervise the child on our premises.

If a child is not collected at the end of the session/day, we follow the following procedures:

- The child's file is checked for any information about changes to the normal collection routines.
- If no information is available, parents/carers are contacted at home or at work.

- If this is unsuccessful, the adults who are authorised by the parents to collect their child from the setting – and whose telephone numbers are recorded on the Registration Form – are contacted.
- All reasonable attempts are made to contact the parents or nominated carers.
- The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
- If no-one collects the child after one hour and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.
- We contact our local authority children's social services care team on tel no. 0115 9150800
- The child stays at setting in the care of two fully-vetted workers until the child is safely collected either by the parents or by a social care worker.
- Social care will aim to find the parent or relative if they are unable to do so, the child will become looked after by the local authority.
- Under no circumstances do staff go to look for the parent, nor do they take the child home with them.
- A full written report of the incident is recorded in the child's file.

**We reserve the right to charge parents for the additional hours worked by our staff. You will be charged £1 per minute after the first 5 minutes you are late. This charge is essential as staff costs are incurred whilst caring for your child**

Reviewed July 2012

# WHISTLE BLOWING POLICY & PROCEDURES

## **Policy statement**

Our pre-school will ensure that all staff are aware of and feel comfortable in reporting any concerns to the supervisor, Management Committee or Ofsted regarding inappropriate behaviour from staff members. Ensuring that all members of staff are following correct procedures is of utmost importance to us.

## **Procedures**

If a member of staff has a concern about a colleague it must be reported immediately to the supervisor or Management Committee. The supervisor will then conduct a thorough investigation into the allegation made. If necessary the member of staff will be suspended during this period. If the allegation is upheld, depending on the seriousness of the allegation the member of staff employment will be terminated.

Any safeguarding allegations will be reported to the Nottingham City Safeguarding Board and Ofsted.

Reviewed July 2012