

Policies and Procedures

Safeguarding Children

1. Children's rights and entitlements (Including PREVENT DUTY)

Policy statement

- At Sunny Days Nursery 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.
- As part of the PREVENT DUTY we actively promote British values.
- We encourage children to develop a sense of autonomy and independence.
- We support 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.
- Sunny Days Nursery work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other	3.2 Supporting every child	4.4 Personal, social and emotional development

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;

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- **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 have their voice heard and listened to when things affect them and decisions are being made about them**

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
- Adults **respect children’s rights** and **facilitate children’s participation and representation** in imaginative and child centred ways in all aspects of core services.

Safeguarding Children

2. Child protection and vulnerable adult’s policy

Policy Statement

Sunny Day’s Nursery and pre-school wants to work with children, parents and the community to ensure the safety of children and to give them the very best start in life.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider context	4.4 Personal, social and emotional development

Our aims are to:

- Create an environment in our nursery and pre-school which encourages children to develop a positive self-image, regardless of race, language, religion, culture or home background.
- Help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- Encourage children to develop a sense of autonomy and independence.
- Enable children to have the self-confidence and the vocabulary to resist inappropriate approaches; and
- Work with parents to build their understanding of and commitment to the welfare of all our children.

The legal framework for this work is:

- The Rehabilitation of Offenders Act
- The Children Act 1989, 2004
- Human Rights Act 1998
- GDPR 25TH May 2018
- The Protection of Children Act 1999
- The Children (NI) Order
- The Children (Scotland) Order

Liaison with other bodies:-

- We work within the Local Safeguarding Children’s Partnership guidelines as outlined in the ‘what to do if you’re worried a child is being abused’ booklet and the Family Services Child protection

Procedures. We work within the 'working together to Safeguard Children' with particular regard to page 56.

- We have a copy of the Safeguarding Children's Partnership Guidelines available for staff and parents to see.
 - We notify the registration authority (Ofsted) within 14 days of any incident or accident and any changes in our arrangements which affect the wellbeing of children.
 - We have procedures for contacting the local authority on child protection issues.
 - If a report is to be made to the authorities, we act following guidance as set out on www.swcpp.org.uk in deciding whether we must inform the child's parents at the same time.
- At Sunny Days Nursery we realise that it is not only children but also adults that can be vulnerable to abuse. We have a copy of the Cornwall Council 'say no to abuse' information available in the lobby. All staff have read and discussed this leaflet in order to ensure that they understand and can help parents, staff or volunteers who may be victims of abuse.

Methods

Staffing and volunteering

Kathy is our child protection/Safeguarding officer. Kathy is deputy safeguarding officer. All staff knows who the safeguarding officer is and how to refer concerns, including whistle blowing. Kathy is available outside of working hours should a parent, volunteer or member of staff have a concern. Parents, volunteers and practitioners are given Kathys s number when they join the setting or Kathy can be contacted at the setting and Lucy Askew (Chairperson is available for contact on 07881490729

Staff have been provided with the number for **Local Authority's Designated Officer (LADO) (01872 327225)** and information on their role should they need their assistance.

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

Applicants for posts within the nursery and pre-school are clearly informed, following our settings employment and staffing policy that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry out checks before posts can be confirmed. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.

We abide by Ofsted requirements in respect of references and DBS checks for staff and volunteers and keep a central record, to ensure that no disqualified person or unfit person works at the pre-school or has access to the children.

Volunteers do not work unsupervised.

- We abide by the Protection of Children Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.
- We have procedures for recording the details of visitors to the pre-school.
- We take security steps to ensure that we have control over who comes into the nursery or pre-school so that no unauthorised person has unsupervised access to the children.

Disciplinary Action

Where a member of staff or a volunteer is dismissed from the pre-school or internally disciplined because of misconduct relating to a child, we notify the Independent Barring Board so that the name may be included on the List for the Protection of Children and Vulnerable Adults.

Training

All members of staff know how to access training. The designated safeguarding officer (Manager) and Kathy Marchant (Deputy Manager and Second Safeguarding Officer in the managers absence) will attend LSCP Inter agency child protection updates every 2 years. All members of staff receive basic child protection awareness training at least every three years to ensure that they are able to recognise the signs and symptoms of possible physical, emotional, sexual abuse and neglect and so that they are aware of the local authority guidelines for making referrals. We ensure that all staff knows the procedures for reporting and recording their concerns in the setting. We also have strong connection to the school.

Curriculum

- We introduce key elements of child protection into our foundation stage curriculum, so that children can develop understanding of why and how to keep safe by creating an environment that is calm, interesting and well supported by adults.
- We create within the nursery and pre-school a culture of value and respect for the individual, where the child's voice is listened to.
- We ensure that this is carried out in a way that is appropriate for the ages and stages of our children.

Planning

The layout of the space allows for constant supervision by sight or hearing as appropriate. Where children need to spend time away from the rest of the group, for instance when an adult is changing a nappy, the door is left ajar.

Complaints

- Our prospectus ensures that all parents know how to complain about staff or volunteer action within the nursery and pre-school, which may include an allegation of abuse.

We follow the guidance of the Local Safeguarding Children's Partnership when responding to any complaint that a member of staff, or volunteer within the setting, or anyone living or working on the premises occupied by the setting, has abused a child. Contact number Multi Agency Referral unit - 0300 1231 116 - Out of hours office 01208 251300

- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting or anyone living or working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.
- We refer any such complaint immediately to the Local Authority's Designated Officer (LADO) (01872 327225) social care department to investigate. We also report any such alleged incident to Ofsted within 14 days and what measures we have taken. We are aware that it is an offence not to do this.
- We contact the DBS referral helpline to determine if a referral and investigation is necessary on 01325 953795
- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
- Where the committee and children's social care agree it is appropriate in the circumstances, the chairperson will suspend the member of staff on full pay, or the volunteer, for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process.
- Staff members should notify management immediately when an allegation /complaint have been received. If an allegation is made against Deputy Manager then (Manager) should be notified. If an allegation is received against the manager then the chairperson Lucy Askew will be notified.

Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, sexual and neglect.
- When children are suffering from physical, sexual or emotional abuse, this may be demonstrated through changes in their behaviour, or in their play. Where such changes in behaviour occur, or where children's play gives cause for concern, the nursery and pre-school investigates.
- At Sunny Days Nursery we recognise that early intervention and support for families can help prevent abuse, for instance by supporting a family to manage a child's behaviour effectively, thus reducing tension. Therefore we work with parents to support them where appropriate.
- We allow investigation to be carried out with sensitivity. Staffs in Sunny Days take care not to influence the outcome either through the way they speak to children or ask questions of children.
- Where a child shows signs and symptoms of 'failure to thrive' or neglect, we make appropriate referrals.

Safeguarding Action may be needed to protect children from:

- Neglect
- Physical abuse
- Sexual abuse
- Emotional abuse
- Bullying, including online bullying and prejudice-based bullying
- Racist, disability and homophobic or transphobic abuse
- Gender based violence / Violence against woman and girls
- Radicalisation and/ or extremist behaviour
- Child sexual exploitation and trafficking
- The impact of new technologies on sexual behaviour
- Teenage relationship abuse
- Substance misuse
- Issues that may be specific to a local area or population
- Domestic abuse
- Female genital mutilation
- Forced Marriage
- Fabricated or induced illness
- Poor parenting, particularly in relation to babies and young children

Disclosures

Where a child makes a disclosure to a member of staff, that member of staff:

- Offers reassurance to the child (does not advise it won't happen again)
- listens to the child
- Gives reassurance that she or he will take action.

The member of staff does not question the child

Recording suspicions of abuse and disclosures

Staffs make a record of:

- The child's name;
- The child's address;

- The age of the child;
- The date and time of the observation or the disclosure;
- An objective record of the observation or disclosure;
- The exact words spoken by the child;
- The name of the person to whom the concern was reported, with date and time; and
- The names of any other person present at the time.

These records are signed and dated and kept in a separate confidential file.

All members of staff know the procedures for recording and reporting. We refer to the 'what to do if you're worried a child is being abused'

Informing Parents

We share the 'What to do if you are worried a child is being abused' summary booklet with parents when they start at the setting.

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

Confidentiality

All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Area Child Protection Committee.

Support to give families

- Sunny Days Nursery and pre-school recognise the value of early intervention. Therefore we build up trusting and supportive relations among families, staff and volunteers in the group. This means that we are able to discuss concerns and support to families as soon as a concerns are raised.
- We would continue to welcome the child and the family whilst investigations are being made in relation to abuse in the home situation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child only if appropriate under the guidance of the Safeguarding Children Partnership.
- With the proviso that the care and safety of the child is paramount, we offer to work closely to support and work with the child's family.

N.B. if in doubt refer to the 'What to do if you're worried a child is being abused' document. If still in doubt – refer. **Multi Agency Referral Unit (MARU) 0300 1231 116 - Out of hours office 01208 251300**

Safeguarding children

3. Children in Care (CIC) & PLAC (Previously Looked After Children)

At Sunny Days Nursery we believe that all Children in Care should have equitable access to excellent pre-school provision and achieve at a similar level to all Cornwall children. We as a community aim to be champions for Children in Care and take a proactive approach to support their success, recognising that we as a pre-school setting have a vital role to play in promoting children and young people's social and emotional development.

Designated Teacher for CIC & PLAC – (Manager & Safeguarding Officer)

Second contact for CIC & PLAC if DT not available – Kathy Marchant (Deputy Manager)

‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.’

Statutory Framework for the Early Years Foundation Stage DFE March 2012

A Unique Child	Positive Relationships	Enabling Environments	Learning & Development
Every Child is unique and deserves the best possible start in life. Practitioners will support each child by identifying their needs, keeping them safe and valuing and respecting their individuality	Each child has a key person and a CIC designated adult who will support them and liaise with their carers and outside agencies. They will provide a warm, trusting relationship where boundaries and expectations are clearly defined.	Children learn and develop well in an enabling environment. The key person will ensure that this is right for their child. An environment where the individual and learning is valued	The key person will foster the characteristics of effective learning for the individual child.

EYFS Key themes and commitments

Our aims to support Pre-School Children in Care (CIC) & PLAC Previously Looked After Children

- Provide a safe and secure environment, which values education and believes in the abilities and potential of all children.
- Narrowing the gap - Bring the educational attainments of our Children in Care in line to those of their peers. Ensure appropriate use of Pupil Premium Plus *to support education.
- Making sure that they have access to education appropriate to their age and ability. This includes full access to the Early years Foundation Stage
- Identifying our settings’ role to promote and support the learning and development of our Children in Care. Always ask the question “Would this be good enough for my child?”
- **Kathy Marchant** is our designated person for Children in Care who will act as their advocate and coordinate support for them, liaising with carers and or parents (as appropriate) and social workers on a wide variety of educational and care issues. **The deputy** will act in this role in her absence.

All staff and management are committed to ensuring improved educational life chances for Children in Care by ensuring that the relevant personnel have reasonable support and time to complete tasks and responsibilities. Also establish and maintain appropriate reporting and monitoring procedures both within the setting and with other agencies.

DESIGNATED Person / SETTING MANAGER FOR CHILDREN IN CARE (CIC) & PLAC Previously Looked After Children.

- Maintain a register of all Children in Care (this includes children both from in and out of Cornwall)

This will include a record of:

- The contact person in the relevant Children in Care Education Support Service (CiCESS).
- Status i.e. type of care. See sheet at end of policy for definitions of care orders
- Type of Placement e.g. foster, respite, residential, adoptive.

