

School Lane Nursery Ltd

OFSTED Registration – 2697896

2025 – 2026

Policies & Procedures

Written by Lucy Clarke
& Sarah Goode

School Lane Nursery Ltd Policies and Procedures

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

CONTENTS

1. Child Protection	
a. Children's rights and entitlements.....	3
b. Safeguarding children and child protection	6
c. Safeguarding Children Procedures	9
d. Operation Encompass.....	13
e. Child Sexual Exploitation and Peer on Peer Abuse	15
f. Management of Allegations	17
g. Promoting British Values and prevention of terrorism and extremism...	20
h. Looked after children	22
i. Uncollected child	25
j. Missing child	27
k. Use of mobile phones and camera image policy.....	30
l. Internet policy and acceptable use policy	32
2. Suitable People	
a. Employment	39
b. Staff behaviour policy including babysitting agreement	45
c. Staff Supervision agreement	51
d. Student placements	53
3. Staff qualifications, training, support and skills	
a. Induction of staff, learners and volunteers	54
b. Stress and conflict.....	59
c. First aid	61
4. Key person	
a. The role of the key person and settling in	63
5. Staff: Child ratios	
a. Staffing and ratios	66
6. Health	
a. Administering medicines Including Asthma	67
b. Managing children who are sick, infectious or with allergies	70
c. Recording and reporting of accidents and incidents	74
d. Continence Policy and Nappy changing	77
e. Hygiene	81
f. Food and drink	83
g. Food hygiene	85

School Lane Nursery Ltd

Policies and Procedure

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

CONTENTS

7. Managing behaviour

- a. Achieving positive behaviour 87

8. Safety and suitability of premises, environment and equipment

- a. Health and safety general standards95
- b. Risk Assessments99
- c. Maintaining children's safety and security on premises101
- d. Supervision of children on outings and visits104
- e. Fire safety and emergency evacuation106
- f. Animals in the setting109
- g. No smoking111
- h. Manual handling112
- i. Sun Policy115
- j. Sleep policy.....116

9. Equal opportunities

- a. Valuing diversity and promoting equality including Special Educational Needs and Disability Policy; Provision Mapping and Early ID117

10. Child development

- a. 2 year olds including the 2 year check123
- b. Tapestry126
- c. Narrowing the Gap: Pupil Premium128

11 Information and records

- a. Admissions131
- b. Parental involvement133
- c. Provider's records135
- d. Children's records137
- e. GDPR139
- f. Transfer of records to school142
- g. Confidentiality of client access to records144
- h. Information Sharing.....145
- i. Working in partnership with other agencies147
- j. Making a complaint148
- k. Whistleblowing151

12 Policies and procedures

- a. Review and implementation153

School Lane Nursery Ltd

Introduction

The Convention on the Rights of the Child sets out the rights that must be realised for children to develop their full potential, free from hunger and want, neglect and abuse. It reflects a new vision of the child.

Children are neither the property of their parents nor are they helpless objects of charity. They are human beings and are the subject of their own rights. The Convention offers a vision of the child as an individual and as a member of a family and community, with rights and responsibilities appropriate to his or her age and stage of development. By recognising children's rights in this way, the Convention firmly sets the focus on the whole child.

All children have the right to be strong, resilient and listened to, in an environment where they are protected from abuse and harm. The Government guidance Working Together to Safeguard Children (2015) provides a national framework for all agencies working with children to work in partnership to safeguard children effectively.

The Aims of School Lane Nursey Ltd

School Lane Nursery promotes children's right to be *strong, resilient and listened to*. We create an environment within our pre-school that encourages children to develop a positive self-image, which includes their heritage stemming from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.

School Lane Nursery Ltd promotes children's right to be strong, resilient and listened to by;

- Encouraging children to develop a sense of autonomy and independence.
- Enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.

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

To be strong means to be:	To be resilient means to:	To be listened to means:
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.	Be sure of their self- worth and dignity.	Adults who are close to children recognise their need and right to express and communicate their thoughts, feelings and ideas.
Safe and valued as individuals in their families and in relationships beyond the family, such as pre-school or school.	Be able to be assertive and state their needs effectively.	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.
Self-assured and form a positive sense of themselves – including all aspects of their identity and heritage.	Be able to overcome difficulties and problems.	Adults who are close to children are able to respond appropriately and, when required, act upon their understanding of what children express and communicate.
Included equally and belong in Early Years settings and in community life.	Be positive in their outlook on life.	Adults respect children's rights and facilitate children's participation and representation in imaginative and child centred ways in all aspects of core services.
Confident in abilities and proud of their achievements. Progressing optimally in all aspects of their development and learning.	Be able to cope with challenge and change.	
To be strong means to be;	To be resilient means to be;	
To be part of a peer group in which to learn to negotiate, develop social	Have a sense of justice towards self and others.	

skills and identity as global citizens, respecting the rights of others in a diverse world.	
To participate and be able to represent themselves in aspects of service delivery that affects them as well as aspects of key decisions that affect their lives.	Develop a sense of responsibility towards self and others. Be able to represent themselves and others in key decision making processes.

Legal Framework

- The Equality Act 2010 makes it illegal to discriminate against children.
- The UN Convention on the Rights of the Child protects the rights of all children.
- The European Convention on Human Rights protects the rights of all people, including children and young people.
- The UN Convention on the Rights of Persons with Disabilities protects the rights of all disabled people, including children and young people.
- The UN Convention on the Elimination of Discrimination against Women protects the rights of women and girls.

Training and Implementation

The rights and entitlements of children are embedded into the EYFS Statutory guidance 2017 and ‘Every child matters’ which focuses on five outcomes which are key to well-being in childhood and later life – being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being. Everything that we do at School Lane nursery is based around these documents and what they stand for. Training on the EYFS starts at the induction process and continues throughout the careers of School Lane Nursery Early Years Practitioners.

This policy was reviewed by Lucy Clarke & Sarah Goode 29 th August 2025	
Signed on behalf of management Team	
Print name	Sarah Goode

School Lane Nursery Ltd

(1b) Child Protection - Safeguarding Children and Child Protection

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

Introduction

School Lane Nursery believes that 'children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them' (EYFS 2017).

School Lane Nursery fully recognises its responsibilities for safeguarding children under the current legal framework and this policy will support us in meeting these requirements.

The EYFS, Child Protection states:

- Providers must take all necessary steps to keep children safe and well (para 3.2)
- Providers must have and implement a policy, and procedures, to safeguard children. These should be in line with the guidance and procedures of the relevant Worcestershire Safeguarding Children Partnership (WSCP) (para 3.4)
- Providers must have regard to the Government's statutory guidance '*Working Together to Safeguard Children*' (DCSF 2010: Consultation Draft DfE 2012, updated March 2017) If providers have concerns about children's safety or welfare they must notify agencies with statutory responsibilities without delay. This means the local children's social care services and, in emergencies, the police (para 3.7)

Our Aims

- Ensure our practice is in line with the guidance and procedures of Worcestershire Safeguarding Children Partnership (WSCP).
- Ensure that our setting has measurable, effective procedures in place to safeguard the children in our care.
- Support our staff to understand their roles and responsibilities.
- Inform parents/carers of our safeguarding/child protection procedures.
- Clarify the action to be taken in the event of an allegation being made against a member of staff and/or any person living, working or looking after children at the premises.
- Determine the use of mobile phones and cameras in the setting.

Legal Framework:

- Under Section 40 of the Childcare Act 2006 – School Lane Nursery Ltd has a duty to comply with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage (EYFS 2017), and to take all necessary steps to keep children safe and well.
- Safeguarding Vulnerable Groups Act (2006).
- Data Protection Act (1998).
- Working Together to Safeguard Children (DCSF 2010: Consultation Draft, DfE 2012, updated March 2015).

Worcestershire Safeguarding Children Partnership (WSCP)

'WSCP consists of senior representatives of the main agencies which have a statutory responsibility to safeguard children. It is a forum for establishing and guiding the services in Worcestershire to safeguard, protect and promote the well-being of children'.

Designated Senior Lead for Safeguarding (DSL)

The EYFS, Safeguarding and Welfare Requirements, state that:

- A practitioner must be designated to take lead responsibility for safeguarding children in every setting (DSL).
- The lead practitioner (DSL) is responsible for liaison with local statutory children's services agencies, and with the Local Safeguarding Children Partnership (WSCP).
- The lead practitioner (DSL) must provide support, advice and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required.
- The lead practitioner (DSL) must attend a child protection training course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect, taking account of any advice from the WSCB or local authority on appropriate training courses.

At School Lane Nursery Ltd we have two qualified DSL's to ensure one is always present in the building. The lead DSL is Lucy Clarke and she is supported by Sarah Goode. The DSL's all hold current Targeted 2 training and DSL thinking the unthinkable training. They also regularly update safeguarding knowledge throughout the term during staff meetings, ongoing dialogue and 1:1 supervisions.

Training

The EYFS 2017 states that:

- Providers must train all staff to understand their safeguarding policy and procedures.
- Training made available by the provider must enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way.

WSCP and Worcestershire County Council (WCC) recommend that:

- The DSL/Deputy DSL update their safeguarding training every two years and continually refresh knowledge which we achieve through our staff meetings, ongoing dialogue and 1:1 supervisions.
- All other practitioners must update their safeguarding knowledge every three years.

At School Lane Nursery Ltd ;

- All necessary steps are taken to keep children safe and well.
- We ensure all staff are able to recognise signs of possible abuse and neglect through a thorough induction process, attendance at child protection training and effective supervision.
- The WSCP and WCC recommendations regarding staff training are followed.
- Current safeguarding/child protection training certificates are stored on site.

.....

Telephone contact

- The Access Centre and the Early Help Hub are being replaced by the 'Family Front Door' and the contact telephone number for professionals is now **01905 822666**. The out of hours number is **01905 768020**

Online referral

- The online referral has changed. There is now the option to save and print the form before you submit it but in order to achieve this, a level of security needs to be added, so users need to register. Registration is simple, can be completed in advance and only needs to be done once.

Thresholds/levels of need

- The Threshold Guidance has been replaced by 'Levels of Need' and this is available at: http://www.worcestershire.gov.uk/downloads/file/7052/levels_of_need_guidance

Community social workers

- There will be social workers based in each of the six districts and they will be working in partnership with others working with children in their local area.

Managers contact detail

- If the manager Sarah Goode is off the premises and you have concerns you must contact her immediately [079234357098](tel:079234357098)/ [01386 834617](tel:01386834617)

This policy was reviewed by Lucy Clarke & Sarah Goode on the 29 th August 2025	
Signed on behalf of management Team	
Print name	Sarah Goode

School Lane Nursery Ltd

(1c) Child Protection and Safeguarding Children Procedures

At School Lane Nursery Ltd we follow the procedure in this flow chart, which has been adapted from 'What to do if you're worried a child is being abused – Summary' (DFES 2006) to include guidance from Worcestershire County Council Children's Services. This is currently in draft form and constitutes part of the new yellow folder, we however have been advised to follow this procedure from February 2017.

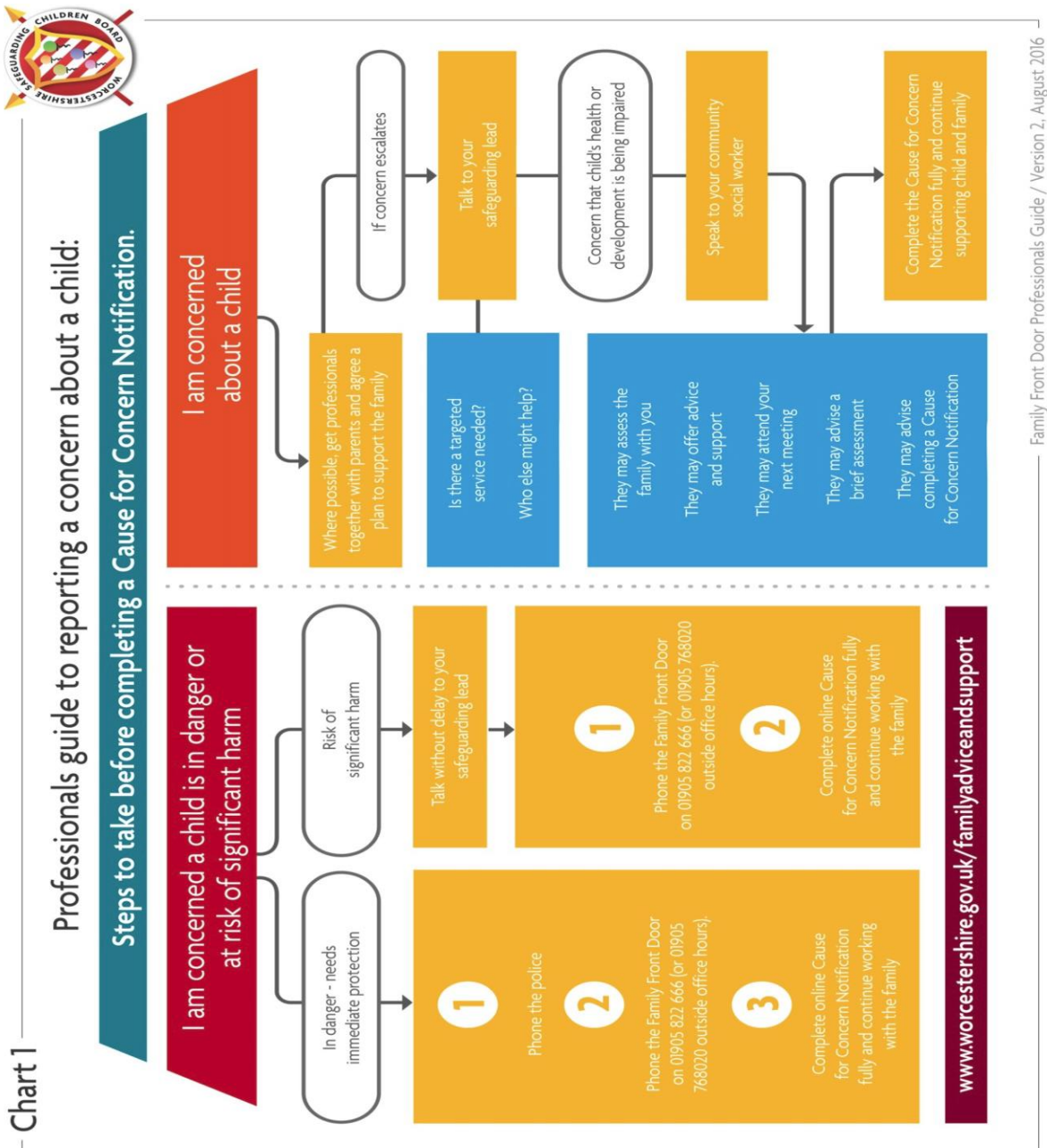
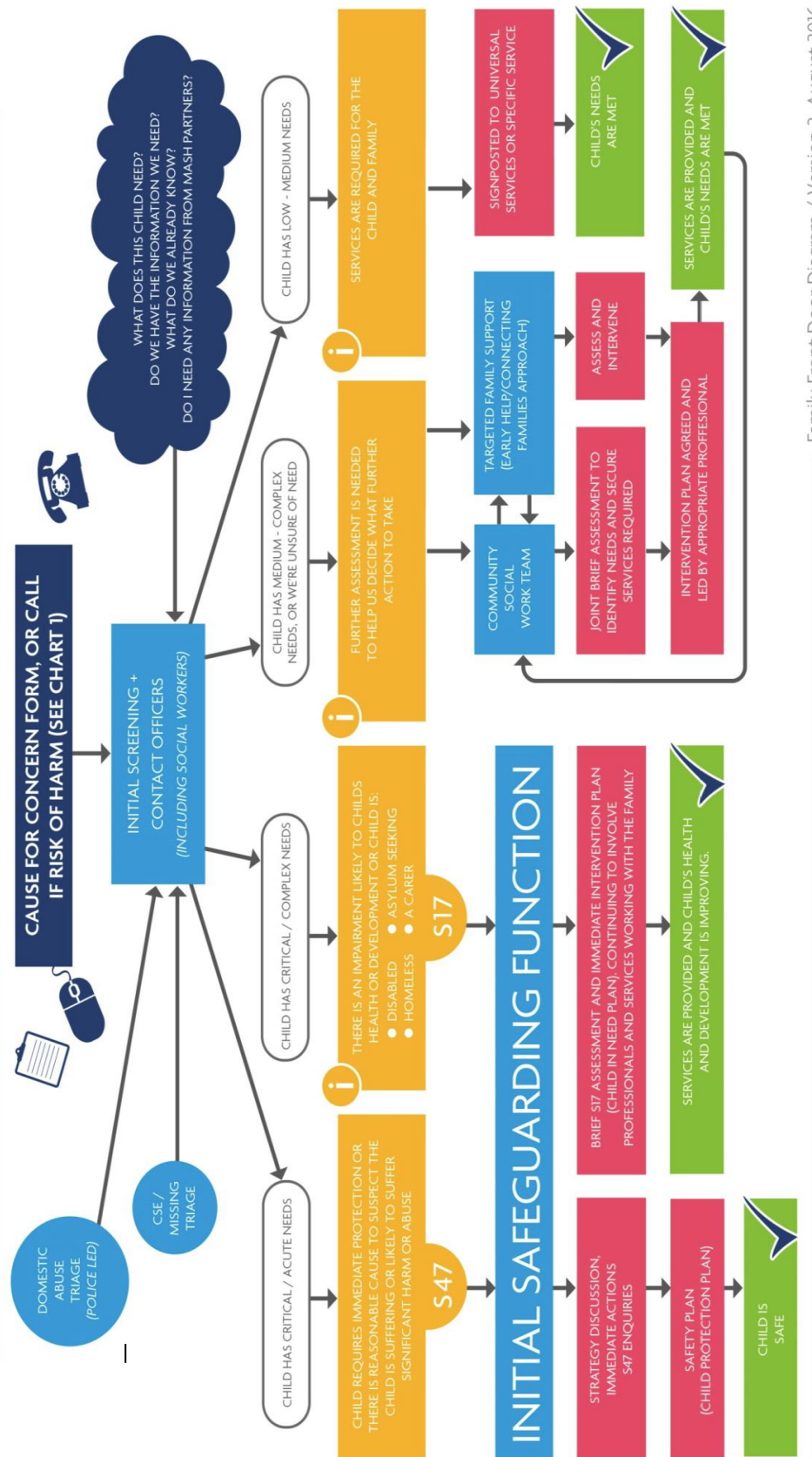


Chart 2

Family Front Door

What happens when a Cause for Concern Notification is submitted



The Statutory Framework for the Early Years Foundation Stage (EYFS 2017) states that:

- A practitioner must be designated to take lead responsibility for safeguarding children in every setting (para 3.5).
- The lead practitioner is responsible for liaison with local statutory children's services agencies and with the LSCB (para 3.5).