- Name of Social Worker, area office, telephone number

“The PEP is a record of what needs to happen for looked after children to enable them to fulfil their potential.” (*Promoting the Educational Achievement of Looked After Children DCSF March 2010*) “The PEP should reflect the importance of a personalised approach to learning which secures good basic skills, stretches aspirations and builds life chances.” (*Promoting the Educational Achievement of Looked After Children DCSF March 2010*)

- Ensure statutory documentation is kept up to date and is relevant to the child’s needs and ability i.e. Personal Education Plan
- Daily contact and telephone numbers of those who need to be contacted in an emergency or for any other concerns. E.g. name of young person, name of parent or carer or key worker in children’s home.
 - Share Child Protection / disability information if appropriate (if not appropriate to share, indicate the confidential nature of the information)
 - Relevant health information
 - Baseline information and any other relevant assessments or information.
 - The child (where appropriate) is entitled to decide who attends their Children in Care Statutory Reviews (6 monthly); if the setting does not attend they need to submit a written report that promotes the continuity and stability of their personal education plan.
 - Participate in appropriate Children in care training and joint agency training.
 - If there are safeguarding concerns for a Child in Care or any other child, contact and advice should be sought from the **Multi agency referral unit (MARU) 0300 1231 116**

The Manager will keep the Chair, informed of any Children in Care in the setting, their progress and any concerns including:

- Number of CIC on setting roll
- Number of CIC with up to date PEPs
- Overall attainment of CIC in the setting / performance compared to peers
- Number of CIC with SEN and statements
- Authorised and unauthorised absence levels of CIC
- Number of CIC who have been excluded in previous 12 months

- The setting celebrates the achievements of Children in Care.
- Staff should have high expectations of the child, encouraging achievement and ambition
 - The child will have a key person in the setting who is able to take time to listen to them and have access to support and counselling if required.
 - For young Children in Care, there should be clarity in relation to who is and is not allowed to collect the child from the setting
 - All staff within the setting are made aware of the needs of Children in Care and actively promote their best interests
 - Adults in the setting will need to be sensitive to the young person's wishes over what is known and by whom regarding their care status
 - Effective assessment, recording and reporting practices are established
 - Ensure systems are in place to keep staff updated and informed about Children in Care
 - kathy ensures that positive messages about behaviour and achievement are shared within the setting and between setting, carers and outside agencies and that high educational expectations are maintained
 - Staff work in partnership with carers and agencies and parents (where appropriate).
 - Support carers to value educational achievement and improve attendance
 - Staff can help the individual begin to feel that they are fitting in and offer them a safe haven and a sympathetic ear in a crisis

- Staff are aware that being or becoming 'in Care' has a major impact on children's lives and that when considering children's learning and or behaviour, due consideration will be given
- Staff are aware of a variety of issues that may undermine the young person's ability to engage in the learning process including feelings of loss, rejection, isolation, confusion and low self-esteem
- Staff need to be aware of possible unresolved feelings the young person may have about their own families and siblings, in addition to insecurity over their current homes and carers

Special Educational needs / Gifted and talented:

- Any special educational needs / Gifted and talented abilities are quickly identified and appropriate provision is made.
- Ensure that systems are in place to identify and prioritise when Children in Care are underachieving and have early interventions to improve this.
- Contact needs to be made with the Children in Care Education Support Service (CiCESS) as soon as concerns are raised.
- If the child or young person has a statement of special educational need, then ensure the six monthly review coincides with one of the six monthly care planning reviews; dates can be obtained from the social worker and should include the Senior locality SENCO from the Early years Inclusion team.

Admissions and transitions:

- Ensure that on admission or transfer all relevant information is obtained at the outset
- Make every effort to provide continuity of pre-school educational experience
- Prioritise Children in Care within settings own admissions procedures and admit children as quickly as possible recognising the importance of re-establishing educational stability for Children in Care.

Exclusion:

- Identify any Child in Care who is at risk of exclusion and contact the EY School improvement team (Carol Kimberley), the Inclusion team (Clare Lowry) Children in Care Education Support Service (CiCESS), Social Worker and or relevant professionals to put proactive strategies in place to avoid the Child in Care missing days from school

Multi-agency liaison: Links with Early years services

- Designated person / Centre Manager will need to liaise closely with carers, parents (if appropriate) and the child's social worker on a variety of issues. It is important that positive messages about behaviour and achievement are shared
- There should be a well-planned and co-ordinated approach to meeting the child's educational and social needs, for example, whether potentially disruptive changes in the setting can be prevented
- There needs to be clear understanding about the role and responsibility of setting staff in relation to the young person and the roles and responsibilities of the other professionals involved
- Staff will need to share positive perceptions and high expectations of the child with other professionals but especially with the child themselves
- The setting should be aware of and sensitive to the appropriate role of the carers and or parents
- Designated person /Managers should ensure that requests from the LA for statistical information held by the setting are completed and returned on time to comply with statutory obligations

- Support the child to have the opportunity to participate fully in planning and decision making

Early years Improvement team:

Early years Inclusion team:

Supporting practice and quality of provision for all children including children in care. Offering wider support across the settings

Childcare and play development team:

Supporting any aspect of early year's provision. Focus on leadership and management meeting the safeguarding and welfare requirements in settings.

Personal education plans (PEPs):

"The PEP is the joint responsibility of the local authority and the school." (*Promoting the Educational Achievement of Looked After Children DCSF March 2010*)

- Ensure that there is a quality Early years Personal Education Plan in place for each child to include appropriate targets. This must be compatible with the child's Care Plan held by the Social Worker, and form part of any other setting plan. E.g. Statement, Transition Plan, Pastoral Support Programme, adoption plan
- Contribute to the process whereby all Children in Care have a high quality EY Personal Educational Plan (PEP) in place within 10 days of starting the setting. This will include SMART educational targets and will be linked to the child's Care Plan and any other plan resulting from the assessment of the child (IEP, PSP, Statement of Educational Need)
- Following the writing of an EY PEP, any educational recommendations in that PEP will be adhered to by staff in order that any Child in Care has the opportunity to fulfil and achieve the targets set
- Hold an EY PEP meeting for every statutory care review, involving the Social worker, foster carers, young person and parent if appropriate (*See brief PEP Guidance on website*)
- PEP 'Responsibility sheet' will record who holds PR / signing of consent forms / emergency contact

Being 'in care'

Section 20 – When a child is accommodated under a Section 20 voluntary arrangement. Cornwall, in this instance does not have parental responsibility, this remains with the parents but the child is 'accommodated' by Cornwall.

Interim care order -This is an Order that is made at the first hearing after Care Proceedings have been issued. This Order can last for up to 8 weeks and can be renewed every 4 weeks after that. The Order can only be granted if the Court feels there is good reason to believe that a child may be at serious risk of harm.

When Social Services apply for an Interim Care Order, they have to have prepared an Interim Care Plan which sets out where the child should live until the final hearing. This will include contact arrangements between the parent and the child. The Interim Care Order, like a Care Order grants Cornwall Parental Responsibility which means they are able to make decisions about the child's living arrangements and do not need the parents' permission to do so.

There are several final orders the court can make:

Care order

This is an order that places the child in the care of Cornwall and gives it parental responsibility. This does not mean the parents lose parental responsibility but it does mean Cornwall can override their wishes if it believes this would be best for your child. However, it must have consulted parents first. **For this order to be made, the child must be under 17 years old.**

A care order means that Cornwall must provide a place for the child to live (for example with relatives or foster carers) and is responsible for the child's 'maintenance' (making sure they have money to live on). Occasionally the child remains at home with parents under a care order, but Cornwall still makes all decisions and can remove the child at any time if they are concerned about the care the child is receiving.

If Cornwall is granted a care order, its plans for the child will be set out in the care plan filed at court. This plan must be reviewed regularly and parents should be consulted about this. **A full care order remains in force until the child is 18 years old, unless the court:**

- Makes a residence or special guardianship order;
- Decides that the order should end (known as 'discharging' the order);
- Makes a supervision order instead; or
- Makes an adoption order.

Supervision order

This means parents have parental responsibility and remain responsible for their child's care, but Cornwall has the power to 'supervise' how they care for your child. A supervision order lasts up to one year but the council can ask the court for an extension for up to two more years.

Residence order

This order would mean that the child would live with someone else, such as a member of the family, without Cornwall being involved. It would give that person parental responsibility for the period of the order.

Special guardianship orders

This court order places a child with someone who is not their parent in a longer-term arrangement. It is more permanent than a residence order because a parent cannot apply to 'revoke' (end) the order without

the courts permission. The court can give this permission only where the circumstances have changed significantly since the order was made. However, a special guardianship order (SGO) does not break the legal relationship between a parent and child. If an SGO is made for the child, the special guardian will gain parental responsibility for him or her. Parents will still have parental responsibility as well, but the special guardian has the right to override their wishes if they cannot agree.

Placement order

In rare cases Cornwall may consider that the child should be placed for adoption. Where adoption is planned, Cornwall will probably apply for a 'placement order' at the final hearing. This order allows Cornwall to place the child with prospective adopters even if parents don't consent to this.

There are further legal proceedings before the court can make an 'adoption order'. If the child is adopted, he or she will stop being a member of the birth family, and will become legally related to the adoptive parents. Once a placement order has been made, there are only very limited circumstances in which parents can later apply to end it or to oppose adoption.

Related documentation:

See CiCESS website on Cornwall intranet for related documentation and information

www.cornwall.gov.uk/cicess

'Statutory Framework for the Early Years Foundation Stage DFE March 2012'

Promoting the Educational Achievement of Looked After Children Statutory Guidance for Local Authorities DCSF March 2010

Improving the Educational Attainment of Children in Care (Looked After Children) DCSF 2009

Improving the Attainment of Looked After Children in primary schools DCSF 2009

Special Educational Needs SEN Code of Practice and SEN toolkit

'Conducting Early years Inspections' Ofsted July 2012

Safeguarding children

4. Confidentiality and client access to records

Policy statement

Definition: *'Confidential information is information of some sensitivity, which is not already lawfully in the public domain or readily available from another public source, and which has been shared in a relationship where the person giving the information understood it would not be shared with others.'* (Information Sharing: Practitioners' Guide)

Sunny Days Nursery, staff and managers 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. Here at Sunny Days we aim to ensure that all parents and carers can share their information. In the confidence that it will only be used to enhance the welfare of their children. There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the General Data Protection Regulation (GDPR) and the Human Rights Act.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider context	

Confidentiality procedures

- Sunny Days check whether information parents share with us is to be regarded as confidential or not.
- Parents sometimes share information about themselves with other parents as well as staff; the setting cannot be held responsible if a parent they confide in reveals this information
- 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 (see record keeping procedures) – e.g. accidents, injuries, changes to family etc.

Client access to records procedures

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 **Manager or the Chairperson**.
- If Kathy receives a letter, she will inform the chairperson and sends a written acknowledgement.
- The setting commits to providing access within 14 days, although this may be extended.
- The Manager and chairperson of Sunny Days committee 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 and a photocopy of the complete file is taken.
- The **manager and chairperson of Sunny Days 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 reviewed by the manager 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 Sunny Days Nursery, which is to the safety and well-being of the child. Please see also our policy on child protection.

Facebook

Facebook is an internet site that is in the public arena. It is vital that practitioners who go on Facebook maintain a level of professionalism that will not have a negative impact on parents or prospective parents to

the nursery. Therefore is not a place to discuss events that have happened at Sunny Days Nursery or individuals views of Sunny Days or their staff. When practitioners join the nursery the induction stresses the importance of maintaining confidentiality and that something said positively by one person can be interpreted as negative by another. Failure to maintain a professional relationship on face book or elsewhere can result in disciplinary action, including dismissal. This includes the inclusion of inappropriate comments or photographs out of hours that may affect the professionalism of the individual.

Legal framework

- General Data Protection Regulation (GDPR) 2018
- Human Rights Act 1998

Further guidance

- Information Sharing: Practitioners' Guide (HMG 2006)
[www.everychildmatters.gov.uk/ files/ACB1BA35C20D4C42A1FE6F9133A7C614.pdf](http://www.everychildmatters.gov.uk/files/ACB1BA35C20D4C42A1FE6F9133A7C614.pdf)

5. Information sharing (Including GDPR)

“Practitioners need to understand their organisation’s position & commitment to information sharing. They need to have confidence in the continued support of their organisation where they have used their professional judgement and shared information professionally.” Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)

Policy statement

At Sunny Days Nursery we recognise that parents have a right to know that information they share

Is regarded as confidential. Parents should be informed of the reasons 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 when:

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

When the child protection officer or her representative shares information she has gained with regard to safeguarding a child or adult the committee will support her decision providing the correct procedure has been followed.

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.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning & Development
1.2 Inclusive practice 1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider context	

Procedures

Sunny Days Nursery procedures are based on the 7 golden rules for information sharing as set out in *Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)*.

- Remember that the General Data Protection Regulation 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
- 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.

At Sunny Days we ensure parents:

- Are advised about our information sharing policy when enrolling their child, they sign a form to confirm that they *understand* circumstances when information may be shared without their consent. (When it concerns safeguarding a child or vulnerable adult) This is on our [Parents as Partners contract](#)
- Have access to information about our Safeguarding Children and Child Protection policy
- Have access to 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.
 - Seek advice when there are doubts about possible significant harm to a child or others.
 - Managers contact children’s social care for advice where they have doubts or are unsure.
 - 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.
 - The Manager is conversant with this and is 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.

At Sunny Days we:

- Record concerns and discuss these with the settings *designated person*. Record decisions made and the reasons why information will be shared and to whom.

- Follow the procedures for reporting concerns and record keeping.
 - 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 Child Protection procedure and Record Keeping procedure set out how and where information should be recorded and what information should be shared with another agency when making a referral.

- Reasons for decisions to share information or not are recorded. This is set out in our Record Keeping procedure

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 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 child development summaries, to the next provider/school.
- Copies given to parents of the forms they sign.