At School Lane Nursery this lead practitioner is referred to as the Designated Senior Lead (DSL) this is Sarah Goode and she is supported by Deputy DSL – Lisa Hill. It is **essential** however that all staff under-stand and are able to follow this safeguarding/child protection procedure.

School Lane Nursery Ltd may receive an allegation of **abuse of a child** from a **child, parent/carer, a practitioner or from an outside agency**.

- The allegation may be verbal or written but should be treated with equal concern.
 - The alleged perpetrator may be an adult or child. Whether they are at the setting or not, procedures must be followed.
 - **If the alleged perpetrator is a child in the setting their own safeguarding needs must be considered.**
1. At School Lane Nursery if a member of staff believes a child may be at risk of significant harm, e.g. because a child has disclosed possible abuse or displays an injury without a plausible explanation, they must inform the DSL immediately and record their concern.
 2. All personal and sensitive information must be recorded and handled in confidence.
 3. The DSL/Deputy will gather any additional information available and immediately follow **Chart 1** to determine action.

The DSL will consider any factors which may affect judgement, and seek advice from the early intervention family support as necessary. The child's welfare is always paramount.

4. If a referral to children's social care is required it will be necessary to share the following information:
 - The name, address, date of birth, ethnic origin and gender of the child.
 - If applicable, any disability or special need that the child may have.
 - The name of the person with parental responsibility for the child, and any restrictions to legal contact with the child.
 - The names and dates of birth of siblings or other children in the household (if known).
 - The names and contact telephone numbers of parents and other carers or close family members if known.
 - The name, address and telephone number of the child's GP and Health Visitor if available.
 - The nature of the injuries observed, and/or the reason for concerns.
 - The name of the person who has raised the concern and exactly what the concern is.
 - The parents'/carers'/child's first language.
5. When making the referral it is usually good practice to discuss concerns with the parents/carer first. However, **if it is believed that:**
 - Discussion with parents may put the child/an adult at greater risk of harm.
 - Evidence may indicate sexual abuse (e.g. a clear disclosure).
 - Evidence may indicate that a crime has been committed (e.g. an injury).

Staff will ALWAYS SEEK ADVICE from the Family Front Door BEFORE discussing concerns with parents

6. The Family front door will advise staff what information should be shared with the parents/carers, if any, at this stage.

7. School Lane Nursery will at all times follow instructions from the Family Front Door, however if unhappy with the advice given will use their professional confidence to ask for the cause for concern notification to be looked at again.
8. An On-line referral can be done by accessing http://www.worcestershire.gov.uk/info/20054/safeguarding_children/364/if_you_are_worried_about_a_child. Follow the links as a professional who wants to make a referral and access the professional portal clicking on the appropriate tab for your need i.e. cause for concern will take you to your login page.
9. If staff at School Lane Nursery Ltd have general concerns about a child's welfare e.g. have logged several minor concerns over a period of time, or have observed that a child's demeanour has changed without a plausible explanation, staff will discuss their concerns with the DSL/ Deputy.

The DSL may;

- Contact the Family front door for further advice or log on to the portal for advice
- Contact WSCP via their website www.worcestershiresafeguarding.org.uk
- Recommend discussion with parents/carers.
- Suggest signposting to Early help at the children's centre done through Family Front Door but requires parental consent.
- Continue to monitor situation.

10. If a referral to the Family Front Door is made School Lane Nursery will follow points 2–8 above.

11. Effective record keeping must be maintained by all staff at all times.

12. Within 24 hours following a referral to the Family Front Door, the referrer should expect to receive feedback about the course of action to be taken. The DSL should document this and follow any instructions from the Family front door.

N.B. All staff have a duty to escalate significant concerns (e.g. directly to the Provider or to Children's Services family front door) if their concerns about a child or member of staff are not shared by the DSL or the setting manager – please see our Whistleblowing procedures later in this document.

Supporting guidance WSCP Levels of Need Guidance can be found at:

www.worcestershiresafeguarding.org.uk or in safeguarding folder

This guidance has been updated with input from the following: Worcestershire Acute Hospitals NHS Trust, Worcestershire Health and Care NHS Trust, Children's Social Care, Safeguarding and Quality Assurance Service (WCC), the Access Centre, Clinical Commissioning Groups, West Mercia Police, Early Help, West Mercia Youth Offending Service and a representative for schools. It was formally approved by members of the Worcestershire Safeguarding Children Board on 26th February 2014.

Levels of Need Document July 2016 replaced the previous threshold guidance.

This policy was written by Lucy Clarke & Sarah Goode on the 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

School Lane Nursery Ltd 1(d) Child Protection – Operation Encompass

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: August 2025

Review Date: August 2026

Introduction

New to Early Years Operation Encompass is a police and Education early intervention safeguarding partnership enabling and support for children and young people who are experiencing domestic abuse. Operation Encompass has been successfully running in schools across Worcestershire for the last few years and has recently launched this for children who are accessing Nursery Education Funding within Worcestershire.

How it will work?

When Police are called to a domestic abuse incident, where anyone under the age of 18 is either present at the scene, or usually lives, or there is a pregnant individual (over 28 weeks gestation), details of the incident are logged by the police and shared with the Worcestershire Operation Encompass Team within WCF.

Process –

- The police send the incident log to Worcestershire Operation Encompass Team every morning.
- Gem Rainsford-Grady, the Early Years business support officer, will send a notification to the Early years provider who have funded children on the log. The notification will be sent via [Children's Service Portal](#) (CSP) and will be followed up with a phone call, This means that your NEF contact will receive the CSP email informing them that a notification has been sent.
- Details of the incident should then be logged on a 'call log' document and this should be filed the same way Child Protection records are kept.
- The NEF contact will notify the DSL that an Operation Encompass notification has been received; you will need to agree the best way to pass on the notification to the DSL.
- The information provided within the notification should be logged and communicated to appropriate staff.

Our Aims

- To support both Children in our care and the parent/carer.
- Encourage them to discuss any concerns they may have.
- Get others involved who can help to support and talk too, with consent of the parent/carer.

Main Contacts:

Gem Rainsford-Grady – Operation Encompass Coordinator
Email GGrady@worcestershire.gov.uk
Telephone 01905 728530

WCF Operation Encompass Team

Denise Hannibal – Education Safeguarding Lead
Email dhannibal@worschildrensfirst.org.uk
Telephone 01905 844436

Hayley Doyle – Education Area Safeguarding Officer
Email – Hdoyle@worcestershire.gov.uk
Telephone – 01905845230

Mikey Addis – Education Safeguarding Business Support Officer
Email – maddis@worcschildrensfirst.org.uk
Telephone 01905 845526

WCF Early Years Team

Sam Barrett, Sharon Jones and Zoe Corfield – Early Years Improvement Advisors
Email – EYCC@worcschildrensfirst.org.uk
Telephone 01905 844048

West Mercia Police

DI Dave Bettison – Strategic Vulnerability Team
Email – david.bettison@westmercia.police.uk
Telephone 07843 496378/ 07870 512312

School Lane Nursery Ltd

(1e) Child Protection – Child Sexual Exploitation and Peer on Peer Abuse

Date: Reviewed August 2025

Review Date: August 2026

Introduction

School Lane Nursery recognises its duty to safeguard all children and vulnerable adults including parents and practitioners. We continuously update our knowledge on safeguarding topics and discuss at a management level how these themes of abuse may present themselves in our setting and how we then deal with this.

Our Aims

- To continuously reflect and update knowledge on safeguarding threats to our community.
- Put in place policies and procedures that acknowledge potential new risks to our children, staff and parents.

Child Sexual Exploitation (CSE)

We recognise that CSE is a form of child abuse involving criminal behaviours against children and young people which can have a long-lasting adverse impact on a child's physical and emotional health. Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people. Victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. It may also be linked to child trafficking.

In response to these risks we would;

- Follow our normal safeguarding procedures.
- Refer to further information in the onsite safeguarding file.
- Complete a CSE Identification risk tool which can be found on the Family Front Door website.
- When practitioners become aware of children who are affected by, or at risk of, sexual exploitation they have a duty to comply with the West Mercia Child Protection Procedures, with specific regard to section 7.2 which relates specifically to the process to be followed in Worcestershire.

http://westmerciaconsortium.proceduresonline.com/chapters/g_step_by_step_respond_cse.html

A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by practitioners, but practitioners must act on their concerns, as they would for any other type of abuse.

All practitioners are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

Peer on peer abuse

We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to

focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children procedures will apply in respect of any child who is suffering or likely to suffer significant harm; staff must never tolerate or dismiss concerns relating to peer on peer abuse.

Where a child discloses safeguarding allegations against another pupil in the same setting, the DSL should refer to the local procedures on the WSCB website (section 2.12) and seek advice from the Family Front Door or Community Social Worker before commencing its own investigation or contacting parents.

Honour based violence

We recognise that our staff are well placed to identify concerns and take action to prevent children from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called 'honour-based' violence (HBV) and provide guidance on these issues through our safeguarding training. If staff have a concern regarding a child that might be at risk of HBV they should inform the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon practitioners in England and Wales, to personally report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. We will provide guidance and support to our practitioners on this requirement and further information on when and how to make a report can be found in the following Home Office guidance: 'Mandatory Reporting of Female Genital Mutilation - procedural information' (October 2015).

This policy was written by Lucy Clarke & Sarah Goode on the 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

School Lane Nursery Ltd

1f) Child Protection and Safeguarding Children Procedures Management of Allegations Procedure

Written by Lucy Clarke (Owner) & Sarah Goode

Date: Reviewed August 2025

Review Date: August 2026

Part A: Allegations management procedure

Staff must never investigate an allegation of abuse but must always follow the advice of the Family Front Door or other statutory body

The Statutory Framework for the Early Years Foundation Stage (EYFS 2017) states:

'A practitioner must be designated to take lead responsibility for safeguarding children in every setting'.

However, when a safeguarding concern involves the behaviour of someone living working or looking after children on the premises, this becomes the **provider's** responsibility.

The EYFS states:

- Para 3.4: Procedures to safeguard children must include an explanation of the action to be taken in the event of an allegation being made against a member of staff.
- Para 3.8: **Registered providers** must inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).

It is **essential** that all staff at School Lane Nursery are confident to follow this 'allegations management' procedure.

Procedure to be followed if an allegation against a member of staff is received:

If a complaint includes an allegation of abuse, whether made verbally or in writing, care should be taken to ensure that no-one can be identified from the record of complaints. The incident should be simply noted in the record of complaints, the Designated Safeguarding Lead (DSL) informed, and the setting's own procedure for managing allegations of abuse must be followed.

- The allegation may come from a parent/carer, a member of staff, a child or from an outside agency and may be verbal or written, but should be treated with equal concern
- Confirmation of the allegation in writing should be sought from the person making the allegation, but **action should not be delayed whilst awaiting written confirmation**
- The recipient of the allegation should immediately inform the DSL or deputy DSL.
- It is the responsibility of the registered provider to ensure that Ofsted (or any relevant childminder agency) and Children's Social Care are informed.
- The allegation should be recorded confidentially and stored securely.
- If the allegation is against the DSL or the manager it will be necessary to report the concern to the person's superior. If this is not possible staff should inform Children's Social Care directly.
- If the allegation is against the Registered Person the Deputy DSL should inform Children's Social Care immediately and notify Ofsted (or any relevant childminder agency)
- Childminders and their assistants might receive an allegation against themselves but should still ensure that the correct reporting procedure is followed and Children's Social Care and the childminder's registering body is made aware

The telephone number for Children's Social Care is 01905 822666

The telephone number for Ofsted is 0300 123 1231

- A note should be made of any actions advised by Children's Social Care or by Ofsted and of the date and time they are implemented
- The Registered Person may delegate remains accountable for ensuring that the concern is shared **immediately** with Children's Social Care, and that Ofsted is notified as soon as possible and within 14 days
- The provider should conduct a risk assessment to determine whether the staff member should be suspended.
- Parents/carers should be informed unless to do so could put the child in further danger
- The setting may be required to provide information to support an investigation
- If necessary, **Children's Social Care will discuss the allegation with the Local Authority Designated Officer (LADO)**. If the allegation meets the threshold criteria for an independent investigation then the LADO will convene a Position of Trust meeting.
- The allegation threshold criteria are met if the alleged perpetrator has:
 - Behaved in a way that has harmed a child, or may have harmed a child
 - Possibly committed a criminal offence against, or related to, a child
 - Behaved towards a child or children in a way that indicates he/she is unsuitable to work with children.

The Position of Trust meeting would determine whether:

- ✓ Enquiries and assessments by the Children's Social Care services are required to determine whether a child is in need of protection or in need of services
- ✓ Police investigation of a possible criminal offence is indicated
- ✓ There are implications in respect of the alleged perpetrator's potential suitability to work with/have access to children at the setting

The following representatives may be invited to a LADO Position of Trust meeting:

- ✓ The registered provider
- ✓ Ofsted (or childminder agency)
- ✓ Children's Social Care
- ✓ The Police
- ✓ The Registered Person
- ✓ When early years or childcare settings are involved an officer from the Babcock Prime Early Years Team may also be asked to attend
- N.B. If an allegation is made directly to the police or Children's Services the Registered Person may be unaware of the allegation until informed of the Position of Trust meeting.

Possible Outcomes of a Position of Trust meeting/discussion:

- No further multi-agency involvement
 - Police investigation
 - Social Care assessment
 - Further investigation from Ofsted or the relevant childminder agency
 - Compliance action from Ofsted
 - Referral to the Disclosure and Barring Service
- If an allegation is made against a Registered Person Ofsted may suspend the provider's registration in order to allow time for an investigation. Ofsted may suspend registration where it is reasonably believed that the continued provision of childcare by the Registered Person to any child may expose such a child to a risk of harm.
 - If no further action is recommended the setting may still proceed with disciplinary procedures. If there are concerns about the suitability of the member of staff to continue to work with children there is a statutory duty to refer to the Disclosure and Barring Service (DBS)
 - In all cases where an allegation against a member of staff is made the setting should review all policies and procedures and address identified training/supervision needs
 - Records of allegations should be retained until the alleged perpetrator reaches normal retirement age, or for 10 years if that is longer.

Advice on employment legislation and disciplinary and dismissal processes, can be obtained from:

ACAS - Tel: 08457 474747

Department for Business, Innovation and Skills (BIS) - Tel: 020 7215 5000

This policy was written by Lucy Clarke & Sarah Goode on the 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

School Lane Nursery Ltd

(1g) Child Protection – Promoting British Values and Prevention of Terrorism and Extremism

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

Introduction

From the 1st July 2015 all early years childcare providers and schools are subject to provide clear guidance of promoting British Values and preventing counter terrorism/extremism under section 26 of the Counter Terrorism and Security Act 2015. This duty is also known as the Prevent Duty. Paragraphs 57—76 of the guidance are concerned specifically with schools and child care providers.

The prevent strategy, published by the Government in 2011 is part of our overall counter terrorism strategy, CONTEST. The aim being to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism.

The DfE have recently reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of Law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs”.

Our Aim

As a pre-school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern. School Lane Nursery also recognises that if we fail to challenge extremist views we are failing to protect our children.

We aim to prevent developing destructive relationships between communities that promote division, fear and mistrust of others based on ignorance or prejudice. Education is a powerful way in equipping young children with the knowledge, skills and critical thinking to challenge and debate this. At School Lane Nursery we will provide a broad and balanced environment delivered by skilled professionals so that our children are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

Procedures:

- School Lane Nursery will help support children who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a child is being directly affected by extremist’s materials or influences we will ensure that the child is offered monitoring.

**STAFF WILL ALWAYS SEEK ADVICE FROM THE PREVENT TEAM ON
PREVENT@WARWICKSHIREANDWESTMERCIA.PNN.POLICE.UK**

- We will teach and encourage children to respect one another and to respect and tolerate difference, especially those of a different faith or no faith.
- We will not display graffiti symbols, writing or artwork promoting extremist messages or images.
- Children will not have access to extremist material online, including social networking sites.
- We will encourage children to not voice opinions drawn extremist ideologies.
- We will not tolerate the use of extremist or hate terms to exclude others or incite violence.
- Children will be encouraged to not impose extremist views or practices on others.
- School Lane Nursery will not tolerate any Anti-Western or Anti-British views.

- We will expect parents to report any changes in their child's behaviour, friendships or actions that require assistance.
- School Lane Nursery will strive to eradicate the myths and assumptions that can lead to some young children becoming alienated and disempowered.
- We will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.
 - i) **Democracy:** We will make decisions together and listen to children's and parent's voices. We will give children opportunities to choose activities and resources to develop enquiring minds in an atmosphere where questions are valued.
 - ii) **Rule of Law:** We promote that rules matter as cited in PSED. We reinforce our high expectations of children and teach the value and reasons behind them and that there are consequences when rules are broken.
 - iii) **Individual liberty:** We will promote freedom for all reflecting on their differences and understanding that everyone is free to have different opinions.
 - iv) **Mutual Respect:** We promote treating others as you wish to be treated. Children gain respect through interaction with caring adults who show and value their individual personalities.
 - v) **Tolerance of different Faiths and Beliefs:** We promote children's understanding of different faiths and beliefs by participating in a range of celebrations throughout the year. Giving them the opportunity to dress up in clothes and try foods from other cultures.

Legal Framework:

- Section 29 of the Counter Terrorism & Security Act 2015
- The Prevent Strategy 2011
- DFE Publications:
 1. The Prevent Duty – June 2015
 2. Promoting Fundamental British Values as part of SMSC in Schools November 2015

All Staff will complete PREVENT training and update when required. We also discuss in team meetings how PREVENT may present itself in Early Years as a result of this we now have a permanent Poster demonstrating how we meet our PREVENT duty requirements.

Further information

D of E Extremism helpline 0207 340 7264 or email counterextremism@education.gsi.gov.uk

This policy was written by Lucy Clarke & Sarah Goode on the 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

School Lane Nursery Ltd (1h) Child Protection – Looked after children

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

Introduction

Early years settings are committed to providing quality provision based on equality of opportunity for all children and their families. All staff are committed to doing all they can to enable 'looked after' children in their care to achieve and reach their full potential.

Definition of 'Looked after Children' (LAC): *Children and young people become 'looked after' if they have either been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most LAC will be living in foster homes, but a smaller number may be in a children's home, living with a relative or even placed back home with their natural parent(s).*

Our Aim

We recognise that children who are being looked after have often experienced traumatic situations, physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has impact on their emotional well-being.

In our setting, we place emphasis on promoting **children's right to be strong, resilient and listened to**. Our policy and practice guidelines for looked after children are based on these two important concepts, **attachment and resilience**. The basis of this is to promote secure attachments in children's lives as the basis for resilience. These aspects of well-being underpin the child's responsiveness to learning and are the basis in developing positive dispositions for learning. For young children to get the most out of educational opportunities they need to be settled enough with their carer to be able to cope with further separation, a new environment and new expectations made upon them.

Our Principles and Procedures

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1 Child development 1.2 Inclusive practice 1.3 Keeping safe	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

- 1) The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
- 2) We offer places to two-year-old children in exceptional circumstances who are in care. In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer and where the placement in the setting will last a minimum of three months.
- 3) We offer places for funded three and four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a

minimum of one month and has formed a secure attachment to the carer. We expect that the placement in the setting will last a minimum of six weeks.

- 4) We will always offer 'stay and play' provision for a child who is two to five years old who is still settling with their foster carer, or who is only temporarily being looked after. Where a child who normally attends our setting is taken into care and is cared for by a local foster carer we will continue to offer the placement for the child.
- 5) The designated person for looked after children is the DSL.
- 6) Every child is allocated a key person before they start and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child's needs.
- 7) The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensures appropriate information is gained and shared.
- 8) The setting recognises the role of the local authority social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parents or foster carer's role in relation to the setting without prior discussion and agreement with the child's social worker.

The Care Plan

At the start of a placement there is a professionals meeting that will determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals. The care plan needs to consider such issues for the child as:

- The child's emotional needs and how they are to be met.
- How any emotional issues and problems that affect behaviour are to be managed?
- The child's sense of self, culture, language/s and identity – how this is to be supported.
- The child's need for sociability and friendship.
- The child's interests and abilities and possible learning journey pathway.
- How any special needs will be supported?

In addition the care plan will also consider:

- a) How information will be shared with the foster carer and local authority (as the 'Corporate parent') as well as what information is shared with whom and how it will be recorded and stored.
- b) What contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be the setting, when, where and what form the contact will take will be discussed and agreed.
- c) What written reporting is required?
- d) Wherever possible, and where the plan is for the child's return home, the birth parent(s) should be involved in planning; and with the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents, such as outings, fun-days and other similar activities alongside the foster carer.
- e) The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a relationship with his or her key person sufficient to act as a 'secure base' to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.
- f) In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
- g) Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning.
- h) Concerns about the child will be noted in the child's file and discussed with the foster carer.

- i) If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social care worker according to the setting's safeguarding children procedure.
- j) Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
- k) Transition to school will be handled sensitively and the designated person and or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.

Further guidance

Guidance on the Education of Children and Young People in Public Care (DfEE 2000)

Who does what: How Social Workers and Carers can Support the Education of Looked after Children (DfES 2005)

Supporting looked After Learners - A Practical Guide for School Governors (DfES 2006)

Please see Pupil Premium Policy on how else we can support LAC, found in this policies and procedures book.

This policy was written by Lucy Clarke & Sarah Goode on the 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

School Lane Nursery Ltd **(1 h) Child Protection – Uncollected Child**

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

Introduction

In the event that a child is not collected by an authorised adult at the end of a session/day, our pre-school puts into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child.

Our Aim

In the event that a child is not collected by an authorised adult, 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.

Prevention

Before a child starts their first session at School Lane Nursery the parents of the child are asked to provide specific information which is recorded in our individual child record books which includes legal consent and the following information:

- 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 our pre-school, for example a child minder or grandparent. We operate a successful password system.
- Information about any person who does not have legal access to the child and who has parental responsibility for the child.
- On occasions when parents are aware that they will not be at home or in their usual place of work, they record how they can be contacted on our collections form.
- On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they record the name, address and telephone number of the person who will be collecting their child on our collections form. We agree with parents how to verify the identity of the person who is to collect their child, usually through a secret password.
- 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 procedures.
- We provide parents with our contact telephone number.
- We also inform parents that - in the event that their children are not collected from our pre-school by an authorised adult and the staff can no longer supervise the child on our premises - we apply our child protection procedures as set out in our child protection policy.

Procedure for a non-collected child

Step 1

- Check collections form for any information about changes to normal collection routines.
- Contact parents on numbers provided.
- Contact authorised adults detailed on registration form or collections book.
- All reasonable attempts are made to contact the parents or nominated carers.

Step 2

- Ensure the child does not leave the premises with anyone other than those named on the registration form and collection book.
- If no-one collects the child and the premises are closing or staff are no longer available to care for the child, we apply the procedures for uncollected children, which details to contact the local police. on the non emergency number 101.
- The child stays at pre-school in the care of two fully-vetted workers until the child is safely collected either by the parents or by the local police.

Step 3

- The police will endeavour to find the parents.
- A full written report will be completed by the DSL and put on the child's file.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff. This charge is currently set at £5 for every half hour or part hour thereof per member of staff (Note: Two or more staff may be in attendance with your child during this time.)
- Ofsted may be informed: **0300 123 1231** .

Under no circumstances should a member of staff go looking for the parents or take the child home with them.

In the case where a parent comes to collect a child, but you feel they are unfit due to alcohol or drug abuse you cannot refuse to let them take their child. However it would be our aim to delay them leaving by chatting or making them a drink whilst another member of staff contacts an alternative nominated adult. If this is not possible you can contact the non-emergency local police on 101 who can only deal with this incident once the parent has left the premises with the child. Be sensible and never put yourself in danger.

This policy was written by Lucy Clarke & Sarah Goode on the 29th August 2025

Signed on behalf of management

Print name

Sarah Goode

School Lane Nursery Ltd (1j) Child Protection – Missing Child

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

Introduction

Children's safety is our highest priority, both on and off the premises. When coming into the setting children are greeted by a member of staff and signed in on a daily sign in/ sign out sheet by their parent/carer. The number of children in our care is then written on a whiteboard in the main room for all the staff to see and in the register, this is altered by the supervisor in charge as children come and go from the setting. All staff are requested to always know the amount of children in our care and are reminded of this throughout the day by the supervisor. Children are counted throughout the session, at least every half an hour and every time we leave or return to the main building.

Our Aims

Every attempt is made to avoid a missing child scenario through carrying out regular headcounts, registers, and ensuring doors are locked at all times, however we need to plan for this eventuality. Our aim is to provide a step by step guide to follow which will help us deal with this situation professionally and calmly in what is a very stressful time for all concerned.

Missing child from premises procedure

If a child goes missing from our setting;

1. As soon as it is noticed that a child is missing, the Key person or a staff member alerts the Manager/Deputy Manager.
2. Signing in sheets and registers are checked and a full register is taken to check no other child has gone astray.
3. Without alarming them, ask the children themselves whether they have seen the child who is missing. They can sometimes be a useful source of information.
4. Check that all the adults are present and that they all know the child is missing. The Manager talks to the staff to find out when and where the child was last seen and records this.
5. Check any possible hiding-places in and around the pre-school's premises.
6. Ensuring that the remaining children are sufficiently supervised and secure, one or preferably two members of staff should search the building, outdoor area and immediate vicinity of the setting.
7. Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
8. The Manager calls the police and reports the child as missing **five minutes** after it has been noticed that the child is missing. The Manager then calls the child's parents.
9. The Manager will carry out a thorough search of the building and outdoor play areas.
10. The registered person would be informed immediately to carry out an investigation.

School Lane Nursery Missing Child on an Outing Procedure

If a child goes missing from an outing where parents are not attending and responsible for their own child, the setting ensures that there is a procedure that is followed.

1. As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One staff searches the immediate vicinity but does not search beyond that.

2. The pre-school manager is informed, if they are not on the outing they must make their way to the venue to aid the search and be the point of contact for the police as well as support staff.
3. Staff take the remaining children back to the setting.
4. The pre-school manager contacts the child's parent who makes their way to the setting or outing venue as agreed with the person in charge.
5. The staff contact the police using the mobile phone and report the child as missing.
6. In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found.
7. The person in charge contacts the registered person who comes down to the setting as soon as possible to carry out an investigation.
8. The setting leader or a member of staff 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 Manager/registered person speaks with the parent(s).
- ✓ The registered person carries out a full investigation taking written statements from all the staff in the room or who were on the outing.
- ✓ The supervisor in charge at the time of the incident writes an incident report detailing;
 - The date and time of the report.
 - What staff/children were in the group/outing and the name of the staff designated responsible for the missing child.
 - When the child was last seen in the group/outing.
 - What has taken place in the group or outing since the child went missing.
 - Anything unusual that day about the behaviour of that child or any other child.
 - The time it is estimated that the child went missing.
 - A conclusion is drawn as to how the breach of security happened.
 - If the incident warrants a police investigation, all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Children's social care may be involved if it seems likely that there is a child protection issue to address.
 - The incident is reported under RIDDOR arrangements (see the Reporting of Accidents and Incidents policy); the local authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.
 - In the event of disciplinary action needing to be taken, Ofsted is informed.
 - The insurance provider is informed.

Managing People

- Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
- The staff will feel worried about the child, especially the Key person or the designated carer responsible for the safety of that child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.
- Staff may be the understandable target of parental anger and they may be afraid. The Manager/registered person need to ensure that staff under investigation are not only fairly treated but receive support while feeling vulnerable.
- The parents will feel angry, and fraught. They may want to blame staff and may single out one staff member over others; they may direct their anger at the Manager/registered person. When dealing with a distraught and angry parent, there should always be two members of staff, one of whom is the Manager/registered person. No matter how understandable the parent's anger may be, aggression or threats against staff are not tolerated, and the police should be called.

- The other children are also sensitive to what is going on around them. They too may be worried. The remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children's questions honestly but also reassure them.
- In accordance with the severity of the final outcome, staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. The registered person and management team will use their discretion to decide what action to take.
- Staff must not discuss any missing child incident with the press without taking advice.

Absent Children :

- Setting is required to promptly follow up on all absences, contacting parents and emergency contacts if child is absent for a prolonged period or without notification.
- Parents are to have a copy of the policy on absences so that they understand what is expected of them about notifying setting of absences.

This policy was written by Lucy Clarke & Sarah Goode on the 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

School Lane Nursery Ltd

(1k) Child Protection – Mobile Phone and Camera Image Policy

Written by Lucy Clarke (Owner) & Sarah Goode

Date: June 2025

Review Date: June 2026

Introduction

The Statutory Framework for the Early Years Foundation Stage states:
'Safeguarding Policies and Procedures must cover the use of mobile phones, tablets/
I-pads and cameras in the setting' (EYFS 2017; para 3.4).

The use of 'mobile phones, tablets/I-pads and cameras' includes all hand held devices capable of photographic imagery. Images may be distributed via print, DVD, the internet or other technologies. Photographic imagery is integral to the recording of observations and celebration of achievements, and it is not the intention of this procedure to prevent the use of mobile phones, tablets/I-pads and cameras in settings.

This procedure aims to ensure that there are clear guidelines in place which safeguard children, protect the rights of the individual, and provide staff with clear guidelines to follow, ensuring:

- Images are used appropriately and safely.
- Individual rights are respected and child protection issues considered.
- Safe storage of setting's phones, cameras, images and memory cards.
- Personal phones, I-pads/Tablets and cameras are securely stored and used appropriately.
- Parents/carers are given the right to opt out and this is respected by the staff.

1) Safeguarding Children

- The welfare and protection of our children is paramount and consideration will always be given to whether the use of photography will place our children at risk.
- Signed consent is always sought.
- Additional consideration will be given to photographing vulnerable children.

2) Data Protection

We are exempt from having to register with the Information Commissioner's Office (ICO), as we are a non-profit organisation, however we still comply with the requirements of the register as 'data controllers' when processing personal information including images. (ico.org.uk).

3) Parental Consent

- On admission of a child to the setting parents/carers will be asked to complete a consent form indicating their agreement or objection regarding the use of images of their child. Consent will be discussed with the child, once they are old enough to understand, the child will then also be asked to sign the consent form.
- The parent/carer will be asked to confirm in writing, that they will inform the setting if they no longer wish images of their child to be used for any reason.
- Parents will be informed in advance if, for publicity purposes, their child is likely to appear in the press.

4) Images are only used for the purpose intended:

- Photographs and video images are used for setting's purposes, which are, celebrating children's achievements through activities and displays and for evidence of the child's development. Group photographs are sometimes used as evidence of friendships, celebrations and activities and consent is sought from parents. However these images are only shared with those parents of the children in the photograph.

Staff ensure that:

- They always use the settings equipment for taking images.
- They will never photograph children in a state of undress, e.g. whilst changing.
- That no photographic equipment will be taken into the toilet areas under any circumstances, if any persons are found in possession of photographic equipment in these areas staff will immediately report to the DSL.
- They will report any concerns about inappropriate or intrusive photographs found to the DSL, following our safeguarding procedure.
- Group photographs are used for purpose outlined above.
- Images must never be shared without the consent of the parents/carers (e.g. Facebook, early year's bulletin, other agencies).
- Risk assess use of images, to include displays.
- Risk assess the sharing of images with parents/carers/other agencies.

5. Parental Photography

- Parents/carers will ensure that they respect the settings decision to prohibit photography of certain children or a particular event and all images are taken for personal use only. This includes putting images on social media.

6. The use of Mobile Devices - which include, Cameras, Mobile Phones, Ipads/tablets and Video equipment - by Children

- Children are not permitted to use personal equipment in the setting for the purpose of taking photographs.

7. Safe storage of setting's images, phones, cameras and memory cards:

- Images should always be stored securely and password protected.
- Images should be destroyed or deleted once they are no longer required for the purpose for which they were taken.
- Images taken for publicity or promotional purposes will be destroyed after 2 years
- Setting's phones, cameras and/or memory cards should be stored securely at the end of the session.