Sunny Days staff 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 so 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 and Child Protection policy.

GDPR

GDPR is a regulation that requires businesses to protect the personal data and privacy of its users.

At Sunny Days we do require Data from our Staff, parents and of our Children in order to offer our services.

In order to protect our Families we ensure that Data collected is viable and relevant, we only gather what we need in order to offer our service such as:

- Children's details such as address, DOB, full name to enrol a child at the setting
- We would also require to see evidence of their DOB (for funding purposes)
- Parent's details such as DOB, National Insurance Number and Contact details for Funding Purposes and emergency contact information for the setting.
- We gather staff details such as Full names, address, DOB and employment history
- We also gather bank details in order to pay staff along with their national insurance number

A full detailed Audit sheet is attached to see all data gathered and how and why Sunny Days uses this data.

We store data for the legal recommended time for each and ensure that all data is secured.

We do this by ensuring that our computers are all passwords protected and that we limit access to these.

We ensure that all staff files are kept securely locked in the office. All parent and children's record are securely locked in office.

All Sunny Days banking information is password protected and accessible by Manager, the book keeper and the treasurer of the committee.

Legal framework

General Data Protection Regulation 2018
Human Rights Act 1998

Further Guidance

Information Sharing: Guidance for practitioners and Managers
www.everychildmatters.gov.uk/files/116ABBC875E8FEE7BC1E03F534A1EFAA.pdf

6. Uncollected Child

Policy statement

In the event that a child is not collected by an authorised adult at the end of a session/day, Sunny Days Nursery 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.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners	3.4 The wider context	

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 and 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 has legal access to the child.

- On occasions when parents are aware that they will not be at home, in their usual place of work or unable to be contacted by mobile phone, 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.
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- However we recognise that there are times when written permission cannot be given in advance, for instance when there is a family emergency. On these occasions staff can release a child to a nominated adult provided they are sure that parental permission has been given. Where written permission has not previously been given that adult who collects is asked to sign for the child. If not known a password is put in place and description given.
- 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 room diaries are 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 care team: **0300 1234 101 / 0300 123 1116**
For full day care, this will be the out of hour's duty officer: **0300 1234 101 / 01208 251 300**
- 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 to 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.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.
- Ofsted may be informed on: **0300 123 1231**

Other useful Pre-school Learning Alliance publications:

- [Child Protection Record \(2007\)](#)

7. Missing child

Policy statement

At Sunny Days Nursery 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.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners	3.4 The wider context	

Procedures

Child going missing on the premises

- As soon as it is noticed that a child is missing the a staff member will carry out a brief search
- Within 5 minutes she alerts the manager, a member of staff is allocated to stay with the children.
- The staff and managers will carry out a thorough search of the building and outside areas.
- 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, school is informed and a further search undertaken, getting support from school staff if appropriate.
- If the child is not found, the parent is contacted within 15 minutes of the child going missing and the missing child is reported to the police.
- Manager talks to the staff to find out when and where the child was last seen and records this.
- Sunny Days Nursery management team contacts the chairperson to report the incident. Chairperson and committee officers carry out an investigation and come to the setting.
- OFSTED are informed within 14 days

[Child going missing on an outing](#)

This describes what to do when staff have taken a small group on an outing, leaving the Sunny Days management team and other members of staff back in the setting. IF KATHY has accompanied children on the outing, the procedures are adjusted accordingly. What to do when a child goes missing from a whole setting outing may be a little different, as parents usually attend and are responsible for their own child.

- 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, then call the register to ensure that no other child has gone astray. One staff member searches the immediate vicinity but does not search beyond that.
- Kathy is contacted immediately and the incident is reported, if they are not present at the outing.
- The management team contacts the police and reports the child as missing.
- Within 10 minutes a member of the management team contacts the parent, who makes their way to the setting or outing venue as agreed with Kathy. The members of staff that remain at the setting are advised, as by the time the parent arrives, the child may have been returned to the setting.
- Practitioners are allocated to take the remaining children back to the setting.
- The management team contacts the chairperson and reports the incident. The chairperson, with the committee officers carry out an investigation and may come to the setting immediately.
- Management or designated staff member 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 management team together with the chairperson speak with the parent(s).
- The chairperson/ committee carry out a full investigation taking written statements from all the staff present
- The key person/staff member writes an incident report detailing the date and time of the report.
- What staff/children were in the group and the name of the staff designated for the missing child and when the child was last seen in the group/outing. What took place in the group or outing since the child went missing. Estimated time 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 & 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 within 14 days on 0300 123 1231 at **The National Business Unit, OFSTED, Piccadilly Gate, Store Street Manchester M1 2WD.**
- 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.
- Sunny Days Nursery staff may be the understandable target of parental anger and they may be afraid. The managers 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 setting leader. When dealing with a distraught and angry parent, there should always be two members of staff, one of whom is the setting leader and the other should be the chairperson of the management committee or representative. 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 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 reassuringly
- 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 chairperson will use their or committee officials will use their discretion to decide what action to take. Staff must not discuss any missing child incident with the press without taking advice.

8. Supervision of children on outings and visits

Policy statement

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

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners	3.3 The learning environment	4.2 Active learning

Procedures

- Parents sign a general consent on registration for their children to be taken out on general village walks
- There is a risk assessment for each venue carried out, which is reviewed regularly.
- Parents are always asked to sign specific consent forms before major outings.
- A risk assessment is carried out before an outing takes place and all venue risk assessments are made available for parents to see.
- Our adult to child ratio is high, normally one adult to two **or three** children, depending on their age, sensibility and type of venue as well as how it is to be reached.
- Named children are assigned to individual staff to ensure each child is individually supervised, to ensure no child goes astray, and that there is no unauthorised access to children.
- Outings are recorded in an outings record book kept in the setting stating:
 - The date and time of outing, including return time
 - The venue and mode of transport.
 - Names of staff assigned to named children.
 - A mobile phone is taken on outings, supply of tissues, wipes, spare clothes, mini first aid kit, snacks, water and a contact list for children attending. The amount of equipment will vary and be consistent with the venue and the number of children as well as how long they will be out for.
 - Records kept of vehicles used along with named drivers and appropriate insurance cover.
 - A minimum of two staff accompany children on outings and a minimum of two should remain behind with the rest of the children.

Other useful Pre-school Learning Alliance publications:

- Register and Outings Record (2006)
- Risk Management in Early Years Settings (2007)

9. Maintaining children’s safety and security on premises

Policy statement

Sunny Day’s Nursery maintains the highest possible security of our premises to ensure that each child is safely cared for during their time with us.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.2 Parents as partners		

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. Until a satisfactory enhanced disclosure is in place new staff are not left alone with children.
- Adults do not normally supervise children on their own, but 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 assessment 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.
- The times of the children's arrivals and departures are recorded.
- The arrival and departure times of adults - staff, volunteers and visitors - are recorded.
- Our systems prevent unauthorised access to our premises unchallenged.
- Our systems prevent children from leaving our premises unnoticed.
- The personal possessions of staff and volunteers are securely stored during sessions.

10. Making a complaint

Policy statement

Sunny Days Nursery believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly by an informal approach to the 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.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other 2.2 Parents as partners	3.2 Supporting every child 3.4 The wider context	

Procedures

Sunny Days Nursery are required to keep a 'Complaints Summary Log' of all complaints that reach stage two or beyond. The Complaints Summary Log is available to parents as well as to Ofsted inspectors. All complaints will be responded to within 28 days from the date of the complaint.

Making a complaint

Stage 1

- Any parent who has a concern about an aspect of the setting's provision should firstly talk over their concerns with the key person.
- Most complaints should be resolved amicably and informally at this stage.

Stage 2

- If 'stage 1' does not have a satisfactory outcome, or the problem recurs, the parent then moves to stage 2 of the procedure by putting their concerns or complaint in writing to the Manager Deputy Manager Kathy Marchant or the Chairperson.
- For parents who are not comfortable with making written complaints they may complete a written form with the Manager, Deputy Manager or Committee officer, signed by the parent.
- Sunny Days Nursery stores written complaints from parents in the complaints folder. However, if the complaint involves a detailed investigation, the setting Manager may wish to store all information relating to the investigation in a separate file designated for the complaint.
- When the investigation into the complaint is completed, the management team or committee officer(s) meet with the parent to discuss the outcome.
- Parents must be informed of the outcome (unless the complaint is ongoing) of the investigation within 28 days of making the complaint.
- When the complaint has been resolved, the summative points are logged in the Complaints Summary Log.

Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the Setting Manager and the Chairperson of the Management Committee. The parent should have a friend or partner present if required and the Manager should have the support of the Chairperson of the Management Committee present.
- An agreed written record of the discussion is made as well as any decision or action to be taken. All the parties present at the meeting will sign the written record and receive a copy.
- The signed record signifies that the procedure has been concluded. When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Log.

Stage 4

- If at the stage 3 meeting the parent and Sunny Days Nursery cannot reach an agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action taken so far and suggest further ways in which it might be resolved.
- Staff or volunteers within the Pre-school Learning Alliance are appropriate persons to be invited to act as mediators.
- The mediator keeps all discussions confidential. S/he can hold separate meetings with the setting personnel (setting Manager and Chairperson
- Of the management committee) and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

Stage 5

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

The role of the Office for Standards in Education, Early Years Directorate (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:

0300123 1231

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- Address:- **The National Business Unit, Ofsted, Piccadilly gate, Store street, Manchester M1 2WD**
- 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.
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- In these cases, both the parent and setting are informed and the setting leader works with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.

Records

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

Parental Behaviour

At Sunny Days Nursery we believe staff, parents/carers and the children are entitled to a safe and protective environment in which the setting conducts itself. Behaviour that will cause harassment, alarm or distress to the users of the premises is contrary to the aims of the setting.

We expect parents and carers to show respect and concerns for others by:

- Set a good example in their own speech and behaviour towards all members of the setting.
- Working together with the staff for the benefit of the children. This includes approaching Kathy or Lisa to resolve any issues of concern and to discuss and clarify events in order to bring out a positive solution;
- Correcting own child's behaviour, especially in public where it could otherwise lead to conflict, aggressive or unsafe behaviour;
- Keeping the setting tidy by not littering;

In order to support a calm, caring environment at Sunny Days, we'll not tolerate:-

- disruptive behaviour which interferes with the running of the Nursery;
- Attempts to gain entry to any part of the premises in disregard of procedure or without permission and appropriate supervision.
- using loud and /or offensive language or displaying temper;
- damaging or destroying pre-school property;
- Smoking and consumption of alcohol or other drugs or accessing the school grounds whilst intoxicated.

Following an incident of misconduct, the managers of the nursery can suspend a child and/or their parent/ carer for the remainder of the day, with immediate effect. If a child is suspended there will be no refund of fees paid for those sessions from which they have been suspended.

Kathy must then inform the Chairperson of the committee as soon as possible with a written report of circumstances. Suspension can be extended to 7 days if necessary.

Having interviewed any staff and any other witness present, the Chairperson will then be responsible for taking necessary action required to resolve any complaints. The Chairperson can delegate their position to another committee member if it is felt more appropriate.

The Chairperson or committee member will invite the offending parent or carer for an interview if it is deemed necessary. The Chairperson or committee member must be accompanied at the interview by the manager or another staff/ committee member who is not directly involved.

The parent/ carer are permitted to bring a person of their choice to the interview as well. An agreed written record of the discussion will be made for the official complaints records. All of the parties present at the meeting must sign the record and be in receipt of the copy of document.

At this stage the parent/ carer and setting cannot reach agreement, and then we would follow complaints procedure

- Summary Complaints Record (2006)

11. Policy on using children's images and using the internet

Policy statement

This policy forms part of our safeguarding policy. Photographs are a valuable tool for recording and assessing children's activities and achievements at Sunny Days Nursery.