8. Personal phones and cameras are securely stored and used appropriately:

- Personal phones and cameras should be stored securely away from the children (this applies to staff, parents and visitors). At School Lane Nursery this will be in the managers drawer in a locked box until the end of the working day.
- Personal phones and cameras should only be used outside of working hours and away from the premises.
- The supervisor in charge will carry their personal mobile phone when leaving the premises with a group of children, signing their phone in and out.

Any staff member found in breach of this policy will be subject to a disciplinary.

This policy was written by Lucy Clarke & Sarah Goode on the 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

School Lane Nursery Ltd (1L) Child Protection – Internet Policy and Acceptable use

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

Introduction

At School Lane Nursery Ltd we recognise the big part internet usage plays in the day to day running of our organisation. The internet is used for enhancing our provision and learning opportunities for the children in our care and is a valuable resource to our provision. Unfortunately the internet has the potential to put our provision, children and staff at risk so this is why we have put in a place an **Internet Usage Policy** and an **Acceptable Use Policy**.

Our Aim

The Acceptable Use Policy (AUP) will aim to:

- ✓ Safeguard children and young people by promoting appropriate and acceptable use of information and communication technology (ICT).
- ✓ Outline the roles and responsibilities of all individuals who are to have access to and/or be users of, work-related ICT systems.
- ✓ Ensure all ICT users have an acute awareness of risk, a clear understanding of what constitutes misuse and the sanctions that may be applied.
- ✓ The AUP will apply to all individuals who are to have access to and/or be users of work-related ICT systems.
- ✓ This will include children and young people, parents and carers, early years practitioners and their managers, volunteers, students, visitors, contractors and community users. This list is not to be considered exhaustive.
- ✓ Parents and carers, and where applicable, other agencies, will be informed of any incidents of inappropriate use of ICT that takes place on-site, and where known, off-site.

Roles and responsibilities

Registered Person	• Overall responsibility ensuring on-line safety is integral part of everyday safeguarding practice. • Ensure all staff and management have appropriate training to effectively implement on-line safety. • To ensure clear and rigorous policies and procedures are applied to the use/non-use of personal ICT equipment by all individuals who affect or come into contact with the early years setting. • Ensure the AUP is reviewed and monitored transparently. • Allegations of misuse will be dealt with appropriately and promptly in line with agreed procedures. • To ensure no misuse of on-line social media, including being friends with children's parents. • Effective on-line safety systems are in situ and effective.
--------------------------	--

DSL	• Ensure they have knowledge of safeguarding, child protection and on-line safety. • To ensure agreed policies and procedures are in place and implemented in practice. • Any updates, issues or concerns are to be shared with all ICT users. • Ensure all staff have relevant knowledge and training, with training needs being identified and actioned. • An appropriate level of authorisation is given to all ICT users, dependant on roles and responsibilities. • Any concerns and incidents are to be reported in a timely manner in line with agreed procedures. • On-line safety will be put into the learning and development plans of children and young people. • A safe ICT learning environment is to be promoted and maintained at all times.
Early Years Practitioners and Managers	• To ensure any incidents or concerns are reported in a timely manner. • ICT equipment is to be checked before use and all relevant security systems judged to be operational. • To ensure no misuse of on-line social media, including being friends with children's parents. • Children and young people are to be supported and protected in their use of on-line technologies enabling them to use ICT in a safe and responsible manner. • On-line safety information is relayed to children appropriate for their age. • Children and young people will know how to recognise and report a concern. • All relevant policies and procedures are to be adhered to at all times and training undertaken as required.

Acceptable use by Early Years Practitioners and their Managers.

At School Lane Nursery Ltd we believe that all early years' practitioners and their managers should be enabled to use work-based online technologies to access age appropriate resources for children and young people, for research and information purposes, and for study support.

Procedures

- ✓ All early years practitioners and their managers will be subject to authorised use as agreed by DSL.
- ✓ Authorised users will have their own individual password to access a filtered internet service provider. Users are not generally permitted to disclose their password to others, unless required to do so by law or where requested to do so by the DSL.
All computers and related equipment are to be shut down when unattended to prevent unauthorised access. Preschool computers access will only be available under management direction.
- ✓ All early years practitioners and their managers are to be provided with a copy of the Acceptable Use Policy and a copy of the Acceptable Use Agreement, which they must sign, date and return. A signed copy is to be kept on file.
- ✓ The use of personal technologies will be subject to the authorisation of the DSL and such use will be open to scrutiny, monitoring and review.

In the Event of Misuse

Misuse by Early Years Practitioners or Managers

- Should it be alleged, that an early years practitioner or manager is to have misused any ICT resource in an abusive, inappropriate or illegal manner, a report is to be made to the DSL and the registered person immediately.
- Should the allegation be made against the DSL, a report is to be made to a senior manager and the registered person.
- Procedures are to be followed as appropriate, in line with the ICT Misuse procedure, Safeguarding Policy and/ or Disciplinary Procedures.
- Should allegations relate to abuse or unlawful activity, Children's Social Care, the Local Authority Designated Officer, Ofsted and/or the Police will be notified as applicable.

Acceptable use by visitors, contractors and others

- ✓ All individuals who affect or come into contact with the early years setting are to be expected to behave in an appropriate and respectful manner.
- ✓ No such individual will be permitted to have unsupervised contact with children and young people.
- ✓ All guidelines in respect of acceptable use of technologies must be adhered to.
- ✓ The right to ask any individual to leave at any time is to be reserved.

To eliminate the risk of misuse of internet and ICT technologies School Lane Nursery only have access to I-pads in the setting, all ICT time is supervised and tablets remain in the setting.

School Lane Nursery Ltd Acceptable Use Policy Agreement for Practitioners

I understand that I must use School Lane Nursery Ltd ICT systems in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the ICT systems and other users.

Keeping Safe

- I know that the pre-school will monitor my use of the ICT systems, email and other digital communications.
- I will only use my own user names and passwords which I will choose carefully so they cannot be guessed easily.
- I will not use any other person's username and password.
- I will ensure that my data is regularly backed up.

- I will not engage in any on-line activity that may compromise my professional responsibilities or compromise the reputation of the pre-school or its members.
- I understand that data protection requires that any personal data that I have access to must be kept private and confidential, except when it is deemed necessary that I am required by law or by school policy to disclose it to an appropriate authority.
- I will only transport, hold, disclose or share personal information about myself or others, as outlined in the school personal data policy. I will not send personal information by e-mail as it is not secure.
- I will not try to bypass the filtering and security systems in place.

Promoting Safe Use by Learners

- I will model safe use of the internet in pre-school.
- I will educate young people on how to use technologies safely according to the school teaching programme.
- I will take immediate action in line with the pre-school policy if an issue arises in pre-school that might compromise learner, user or school safety or if a child reports any concerns.

Communicating

- I will ensure that emails are sent to the correct recipient and that no child name is mentioned in line with data protection and safeguarding procedures. If the wrong recipient is inadvertently selected I shall inform the manager or DSL immediately.
- I will communicate online in a professional manner and tone, I will not use aggressive or inappropriate language and I appreciate that others may have different opinions.
- I will only communicate with students / pupils and parents / carers using official Pre-school systems. Any such communication will be professional in tone and manner.
- I will be aware that any communication could be forwarded to my manager.
- The content of any email correspondence must not be defamatory, abusive nor illegal and must accord to the preschools equal opportunities policy. Sending and receiving obscene or pornographic or other offensive material is not only considered to be gross misconduct but may also constitute a criminal offence.
- I will not use personal email addresses on the school ICT systems unless I have permission to do so.

Research and Recreation

- I will not upload, download or access any materials which are illegal (child sexual abuse images, criminally racist material, adult pornography covered by the Obscene Publications Act) or inappropriate or may cause harm or distress to others.
- I will not (unless I have permission) make large downloads or uploads that might take up internet capacity.
- I will not state where I work on any social media site.
- I will not be friends with any parents of preschool on social media sites.
- I know that all pre-school ICT is primarily intended for educational use and I will only use the systems for personal or recreational use if this is allowed by the pre-school.

Sharing

- I will not access, copy, remove or otherwise alter any other user's files, without their permission.
- I will ensure that I have permission to use the original work of others in my own work and will credit them if I use it.
- Where work is protected by copyright, I will not download or distribute copies (including music and videos).
- I will only take images / video of children and staff where it relates to agreed learning and teaching activities and will ensure I have parent/staff permission before I take them. This will only be done on preschool photographic equipment.
- If these are to be published online or in the media I will ensure that parental / staff permission allows this.
- I will not use my personal equipment to record images / video
- I will not keep images and videos of children stored on my personal equipment.

- Where these images are published (e.g. on the pre-school website) I will ensure it is not possible to identify the people who are featured by name or other personal information.

Buying and Selling

- I will not use pre-school equipment for online purchasing unless I have permission to do so from the manager.
- Only the management team have access to online when in the setting.

Problems

- I will immediately report any illegal, inappropriate or harmful material or incident I become aware of, to the DSL or Manager.
- I will not install or store programmes on a computer unless I have permission.
- I will not try to alter computer settings.
- I will not cause damage to ICT equipment in pre-school.
- I will immediately report any damage or faults involving equipment or software, however this may have happened.
- I will not open any attachments to emails, unless the source is known and trusted, due to the risk of the attachment containing viruses or other harmful programmes.

I understand that these rules are in place to enable me to use ICT safely and that if I do not follow them I may be subject to disciplinary action. I agree to use ICT by these rules when:

- I use pre-school ICT systems at preschool when I have permission to do so
- I use my own ICT out of pre-school to use pre-school sites or for activities relating to my employment by the pre-school however this does not apply to Tapestry or children's photos or information.

Confidentiality should be abided to at all times. If using social networking sites I will respect confidentiality and be professional in my conduct. I will set my security settings to a high standard on social media sites.

I understand failure to comply to this agreement will result in disciplinary action and depending on the seriousness of the breach may result in dismissal.

Staff / Volunteer Name

Signed

Date

This policy was written by Lucy Clarke & Sarah Goode on the 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

Appendix - School Lane Nursery Ltd Parent / Carer Acceptable Use Policy Agreement

New technologies have become integral to the lives of children and young people in today's society, both within schools and in their lives outside school. Technologies open up new learning opportunities for everyone. They can stimulate discussion, promote creativity and effective learning, and promote more effective communications between parents / carers and the school in order to support young people with their learning. Young people should have an entitlement to safe internet access. This Acceptable Use Policy is intended to ensure:

- All young people will be responsible users and stay safe while using the internet and other communications technologies for educational, personal and recreational use.
- Pre-school ICT systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.
- Parents and carers are aware of the importance of e-safety and are involved in the education and guidance of young people with regard to their on-line behaviour.

The Pre-school will try to ensure that students have good access to ICT to enhance their learning and will, in return, expect the students to agree to be responsible users.

Use of Digital / Video Images

The use of digital / video images plays an important part in learning activities. Members of staff may use digital cameras to record evidence of learning and activities. These images may then be used to celebrate success through their publication in newsletters, on the Pre-school website and occasionally in the public media. The Pre-school will comply with the Data Protection Act and request parents / carers permission before taking images of members of the setting. We will also ensure that when images are published the young people cannot be identified by the use of their names unless specified by the newspapers, however consent will be sought beforehand.

Additional Guidance on Safe Use of ICT at Home

Keeping Safe

- Discuss user names with children and talk about how to choose them carefully to protect their identity.
- Talk to young people about the information they should keep private in order to prevent them being contacted or traced including full name, address, telephone no, school, places they do regularly.
- Talk to young people about the need to limit access to their own information by using the safety and privacy features of sites to only give access to people they know and being careful who they add as friends.
- Model safe behaviour in your use of ICT.

Research and Fun on the internet

- Talk to your child about the fact that any information published on the web can be read by anyone and that they should only publish information they would be happy for anyone to read.
- Check information that younger users are publishing on the web before it is posted to ensure that they are not putting themselves at risk.
- Check that they are old enough for the sites they are using.

Communicating

- Discuss the need for young people to be polite to others online and that they should not use bad language or comments which might upset others.
- Discuss the fact that e-mails / messages can be intercepted and forwarded on to anyone (including parents, head teacher or future employer!).
- Ensure that young people know they should not open messages if the subject field contains anything offensive or if they do not recognise who it is from and that the safest thing to do is to delete it without opening it.

- Recognise that there is a difference between online friends who you will never meet and real world friends. Talk to your child about their online friends.
- Remind your child that people they talk to online may not be who they seem.

Sharing

- Ensure your child knows that downloading games and music that is copyrighted without paying for it is illegal

Buying and Selling Online

- Help young people to tell the difference between web sites for information and web sites selling things.
- Discuss how to recognise commercial uses of the internet e.g. I Tunes, mobile phone downloads, shopping.
- Remind young people that if an offer looks too good to be true it probably is and that they should not respond to unsolicited online offers.
- Remind young people that they should not purchase or download anything that costs money without asking permission and that they should not use someone else's identity to buy things online.

Problems

- Ensure that they know that if they receive an offensive or worrying message / e-mail they should not reply but should save it and tell you.

Parental Permission Letter (Signed by parents)

School Lane Nursery Ltd
School Lane
Badsey
Worcestershire
WR11 7ES

I/we, the parents/carers ofgive permission for our son/daughter to use the internet for the purposes of teaching and learning in within the Pre-school.

I also give permission for all photographs, individual and groups, video, audio clips to be uploaded onto the Pre-school website or media.

I confirm my agreement to and support of the school Acceptable Use Policy for the Internet and Learning Platform.

Yours Sincerely

School Lane Nursery Ltd (2a) Suitable People – Employment & Safer Recruitment

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

Introduction

School Lane Nursery Ltd believe;

'All those who come into contact with children and families in their everyday work, including practitioners who do not have a specific role in relation to safeguarding children, have a duty to safeguard and promote the welfare of children' (DfES 2006).

It is the employer's (Registered Person/Body) responsibility to **create a culture and ethos within the setting that demonstrates commitment to keeping children safe.**

Our Aim

Tragically child abuse does occasionally take place in childcare settings, we believe that we can dramatically reduce the potential of this happening through building a safer workforce following our Employment policy and safer recruitment procedures.

Safer Recruitment

When recruiting new staff, it is vital that stringent vetting procedures are implemented. At School Lane Nursery;

- ✓ We advertise any positions on reputable websites and state our aim to build a safer workforce through vigilant processes and checks.
- ✓ All applicants will be issued with a Job information pack to include a job description, personal specification and an application form and then they will receive a letter from the pre-school stating whether they have been successful in reaching the next stage.
- ✓ All shortlisted applicants where possible have their references checked before interview.

References – At School Lane Nursery Ltd we;

- ✓ Always take up a reference with the person's last employer, and check out any 'gaps' in their employment history.
- ✓ Always take up references directly with referees, in writing and follow up with a telephone call to the referee, as this will help to confirm the identity of both the referee and the prospective member of staff
- ✓ Never accept a written reference or testimonial from a prospective member of staff.
- ✓ Never accept a written reference or testimonial stating 'To whom it may concern'
- ✓ Look up applicant on social media to check back ground of the person.
- ✓ During an interview applicants will be asked to prove their identity, relevant qualifications and eligibility to work in the UK.
- ✓ The owner and management team will be present during the interview process.
- ✓ Each applicant will receive communication of whether they have been successful or not.

Vetting and staff selection

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All staff have job descriptions, which set out their staff roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, sex, age, marriage or civil partnership. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- We use Ofsted guidance on obtaining references and enhanced criminal record checks through the Disclosure and Barring Service (DBS) for staff and volunteers who will have unsupervised access to children. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act (2006) for the vetting and barring scheme. DBS to be renewed every 2 years!
- We use the Worcestershire Safeguarding Children Board Safe Staffing Handbook guidance for recruiting staff.
- We keep all records relating to employment of staff and volunteers, in particular those demonstrating that checks have been done, including the date and number of the DBS check.
- Staff are expected to disclose any convictions of themselves or a person they live with, this includes cautions, court orders, reprimands and warnings which may affect their suitability to work with children – whether received before, or at any time during, their employment with us. An annual declaration form will be completed by the employee at the start of the Pre-school year (September).

Starting work

- ✓ The successful candidate will be informed their job offer is conditional, dependent on the return of 2 satisfactory written references and an enhanced Disclosure Barring check.
- ✓ New members of staff will not be allowed unsupervised access or be able to provide intimate care (nappy changing, toileting) to any child until their DBS check comes back clear.
- ✓ New members of staff will complete an induction based around the pre-schools policies and procedures, this period will be for a minimum of 12 weeks. Their work ethic and performance will be monitored carefully and if satisfactory levels are not reached their employment may be reconsidered.
- ✓ All staff will attend an on-going suitability interview and are responsible for notifying the manager, in person, if any circumstances arise that may affect their suitability to work with children. This includes any health concerns or incidents that have occurred outside of the pre-school. Staff will face disciplinary action if they fail to notify the manager within a reasonable time scale.

DBS Checks

- The registered person is responsible to ensure DBS checks are made for all employees or persons in contact with the children in their care.
- On employment a new enhanced DBS check will be carried out by School Lane Nursery, with a check against the barring list, even if the new employee currently holds one.
- If the potential employee is registered with the DBS Update Service and is still working in the same workforce, with permission, the provider should check online to ensure that their current status is clear. The provider can then accept this as evidence of an updated DBS check.
- School Lane Nursery reserve the right to check the update service at any-time with written permission from the employee.
- We are now unable to hold a copy of a DBS certificate, it is standard procedure at School Lane Nursery to write the DBS reference number and the date received on the employee's contract.

Disqualification

- Where we become aware of any relevant information which may lead to the disqualification of an employee, we will take appropriate action to ensure the safety of children. In the event of disqualification, that person's employment with us will be terminated. Where we become aware of any relevant information which may lead to the disqualification of the Registered Provider or a person living with the registered provider, they will no longer be able to provide Early Years care. In this case we would follow the Worcestershire Safeguarding Board procedures and contact Ofsted.

Nominated Person
Ofsted expects all organisations, including committees, to choose one person to be 'the Nominated Person' to represent the organisation in their dealings with Ofsted. If the

organisation is a committee, Ofsted expect a member of the committee to be the Nominated Person. This prevents Ofsted from having to speak to all committee members separately whenever they need to get in touch. The Nominated Person is responsible for making sure the whole committee knows important information about the registration.

**The nominated person at School Lane Nursery Ltd is
Lucy Clarke & Sarah Goode**

The Registered Person/Nominated Person **must** have sufficient knowledge and understanding of the EYFS to be confident that the manager is able to fulfil the responsibilities of their role in ensuring the EYFS requirements are met.

Staff taking medication/other substances

- If a member of staff is taking medication which may affect their ability to care for children, we ensure that they seek further medical advice. Staff will only work directly with the children if medical advice confirms that the medication is unlikely to impair their ability to look after children properly.
- Staff medication on the premises will be stored securely and kept out of reach of the children at all times.
- If we have reason to believe that a member of staff is under the influence of alcohol or any other substance that may affect their ability to care for children, they will not be allowed to work directly with the children and further action will be taken.

Managing staff absences and contingency plans for emergencies

- As we are a term time only settings, our staff take their holiday breaks when the setting is closed. Where staff may need to take time off for any reason other than sick leave or training, this is agreed with the Manager with sufficient notice.
- Sick leave is monitored and action is taken where necessary, in accordance with the contract of employment.
- We have contingency plans to cover staff absences, we always have over legal ratios on staff and have one member of staff who is employed as cover for such situations.

Grievance procedure

- Staff are expected to respect the role and the decisions made by the Manager.
- Disagreements should be dealt with outside of the main room and not in front of other members of staff, nor parents / carers and never in front of the children.
- Disagreements should be discussed at an appropriate time.
- Staff should not be gossiping nor sharing any work worries with other members of staff during paid time.

- The Manager will not tolerate underhand behaviour, comments, silent treatment nor gossiping which will have a detrimental impact on staff, the setting and therefore the children.
- Not following this procedure could lead to disciplinary action.
- Minor disagreements amongst Pre-school staff, can usually be resolved informally by discussion or at one of our regular staff meetings.
- If an employee is dissatisfied they must have the opportunity for prompt discussion with the Manager firstly.
- If the grievance persists, the employee can take their discussion to the management team.
- If their issue of concern is with the Manager then they are advised to speak to the person they have the worries with directly.
- There must be the right of appeal to the Manager; at this level the employee may bring a colleague or trade union official.
- The aim of the above procedure is to settle the grievance fairly and as near as possible to the point of origin. It is intended to be simple and rapid in operation.

Disciplinary procedure.

- A more serious situation arises when a dispute cannot be resolved, or when the Manager is dissatisfied with the conduct or activities of an employee.
- The Manager will consult outside agencies for advice.
- Any disciplinary matter will normally be dealt with in the following way. At every stage the employee should be given reasonable notice (5 days) that a disciplinary hearing is due to take place to give them an opportunity to prepare their case, and they should be offered the opportunity to be accompanied by a colleague or union representative if they wish. The disciplinary panel will usually consist of the management team.

1. Verbal warning.

- The employee should be interviewed by the registered person who will explain the complaint.
- The employee needs to be told:
 - What action should be taken to correct the conduct
 - That they will be given reasonable time to rectify matters
 - What training needs have been identified, with timescales for implementation
 - What mitigating circumstance have been taken into consideration in reaching the decision
 - That if they fail to improve then further action will be taken
 - That a record of the warning will be kept
 - That they may appeal against the decision within a limited time period (5 days)
 - The employee will be given full opportunity to state their case.

2. Formal written warning.

- If the employee fails to correct their conduct and further action is necessary, or if the original offence is considered too serious to warrant an initial oral warning the employee will be interviewed and given the opportunity to state their case. (Reasonable time must be allowed for the employee to prepare their case).
- If a further formal warning is considered to be appropriate, this will be explained to the employee and a letter confirming this decision will be sent to the employee
- The letter will:
 - Contain a clear reprimand and the reason for it
 - Explain what corrective action is required and what reasonable time is given for improvement
 - State what training needs have been identified, with timescales for implementation
 - Make clear what mitigating circumstances have been taken into account in reaching the decision
 - Warn that failure to improve will result in further disciplinary action which could result in a final written warning and, if unheeded, ultimately to dismissal with appropriate notice
 - Explain that they have a right to appeal against the decision.

3. Final written warning

- If the employee fails to correct their conduct and further action is necessary, or if the original offence is considered too serious to warrant any initial warnings: The employee will be interviewed and given the opportunity to state their case. (Reasonable time must be given for the employee to prepare their case).
- If a final warning is considered appropriate, this will be explained to the employee and a letter confirming this decision will be sent to them.
- The letter will:
 - Contain a clear reprimand and the reasons for it.
 - Explain what corrective action is required and what reasonable time is given for improvement.
 - State what training needs have been identified, with timescales for implementation.
 - Make clear what mitigating circumstances have been taken into account in reaching the decision.
 - Warn that failure to improve will result in further disciplinary action which could result in dismissal.
 - Explain that they have a right to appeal against the decision, within 5 days.

4. Dismissal.

- If the employee still fails to correct their conduct then:
 - The employee will be interviewed as before.
 - If the decision is to dismiss, the employee will be given notice of dismissal, stating the reasons for dismissal and giving details of the right to appeal.
- If progress is satisfactory within the time given to rectify matters, the record of warnings in the individual's file will be destroyed.

Suspension.

- If the circumstances appear to warrant instant dismissal, an employee may be suspended with pay while investigations are made. These should consist of obtaining written statements from all witnesses to the disciplinary incident, and from the employee who is being disciplined. Obviously these investigations should be made in a short a time as possible. Ofsted will be informed if this action is necessary.
- Instant dismissal is possible only in extreme circumstances of gross misconduct. Examples of such misconduct would be:
 - Ill-treatment of children, either physical or verbal
 - Theft or fraud
 - Assault
 - Malicious damage
 - Being unfit through the use of drugs or alcohol
 - Gross carelessness, which threatens the health and safety of others.

Otherwise, an employee should not be dismissed without appropriate warnings.

Appeals.

- At each stage of the disciplinary procedure the employee must be told that they have a right to appeal against any disciplinary action, and that the appeal must be made in writing to the registered person within 5 days of a disciplinary interview. The appeal hearing should be heard, if possible, within ten days of receipt of the appeal. The appeal panel will consist of the Owner and two other senior members of staff. The employee may take a colleague or trade union official to speak for them.
- The employee will explain why they are dissatisfied and may be asked questions.
- The registered person will put their point of view and may be asked questions.
- Witnesses may be heard and may be questioned by the panel, the employee and the registered person.
- The panel will consider the matter and make its decision known.

- A written record of the meeting will be kept.

Useful Pre-school Learning Alliance publications

- Employee Handbook (2012)
- Recruiting and Managing Employees (2011)

This policy was written by Lucy Clarke & Sarah Goode on the 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

School Lane Nursery Ltd

(2b) Suitable People – Staff Behaviour Policy Including Babysitting Agreement

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

Introduction

The principle of professionalism and confidentiality is a standard of personal conduct by a professional both within and outside of the workplace, the focus being on appropriate personal interactions, respect and workplace integrity.

Our Aim

To ensure that staff behave professionally, with integrity and respect and with an understanding that inappropriate behaviour both within and outside the setting will have a detrimental effect on the reputation and credibility of School Lane Nursery.

Professionalism Agreement

Each individual must take responsibility for their own actions signing the agreement annually and adhering to the following;

1. No inappropriate conversations to be held within earshot of the children irrespective of whether or not it is considered that the content of the conversation would or would not be understood by the child/children. This includes during lunch break.
2. Befriending parents on social media is strictly forbidden and extreme care must be taken with posts, photos, comments etc on your own profile or that of your media friends. Consideration must be given to who can see your profile and privacy settings amended accordingly. We ask that you do not state on your profile page your association with School Lane Nursery.
3. Gossip and conversations that could be overheard or interpreted in a detrimental way is forbidden.
4. All staff must at all times be aware that they represent School Lane Nursery even when outside of the setting and in their own social/home environment.
5. Any member of staff with concerns regarding Professionalism and Confidentiality relating to School Lane Nursery must advise the Manager or Deputy in a confidential manner so that the issue can be addressed. The Whistleblowing Policy can be also be referred to in this instance.

Code of Ethics

To support our vision to be fully inclusive and work to an agreed professional standard we follow the following code of ethics.

I. In relation to children, I will:

1. Act in the best interests of all children.
2. Respect the rights of children as enshrined in the United Nations Convention on the Rights of the Child (1991) and commit to advocating for these rights.
3. Recognise children as active citizens participating in different communities such as family, children's services and schools.
4. Work with children to help them understand that they are global citizens with shared responsibilities to the environment and humanity.
5. Respect the special relationship between children and their families and incorporate this perspective in all my interactions with children.
6. Create and maintain safe, healthy environments, spaces and places, which enhance children's learning, development, engagement, initiative, self-worth, dignity and show respect for their contributions.
7. Work to ensure children and families with additional needs can exercise their rights.

8. Acknowledge the uniqueness and potential of all children, in recognition that enjoying their childhood without undue pressure is important.
9. Acknowledge the holistic nature of children's learning and the significance of children's cultural and linguistic identities.
10. Work to ensure children are not discriminated against on the basis of gender, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin.
11. Acknowledge children as competent learners, and build active communities of engagement and inquiry.
12. Honour children's right to play, as both a process and context for learning.

II. In relation to families, I will:

1. Listen to and learn from families, in order to acknowledge and build upon their strengths and competencies, and support them in their role of nurturing children.
2. Assist each family to develop a sense of belonging and inclusion.
3. Develop positive relationships based on mutual trust and open communication.
4. Develop partnerships with families and engage in shared decision making where appropriate.
5. Acknowledge the rights of families to make decisions about their children.
6. Respect the uniqueness of each family and strive to learn about their culture, structure, lifestyle, customs, language, beliefs and kinship systems.
7. Develop shared planning, monitoring and assessment practices for children's learning and communicate this in ways that families understand.
8. Acknowledge that each family is affected by the community contexts in which they engage.
9. Be sensitive to the vulnerabilities of children and families and respond in ways that empower and maintain the dignity of all children and families.
10. Maintain confidentiality and respect the right of the family to privacy.

III. In relation to colleagues, I will:

1. Encourage my colleagues to adopt and act in accordance with this Code, and take action in the presence of unethical behaviours.
2. Build collaborative relationships based on trust, respect and honesty.
3. Acknowledge and support the personal strengths, professional experience and diversity which my colleagues bring to their work.
4. Make every effort to use constructive methods to manage differences of opinion in the spirit of collegiality.
5. Share and build knowledge, experiences and resources with my colleagues.
6. Collaborate with my colleagues to generate a culture of continual reflection and renewal of high quality practices in early childhood.

IV. In relation to communities, I will:

1. Learn about the communities that I work within and enact curriculum programs which are responsive to those contexts and community priorities.
2. Connect with people, services and agencies within the communities that support children and families.
3. Promote shared aspirations amongst communities in order to enhance children's health and wellbeing.
4. Advocate for the development and implementation of laws and policies that promote child-friendly communities and work to change those that work against child and family wellbeing.
5. Utilise knowledge and research to advocate for universal access to a range of high-quality early childhood programs for all children.
6. Work to promote community understanding of how children learn in order that appropriate systems of assessment and reporting are used to benefit children.

V. In relation to students, I will:

1. Afford professional opportunities and resources for students to demonstrate their competencies.
2. Acknowledge and support the personal strengths, professional knowledge, diversity and experience which students bring to the learning environment.
3. Model high-quality professional practices.
4. Know the requirements of the students' individual institutions and communicate openly with the representatives of that institution.
5. Provide on-going constructive feedback and assessment that is fair and equitable.
6. Implement strategies that will empower students to make positive contributions to the workplace.
7. Maintain confidentiality in relation to students.

VI. In relation to my employer, I will:

1. Support workplace policies, standards and practices that are fair, non-discriminatory and are in the best interest of children and families.
2. Promote and support on-going professional development within my work team.
3. Adhere to lawful policies and procedures and when there is conflict, attempt to effect change through constructive action within the organisation or seek change through appropriate procedures.

VII. In relation to myself as a professional, I will:

1. Base my work on contemporary perspectives on research, theory, content knowledge, high quality early childhood practices and my understandings of the children and families with whom I work.
2. Regard myself as a learner who undertakes reflection, critical self-study, continuing professional development and engages with contemporary theory and practice.
3. Seek and build collaborative professional relationships.
4. Acknowledge the power dimensions within professional relationships.
5. Act in ways that advance the interests and standing of my profession.
6. Work within the limits of my professional role and avoid misrepresentation of my professional competence and qualifications.
7. Mentor other early childhood professionals and students.
8. Advocate in relation to issues that impact on my profession and on young children and their families.
9. Encourage qualities and practices of leadership within the early childhood profession.

Dismissal and disciplinary rules

Attendance and Timekeeping

Employees are expected to attend work punctually at the hours defined in their contract of employment. Employees must receive prior approval from their manager to leave the Pre-school premises during working hours except during lunch breaks. This will enable the Pre-school to ensure that employees can be located in the event of an emergency. You must sign in and out at all times.

Appearance

Employees are expected to maintain a standard of personal hygiene, appearance and dress appropriate to their job responsibilities. Uniform should be smart but comfortable, suitable shoes must be worn at all times. We will not allow jeans, ripped clothing or open toed sandals. If it is deemed by the management team that your clothing does not meet the set requirements we have the right to ask you to change your attire.

Alcohol

The consumption of alcohol is not allowed on Pre-school premises at any time. No employee should report to work while under the influence of alcohol. Breach of this policy may amount to gross misconduct which may result in dismissal.

Smoking and substance abuse

Smoking on Pre-school premises is prohibited. Employees who do not comply with the no-smoking policy will be subject to disciplinary action. Smoking breaks are not permitted. Smoking in pre-school uniform is prohibited as smoking on clothing could inflict or trigger illnesses in children. Any staff member under the influence of illegal substances or is thought to be impaired through misuse will be subject to disciplinary action. For the purposes of this policy the word 'smoking' also includes the use of e-cigarettes.

Use of Email and the Internet

Employees are encouraged to use email and the internet at work as a fast and reliable method of communication with significant advantages for business. However, employees need to be careful not to expose both themselves and the Pre-school to certain risks and offences that the misuse of these facilities can cause.

Use of External and Internal Email

- Employees must word all emails appropriately, in the same professional manner as if they were composing a letter.
- The content of any email message sent must be neither defamatory, abusive nor illegal and must accord with the Pre-school's Equal Opportunities Policy. Sending and receiving of obscene or pornographic or other offensive material is not only considered to be gross misconduct but may also constitute a criminal offence.
- Employees must be careful of what is said in email messages as the content could give rise to both personal liability or create liability for the Pre-school. Employees must also avoid committing themselves, or on behalf of the Pre-school, over the internet without having received prior and express authorisation to do so, or unless this forms part of their normal day-to-day activities and has been so authorised by the Pre-school.
- Employees must ensure that they have the correct email address for the intended recipients. If employees inadvertently misdirect an email, they should contact their manager immediately on becoming aware of their mistake. Failure to do so may lead to disciplinary action being taken against them.
- Employees must not send any information that the Pre-school considers to be confidential or sensitive over the email. The Pre-school, in particular, considers the following information inappropriate for transmission over email: any confidentiality issues with regards to children and families attending the setting, other staff members or the financial position of the Pre-school. Emails should not disclose individual names of children in our care unless approved by the manager.
- Disciplinary action under the Disciplinary Procedure shall be taken against any employee who is found to be in breach of these guidelines and depending upon the circumstances and seriousness of the breach, this may result in summary dismissal.

Use of the Internet – Confidentiality should be abided to at all times. If using social networking sites you are required to respect confidentiality and be professional in your conduct ensuring you have privacy settings set on your account. We ask that you do not state your association with School Lane Nursery on your profile pages.