Photographs will only be taken with digital cameras or the Ipad's, **NEVER WITH MOBILE PHONES!!**

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider context	4.4 6 Areas of learning

- We take photos of children during their normal day. The Children enjoy seeing these and discussing their play. Parents are welcome to see the pictures. Photographs are added to learning journeys or displayed with the setting to enhance conversation and children's learning.
- Written consent is obtained from parents when their child starts at Sunny Days to ensure that parents are happy to have their child photographed. Parents are given a number of options, see appendix a, and parents' wishes are adhered to. Should a parent/carer not give permission for their child to be photographed, all staff will be informed so that all reasonable steps can be taken to ensure the parent's wishes are followed.
- Only staff members of Sunny Days Nursery who have an enhanced CRB/DBS disclosure are permitted to take photographs within the pre-school and nursery except at events, where parents give permission to other parents to take photos of their own children at those events.
- Visitors/ Workmen will be asked not to use their mobile phones on the premises(if they need to use their phone in regards to work in the to the setting to ask a member staff)
- Cameras will never be taken into the toilets/changing areas. A child will never be photographed when their clothes or nappy is being changed.
- Staff mobiles will be left in the office, locked storage cupboard or yellow cupboard and are not handled or answered during sessions, except with the permission of the Manager (GKathy Marchantemma Gould) or the Deputy Manager (Kathy). Any member of staff found using a mobile phone without permission may be subject to a disciplinary action by the Manager/Deputy Manager or the Sunny Days Committee.
- Staff are permitted to take personal mobile phones when on outings for emergency reasons only, if a work mobile is not available. No photographs including the children on the outing are permitted to be taken on staff's personal mobile phones. The Manager/Deputy Manager or Sunny Days committee may at any time request to inspect staff's personal phone images following an outing, to ensure no images of children have been stored.
- Parents who volunteer or parents dropping off or picking up their children and other visitors are not permitted to take photographs in the setting.
- Photographs will normally be stored on the office computer. The majority of photos will not normally be kept for more than a term after a child has left pre-school or nursery. Exceptions of this will be photographic records of special events, for example Feast Day or sports day or when permission was granted for the use of a child's photograph to be used in our prospectus or in publicity material.
- Sunny Days Nursery will ensure that parents will always be consulted before a photograph is used for publicity material or for our prospectus. Children's first or second names are not given to the press unless parents have given permission to do so.

Internet use

At Sunny Days Nursery we recognise the children and adults have regular access to the internet at home and that we need to use the internet to keep up to date with information and use the e-mail system as a means of correspondence and informing others. Children at Sunny Days Nursery are not given access to the internet. However they do use the computer to begin to develop their computer skills.

All staff are aware of the need to maintain confidentiality - **see policy 4 which covers face book.**

Sunny Days Nursery does have direct access to the [internet in the office](#). This is filtered by [Cornwall Council](#). We use USB's to transfer information from one machine to another. The management committee have the right to look at these USB's on demand.

Any member of staff who misuses the USB or accesses unsuitable sites could be subject to disciplinary measures. Internet or phone misconduct that could be considered safeguarding will result in our safeguarding policy being enacted.

Sunny Days Nursery has an information web site www.sunnydaysnursery.org.uk. All pictures of children posted on the web site are checked for suitability and parent permission before being added. The web site is used to inform parents and prospective parents about Sunny Days Nursery.

12. Unauthorised access (emergency protection of children)

Policy statement

At Sunny Days Nursery we recognise that children's safety is paramount. We recognise that there are times when children's safety could be at risk because of an unauthorised visitor. This could be outside of opening hours or whilst

the children are on the premises. Therefore we take precautionary measures to limit the risk. All practitioners understand their role in dealing with unauthorised access.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development

Procedures

Outside of opening hour's intrusion

- Key people check indoor and outdoor space each morning for damage and unwanted materials and that the fencing remains secure. If they find anything they deal with this, if possible, and let the manager on duty know.
- The Manager on duty will assess the situation. The area will be put out of use if damage to an area has made it unsafe or there is a concern about broken glass or other foreign material. She will discuss as appropriate with the school and if, necessary, call the police.
- The Manager on duty will inform the chair of what has happened.
- If the police become involved all staff will cooperate as appropriate.

Unwanted visitor when setting is open

An unauthorised visitor may have a genuine reason for being at the setting - for instance he or she could be a parent who does not live with their child. Our parental rights policy deals with this situation.

- The Manager on duty will greet the person and, where possible, keep them outside of the setting.
- The Manager will try and keep in sight or hearing of another member of staff. However, the children's safety is paramount and key people will ensure that children are safe and, as much as possible, unaware of the situation.
- Where the person has accessed the Sunny Days Nursery grounds Key people will, where possible, maintain the safety of the children in their care. This may mean accessing an area in the school.
- The school will be informed that there is an unwanted person on the premises and asked for support if necessary.
- The Manager on duty will try and come to an amicable arrangement with the unwanted person. However if the manager on duty feels that she, or anyone else, is at risk of harm then she will stay inside and call the police on 999 or 112.
- After a breach of security all staff on duty will be asked to give a written statement.
- OFSTED will be informed
- Staff will be supported through this process and any trauma they may have received from the incident.

13. Visitors policy

Policy Statement

At Sunny Days we welcome visitors to the setting, whether they are professional, parents, prospective parents or members of the community. We realise that children learn best through interactions with others. We also realise that there are times when work needs to be carried out on

the premises. However the safety of the children in our care is our paramount concern and therefore we retain the right to deny access should practitioners deem this necessary.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.1 Child development 1.3 Keeping Safe	2.2 Parents as Partners	3.4 Working with the wider context	

Procedures

- All visitors are greeted and asked to sign in and read our visitors policy on arrival
- Visitor's details are checked. We make a call to confirm identity if the visitor is unknown to the setting and unexpected.
- Staff ensure that the security door is locked at all times.
- Staff assess if this is an appropriate time for the visitor. If not the visitor will be asked to return at a later convenient date, for instance when the visitor is a workman.
- Mobile phones are not permitted on the premises; visitors are required to leave mobile phones and any medicines that they carry in their possession in the office or cleaning cupboard.
- Visitors are usually accompanied and not allowed to be alone with the children.
- Known professionals, such as the speech and language therapist can be alone with the child providing they are within shouting distance of a practitioner and have confirmed with the setting they are DBS cleared.
- Workmen are asked to confirm that any electrical tools they will be using have been PAT tested. They are reminded of the need to keep their tools away from children and not to leave them unattended.
- Visitors are told where the fire exits are and shown where the adult toilet is.

This policy is supported by a procedure

14. Valuing diversity and promoting equality

Policy statement

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

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

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

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.4 The wider context	4.4 Areas of learning and development

Procedures

Admissions

Our setting is open to all members of the community.

- We advertise our service widely.
- We will seek to provide accessible information where the child's primary language is not that of the setting.
- 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's entry to our setting for any reason relating to disability.
- We develop an action plan to ensure that both children and 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 and fits with the team, 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*
- *Kathy is our SENCO her skills and knowledge are kept up to date through training and research. In her absence will act as the SENCO.*

We work within the Special Educational Needs code of Practice

- 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 for disabled children or adults is less than favourably then we will make reasonable adjustments to accommodate the needs of the 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 and adults;
- 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;
- positively reflecting communities with our 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 children learning English as an additional language have full access to the curriculum and are supported in their learning; and

- *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 running 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 and offer information regarding sources of financial support.

- *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, differences in 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 forthcoming meetings is communicated in a variety of ways - written, verbal and in translation - 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 Log for parents to see.

British Values: Our duty to prevent

On July 1st 2015 the government made it law that all education establishments and childcare settings across the United Kingdom have a duty of care to keep adults safe from harm and from the potentials of radicalisation.

As a setting we have the duty to promote the welfare of each child as required by law to 'have a regard to preventing people being drawn into terrorism'

The values that we share as UK citizens are universally accepted and this is why it is imperative to ensure that the children in our care are exposed to such values on a daily basis. Our duty is to support children with their understanding of compassion, consideration and tolerance of living in a free, equal and fair society.

We use visual aids in our setting to prompt and actively encourage British values; we also have displays and themed activities to help promote this.

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

15. Supporting children with special educational needs

Policy statement

At Sunny Days we provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

- We have regard for the DfES Special Educational Needs Code of Practice (2015).
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
<ul style="list-style-type: none">• Child development• Inclusive practice 1.4 Health and well-being	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.3 The learning environment 3.4 The wider context	4.1 Play and exploration 4.2 Active learning 4.3 Creativity and critical thinking

Procedures

- At Sunny Days we designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our designated Senco is **Kathy** who is supported by
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting. At staff meetings we discuss the graduated response and how we can implement it with all the children in our setting to meet their needs. A baseline observation is completed on every child when they start at our setting and cohorts are completed at the end of each term.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We provide a broad, balanced & differentiated curriculum for all children with special educational needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (ILPs) for children with special educational needs.
- We have systems in place for all children requiring SEN support.
- We provide resources (human and support equipment) to implement our Special Educational Needs Policy. Our policies are updated annually
- We provide in-service training for parents, practitioners and volunteers and raise awareness of any training the setting has to offer e.g. Makaton trained staff.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual Learning Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.

16. Achieving positive behaviour

Policy statement

Sunny Days Nursery 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.

All staff are required to follow this policy and failure to do so would breach the staff code of conduct.

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 leading by good example. The principles that underpin how we achieve positive and considerate behaviour exist within

- the programme for promoting personal, social and emotional development.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.3 Keeping safe	2.2 Parents as partners 2.3 Supporting learning	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social and emotional development

Procedures

Here at Sunny Days Nursery, **the manager** has the overall responsibility in our setting and for supporting personal, social and emotional development, including issues concerning behaviour. We also require our staff to share in this responsibility.

We require our staff to:

- Keep 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 and check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this 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 Sunny Days Nursery - parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently and support children to develop these skills.
- We work in partnership with children's parents. 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.
- We record instances of unwanted behaviour and share with parents where appropriate.
- We seek advice and support from other professional bodies on how best to support children's behaviour.
- We gain parental consent to share appropriate information

Strategies with children who engage in unwanted behaviour

- We require all staff, volunteers and students to use positive strategies for handling any unwanted behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development.
- We ensure that there is a range of 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.
- Sunny Days support each child in developing a sense of belonging, 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 send children out of the room by themselves, nor do we use a 'naughty chair' or a 'time out' strategy that excludes children from the group.
- 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 do not use physical restraint with children
- We could Risk assess child behaviour ensuring we address 1.Threat that could pose to the child 2.Threat to the child themselves 3. Risk the child could pose to others

- 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 unwanted 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 babies and very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.
- We 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

Here at Sunny Days our procedure has been updated to provide additional focus on these kinds of inconsiderate behaviours.

Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.

- We 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

Sunny Days Nursery takes 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 usually momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- Sunny Days Nursery staff will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- Staff 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.
- Staff do not engage in punitive responses to a young 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 or supervised from a distance if this works better for the individual. We stress up and breathe out to de stress and support the child to breathe out as well. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurt him and he didn't like that and it made him cry."
- Sunny Days Nursery helps young children develop pro-social behaviour, such as resolving conflict over who has the toy. "I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one."
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We 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.

- Sunny Days staff helps 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 very young children to engage in excessive hurtful behaviour are that:
 - they do not feel securely attached to someone who can interpret and meet their needs – this may be in the home and it may also be in the setting; their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger. The child may have insufficient language, or mastery of English, to express themselves
 - The child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse or the child has a developmental condition that affects how they behave. In such circumstances we would make a safeguarding referral.
 - 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

Sunny Days Nursery takes 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. If a child bullies another child or children we:

- show the children who have been bullied that we are able to listen to them
- intervene to stop the child who is bullying from harming the other child or children;
- explain to the child doing the bullying why her/his behaviour is not acceptable;
- give reassurance to the child or children who have been bullied;
- help the child who has done the bullying to recognise the impact of their actions; make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour and 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
- 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. We share ideas from home and help develop a pro-active approach to support at home and in Sunny Days Nursery.

18. Administering medicines

Policy statement

While at Sunny Day's 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, especially a baby/child under two, 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. These procedures are written in line with current guidance in 'Managing Medicines in Schools and Early Years Settings;' the manager is responsible for ensuring all staff understand and follow these procedures.

Key People are responsible for the correct administration of medication to children they care for. 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 manager is responsible for the overseeing of administering medication. Sunny Days Nursery reserves the right to refuse to administer medication.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child	

Procedures

- Children taking prescribed medication must be well enough to attend the setting.
- Prescribed medication is administered. It must be in-date and prescribed for the current condition.
- Children's paracetamol or similar (un-prescribed) is administered with the consent of the parents in the case of a high temperature/ teething pain. (See below)
- With current government guidance in place we can not accept your child into the Nursery or Pre School if they have had Calpol at home prior to coming to the setting so please do not administer prior to attending. This is because Calpol or Nurofen masks a temperature which is one of the main symptoms of Covid-19 or other illnesses. We are still happy to administer Calpol if your child requires it for teething pain after we are satisfied it is for teething. They can remain in the setting but if your child become unwell during their session and require Calpol or Nurofen we are happy to administer the medication whilst waiting for you to collect them.
- Children's prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children.

- Parents give prior written permission for the administration of medication. The staff receiving the medication must ask the parent to sign a consent form stating the following information. No medication may be given without these details being provided:
 - full name of child and date of birth;
 - name of medication and strength;
 - who prescribed it;
 - dosage to be given in the setting;
 - how the medication should be stored and expiry date;
 - any possible side effects that may be expected should be noted; and
 - signature, printed name of parent and date.