Use of Telephones and Other Facilities

The Pre-school's telephones, mail and photocopying facilities are provided for business purposes only. Employees must limit personal usage to a minimum. Personal mobile phones must be kept secure and kept in personal bags in the kitchen.

Personal belongings should not be used whilst on duty and should be stored tidily in the kitchen area.

Acceptance of Gifts and babysitting

Employees must not accept directly or indirectly any payment or any other benefit or thing of value of more than nominal value from any supplier or customer or from anyone else with any actual or prospective business relationship with the Pre-school.

Friendships may develop between customers and employees. However, any relationship between a customer and an employee which is likely to jeopardise business relations in the Pre-school is not acceptable.

Employees must use their common sense to avoid any actual relationships.

If you are providing babysitting duties for any children in our care you are required by the Pre-school to inform us of this arrangement and for you and the family to sign a disclaimer. Please see your Manager for further details.

Breaches of the Pre-school's disciplinary rules which can lead to disciplinary action are:

- failure to observe a reasonable order or instruction;

- failure to observe a health and safety requirement;
- inadequate timekeeping;
- absence from work without proper cause (including taking parental leave dishonestly);
- theft or removal of the Pre-school's property;
- loss, damage to or misuse of the Pre-school's property through negligence or carelessness;
- conduct detrimental to the interests of the Pre-school ;
- incapacity for work due to being under the influence of alcohol or illegal drugs;
- physical assault or gross insubordination;
- committing an act outside work or being convicted for a criminal offence which is liable adversely to affect the performance of the contract of employment and/or the relationship between the employee and the Pre-school;
- failure to comply with the Pre-school's Equal Opportunities Policy.

The list of rules is not to be regarded as an exhaustive list.

It is our aim to provide all practitioners with support and continual professional development, please see our commitment in section 3 of these policies and procedures.

This policy was written by Lucy Clarke & Sarah Goode on the 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

Babysitting Agreement

At School Lane Nursery we do not provide a babysitting service outside of our normal operating hours. However, we understand that parents sometimes ask nursery staff to babysit for their children and this policy has been implemented to clarify some points regarding private arrangements between staff and parents. Please also refer to our Safeguarding Children Policy.

The setting is not responsible for any private arrangements or agreements that are made, this is between the staff member and family, however we do expect staff members to inform us if they are babysitting or caring for a child that attends the nursery outside of the setting. We require the staff member and parent to sign a copy of this policy which we will keep on file for the child and staff member. Each time a staff member babysits it should be recorded in the preschool diary before the babysitting takes place.

We have rigorous recruitment and suitability processes in place to ensure that we employ competent and professional members of staff and uphold our duty to safeguard children whilst on our premises and in the care of our staff. This procedure includes interviews, references, full employment history and DBS checks as well as several other processes. Whilst in our employment all staff are subject to ongoing supervision, observation and assessment to ensure that standards of work and behaviour are maintained in accordance with our policies. We have no such control over the conduct of staff outside of their position of employment. Parents should make their own checks as to the suitability of a member of staff for babysitting.

We will not take responsibility for any health and safety issues, conduct, grievances or any other claims arising out of the staff member's private arrangements outside of preschool hours. The member of staff will not be covered by the nursery's insurance whilst babysitting as a private arrangement. Out of hours work arrangements must not interfere with the staff member's employment at the preschool. All staff are bound by contract of the Confidentiality Policy and Data Protection Act that they are unable to discuss any issues regarding the preschool, other staff members, parents or other children.

The preschool has a duty of care to safeguard all children attending the setting so if a staff member has some concerns for a child following a private babysitting type arrangement they need to pass these concerns on to the Safeguarding lead within the setting.

If a staff member is to take the child at the end of that child's preschool session the manager will require written permission from the parent/carer. It will be the staff member's responsibility to ensure they have the appropriate insurance, MOT and child restraints or child safety seats if they are transporting them in a car.

Child name		Manager Approved
Parent signature		
Staff signature		

School Lane Nursery Ltd (2c) Suitable People – Staff Supervision Agreement

Written by Lucy Clarke (Owner) & Sarah Goode (manager)

Date: Reviewed August 2025

Review Date: August 2026

Staff Supervision Agreement

August 2025

Employee: _____ **Line manager:** _____

Post: _____ **Post:** _____

1. Introduction

To enable us to provide an effective service to the children, parents and fellow staff members there needs to be lines of accountability Under Early Years Foundation Stage guidelines we are obliged to ensure the service provided is correctly managed and supported and that staff and volunteers are adequately supervised.

School Lane Nursery considers Supervision to be an investment in their staff and thus will provide Supervision to all staff at regular intervals.

Aims of Supervision

- Maintain accountability to School Lane Nursery
- Assist and encourage personal and professional development
- Monitor and review performance
- To discuss any problems or concerns
- Maintain standards of the Pre-School including Safeguarding and Professionalism.

2. What is Supervision and who is it for?

- It is a face-to-face meeting between the Manager or Deputy and employee, however a staff member is not required to wait for a scheduled meeting to raise any urgent concerns or worries they may have and is free to request a confidential meeting with the Manager/Deputy at any time.
- Enabling and empowering both personal and professional development. It is an opportunity for the line manager to raise any concerns with the staff about working practices. It is an opportunity for both parties to discuss any issues which impacts on the childcare organisation confidentially.
- All members of staff, including volunteers, are obliged to attend a Supervision meeting at approximately 6 weekly intervals which will be carried out during working hours unless prior arrangements are made.

3. Recording meetings

Your line manager will make an accurate and clear record of the meeting on the supervision form. The record will be held on the employees staff file.

4. Confidentiality

Any issues discussed during supervision are confidential.

Certain information may be shared with others, e.g. training needs or matters which affect other people and safeguarding information.

5. Content of meetings may include

Work /life balance

Health and safety issues
 Actions from previous supervision meetings
 Current workload
 What is going well and what is not going well
 Relationships (staff/children/parents)
 EYFS – planning, documentation (children's records/observations) etc.
 Concerns over individual children
 Staff development
 Review of any training employee has completed since last supervision meeting
 Actions of priorities for month ahead

Supervision should allow for a two way process of communication and staff are encouraged to include any subject for discussion that they feel necessary.

6. Peer Observation

As part of the supervision process and continuous professional development all employees are required to engage in peer observations as both the observer and the person being observed. Observations made during this process may be included for discussion during your supervision meeting.

Please sign and return a copy of this document to confirm that you have read and understood the content of this Policy agreement.

Signed

Print name

Date

School Lane Nursery Ltd (2d) Suitable People – Student Placements

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

Introduction

School Lane Nursery Ltd recognises that qualifications and training make an important contribution to the quality of the care and education provided by early year's settings. As part of our commitment to quality, we offer placements to students undertaking early year's qualifications and training.

Our Aim

We aim to provide students on placement with us, experiences that contribute to the successful completion of their studies and that provide examples of quality practice in early years care and education. We do this whilst ensuring the needs of the children are kept of paramount importance and our practice is not hindered.

Expectations of our Students

1. We require students to meet the 'suitable person' requirements of Ofsted and follow our normal safer recruitment procedures, requesting suitable references from at least 2 credible persons. We will also interview students before offering them a place. All college students will be expected to have a current DBS.
2. We require schools placing students under the age of 17 years with our pre-school to vouch for their good character and meet with them before placement commences.
3. We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.
4. Students who are placed in our pre-school on a short term basis are not counted in our staffing ratios.
5. Trainee staff employed by our pre-school may be included in the ratios if they are deemed competent by the manager.
6. We take out employers' liability insurance and public liability insurance, which covers both trainees and voluntary helpers.
7. We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.
8. We provide students, at the first session of their placement, with a short induction on how our pre-school is managed, how our sessions are organised and our policies and procedures. They will also be expected to sign our Professionalism and confidentiality agreement and read our Safeguarding Children leaflet.
9. We communicate a positive message to students about the value of qualifications and training.

This policy was written by Lucy Clarke & Sarah Goode on the 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

School Lane Nursery Ltd
(3a) Staff Qualifications, Training, Support and Skills
Induction of Staff, Learners and Volunteers

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

Introduction

At School Lane Nursery Ltd we provide an induction for all staff, volunteers, learners and managers in order to fully brief them about the setting, the families we serve, our policies and procedures, curriculum and daily practice.

Our Aim

To provide a consistency in our induction process which puts down the foundations for all staff to build upon through further training and experiences, which will in turn enhance our provision, and the employee's career prospects.

Procedures

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

- ✓ Introductions to all staff and persons associated with the pre-school.
- ✓ Familiarising with the building, health and safety, and fire and evacuation procedures.
- ✓ Ensuring our policies and procedures have been read and understood.
- ✓ Introduction to parents, especially parents of allocated key children where appropriate.
- ✓ Familiarising them with confidential information where applicable in relation to any key children.
- ✓ Details of the tasks and daily routines to be completed.

The manager inducts new staff and volunteers over a period of a minimum of 4 weeks.

The registered person will be responsible for inducting new managers.

During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines as the successful completion of the induction forms part of the probationary period.

Induction checklist for new staff

Induction Activity	Responsible Person	Date Completed
Prior to Starting		
<i>Appropriate information / documentation to be sent in advance – could include policies</i>		
<i>Arrangements for first day – where, when, who to ask for</i>		
<i>Documentation to be brought on first day</i>		
Day One		
Access – identification - uniform (dress code)		
Introduction to staff		
Emergency evacuation procedures		
First Aid		
Essential information – allergies, illnesses etc.		
Duties & roles (nappy changing)		
Telephone information		
Signing in & out		
Parking		
Tea / coffee / refreshment arrangements		
Introduction to Safeguarding / Child Protection		
Week One		
Timesheets – working hours		
Annual leave		
Sickness / absence reporting		
Key Person role – more detailed info. on children		
Key dates: • Staff meetings • Parents meetings • CPD		
Overview of duties		
Policies – Risk Assessments – child protection - safeguarding		
Month One		
Safeguarding procedures – recording information		
Welfare requirements		
Whistle-blowing procedure		
Confidentiality policy & procedure		
Code of Conduct		
Health & Safety policy		
First Aid arrangements		
Accident & Incident reporting		
Equality & Diversity policy		
Staff Handbook		
Training & Development		
First Aid training		
Safeguarding training		
SENCO		
Equality & Diversity		
CPD		
Health & Safety		

Induction checklist for students

Induction for:

Induction Activity	Responsible Person	Date Completed
Prior to Starting		
Appropriate information / documentation to be sent in advance		
Arrangements for first day – where, when, who to ask for		
Documentation to be brought on first day		

Day One		
Access and identification		
Introduction to staff		
Emergency evacuation procedures		
First Aid		
Telephone information		
Signing in & out		
Tea / coffee / refreshment arrangements		
Dress code		

Day Two		
Confidentiality		
Staff Handbook		
Sickness / absence reporting		

Day Three		
Discuss their objectives for placement		
Plan activities into the day/week		
Discuss progress so far and any concerns		

Final day		
Evaluate placement		
Exit interview		
AOB		

Staff qualifications, training, support and skills

At School Lane Nursery Ltd we recognise the importance and our duty to support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves. We do this through regular supervision;

- ✓ Providing support, coaching and training for all staff, learners and volunteers.
- ✓ We foster a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues.
- ✓ We hold regular team meetings and workshops where we have the opportunity to discuss any issues – particularly concerning children's development or well-being.
- ✓ We work together as a team to put forward ideas on all aspects of the setting such as the routine of the day, behavioural issues or our policies and procedures, this helps us to identify solutions, to address issues as they arise and enables us to learn and develop our practice.
- ✓ We hold individual professional development meetings with individual staff members, the manager and the chair person, this time is used to discuss any issues/concerns, recognised training needs and prospects of the employee. These are all documented and kept on the employees file.
- ✓ Annual appraisals are completed to ensure the employee is progressing as they would like to, and again to identify any further training needs.
- ✓ All staff have specific job descriptions which set out their staff roles and responsibilities, a contract and staff handbook explaining their roles and responsibilities, along with a Pre-school Code of Ethics, this all forms part of the Employee Contract.
- ✓ Peer observations are completed on a weekly basis between colleagues and the management team, these are used as our commitment to continual professional development and positive reinforcement. It also identifies training needs and ensures transparency around practitioner development and requirements.

In addition to supervision, we provide regular in-service training to all staff - whether paid staff or volunteers through external agencies.

Our pre-school budget allocates sufficient resources to training, this budget is re-assessed each year as School Lane Nursery has a passion for supporting the staff to reach their full potentials.

Current Qualifications at School Lane Nursery Ltd

The owner currently holds a full and relevant NNEB and the manager holds a NVQ level 3 qualification and keeps themselves informed of developments in the Early years through on-going professional development. She has worked with children for the past 25 years in many different contexts.

The named deputy who is in our judgement capable and qualified to take charge in the manager's absence, holds a full and relevant NNEB Qualification

The pre-school currently employs 8 other staff;

- ✓ 5 have a full and relevant level 3 qualification
- ✓ Level 2 qualification
- ✓ 1 apprentice
- ✓ 1 Nursery Assistant and 1:1 support

All of our employees have undertaken at least level 2 Safeguarding and this is revisited every staff meeting and renewed annually.

All staff attend a relevant paediatric first aid course to ensure that a first aider is always on the premises and available at all times when children are present, this includes outings. As we are located on school premises we have access to a qualified adult first aider should we require one.

Everyone working with food i.e. preparing snack has completed our in-house training in line with HSE guidelines.

Our training needs are regularly re-assessed and we consult the Worcestershire Training Directory to book these.

This policy was written by Lucy Clarke & Sarah Goode on the 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

School Lane Nursery Ltd

(3b) Staff Qualifications, Training, Support and Skills – Stress and Conflict

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

Introduction

The Health and Safety Executive defines stress as 'the adverse reaction people have to excessive pressure or other types of demand placed on them'. This makes an important distinction between pressure, which can be a positive state if managed correctly, and stress which can be detrimental to health. Stress can come from any situation or thought that makes you feel frustrated, angry, nervous, or anxious. Stress is caused by an existing stress-causing factor or "stressor" stress is the body's reaction to a change that requires a physical, mental or emotional adjustment or response. The Preschool recognises that there are workplace stressors specific to staff who work with children. These stressors can include: preschool assistant/child ratios, violence, class discipline, children's attitudes, workload, and parental expectations

Our Aims

The aim of School Lane Nursery Ltd and its stress and conflict policy is to ensure that our setting has full support for the staff members at the pre-school and to determine the type of stress that they are under and the support that we can offer them. To reduce the risk of work-induced stress to a minimum, or if possible, to negate it completely.

- Identify those areas of work/circumstances where an unreasonable level of risk exists by carrying out appraisal reviews with the manager/deputies and implement measures to minimize risks
- Such reviews should be performed as normal part of the management of the Pre School
- When possible give appropriate training/information/advice to employees who could be vulnerable to stress
- Provide support and advice to employees who are exposed to stress in situations in work
- Maintain an appropriate reporting and recording procedure with the relevant adult to monitor stress issues.

Procedure

In order to continually enhance self-esteem and thus reduce the build-up of stress we note and appreciate the work of all staff both individually and collectively through:

- Staff meetings in which achievements are noted and commended
- Individual discussions between the manager and a member of staff
- Individual discussions between deputies and a member of staff
- Letters to parents
- Local press releases and communications with our local community
- Ensure good communication between management and staff, particularly where there are organisational and procedural changes.
- Ensure staff are fully trained to discharge their duties.
- Ensure staff are provided with meaningful developmental opportunities.
- Monitor workloads to ensure that people are not overloaded.
- Monitor working hours to ensure that staff are not overworking.
- Monitor holidays to ensure that staff are taking their full entitlement.
- Attend training as requested in good management practice and health and safety.

- Ensure that bullying and harassment are not tolerated within their jurisdiction.
- Be vigilant and offer additional support to any member of staff who is experiencing stress outside work, e.g. bereavement or separation.
- Where appropriate, seek advice (e.g. from Human Resources) on supporting staff who are experiencing stress or who are off sick as a result of stress.
- Be aware of possible causes of stress at work and impact on well-being.
- Raise issues of concern with the manager or deputies
- Accept opportunities for counselling and support when recommended.
- Accept appropriate support from colleagues and manager.
- Attend relevant training, as required.

HSE Indicator Tool and Analysis Tool

HSE's Management Standards Indicator Tool is a 35-item questionnaire relating to the six primary stressors identified in the Management Standards for Work Related Stress. The items are based on the best available evidence linking work design to health outcomes. It has been designed to support the process described in the Management Standards by providing a broad indication to organisations of how well their workforce rate their performance in managing the risks associated with work-related stress. The Indicator Tool can be used as a standalone measuring device, or alternatively, the items can be included in another question set, such as a pre-existing staff survey. It is recommended that the HSE Management Standards Analysis Tool be used to score the responses, regardless of whether it is used as a standalone measuring device or incorporated into a wider staff survey. The results from the HSE Management Standards Indicator Tool should be confirmed by discussing the findings with employees, and also by considering other data that is available within the organisation, such as sickness absence rates, employee turnover. We would use this document where we deem necessary in the case of stress and will be located in the personnel filing cabinet.

This policy was written by Lucy Clarke & Sarah Goode on the 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

School Lane Nursery Ltd

(3c) Staff Qualifications, Training, Support and Skills - First Aid

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

Introduction

At School Lane Nursery Ltd we have a duty to safeguard all children in our care and on our premises. We also have a legal duty to provide a safe working environment for our staff, parents, learners and volunteers. Occasionally the need to administer first aid is required so a First Aid Policy has been written.

Our Aims

Our aim at School Lane Nursery Ltd is to provide a safe environment for children, staff, volunteers, learners, visitors and parents. We aim to reduce the probability of incidents and accidents occurring through risk assessments and clear procedures, however we are realistic that some accidents will occur. In the case of accidents occurring we aim to deal with these in a prompt, professional manner. We do this through;

- ✓ Ensuring all of our practitioners present have a current paediatric first aid certificate on the premises at all times when children are present, and must accompany children on outings.
- ✓ Ensuring that there is at least one member of staff on the premises at all times and when on outings, who has a current first aid qualification for adults.
- ✓ We ensure there is a first aid box accessible at all times with appropriate content for children.
- ✓ We ensure a written record of accidents, injuries and first aid treatment is completed promptly and professionally and kept on site at all times. This is a separate document for children and adults. *Please see Policy (6c) for more detail.*
- ✓ We strive to identify when and why accidents are occurring and reflect on our practice to reduce re-occurrence of such injuries.

At School Lane Nursery Ltd Our adult first aiders are located in the school building

Policy statement

In our setting, staff who hold a current paediatric first aid qualification are able to take action to apply first aid treatment in the event of an accident involving a child.

In our setting, staff who hold a current first aid qualification for adults are able to take action to apply first aid treatment in the event of an accident involving an adult.

We aim to ensure that first aid training is local authority approved and is relevant to staff caring for young children.

Procedures

The first aid kit

Our first aid kit is accessible at all times, complies with the Health and Safety (First Aid) Regulations 1981 and contains the following items;

- ✓ Triangular bandages (ideally at least one should be sterile) x 4.
- ✓ Sterile dressings:
 - Small (formerly Medium No 8) x 3.
 - Medium (formerly Large No 9) – HSE 1 x 3.
 - Large (formerly Extra Large No 3) – HSE 2 x 3.

- ✓ Composite pack containing 20 assorted (individually-wrapped) plasters x 1.
- ✓ Sterile eye pads (with bandage or attachment) e.g. No 16 dressing x 2.
- ✓ Container of 6 safety pins x 1.
- ✓ Guidance card as recommended by HSE x 1.

In addition to the first aid equipment, each box should be supplied with;

- ✓ 2 pairs of disposable plastic (PVC or vinyl) gloves.
- ✓ 1 plastic disposable apron.
- ✓ A children's forehead 'strip' thermometer.
- ✓ The member of staff responsible for checking the first aid box is; **Lisa Hill** and in her absence **Sarah Goode**.
- ✓ The first aid box is easily accessible to adults and is kept, in the kitchen, out of the reach of children.
- ✓ The contents of the first aid box is checked by the person responsible each term and replenished, as necessary
- ✓ No un-prescribed medication is given to children, parents or staff.
- ✓ At the time of admission to the setting, parents' written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval.
- ✓ Parents sign a consent form at registration allowing staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital.
- ✓ On outings or activities out of the setting, such as forest school or trips to the park, a full and accurate first aid kit will always be with the supervisor.
- ✓ It is everybody's responsibility to highlight to the person responsible for replenishing the first aid kit, if they notice anything missing or not up to standard.

Legal framework

Health and Safety (First Aid) Regulations (1981)

Further guidance

First Aid at Work: Your questions answered (HSE Revised 2009)

Basic Advice on First Aid at Work (HSE Revised 2008)

This policy was written by Lucy Clarke & Sarah Goode on the 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

School Lane Nursery Ltd

(4a) Key person – The Role of the Key person and Settling in

Written by Lucy Clarke (Owner) & Sarah Goode

Date: Reviewed August 2025

Review Date: August 2026

Introduction

At School Lane Nursery Ltd we understand that children thrive from a base of loving and secure relationships. Attachments are the emotional bonds that young children develop with parents and carers, these attachments benefit children in so many ways;

- ✓ Children with strong early attachments cry less when separated.
- ✓ They engage in more pretend play and sustain attention for longer.
- ✓ They are less aggressive and are popular with other children and with adults.
- ✓ Their sense of who they are is strong.
- ✓ Children need to be safe in the relationship they have with parents or carers.
- ✓ They are vulnerable but will develop resilience when their physical and psychological well-being is protected by an adult.
- ✓ Being emotionally attached to such an adult helps the child feel secure that the person they depend on is there for them.
- ✓ When children feel safe they are more inclined to try things out and be more independent.
- ✓ They are confident to express their ideas and feelings and feel good about themselves.
- ✓ Attachment influences a child's immediate all-round development and future relationships.

Our Aim

At School Lane Nursery Ltd we want children to feel safe, stimulated and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with our pre-school.

We aim to make our pre-school 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.

Our Procedures

- ✓ Before a child starts to attend our pre-school, we use a variety of ways to provide his/her parents with information. These include written information (including our Child record book and policies), displays about activities available within our pre-school, website, information days and stay and play sessions to settle children into the setting.
- ✓ During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit our pre-school through stay and play sessions or open days.
- ✓ We allocate a member of staff to each child and his/her family when she/he starts to attend; the member of staff welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- ✓ We use pre-start visits and the first session at which a child attends to explain the EYFS and to discuss how the setting is run.

- ✓ 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 our pre-school.
- ✓ We have an expectation that the parent, carer or close relative, will stay for most of the session during the first week, 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 member of staff; for example the child looks for that person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- ✓ When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- ✓ We recognise that some children will settle more readily than others but that some children who appear to settle rapidly are not ready to be left, so we expect that the parent will honour the commitment to stay for at least the first week.
- ✓ We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from our pre-school. We will seek support where necessary and complete a separation anxiety audit.
- ✓ We reserve the right not to accept a child into our pre-school 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 visit the child and family in the home to discuss how the child has settled and explain our parent in partnership working ethic. We would invite the family into the setting if they decline a home visit.

Key-Person

We use the key-person system at School Lane Nursery and each child and family are allocated a key-person as soon as they start with us.

Families are given a key person introductory sheet which explains more about the role. And details the following information;

Definition

- ✓ A key person has special responsibility for a set amount of children.
- ✓ A key person will ensure that your child's needs are recognised and met at each session.

Main duties

- ✓ To help your child settle into the setting smoothly, helping them to integrate into the group.
- ✓ To be a point of contact so we are able to discuss and support both the child and family.
- ✓ To provide emotional needs to your child and to ensure the child's race, culture, religion, language and family values are being met.
- ✓ To observe, keep records and monitor the child's progress and talking and encouraging parents to participate in their child's development.
- ✓ To feed-back information that might be important to parents or any worries the key worker has come across.
- ✓ To work in conjunction with the parents in a statutory and professional manner.

It is important to note that a Key-person does not;

- ✓ Shadow the children throughout the session.
- ✓ Only work with the key children they have been given.
- ✓ Prevent other adults from developing a relationship with the key children they have been given.

Changes of Key-person

Sometimes it may be that a key-person needs to be changed, this may be due to a change in staff on the child's days, or that we have identified that a child needs support in a specific area that another person may be more equipped to help and support.

Babysitting

We understand that sometimes parents are looking for reliable babysitters, who are known to their child and DBS checked and may wish to ask their child's key-person or other pre-school employees to babysit. We have therefore put together these guidelines for families and pre-school employees to follow;

- The Pre-school will not be responsible for any private babysitting arrangements or agreements made between staff and parents/carers.
- Out of hours babysitting arrangements must not interfere with a staff member's employment at the Pre-school.
- Confidentiality by staff regarding other staff and children at the Pre-school must be adhered to and respected at all times.
- The Pre-school will not be held responsible for any health and safety or other issues that may arise from these private arrangements.
- No member of staff will take a child away from the setting unless they are a named person on the child's records.
- A babysitting agreement is signed by staff member and parent/carer.

This policy was written by Lucy Clarke & Sarah Goode on the 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

School Lane Nursery Ltd (5a) Staffing and Child Ratios

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: July 2025

Review Date: July 2026

Introduction

At School Lane Nursery Ltd we pride ourselves on how well we know the children in our care and how we plan for their individual needs. Having high numbers of staff we can plan stimulating, educational experiences which excite and fascinate the children. We are able to form strong bonds with children and their families by ensuring we have a good staffing level each session, meeting and exceeding government guidelines.

Our Aim

To ensure that all children in our care are offered high quality early years care and education with their safety and welfare being kept of paramount importance.

Our Procedures

- ✓ We only include those over the age of 17 in our ratios and only if the manager deems them competent and responsible.
- ✓ Staffing arrangements are thought about very carefully and we consider the needs of the children on a daily basis.
- ✓ Staff are deployed by the supervisor in charge on the day and they are given specific duties and time slots on the daily planning sheet displayed in the room.
- ✓ Children are **always** in sight and hearing of the staff.
- ✓ Two year olds have a small area which can be split off from the main room in visible to the main room, the ratio is 1:5 and run by a level 3 qualified staff member.
- ✓ Children aged 3 – 5 years are cared for to a ratio of 1:8. All staff are level 3 qualified.
- ✓ As well as having highly qualified staff we also have additional staff who are both DBS checked and can be called on if needed; cleaner and 1:1 support worker.
- ✓ Children with identified special needs are supported accordingly.
- ✓ We have a deputy manager whose role and responsibility is to ensure staffing levels always meet our standards and adjusted accordingly.
- ✓ We have a member of staff who is used as our cover so they can be called on to cover short notice absences.

This policy was written by Lucy Clarke & Sarah Goode on the 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

School Lane Nursery Ltd (6a) Health – Administering medicines including Asthma

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

Introduction

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

Our Aim

To ensure we meet our safeguarding and welfare requirements by having a system in place which enables us to obtain information about a child's needs for medicines, and for keeping this information up to date.

Our Procedures

- ✓ 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 24 hours to ensure there are no adverse effects, as well as to give time for the medication to take effect.
- ✓ The key person is responsible for the correct administration of medication to children for whom they are the key person. This includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures. In the absence of the key person, the manager is responsible for the overseeing of administering medication.
- ✓ Children taking prescribed medication must be well enough to attend the setting.
- ✓ Medication prescribed by a doctor (or other medically qualified person) is administered. It must be in-date and prescribed for the current condition (medicines containing aspirin will only be given if prescribed by a doctor).
- ✓ 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 the medication form stating the following information. No medication may be given without these details being provided:
 - the full name of child and date of birth;
 - the name of medication and strength;
 - who prescribed it;
 - the dosage to be given in the setting;
 - how the medication should be stored and its expiry date;
 - any possible side effects that may be expected; and
 - the signature of the parent, their printed name and the date.

The Key person or in their absence the Manager will receive the child's medication and asks the parent to complete the medication form.

Any medicines to be administered during the session will be written by the person who received the medicine.

- ✓ The administration of medicine is recorded accurately on our medication record form each time it is given and is signed by the key person/manager. Parents are shown the record at the end of the day and asked to sign the record form to acknowledge the administration of the medicine. The medication record form records the:
 - name of the child;
 - name and strength of the medication;
 - date and time of the dose;
 - dose given and method;
 - signature of the key person/manager; and

- Parent's signature.

If you are administering any medication please ensure you always have an adult witness to ensure the correct dosage is given.

In the case of non-prescribed medicine such as calpol School lane nursery will administer with prior parental consent, 4 hours after the child has begun the session. This is to prevent accidental overdosing.

Storage of medicines

- ✓ All medication is stored safely in the kitchen area or fridge which is inaccessible to children due to a locked childproof gate.
- ✓ The child's key person 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 to be administered on a regular or as-and-when- required basis. Key persons check that any medication held in the setting, is in date and return any out-of-date medication back to the parent.
- ✓ 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.

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 should be shown around the setting, understand the routines and activities and point out anything which they think may be a risk factor for their child.
- ✓ 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 form part of the risk assessment.
- ✓ The risk assessment includes vigorous activities and any other 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 advice is sought from the child's GP 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 frequently 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.

Asthma

- ✓ School Lane Nursery recognises that asthma is a widespread, serious but controllable condition and the pre-school welcomes all children with asthma.
- ✓ Parents have a duty to inform staff if their child is asthmatic. Preventative inhalers should be provided and labelled with the child's name. These should be kept in the kitchen and accompany the child when they are off the premises.

- ✓ Children with asthma must have immediate access to inhalers when they need them and know where they are kept. A spacer device may be required and the child may need support to use this.
- ✓ Ensure health care plan is up to date and reviewed 6 monthly.
- ✓ Ensure all medication is labelled and stored correctly.
- ✓ Ensure accurate recording of any medication given and signed by the parents/carers.
- ✓ Have a delegated staff member to check the expiry date of spare reliever inhalers and maintain the allergy/medical conditions register. At School Lane Nursery our delegated person responsible for this is Sarah Goode and Sarah Green
- ✓ Parents should be notified when a child has used an inhaler excessively or more regularly than usual.
- ✓ Ensures that all staff (including volunteers and temporary staff) who come into contact with children with asthma know what to do in an asthma attack.
- ✓ Only staff members who are asthma/ emergency drug trained can administer inhalers. At School Lane Nursery this is Sarah Goode.
- ✓ Ensures that children with asthma can and do participate fully in all aspects of the preschool.
- ✓ Will work in partnership with all interested parties, all staff, nurses, parents/carers, doctors and the child to ensure the policy is planned, implemented and maintained successfully.

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 and the name of the medication. Inside the box is a copy of the consent form and a card to record when it has been given, including all the details that need to be recorded in the medication record as stated above.
- ✓ On returning to the setting the card is stapled to the medicine record form 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 and the name of the medication. Inside the box is a copy of the consent form signed by the parent.
- ✓ As a precaution, children should not eat when travelling in vehicles.
- ✓ This procedure is read alongside the outings procedure.

Legal framework

The Human Medicines Regulations (2012)

Further guidance

Other useful Pre-school Learning Alliance publications

Medication Record (2010)

This policy was written by Lucy Clarke & Sarah Goode on the 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

School Lane Nursery Ltd

(6b) Health – Managing children who are Sick, Infectious or with Allergies

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

Introduction

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

Our Aim

To promote the good health of children attending the setting. In cases of children becoming ill or infectious we aim to take steps to prevent the spread of infection, and take appropriate action if children are ill. **If in any doubt we would always call an ambulance and notify the parents immediately.**

Procedures for children who are sick or infectious

- ✓ If children appear unwell during the day – have a temperature of above 37.8 or below 36, 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 the child on their behalf. **NB If the temperature continues to rise before collection of child then call an Ambulance.**
- ✓ If a child has a temperature, they are kept cool, by removing top clothing but kept away from draughts.
- ✓ The child's temperature is taken using an ear thermometer, which is kept in the first aid box and temperature recorded in the temperature log folder. A copy to go home with the child.
- ✓ In extreme cases of emergency, the child should be taken to the nearest hospital and the parent informed.
- ✓ Parents are asked to take their child to the doctor before returning them to the setting; the setting can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
- ✓ Where children have been prescribed antibiotics, parents are asked to keep them at home for 48 hours before returning to the setting.
- ✓ After diarrhoea, parents are asked to keep children home for 48 hours or until a formed stool is passed.

The setting has a list of excludable diseases and current exclusion times. The full list is obtainable from www.hpa.org.uk/webc/HPAwebFile/HPAweb_C/1194947358374 and includes common childhood illnesses such as measles.

A poster listing this information is also displayed in the foyer for staff and parent information.

Reporting of 'notifiable diseases'

- ✓ If a child or adult is diagnosed as suffering from a notifiable disease under the Health Protection (Notification) Regulations 2010, the GP will report this to the Health Protection Agency.
- ✓ When the setting becomes aware, or is formally informed of the notifiable disease, the manager informs Ofsted and acts on any advice given by the Health Protection Agency.

HIV/AIDS/Hepatitis/Bodily fluids procedure

- ✓ HIV virus, like other viruses such as Hepatitis A, B and C, are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults.
- ✓ Single-use vinyl gloves and aprons are worn when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
- ✓ Protective rubber gloves are used for cleaning/sluicing clothing after changing.
- ✓ Soiled clothing is rinsed and either bagged for parents to collect or laundered in the setting.

- ✓ Spills of blood, urine, faeces or vomit are cleared using mild disinfectant solution and red mop and bucket; any cloths used are disposed of with the clinical waste. **NB: Clean mop after use.**
- ✓ 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, which are also soaked weekly in sterilising solution.