- Where a practitioner is not happy giving medication they can refuse to do so. The final decision rests with the Acting manager, **Kathy Marchant**. Where Sunny Days Nursery refuses to give medication they will let the parents know as soon as practical, usually when the medication is brought in. A follow up letter explaining this action will be sent to the parents within 14 days.

- Where a practitioner has concerns that a medication is being misused this concern is raised with the settings safeguarding officer.

- The administration is recorded accurately each time it is given and is signed by staff. Parents sign the record book to acknowledge the administration of a medicine. The medication record book records:
 - Date and time of medication given at home (if any)
 - name of child;
 - name and strength of medication;
 - the date and time of dose;
 - dose given and method; and is
 - Signed by key person/manager; and is verified by parent signature at the end of the day.
 - Parents are given a slip to let them know what medication was administered, by whom and when

Storage of medicines

- All children's medication is stored safely in a locked cupboard or refrigerated. Where the cupboard or refrigerator is not used solely for storing medicines, they are kept in a marked plastic box.
- The child's key person, or if not available the room supervisor, is responsible for ensuring medicine is handed back at the end of the day to the parent.
- For some conditions, medication may be kept in the setting. Key persons check that any medication held to administer on an as and when required basis, or on a regular basis, is in date and returns any out-of-date medication back to the parent.
- Practitioners may store personal medication in the locked yellow cupboard in pre-school, the cleaning cupboard or office. They remain responsible for their own medication which must be stored securely.

Administration

- If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.

- If rectal diazepam is given another member of staff must be present and co-signs the record book.
- No child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell their key person what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.
- Misuse of a controlled drug, such as giving it to another child is an offence. This could lead to disciplinary action, dismissal or legal prosecution.
- If a child refuses to take medicine they should not be forced to do so. Parents should be informed of this on the same day, following information given in a child's health care plan if applicable. If a refusal to take medication results in an emergency then the settings emergency plan should be instigated.
- Children should know what to do in an emergency, such as telling an adult. All staff should know who is responsible for carrying out emergency measures. A member of staff should travel in the ambulance with the child if a parent is not there and stay until the parent arrives.

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

- A risk assessment is carried out for each child with long term medical conditions that require ongoing medication. This is the responsibility of the manager alongside the key person. Other medical or social care personnel may need to be involved in the risk assessment.
- Parents will also contribute to a risk assessment. They are shown around the setting, routines and activities are explained, and then parents can point out anything which they think may be a risk factor for their child.
- For some medical conditions key staff will need to have training in a basic understanding of the condition as well as how the medication is to be administered correctly. The training needs for staff is part of the risk assessment.
- The risk assessment includes vigorous activities and any other nursery activity that may give cause for concern regarding an individual child's health needs.
- The risk assessment includes arrangements for taking medicines on outings and the child's GP's advice is sought if necessary where there are concerns.
- A health care plan for the child is drawn up with the parent; outlining the key person's role and what information must be shared with other staff who care for the child.
- The health care plan should include the measures to be taken in an emergency.
- The health care plan is reviewed every six months or more if necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted etc.
- Parents receive a copy of the health care plan and each contributor, including the parent, signs it.

Managing medicines on trips and outings

- If children are going on outings, staff accompanying the children must include the key person for the child with a risk assessment, or another member of staff who is fully informed about the child's needs and/or medication.
- Medication for a child is taken in a sealed plastic box clearly labelled with the child's name, name of the medication, Inside the box is a copy of the consent form and a card to record when it has been given, with the details as given above.
- On returning to the setting the card is stapled to the medicine record book and the parent signs it.

- If a child on medication has to be taken to hospital, the child’s medication is taken in a sealed plastic box clearly labelled with the child’s name, name of the medication. Inside the box is a copy of the consent form signed by the parent.
- As a precaution, children should not drink when travelling in vehicles
- This procedure is read alongside the outings procedure.

Legal framework

- Medicines Act (1968) Data Protection Regulation 2018

Further guidance

- Managing Medicines in Schools and Early Years Settings (DfES 2005)
<http://publications.teachernet.gov.uk/eOrderingDownload/1448-2005PDF-EN-02.pdf>

This policy was adopted at a meeting of	Sunny Days Nursery	name of setting
Held on	_____	(date)
Date to be reviewed	22/12/23	(date)
Signed on behalf of the committee	_____	

Other useful Pre-school Learning Alliance publication

- Medication Record (2006)
- Register and Outings Record (2006)

19. Managing children with allergies, or who are sick or infectious

(Including reporting notifiable diseases)

Policy statement

Sunny Days Nursery provides care for healthy children and promotes health through helping to identify allergies and preventing contact with the allergenic substance where practical and through preventing cross infection of viruses and bacterial infections.

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child	

Procedures for children with allergies

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

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 our insurance provider must be obtained to extend the insurance.

At all times the administration of medication must be compliant with the Welfare Requirements of the Early Years Foundation Stage and follow procedures based on advice given in *Managing Medicines in Schools and Early Years Settings (DfES 2005)*

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 clear manufacturer's instructions on packaging
- Sunny Days Nursery 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.
- Sunny Days Nursery 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 our insurance provider.

Lifesaving medication & invasive treatments

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

- The setting must have:
- a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered;
- written consent from the parent or guardian allowing staff to administer medication; 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 sent to the Pre-school Learning Alliance Insurance Department for appraisal. Confirmation will then be issued in writing confirming that the insurance has been extended.

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.
- Copies of all letters relating to these children must first be sent to the Pre-school Learning Alliance Insurance Department for appraisal. Written confirmation that the insurance has been extended will be issued by return.

If you are unsure about any aspect, contact the Pre-school Learning Alliance Insurance Department

On **020 7697 2585** or email membership@pre-school.org.uk.

Procedures for children who are sick or infectious

- If children appear unwell during the day – have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – the manager calls the parents and asks them to collect the child, or send a known carer to collect on their behalf.
- Parents are given a note which states the child's symptoms, any advice given or restrictions on returning to nursery.
- If a child has a temperature, they are kept cool, by removing top clothing, sponging their heads with cool water and kept away from draughts.
- In extreme cases of emergency the child should be taken to the nearest hospital by ambulance and the parent informed as soon as possible.
- Parents may be asked to take their child to the doctor before returning them to Sunny Days Nursery; the nursery 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 from the last episode of diarrhoea or vomiting and the child has been eating normally.
- Sunny Days Nursery has a list of excludable diseases and current exclusion times. The full list is obtainable from www.hpa.org.uk/servlet/ContentServer?c=HPAweb_C&cid=1194947358374&pagename=HPAwebFile and includes common childhood illnesses such as measles.

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 within 24 hours.
- When the setting becomes aware, or is formally informed of the notifiable disease, the manager informs Ofsted and acts on any advice given by the Health Protection Agency.
- **RIDDOR** informed for communicable disease (www.hse.gov.uk)

HIV/AIDS/Hepatitis procedure

- HIV virus, like other viruses such as Hepatitis, (A, B and C) are spread through bodily fluids. Hygiene precautions for dealing with bodily 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/sludging clothing after changing.
- Soiled clothing is rinsed and either bagged for parents to collect or laundered in the nursery.
- 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.
- Children do not share tooth brushes.

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.

Legal Framework

General Data Protection Regulation 2018

Further guidance

- Managing Medicines in Schools and Early Years Settings (DfES 2005)
<http://publications.teachernet.gov.uk/eOrderingDownload/1448-2005PDF-EN-02.pdf>

20. Food and drink

Policy statement

Sunny Days Nursery regards snack and mealtimes as an important part of the setting's day. Eating represents a social time for children and adults and helps children to learn about healthy eating. We promote healthy eating using a variety of resources and materials. We recognise that children need exercise as well as food in order to keep their bodies healthy. Children are encouraged to play outside daily.

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.4 Health and well-being	2.1 Respecting each other 2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.4 The wider context	4.4 Personal, social and emotional development

Procedures

- Practitioners receive training in healthy eating to ensure that they can provide appropriate food for children and advice for parents.

- Before a child starts to attend the setting, we find out from parents their child's dietary needs and preferences, including any allergies (See Managing Children with Allergies policy)
- We provide new parents with information about health, well balanced lunches and snacks.
- We record information about each child's dietary needs in her/his registration record and parents sign the record to signify that it is correct.
- We regularly consult with parents to ensure that our records of their child's dietary needs, including any allergies, are up-to-date. Parents sign the up-dated record to signify that it is correct.
- We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them.
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences as well as their parents' wishes.
- We provide balanced snacks and lunches on site from a planned menu but may provide food the children have made as well. Copies of menus are made available to parents in advance. Practitioners are given training on portion control and use this knowledge to ensure that children eat an appropriate portion size over a range of food groups. However if children are still hungry then they will be allowed more food providing they eat food across the range of food on offer.
 - We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts.
 - Through discussion with parents, research and training by staff, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, and about food allergies. We take account of this information in the provision of food and drinks.
 - At Sunny Days Nursery we require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy.
 - We organise meal and snack times so that they are social occasions in which children and staff participate.
 - We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
 - We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.
 - We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the day.
 - In accordance with parents' wishes, we offer children arriving early in the morning - and/or staying late - an appropriate meal or snack.
 -
- We inform parents who provide food for their children about the storage facilities available in the setting.

- We give parents who provide food for their children information about suitable foods and containers for food.
- In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.
- We provide water and whole pasteurised milk at meal and snack times as well as on request. Parents can provide calcium rich Soya milk or goat's milk if required.
- For each child under two, we provide parents with daily written information about feeding routines, intake and preferences.
- Kitchen areas and food areas are sprayed with **Anti-Bacterial** spray with the correct code **EN1276**.
- Staff check the fridge temperature daily and record this

Lunch Provided by the setting

- These are prepared on site
- Staff members preparing Lunch hold a Food Hygiene certificate and practice good hygiene throughout the preparation
- All staff would have read and signed the Safer Food Better Business file (this is the red file in the office in which a food inspector would require upon inspection)
- Parents are informed of our menu which changes on a rota basis. All children are encouraged to try their main before having an alternative and main meal before pudding.
- The food options are all within our Healthy eating programme
- Puddings are of a healthy option such as yoghurt, Jelly, Custard and rice Pudding
- All food is sealed, stored and dated in accordance to the guidelines on the packaging
- These lunches allow for older children to also self-serve as they would for snack
- Children are able to help prepare their own meals with meals such as pizza
- Milk and water can be provided throughout the day and at mealtimes
- Condition of equipment is checked for safety of use and Fridge Temperature checked daily and probe tested weekly
- As with all meals a staff member must always remain seated at the table with the children for safety reasons and to encourage good social interaction at meals times. This also applies for ensuring all is cleaned away following the meal

Hot drinks and food in the setting

- *All hot food is thoroughly heated; staff ensure there are no cold spots and follow manufacturer's instructions when available.*
- *Hot drinks are permitted in the setting. However they cannot be above 54c/130f in the room with the child (hot water at this temp will take 30 seconds to burn a child). This is because children can be scalded when exposed to hot liquid at 60c/ 140f for 5 seconds*
- *Where staff need to carry hot liquid through a room with children practitioners manage children to keep them safe.*
- *We have a food probe to check the correct temperature of heated food and this is kept in kitchen areas in room. These are checked regularly to ensure that they are working and this is recorded (little green book kept in Monday Daily check Folder)*

Food preparation procedure

- Wash hands and put on apron before starting
- Ensure all surfaces are clean
- Check dates on packaging to ensure food is within date
- All foods must be in their original containers
- Name all packages
- When opening a new packet write on the front date opened and use by dates
- Perishable goods such as yogurt and jelly need to be stored in the fridge
- Wash fruit
- All grapes and cherry tomatoes, and similarly shaped foods, need to be cut so that they are no longer round
- Seal packages and store appropriately
- **Ensure knife supervised at all times and sharp knife in pre-school to be stored in plastic box on the high shelf in the kitchen**

Formula Milk - preparation of

- Only give formula milk that is made up on the premises
- Milk powder must be stored in it's original packaging and labelled with the child's name and date pack was opened
- Check powder is in date
- When receiving water from parents ensure this is freshly boiled. If yes then may be used that day.
- All water used should be brought to a rolling boil and allowed to cool for a few minutes to reach a temperature ensuring pasteurization but avoiding clumping (70-90 c) before it is added to the formula. **It must then be allowed to cool to body temperature before feeding.**
- Boiled water may be stored for 24 hours
- Use bottle warmer, following manufacturer's instructions, when warming bottles

Breast Milk

How to store Breast Milk

- At room temperature (no more than 25 degrees C) up to 6 hours
- In a cool box with ice packs for up to 24 hours
- In a fridge (at 4 degrees C or colder) for up to 5 days. This needs to be stored at the back of the fridge where it is coldest away from meat, eggs or uncooked foods
- In a fridge/freezer compartment for 2 weeks

Breast milk should be stored in sterilised bottles or plastic bags and should always be labelled with the date and name of child.

Breast milk that has been stored for some time can separate and this is normal, a gentle shake will mix it up again.

Breast milk can be warmed in a bottle warmer.

NEVER re freeze breast milk once it's been thawed

Legal Framework

- Regulation (EC) 852/2004 of the European Parliament and of the Council on the hygiene of foodstuffs

Further guidance

- *Safer Food, Better Business*
www.food.gov.uk/foodindustry/regulation/hygleq/hyglegresources/sfbb/

This policy was adopted at a meeting of	Sunny Days Nursery	name of setting
Held on	_____	(date)
Date to be reviewed	22/12/22	(date)
Signed on behalf of the management committee	_____	

21. Nappy changing

Policy statement

No child is excluded from participating in Sunny Days Nursery who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time.

We make necessary adjustments to our bathroom provision and hygiene practice in order to accommodate children who are not yet toilet trained.

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

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child	

Procedures

- Key persons are aware of changing times for the children in their care who are in nappies or 'pull-ups'.
- Key persons change children in their key groups wherever possible
- Changing areas are warm and there are safe areas to lay children if they need to be changed
- Each young child has a tray or locker to hand with their nappies or 'pull ups' and changing wipes.
- Gloves and aprons are put on before changing starts and the areas are prepared. Paper towel is put down on the changing mat freshly for each child.
- All staff are familiar with the hygiene procedures and carry these out when changing nappies.
- Staff ensure that nappy changing is relaxed and a time to promote independence in young children.
- Young children are encouraged to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.
- Sunny Days Nursery children are encouraged to wash their hands and have soap and towels to hand. They should be allowed time for some play as they explore the water and the soap.
- Staff are gentle when changing; they avoid pulling faces and making negative comment about 'nappy contents'.
- Staff do not make inappropriate comments about young children's genitals when changing their nappies
- Older children access the toilet when they have the need to and are encouraged to be independent.
- Nappies and 'pull ups' are disposed of hygienically. Cloth nappies, trainer pants and ordinary pants that have been wet or soiled are rinsed and bagged for the parent to take home.

NB If young children are left in wet or soiled nappies/'pull ups' in the setting this may constitute neglect and will be a disciplinary matter. Settings have a 'duty of care' towards children's personal needs

22. No-smoking

Policy statement

At Sunny Days Nursery we comply with health and safety regulations and the Welfare Requirements of the EYFS in making our setting a no-smoking environment - both indoor and outdoor.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.4 Health and well-being	2.1 Respecting each other	3.2 Supporting every child	

Procedures

- All staff, parents and volunteers are made aware of our no-smoking policy.
- We display no-smoking signs.
- The no-smoking policy is stated in our information brochure for parents.
- We actively encourage no-smoking by having information for parents and staff about where to get help to stop smoking if they are seeking this information.
- 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.
- Items that look like cigarettes are not allowed on the premises

Legal framework

- The Smoke-free (Premises and Enforcement) Regulations 2006
www.opsi.gov.uk/si/si2006/20063368.htm
- The Smoke-free (Signs) Regulations 2007
www.opsi.gov.uk/si/si2007/20070923.htm

23 First aid, sickness control and Injured Child policy

Policy statement

Sunny Days staff are able to take action to apply first aid treatment in the event of an accident involving a child or adult. There is at least 1 First Aider on site or an outing at any time.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.4 The wider context	

Procedures

The First Aid Kit

Our First Aid kit complies with Health and Safety (First Aid) Regulations 1981 & contains the following items:

- Leaflet giving general guidance on first aid
- Hypo allergenic plasters (Blue) - assorted sizes
- Triangular bandages (ideally at least one should be sterile) - x 2 And 2 Sterile dressings
 - a) Medium (formerly Large No 9) – HSE 1 - x 3.
 - b) Large (formerly Extra Large No 3) – HSE 2 - x 3.
 - 1 pairs disposable gloves and 1 plastic disposable apron.
 - Sterile gauze swabs approx. 5cm x 5cm
 - Sterile eye wash
- The first aid box is easily accessible to adults and is kept out of the reach of children.
- 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.
- Parents sign a consent form at registration allowing staff to call an ambulance 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. A member of Sunny Days staff would accompany the child to the hospital.

What we do to control infection

At Sunny Days Nursery we work within the HSE guidelines on infection control. We advise parents of how long their child must be absent from the setting when they have an illness on the list. Sunny Days Nursery will refuse to allow a child to attend the setting if they are displaying symptoms of any of the illnesses on the list.

Where a child becomes ill during the session parents will be informed and requested to take their child home. Depending on the illness the child will be kept comfortable but usually away from the other children.

Where several children have the same symptoms parents will be informed by a sign on the doors. If the illness becomes more prevalent then parents will also be informed in writing and given appropriate advice.

Where a child has diarrhoea and vomiting practitioners will clean and disinfect areas, paying particular attention to handles and toys that the child has been playing with.

Sunny Days Nursery will notify the HSE of any outbreaks of infections as per their guidelines.

At Sunny Days Nursery we welcome all children. This could mean that a child attending the setting could be more at risk from infections than others because of their health. In these circumstances we will work with the parents and the health authority in order to establish a health protocol for the child.

Injured Child Procedure

- The child's key Person will comfort the child and deal with minor injuries. If the injury is serious then the named first Aider (or Kathy) will take over. All staff are trained in First Aid
- The injury will be handled in a sensitive manner ensuring, where applicable, privacy for the child and calm and reassuring atmosphere for any children who witnessed the event
- Confidentiality about which child is injured will be maintained as much as possible
- Where a child becomes injured at Sunny Days Nursery, they will be provided with a quiet place to rest. They will be offered clean clothing and adult support/ reassurance as appropriate
- Where the injury requires more attention than a cold compress, is a head injury or the child has a known medical condition that may be affected by the injury a staff member will contact a named carer - trying the main carers contact details first. If we are unable to contact a carer we will follow our uncollected child policy
- Emergency Contacts are reviewed 4 monthly or as necessary
- An accident form will be completed on the ouchy app after every accident and this will be signed on collection of the child. Accident forms are loaded onto drop box, transferred to the correct memory stick and kept for the minimum of 10 years.
- Staff must follow the Health and Safety policy where a child requires medical attention

Administration of Medicine procedure

Medicine to be stored in Managers office or fridge

All medicine to be administered by a level 3 member of staff .

- Check with parent as to any medication already taken that day and that it is all right to give it.
- Check that parent has authorised the giving of the medication in the medicine book
- Check that medicine is correctly packaged and in date
- Enter in the medicine book when the medication is about to be given
- Give dose
- Get parent to sign on collection

Legal framework & Further guidance

- First Aid at Work: Your questions answered (HSE 1997)
- General Data Protection Regulation 2018
www.hse.gov.uk/pubns/indg214.pdf
- Basic Advice on First Aid at Work (HSE 2006)
www.hse.gov.uk/pubns/indg347.pdf

Guidance on First Aid for Schools (DfEE)

www.teachernet.gov.uk/doc/4421/GFAS.pdf

Health and Safety

28. Recording and reporting of accidents and incidents

(Including procedure for reporting to HSE, RIDDOR)

Policy Statement

We follow the guidelines of the Reporting Injuries, Diseases and Dangerous Occurrences (RIDDOR) for the reporting of accidents and incidents (www.hse.gov.uk). Child protection matters or behavioural incidents between children are NOT regarded as incidents and there are separate procedures for this.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.4 The wider context	

Procedures

Our accident file:

- is kept safely and accessibly;
- is accessible to all staff and volunteers, who know how to complete it;
- is reviewed at least half termly to identify any potential or actual hazards.
- Accident forms are signed by staff and parents.

Ofsted is notified of any injury requiring treatment by a general practitioner or hospital doctor, or the death of a child or adult within 14 days. When there is a serious 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

At Sunny Day's 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 record. See below.
- The manager is the settings health and safety representative. In her absence this role is the responsibility of the deputy on duty

Our incident Record

- At Sunny Day's we have ready access to telephone numbers for emergency services, including local police. As we rent our premises we ensure we have access to the person responsible and that there is a shared procedure for dealing with emergencies.
- 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
- In the unlikely event of a child dying on the premises, for example, through cot death in the case of a baby, or any other means involving an older child, the emergency services are called, and the advice of these services are followed.

Legal framework

- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR 2013)

Further guidance

- RIDDOR Guidance and Reporting Form www.hse.gov.uk/riddor/index.htm

29. Food Hygiene (Including procedure for reporting food poisoning)

Policy statement

At Sunny Days we provide and/or serve food for children for Breakfast, snack and lunch. We maintain the highest possible food hygiene standards with regards to the purchase, storage, preparation and serving of food. We are registered as a food provider with the local authority Environmental Health Department.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe		3.3 The learning environment 3.4 The wider context	

Procedures

- The person in charge and the person responsible for food preparation understands the principles of Hazard Analysis and Critical Control Point (HACCP) as it applies to their business. This is set out in *Safer Food Better Business*. The basis for this is risk assessment as it applies to the purchase, storage, preparation and serving of food to prevent growth of bacteria and food contamination.
- All staff follows the guidelines of *Safer Food Better Business*. And everyone who handles food or works in the kitchen has a relevant level 2 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 consistently met. (**See Safer Food Better Business**)
- We use reliable suppliers for the food we purchase.
- All food is stored at the correct temperature and checked to ensure it is in-date and not subject to contamination.
- Food that requires refrigeration is placed in the fridge within 1 hr of receipt and not kept out of the fridge for more than 1 hr at lunch times. Food preparation areas are cleaned before and after use.
- All utensils, crockery etc are clean and stored appropriately and all cleaning materials and other dangerous materials are stored out of the 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. They are reminded of the importance of hand washing and simple hygiene rules. They 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 a result of food poisoning and not all cases of sickness or diarrhoea are reportable.
- Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within the setting, the manager will contact the Environmental Health Department and the Health Protection Agency, to report the outbreak and will comply with any investigation.
- If the food poisoning is identified as a notifiable disease under the Public Health (Infectious Diseases) Regulations 1988 the setting will report the matter to Ofsted.

Legal Framework - Regulation (EC) 852/2004 of the European Parliament and of the Council on the hygiene of foodstuffs

Further guidance - *Safer Food Better Business* (Food Standards Agency)

www.food.gov.uk/foodindustry/regulation/hygleq/hyglegresources/sfbb/sfbbcaterers

30. Health and safety general standards

Policy statement

At Sunny Days we believe that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers.

- 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.
- Our safeguarding officer is: **Kathy Marchant**
- They are competent to carry out these responsibilities and have the relevant training
- We display the necessary health & safety poster in the nursery and in the pre-school

Insurance cover

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed in the lobby and pre-school.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being		3.3 The learning environment	

Procedures

Raising awareness

- 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, the 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 is also discussed regularly at staff meetings.
- We operate a no smoking policy.
- We operate a no very hot drinks policy where children are. Where staff carry drinks through the room another member of staff will ensure the safety of children
- Children are made aware of health and safety issues through discussions, planned activities and routines.

- Where a hazard is identified appropriate action is taken immediately. If said action cannot solve the hazard then an action plan is raised. This specifies the action required, the person responsible for the action and any funding required.

Safety of adults

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- When adults need to reach up to store equipment or to change light bulbs they are provided with safe equipment to do so.
- All warning signs are clear and in appropriate languages.
- 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.
- At Sunny Days we keep a record of all substances that may be hazardous to health (COSHH reports)- such as cleaning chemicals, or gardening chemicals if used. Stating what the risks are and what to do if they have contact with eyes or skin or are ingested.
- We try keep all cleaning chemicals in their original container, but to be more economical we also have solutions decanted into containers that have the correct information telling you where to find the original container and reference to the COSHH for that chemical

Windows

- Low level windows are made from materials that are resistant to accidental breakage

Doors

- We take precautions to prevent children's fingers from being trapped in doors.
- Staff are aware of the danger of through drafts, making doors bang.

Floors

- All floor surfaces are checked daily to ensure they are clean and not uneven 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.
- Storage heaters are checked daily to make sure they are not covered.
- 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 fenced.
- Our outdoor area is checked for safety and cleared of rubbish before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
- Where water can form a pool on equipment, it is emptied before children start playing outside unless there is a planned activity in the water. Staff would then supervise appropriately.
- Our outdoor sand pit is covered when not in use and is cleaned regularly.
- 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.
- At Sunny Days 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.
- At Sunny Days we implement good hygiene practices by:
 - cleaning tables between activities;
 - cleaning toilets regularly;
 - wearing protective clothing - such as aprons and disposable gloves - as appropriate;
 - providing sets of clean clothes;
 - providing tissues and wipes; and
 - ensuring individual use of flannels and towels.
- Cornwall Council are responsible for the maintenance of the buildings.

Activities and resources

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children using the equipment.
- 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 at least every ten minutes.
- 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, deputy manager or the chairperson

Risk Assessments

- Where there is a potential hazard the activity is risk assessed and systems put in place to minimise the risk.
- Staff sign the risk assessment file at least every six months to indicate that they have read and understood the risks and procedures
- The risk assessment file is available in the lobby for staff to refer to
- New activities need to be risk assessed before being introduced to the setting.

Outcomes

- Failure to comply with a risk assessment can result in disciplinary action.
- Failure to follow Health and Safety procedures can result in disciplinary action.

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

Further guidance

- *Health and Safety Law: What you Should Know (HSE 1999)* www.hse.gov.uk/pubns/law.pdf
- *Health and Safety Regulation...a Short Guide (HSE 2003)* www.hse.gov.uk/pubns/hsc13.pdf
- *Electrical Safety and You (HSE 1998)* www.hse.gov.uk/pubns/indq231.pdf
- *COSHH: A Brief Guide to the Regulations (HSE 2005)* www.hse.gov.uk/pubns/indg136.pdf
- *Manual Handling – Frequently Asked Questions (HSE)*
www.hse.gov.uk/contact/faqs/manualhandling.htm

Health and Safety

31. Risk Assessment

Policy statement

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

The basis of this policy is risk assessment. The 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 etc?
- Assessment as to the level of risk as high, medium and low (death; major injury; minor injury; lost days; equipment and environmental). This is both the risk of the likelihood of it happening, as well as the possible impact if it did, if no preventative steps were taken.
- 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.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe		3.3 The learning environment 3.4 The wider context	

Procedures

- Here at Sunny Days our risk assessment process covers adults and children and includes:
 - checking for and noting hazards and risks indoors, 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.
- The risk assessment file is read by staff at least twice a year 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.

Daily risk assessments not in risk assessment file.

Each room has a daily folder which contains forms for regular checks.

When a practitioner identifies a possible hazard they either correct the hazard to reduce the risk to an appropriate level or put the area out of use and begin the process of getting the hazard dealt with.

At the end of each day the daily files are returned to the office. The next morning the manager on duty checks to ensure that all paperwork has been completed appropriately and that all necessary action has been taken with no recurring patterns in the risks. Any concerns are dealt with and an action plan raised if appropriate.

- At the end of the day a room practitioner completes a top sheet giving any additional information and highlighting the forms for the managers attention.
- Practitioners initial forms when they have completed a check for accountability and so that the manager knows who to consult with any query.

Checks include

- Accident forms - Appropriate action taken by first aid trained staff, following our first aid policy. Form completed by practitioners involved and shared with parents, who are given a copy. Accident analysed by practitioners involved to ensure the risk is appropriate and any immediate necessary action is taken. Checked by management team to ensure high quality of care is being maintained and that equipment is appropriate. Action plan raised as required.
- Incident forms - Appropriate action taken by practitioners. Form completed by practitioners involved and shared with parents, who are given a copy. Incident analysed by practitioners involved and, where necessary, a Star report is raised to analyse why the incident occurred and consider how to improve appropriate support in order to avoid similar situations recurring. Forms checked by management team to ensure high quality of care is being maintained and that equipment is appropriate. Action plan raised as required.
- Star forms - raised by practitioners where appropriate and plan of action and support decided by them where possible. Forms checked by management team to ensure high quality of care is being maintained and that equipment is appropriate. Discussed between practitioners and management team as appropriate. These forms are used to improve internal support and learn from what has happened; therefore these are not shared with parents. Action plan raised as required.
- Daily room check - completed daily. Areas visually checked for cleanliness, broken hazard, room and fridge temperature. Adjustments made as appropriate or area put out of use. Forms checked by

management team to ensure high quality of cleanliness and environment is being maintained and that equipment is appropriate. Action plan raised as required.

- Nappy check - carried out daily by practitioners checking or changing nappies. Forms checked by management team to ensure high quality of care is being maintained and that key person usually delivers this care. Action plan raised as required.
- Toilet check - completed hourly in pre-school and, if children using the toilets, hourly in sunbeam room. Area cleaned as necessary - however cleaning is done in between checks if needed. spot checks and forms checked by management team to ensure high quality of cleanliness is being maintained and that equipment is appropriate. Action plan raised as required.
- Infection control note - form raised by key person when a child is sent home because they are unwell. Copy given to parents. Appropriate action taken following our sickness control policy. Forms checked by management team to identify any patterns, including children who are regularly ill or if a number of children are being sent home with the same illness. Action plan raised as required.
- Medicine form - completed by parents when a new medication is brought in and shared with the person who greets them to ensure that it is completed correctly and is appropriate in line with our Administering medicines policy. Parents are given a slip confirming what medication their child has been given, by whom and when. Forms checked by management team to ensure that forms are completed correctly and that all signatures have been completed
- End of day routines - both rooms have their own end of day routines completed by the room staff. Forms and spot checks completed by management team to ensure that checks are being completed to a high standard.
- Sleep routine forms - Each child's sleep is recorded and checks carried out at at least 10 minute intervals
- Cot and mattress cleaning sheets are completed regularly - Forms and spot checks completed by management team to ensure that checks are being completed to a high standard.
- Toy cleaning rotas completed regularly. Forms and spot checks completed by management team to ensure that checks are being completed to a high standard.
- Fire drill checks are carried out in accordance with the Fire safety and emergency evacuation policy. The management team record the drills and ensure that irregular drills are completed, particularly when new employees or volunteers are on duty.
- Outings procedure - practitioners check the outings risk assessment and sign out completing the appropriate form. Spot checks and forms checked by the management team to ensure that procedures are being followed.
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-
- Visitors register - practitioners greet visitors. They ask the visitor to sign in and read the visitors guidance on arrival. All visitors are asked to leave their phones and medication in the office or store

cupboard. Practitioners may challenge unexpected visitors to ensure the safety of children at Sunny Days Nursery. The management team checks the register and uses the information as required.

- New families - when a new child joins the setting they are signed in to have a look around and chat to staff. They are accompanied at all times. A home visit can be arranged attended by 2 members of staff. Details of where the visit is are left at the setting. Parents are asked about health or family issues that may affect the child and details obtained. Appropriate policies are followed as required. Registration and contract documents are completed.
- 'Employment and staffing, including committee and volunteers' and 'Induction of staff, volunteers and managers' policies are followed to ensure that high standards are maintained.
- A daily register of children and adults attending the setting is completed as people come and go at Sunny Days Nursery to ensure that there is a record of who is on the premises in an emergency. This is completed by the key people. All staff working in the 'new' building also sign in the lobby register.
- Regular fire tests are carried out approximately one a week. Gas levels are also checked at this time. These checks are recorded and any remedial action organised and chased up.
- Supporting children with special educational needs is carried out in accordance with our policy. Where necessary appropriate measures are used to minimise the risk to other children whilst recognising the needs of the individual child. Appropriate training and support is given to key people and children's families where appropriate. Outside support groups and agencies are approached where appropriate. The rights of the child are recognised.

Legal framework

- Management of Health and Safety at Work Regulations 1992

Further guidance

- Five Steps to Risk Assessment (HSE 2006)
www.hse.gov.uk/pubns/indg163.pdf

32. Buildings policy

Policy statement

Sunny Days Nursery will ensure that the buildings are safe and welcoming for children and their families. It will ensure that the building will support children's development and be a safe working environment.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
<ul style="list-style-type: none">Child DevelopmentInclusive practiceKeeping safeHealth and well being	2.3 Supporting learning	3.3 The learning environment	

Procedures

- Sunny Day's will inform and consult with Ofsted on any intended major changes to the building or it's use prior to the changes, in accordance with the **EYFS 2008/12**, where possible.
- Where this is not possible for instance in the event of a fire then Sunny Days will inform and consult with Ofsted as soon as possible after the event.
- All major changes to the building will be risk assessed and planned before instigation, with families, committee and practitioners consulted.
- Where workmen/ women come on to the premises they are accompanied by a member of staff when working near children, for instance when they come to read the electric meter.
- Contractors are asked to read and abide by our contractor policy on arrival.
- Children from pre-school have free flow access to the outside area. Nursery room has a ramp for easy access for the younger children
- Daily checks are carried out on the premises and equipment to ensure that these are safe to use. Staff need to be aware of the temperature and if the room is too cold then Kathy needs to be notified. Normal temperature is 18c.
- An annual risk assessment ensures that systems are being maintained. This is carried out more often when situations change, for instance a change in staff or an adjustment to the building.
- Equipment is annually PAT tested and the rooms will be maintained to an adequate temperature.
- Security at Sunny Days is important. The main entrances are kept locked when not in use. Visitors are welcomed to the setting and seen out on departure.

Practitioners are aware that the setting can be accessed from the school and will challenge visitors should this happen. Practitioners note unknown people outside the setting and challenge them when necessary.

33. The role of the key person and settling-in

Policy Statement

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

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

We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The key person role is set out in the Welfare Requirements of the Early Years Foundation Stage. Each setting must offer a key person for each child.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social and emotional development

Procedures

- We usually allocate a key person before the child starts.
- A home visit is usually carried out before the child starts pre-school for children who have not been to nursery; this is done by the manager and the key person. Home visits are also offered to parents of younger children.
- The key person is responsible for the induction of the family and for settling the child into our setting.
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person works with the parent to plan and deliver a personalised plan for the child's well-being, care and learning.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- Each key person is responsible for developmental records and for sharing information on a regular basis with their child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
- The key person encourages positive relationships between children in her/his key group, spending time with them each day.
- At Sunny Day's 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.

- When the key person is not in children are allocated another person for the day. This person should greet the child to let them know they are there for him/her.

Settling-in

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus), and individual meetings with parents.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.
- We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- At Sunny Day's when a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- We have an expectation that the parent, carer or close relative, will stay for the first three sessions, gradually taking time away from their child, increasing this as and when the child is able to cope.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- We judge a child to be settled when they have formed a relationship with their key person; for example the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- At Sunny Day's we reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- Within the first four to six weeks of starting we discuss and work with the child's parents to start to create their child's record of achievement.

Legal Framework General Data Protection Regulation 2018

34. Parental involvement

Policy Statement

At Sunny Day's we believe that children benefit most from early years education and care when parents and settings work together in partnership.

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the setting. We also aim to support parents in their own continuing education and personal development. Some parents are less well represented in early year's settings.

These include fathers and parents who live apart from their children but who still play a part in their lives as well as working parents. In carrying out the following procedures, we will ensure all parents are included.

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

'Parental responsibility' is *all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his property.* (For a full explanation of who has parental responsibility, refer to the Pre-school Learning Alliance's *Child Protection Record* publication.)

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other	3.2 Supporting every child	

1.4 Health and well-being	2.2 Parents as partners 2.3 Supporting learning 2.4 Key person		
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Procedures

- At Sunny Day's we have a means to ensure all parents are included – that may mean we have different strategies for involving fathers or parents who work or live apart from their children.
- We consult with all parents to find out what works best for them.
- We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the setting is run and its policies through access to written information and through regular informal communication. We check to ensure parents understand the information given to them.
- We encourage and support parents to play an active part in the governance of the setting.
- We inform all parents on a regular basis about their children's progress.
- At Sunny Day's we involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's written developmental records.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We inform parents about relevant conferences, workshops and training.
- We consult with parents about the times of meetings to avoid excluding anyone.
- We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language.
- We hold meetings in venues that are accessible and appropriate for all.
- We welcome the contributions of parents, in whatever form these may take.
- We inform all parents of the systems for registering queries, complaints or suggestions
- We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home.

Open Door Policy

In Sunny Days we have an Open door policy which means that we actively encouraged all parents to come in and stay and Play with their child.

Gifts

In order ensure that a professional relationship between parents and practitioners is maintained:

- No member of staff is to give presents to individual children or parents at the setting. This includes sweets or Christmas Cards
- The setting can give gifts where appropriate - for instance reflectors in the Autumn
- Practitioners can accept gifts from parents - maximum value £10
- Parents can give gifts to the setting for children's benefit but not just for staff's benefit.
- Staff can give other staff presents maximum value £10

Legal Framework General Data Protection Guidance 2018

In compliance with the Welfare Requirements, the following documentation is in place:

- Admissions policy.
- Complaints procedure.
- Record of complaints.
- Developmental records of children.

Other useful Pre-school Learning Alliance publications

- Child Protection Record (2007)
- Looking at Learning Together (2005)
- Summary Complaints Record (2006)

35. Government Funding

Policy statement

At Sunny Days Nursery we provide funded Nursery places for both 3 and 4 year olds. We also provide places for funded 2 year olds. The maximum entitlement for each child is 15 hours per week for 38 weeks per year. The entitlement must be taken within the hours of 8 am and 6pm and over a minimum of 2 days per week (if the maximum was to reach 15 hours claimed). The sessions can be no shorter than 2.5 hours and no longer than 10 hours in any one day and between a maximum of 2 childcare providers. Funded hours can be stretched over 12 months this would entitle them to a maximum of 11 hours funding per week.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other	3.2 Supporting every child	4.4 Personal, social and emotional development

A parent can change their funded hours whenever they like provided that the setting has been given 3 weeks notice and that space is available, with appropriate support, for the child's new preferred hours. However parents cannot carry forward hours to a different week, thus a child can attend for no more than 15 funded hours in any one week. In the event of a child not attending funded sessions, funding can be considered for reclaiming after a 2 week non attendance or where regular sessions are missed and patterns are emerging, where there is no evidence as to why the child is not using their agreed hours. A parent must complete an EY3 form on or after headcount day for the first term their child is accessing the funding. Failure to complete a form means that their funded sessions will become chargeable from Sunny Days Nursery. Sunny Days Nursery may ask parents to complete a new form when hours change.

Non or Intermittent Attendance

At Sunny Days Nursery we monitor regularly to ensure that children are attending their funded sessions, we also record or enquire as to why a child may not be attending their sessions. We Monitor:

- Whether a child attended for the hours being claimed
- Absence and enquire the reason for the absence and agree a return date
- If there is no improvement to attendance follow up with a letter to the parents detailing any conversations with the dates and inform them that if their place is not used by the agreed return date, then it will no longer be available (letter template available on www.cornwallfisdirectory.org.uk)
- If the child does not return or continues to miss hours then Sunny Days will provide evidence of this and contact Children, Schools and Finance Team on (01208) 265722, (01208) 265657 or (01208) 265685 to report this and/ or seek further assistance if required
- We will complete an EY4 form if appropriate and send it to [Nursery Funding Team, Chy Trevail 2S](#)

[Beacon Technology Park, Bodmin PL31 2FR](#)

Legal Framework General Data Protection Regula

Parents as Partners

36. Parental Rights with split Families

On occasion a parent or carer will ask that a child's parents are not allowed to collect their child. Both parents have parental right to care for their child – unless there has been a court order denying access. Terms of a court order will take precedence over individual parent's wishes.

Parents may have a good reason for their request but by law we are unable to deny access to a parent at the request of the other parent or carer. Staff will be made aware of any issues about access.

Where there is an issue about access staff will try and maintain a normal session for the child/children. Staff will alert the manager if a parent turns up unexpectedly. If the manager is not available then the room supervisor will deal with the situation. The manager/supervisor will advise the school that there is an access issue in nursery/pre-school

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
		3.2 Supporting every child	4.4 Personal, social and emotional development

Collection

- The parent will be asked to wait outside
- Staff will explain to the parent that they were not expected
- The parent who normally collects the child will be contacted to let them know the other parent is at school. The child will be released if the usual parent says it is ok to do so
- Both parents will be asked not to put staff in this position again
- If it is not possible to contact the person who usually collects the child then the child will be allowed to go with the other parent as long as that parent is known to the staff. The parent will be asked to sign for the child. If the parent is not known to staff he/she will be asked to come back at the end of session.

Access to information

- The manager will mediate with the parents, if possible, to ensure that both parents can be involved in their child's schooling in a positive fashion
- Both parents can see a child's records
- A copy of reports can be sent to both parents as appropriate, for example termly reports

Both parents can be a 'parent help' as long as they carry out this duty in a way that does not detract from their child or other children in the setting

3 Parents as Partners

37. Fee Paying Policy

As a registered charity (therefore non profit making) it is our aim to keep fees as low as possible. All individuals which have booked sessions and/or are entitled to Government funded hours (where applicable) and have any additional hours booked will be required to adhere to the following policy in all instances.

-Invoices will be sent out during the first week of each month for that month. These invoices must be settled by the 26th of the month.

-Our preferred payment method is via BACS (Cooperative Bank Sunny Days Nursery A/c number 65847363 Sort Code 089299). However, payment can be made by; cash or childcare vouchers. Due to "insufficient funds" any bank charges incurred will be passed onto the bill payer) unfortunately we cannot accept card payments.

- Unfunded sessions where a child is unable to attend will still be charged this does not include the holidays as mentioned below.

-Children are entitled to take up to two weeks holiday per year (September – August) however they must pay a retainer of 50% of the normal cost. For this to be possible one month's written notice is required to the setting (via email is acceptable). The same is necessary should you wish to change your booked sessions.

-If you phone for a last-minute session and this is available this will be charged at normal fee plus a £2 administration charge. This session will then be added to the following Month's invoice.

-Lunch fees. Lunches are billed at £1.50 per lunch per booked session. Non refundable.

If you anticipate that you will have difficulty paying your bill, please contact the Setting as soon as possible in order to discuss resolving this matter with a payment agreement. This agreement will be confirmed in writing. Failure to abide by the conditions in the agreement may result in the suspension of the child's non funded sessions.

- If payment is not received by the due date stated on your invoice a reminder will be sent, failure to pay will then result in a settlement process.

This will follow the procedure stated below:

- A reminder will be sent out via the Setting including a late payment agreement.
- If payment is not received by the stated due date the committee will make contact with the debtor (incurring a £5 administration charge).
- If the payment is still not received by the date specified, the child's non funded sessions will be suspended until payment has been received.
- We reserve the right to ask for payment in advance for attendance to restart and all debts are cleared.
- At this point the committee will use their solicitors to recover the debt. Any costs associated with the recovery of the debt will be added to the outstanding balance.

For your information:

Hospital attendance can be altered on billing.

-Late collection of a child will be charged at £2.00 per 15 minutes, if exceeding 30 minutes a £5 charge will be added on top of the late collection fee to help cover staffing costs.

- Where Sunny Days Nursery is informed by another setting that there is an outstanding debt we reserve the right to ask for payment in advance.

This policy was adopted at a meeting of	Sunny Days Nursery	name of setting
Held on	<hr/> 19.10.21	(date)
Date to be reviewed	<hr/> 21/10/21	(date)
Signed on behalf of the management committee	<hr/> drussell	

Confidentiality

38. Working in partnership with other agencies

Policy Statement

At Sunny Days we work in partnership with local and national agencies to promote the well-being of all children.

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.1 Respecting each other	3.4 The wider context	

Procedures

- We work in partnership or in tandem with, local and national agencies to promote the well-being of children.
- Procedures are in place for sharing of information about children and families with other agencies. These are set out in the Information Sharing Protocol, Safeguarding Children procedures and the Special Educational Needs Procedures.
- Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, we make those individuals welcome in the setting and their professional roles are respected.
- We follow the protocols for working with agencies, for example on child protection.
- Staff from other agencies do not have unsupervised access to the child they are visiting in the setting.
- Our staff do not casually share information or seek informal advice about any named child/family.
- When necessary we consult with local and national agencies who offer a wealth of advice and information that help us develop understanding of issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.

39. Children's records

Policy Statement

At Sunny Days we have record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the General Data Protection Regulation 2018 and the Human Rights Act.

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

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other	3.1 Observation, assessment & planning	

Procedures

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

Developmental records

- These are now digital learning journeys backed up onto the main computer system

Personal records

- These include registration and admission forms, signed consent forms, and correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an ongoing record of relevant contact with parents, and observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters.
- These confidential records are stored in a lockable file or cabinet and are kept secure by the person in charge in the office.
- Parents have access, in accordance with our Client Access to Records policy, to the files and records of their own children but do not have access to information about any other child.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.
- We retain children's records for three years after they have left the setting. These are kept in a secure place.

Other records

- Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.
- Students, when they are observing in the setting, are advised of our confidentiality policy and are required to respect it.

Transitions

When children transition from the nursery to the pre-school their learning journeys and achievements are shared with their key person. This is also the case when children move into school. This helps the new carer to understand the child and their needs.

Legal Framework – General Data Protection Regulation 2018 and The Human Rights Act 1998

Further guidance - *Information Sharing: Practitioners' Guide (DfES 2006)*

40. Provider records

Policy Statement

Sunny Days Nursery keeps records for the purpose of maintaining our business. These include:

- Records pertaining to our registration.
- Lease documents and other contractual documentation pertaining to amenities, services and goods.
- Financial records pertaining to income and expenditure and employment records of staff.
- Risk assessments.

Our records are regarded as confidential on the basis of sensitivity of information, such as with regard to employment records and these are maintained with regard to the framework of the General Data Protection Regulation 2018 and the Human Rights Act. This policy and procedure is taken in conjunction with the Confidentiality and Client Access to Records policy and Information Sharing policy.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other	3.3 The learning environment	

Procedures

- All records are the responsibility of the officers of the committee who ensure they are kept securely.
- All records are kept in an orderly way in files and filing is kept up-to-date.
- Financial records are kept up-to-date for audit purposes.
- Health and safety records are maintained; these include risk assessments, details of checks or inspections and guidance etc.
- Our Ofsted registration certificate is displayed.
- Our Public Liability insurance certificate is displayed.
- All our employment and staff records are kept securely and confidentially.

Legal framework

General Data Protection Regulation 2018 and The Human Rights Act 1998

Other useful Pre-school Learning Alliance publications

- Accident Record (2008)
- Child Protection Record (2007)
- Finance in Early Years Settings (2005)
- Register and Outings Record (2006)
- Summary Complaints Record (2006)
- * Accounts Record (2005)
- * Employment in Early Years Settings (2007)
- * Medication Record (2006)
- * Risk Management in Early Years Settings (2007)

41. Admissions

Policy Statement

At Sunny Days Nursery it is our intention to make our setting accessible to children and families from all parts of the community. We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other	3.3 The learning environment 3.4 The wider environment	

Procedures

- At Sunny Days Nursery we ensure that information about our setting is accessible, in written and spoken form and where appropriate, in more than one language. Where necessary, we will try to provide information in Braille, or through British Sign Language. We will provide translated written materials where language needs of families suggest this is required as well as try to provide access to an interpreter.
- We keep a place vacant, if this is financially viable, to accommodate an emergency admission.
- We describe our setting and its practices in terms that clearly welcomes fathers and mothers, other relations and other carers, including childminders.
- At Sunny Days Nursery we describe our setting and its practices in terms of how it treats each child and their family, having regard to their needs arising from their gender, special educational needs, disabilities, social background, religion, ethnicity or from English being a newly acquired additional language.
- We describe our setting and its practices in terms of how it enables children and/or parents with disabilities to take part in the life of the setting and we make our Equal Opportunities Policy known.
- We consult with families about the opening times of the setting to ensure we accommodate a broad range of family needs.
- We are flexible about attendance patterns to accommodate the needs of individual children and families, providing we have space available and that these do not disrupt the pattern of continuity in the setting that provides stability for all the children.
- We offer home visits to families prior to settling in sessions. These sessions are where possible arranged so that families and key people can get to know each other.
- We offer transition sessions to children that are moving up from one room to another. Parents are informed of the process and are offered the chance to come to the setting and meet the staff. During this process the children have the chance to gradually become familiar with their new environment.

42. After hours care/Babysitting policy

Historically, staff have been permitted to offer babysitting/childcare services to nursery clients outside of nursery working hours. This policy has been implemented to provide clarification of some points regarding private arrangements between staff and Parents/Carers.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.2 Parents as partners		

Procedures

- Sunny Days Nursery will not be responsible for any private arrangements or agreements that are made.
- Out of hours arrangements must not interfere with a staff members employment at Sunny Days Nursery
- Sunny Days practitioners can only provide this service when the setting is closed, unless previously agreed in writing with the manager
- In order to avoid a conflict of interest, private arrangements between a practitioner at Sunny Days Nursery and a nursery client will only be permitted outside of the nurseries opening hours when previously agreed in writing with the manager, **Kathy Marchant**.
- Nursery staff may not advertise this service through Sunny Days Nursery or refer to Sunny Days Nursery in any childcare advertising literature.
- Confidentiality of employment must be adhered to.
- Parents should be aware that other adults accompanying the babysitter may not have relevant DBS clearance. Therefore it may not be appropriate for them to care for the children. A practitioner's DBS is a personal DBS for them and should they decide to pay for an update service, this could be transferred.
- The Nursery will not be responsible for any Health and Safety, Safeguarding or other issues that may arise from these private arrangements.

The nursery has a duty to safeguard all children whilst on our premises and in the care of our staff whilst they are in our employ. However this duty does not extend to private arrangements between staff and parents/ carers outside of nursery hours.