Cleaning & Clearing of Bodily Fluids

When cleaning or clearing bodily fluids employees are to adhere to the following procedures:

- ✓ Isolate the area with signs and barriers as necessary
- ✓ Put on clean disposable gloves & white apron. Clean the area using anti-bacterial cleaner* and disposable paper towels
- ✓ Place all cleaning materials and used PPE into a nappy sack and dispose of in the nappy bin *In accordance with COSHH material data sheet and substance risk assessment & control methodology

Preschool Spillage Control Procedure

Introduction Spillages of any kind present an immediate hazard to children and staff. All actions taken as a result of a spillage must be aimed at reducing the slip hazard presented. Immediate Actions Seek immediate assistance without leaving the spillage area

- ✓ Arrange for the placement of the spillage barriers in a way that will prevent access to the spillage area to passers-by.
- ✓ Arrange for the collection of the spillage control equipment from the store cupboard. Deal with the spillage according to the following: Non- Hazardous Liquid Spillages
 - a. Use the mop and bucket to dry up as much of the liquid as possible. If necessary use paper towel to ensure the entire area is dry.
 - b. Remove the barriers and carry out any reporting duties regarding the incident/accident.

Dry Spillages

- a. Sweep up the spill using the broom and/or dustpan and brush as necessary.
- b. Remove the barriers and carry out any reporting duties regarding the incident/accident.

Hazardous Spillages

- a. Spillages comprising bodily fluids are to be dealt with in accordance with the Preschool Hygiene Procedures (see above).
- b. Spillages of hazardous materials are to be dealt with in accordance with the appropriate Material Data Sheet and associated risk assessment & control methodology (see COSHH Inventory).

Procedures for children with allergies

- ✓ When parents start their children at the setting they are asked if their child suffers from any known allergies. This is recorded in the child record book.
- ✓ If a child has an allergy, a risk assessment form is completed to detail the following:
 - The allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc.).
 - The nature of the allergic reactions e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc.
 - What to do in case of allergic reactions, any medication used and how it is to be used (e.g. EpiPen/Asthma inhaler).
 - Control measures - such as how the child can be prevented from contact with the allergen.
 - This form is kept in the child's record book and a copy is displayed where staff can see it.
 - Medical professionals to train nominated staff in how to administer special medication in the event of an allergic reaction.
 - We have a no nut policy within the setting.
 - Parents are made aware so that no nut or nut products are accidentally brought in, for example to a party.

Risk assessments are in place for sensory play activities. Practitioners are skilled in adapting activities to enable all children to have access to this learning experience.

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.

Head Injuries

Children who sustain a head injury **MUST** be reviewed by a First Aider. If a child has a visible wound, swelling or adverse reaction, parents will be informed and are welcome to assess their child personally. Where there are no residual effects, the child can remain in preschool whilst being observed. A head injury advice sheet must be completed and sent home.

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 will be obtained from our insurance provider to extend the insurance.

At all times the administration of medication must be compliant with the Safeguarding and 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 manufacturer's instructions clearly written on them.
- The setting must be provided with clear written instructions on how to administer such medication.
- We have a trained member of staff to administer Asthma inhalers – Sarah Goode.
- All risk assessment procedures need to be adhered to for the correct storage and administration of the medication.
- The setting must have the parents or guardians prior written consent. This consent must be kept on file. It is not necessary to forward copy documents to your insurance provider.

Lifesaving medication and invasive treatments - EPILEPSY, ANAPHYLAXIS AND DIABETES

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). Parents have a duty and responsibility to notify the preschool if their child has any of these conditions and should provide details of any treatment and support they may require in the setting. Relevant health care professionals will liaise between parents/guardians and school personnel to ensure staff are aware of, and trained to provide, any relevant or emergency support or treatment. An individual health care plan will usually be compiled, detailing the course of action to be taken.

The provider 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 documents relating to these children must first be sent to the Insurance provider for appraisal. Written confirmation that the insurance has been extended will be issued by return.

Key person for special needs children

Children requiring assistance with tubes to help them with everyday living e.g. breathing apparatus, to take nourishment, colostomy bags etc.

- ✓ Prior written consent must be obtained from the child's parent or guardian to give treatment and/or medication prescribed by the child's GP.
- ✓ The key person must 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 Insurance provider for appraisal. Written confirmation that the insurance has been extended will be issued by return.

Epilepsy

In the event of a child suffering from epileptic seizures we would follow the procedures below:

- ✓ Stay calm
- ✓ Protect the person from injury (removing sharp or hard objects from the vicinity or guiding the child away from danger if they are having a complex partial seizure).
- ✓ Loosen any tight clothing around the neck
- ✓ Protect the child's head if falling, guide them not restrain them
- ✓ Do not restrain the child having the seizure
- ✓ Do not put anything in the child's mouth or force anything into their mouth
- ✓ Do not try to move the child unless they are at risk of danger
- ✓ Be quietly reassuring
- ✓ Stay with the child who has a tonic-clonic seizure until they come round and are fully recovered
- ✓ Aid breathing by gently placing the child in the recovery position once their seizure has ceased
- ✓ Do not give the child anything to drink until they are fully recovered
- ✓ Should the person require further medical assistance we would call an ambulance and contact the parents/carers
- ✓ A record of the incident would be written by the manager
- ✓ The nursery in conjunction with the parents and health care professionals will review the individual health care plan or if necessary create a plan following any seizure.

Further guidance

Managing Medicines in Schools and Early Years Settings (DfES 2005)

This policy was written by Lucy Clarke & Sarah Goode on the 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

School Lane Nursery Ltd (6c) Health – Reporting and Recording Accidents and Incidents

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Introduction

At School Lane Nursery Ltd we understand our duty to meet safeguarding and welfare requirements in regards to keeping a written record of accidents or injuries and first aid treatments.

Our Aim

To ensure we meet the safeguarding and welfare standards in reporting incidents and accidents promptly and accurately.

Our Procedures

We follow the guidelines of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) for the reporting of accidents and incidents.

Child protection matters or behavioural incidents between children are not regarded as incidents and there are separate procedures for this.

Our accident file:

- ✓ Is kept in a safe and secure place.
- ✓ Is accessible to staff and volunteers, who all know how to complete it.
- ✓ Is reviewed at least half termly to identify any potential or actual hazards.

Reporting accidents and incidents

- ✓ Ofsted is notified as soon as possible, but at least within 14 days, of any instances which involve:
 - Food poisoning affecting two or more children looked after on our premises.
 - A serious accident or injury to, or serious illness of, a child in our care and the action we take in response.
 - The death of a child in our care.
- ✓ Local child protection agencies are informed of any serious accident or injury to a child, or the death of any child, while in our care and we act on any advice given by those agencies.
- ✓ Any food poisoning affecting two or more children or adults on our premises is reported to the local Environmental Health Department.

RIDDOR

We meet our legal requirements in respect of the safety of our employees and the public by complying with RIDDOR (the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations).

We report to the Health and Safety Executive:

- ✓ Any work-related accident leading to an injury to a child or adult, for which they are taken to hospital.
- ✓ Any work-related injury to a member of staff, which results in them being unable to work for seven consecutive days.
- ✓ When a member of staff suffers from a reportable work-related disease or illness.
- ✓ Any death, of a child or adult, that occurs in connection with activities relating to our work.
- ✓ 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 file (see below).

Our incident file

- ✓ We have ready access to telephone numbers for emergency services, including the local police.
- ✓ We ensure we have access to the person responsible for our building and that there is a shared procedure for dealing with emergencies.
- ✓ We keep an incident form for recording major incidents, including those that are reportable to the Health and Safety Executive as above.

These incidents include:

- A break in, burglary, or theft of personal or the setting's property.
 - An intruder gaining unauthorised access to the premises.
 - A fire, flood, gas leak or electrical failure.
 - An attack on member of staff or parent on the premises or nearby.
 - Any racist incident involving staff or family on the setting's premises.
 - A notifiable disease or illness, or an outbreak of food poisoning affecting two or more children looked after on the premises.
 - The death of a child or adult.
 - 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, is also 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 and Emergency Evacuation Policy will be followed and staff will take charge of their key children. The incident is recorded when the threat is averted.
 - ✓ In the unlikely event of a child dying on the premises, for example, through cot death in the case of a baby, the emergency services are called, and the advice of these services are followed.
 - ✓ The incident file is not for recording issues of concern involving a child. This is recorded in the child's record book.

Legal framework

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

Further guidance

RIDDOR Guidance and Reporting Form: www.hse.gov.uk/riddor

Other useful Pre-school Learning Alliance publications

- Accident Record (2010)

USEFUL NUMBERS
POLICE NON-EMERGENCY 101

This policy was written by Lucy Clarke & Sarah Goode on the 29th August 2025

Signed on behalf of management

Print name

Sarah Goode

School Lane Nursery Ltd (6d) Health – Continence Policy and Nappy Changing

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

Introduction

Children of all ages may experience continence issues often related to their age or stage of development; for some children incontinence may be a life-long condition.

The Equality Act (2010) defines a disability as a "physical or mental impairment which has a substantial and long term adverse effect on an individual's ability to carry out normal day to day activities".

It describes incontinence as an impairment which may affect normal day to day activities. Settings are under a statutory obligation to meet the needs of all children and therefore children should not be excluded from activities because of incontinence. Settings are expected under the Equality Act 2010 to make reasonable adjustments to meet the needs of each child and young person.

This policy does not cover intimate care of children with more complex health conditions e.g. catheters, colostomy bags. Advice regarding these health conditions should be sought from NHS professionals and parents/carers.

Our Aim

- At School Lane Nursery Ltd we aim for all our children to feel emotionally and physically secure in order to achieve well and enjoy their learning. We offer tailored support for the specific specialist needs of some learners.
- To provide clear guidelines for all staff on procedures that maintain a professional approach appropriate to the age, developmental stage and needs of the child.
- To support staff to meet the holistic needs of children including the development of continence and independence.
- To establish good practice in the care of children with management of continence needs.
- To ensure that children are treated with dignity and respect by those adults responsible for them.
- To ensure good safeguarding practice to protect children, staff, and volunteers.
- To establish partnership working between the child, the child's parents / carers and professionals involved.

Children who require support with continence development

Children who require support with continence development and management are a very diverse group. Each child should be treated as an individual but in broad terms the children who will need support with continence may be:

*Children with some
developmental
delay.*

*Children with
physical disabilities
or complex medical
conditions.*

*Children with
behavioural or
emotional
difficulties.*

School Lane Nursery Ltd Procedures

Environment

- ✓ We ensure we provide suitable hygienic changing facilities for changing any children who are in nappies and ensure that an adequate supply of clean bedding, towels, spare clothes and other necessary items are always available.
- ✓ At School Lane Nursery Ltd we maintain an emergency supply of adequate resources as detailed in a Health Care Plan. On occasions where our settings resources are used, parents are requested to replace them.

Safeguarding

Everyone working with children should be aware that those with additional needs may be particularly vulnerable to abuse. The normal process of assisting with personal care, such as changing nappies, should not raise child protection concerns. There are no regulations that state that a second member of staff must be available to ensure that abuse does not take place. However to minimise risk, School Lane Nursery Ltd follow the following procedures:

- ✓ All staff, regular volunteers and parent helpers who attend the pre-school regularly are DBS checked and have received at least universal Safeguarding qualification, this is renewed at least every 3 years but also revisited at every staff meeting. In addition to this the Worcestershire Safeguarding Bulletin is sent to all staff when it is issued.
- ✓ All staff, learners and volunteers have read and understood our Safeguarding policy and procedures and signed to confirm this.
- ✓ We provide sufficient suitably trained staff to be able to deal with continence issues.
- ✓ All staff members must be vigilant for any indication of inappropriate practice and report such concerns to the designated safeguarding lead.
- ✓ If there is a known risk of false allegations by a child or the child exhibits extreme behaviour on a regular basis, then appropriate precautions should be incorporated into the child's plan – e.g. two adults to be present when changing the child.
- ✓ All adults working with children have enhanced DBS clearance and should be closely supervised throughout any probationary period. Staff should only be allowed unsupervised access to children once the probationary period has been completed to the Managers satisfaction.
- ✓ Volunteers and students on long term placements with enhanced DBS clearance involved in intimate care, should always be appropriately supervised.
- ✓ Where possible, staff should work with children of the same sex and be mindful of and respect the personal dignity of the child when supervising, teaching or reinforcing toileting skills.
- ✓ All staff involved in changing nappies or supporting toileting should be aware of the child's health care plan and ensure that this is adhered to at all times. Any deviation from the plan should be reported and recorded in line with setting procedures.
- ✓ Parents and line managers are informed of any accidents or concerns that arise whilst changing children and these are recorded in accordance with setting procedures.
- ✓ The adult responsible for the child (key person) is made aware when a child is being taken to the toilet or having a nappy changed.

The Health and Safety at Work Act 1974

- Employers have a duty to ensure as far as is reasonably practicable, the health, safety and welfare of all employees at work.
- Employers have a duty to carry out risk assessments where the risks at work are significant to employees or others.
- The employee has a duty while at work to take responsible care of the health and safety of himself and other people who may be affected by his acts.

Health Care Plan

The Health Care Plan pro forma must be used to record the needs of each individual child that requires continence management, along with actions to be taken agreed by the setting and the parent / carer. Any health professionals involved with the child should also be involved in the drawing up of the Health Care Plan. Any change to the plan, including changes of staff, should be notified to all parties signing the plan. A record of intimate care should also be kept. The setting should send a copy of the plan to any health professionals involved with the child for comment.

The plan should be completed taking into account the following partnership working principles:

The parent should

- Agree to change the child at the latest possible time before bringing him/her to the setting.
- Provide the setting with spare nappies and a spare set of clothes if appropriate. Settings should have spare resources available for emergencies.
- Understand and agree the procedures that will be used when the child is changed at the setting – including the use of any cleanser or the application of any cream which if provided by parents/carers should be sent into setting in a named and sealed container. Setting should follow their Administration of Medication policy where appropriate, and prior written permissions should be obtained from parents/carers (Statutory Guidance EYFS pg. 26)
- Agree to inform the setting should the child have any marks / rash in line with their safeguarding procedures.
- Agree to notify the setting if the child's needs change at any time which needs to be reflected in the Health Care Plan.
- Agree to attend Health Care Plan review meetings.

The setting should

- Include the following in the child's Health Care plan; frequency of changing, taking into consideration their individual needs.
- Ensure children's privacy during nappy and toileting is being considered and balanced with safeguarding considerations.
- Agree to record frequency of changes throughout the day, including any information on rashes or marks, which is to be shared with the parent/carers on a daily basis.
- Agree to review arrangements as and when necessary and as a minimum at six monthly intervals.

Facilities

At School Lane Nursery Ltd we have use of 3 unisex toilets where we would change children on a suitable surface taking into consideration the environment and the child's dignity.

At all times the safety of the child and staff is considered.

Written guidelines for staff

A set of written guidelines is agreed and made available to parents / carers of children for whom a Health Care Plan is in place. The following areas should be included in the care plan;

- The requirement for individual's job description to specify that they will deal with continence problems.
- Where possible the child's Key Person or appropriate adult will take responsibility for continence management.
- To protect staff from allegations, effective safeguarding procedures must be in place and followed.
- Where continence management changing will take place.
- What resources will be used; including cleansing agents / creams?
- How the nappy/pad/pull up will be disposed of.
- What infection control measures are in place?

- What the members of staff will do if the child is unduly distressed.
- What the procedures are if marks or injuries are noticed on the child.
- What the recording procedures are and how they are used to evaluate the continence management of the child.
- How continence management is recognised in setting policies and procedures (for example Safeguarding, Equality and Diversity, Special Needs).

Procedure for dealing with nappy changing to avoid cross contamination;

1. Staff are to wash their hands thoroughly and effectively.
2. Put on new disposable apron and gloves.
3. Clean mat with appropriate cleaning wipes or spray before commencing every nappy change.
4. Child should be asked to lie down on the mat and if appropriate, an older child may be more comfortable standing up.
5. Child can assist where appropriate to support their continence independence.
6. Change child's nappy/pad/pull up.
7. Put soiled nappy/pad/pull up in double nappy sacks (or in an emergency a plastic bag) and dispose of immediately in bin provided.
8. Spray or wipe the changing mat with appropriate cleaning agent.
9. Put wipes, nappy/pad/pull up, sack, apron and gloves into the bin provided.
10. Wash hands and ensure the child washes hands before leaving the toileting area.
11. When all toileting/ nappy changing has finished sinks are to be sanitised using appropriate cleaning products.
12. Empty toilet bin when all children have been changed and re-line with clean bag.
13. Dispose of the bin bag in the black bin outside of the building.
14. Wash hands again.
15. Where a child is on a Care Plan document the procedure you have followed on the actual Care Plan.
16. Where a child is not on a Care Plan write in the toileting book, the time you changed them, your initials and any other details deemed necessary. This is kept in the entrance foyer so we can communicate with parents of any toileting incidents, or progress with potty training.

Note: where it is known that the child is infected with a blood born virus all materials should be double wrapped in yellow clinical waste bags and arrangements made for the waste to be removed for incineration.

Procedure for dealing with toileting/potty training to avoid cross contamination;

1. Staff are to wash their hands thoroughly and effectively.
2. Put on new disposable apron and gloves.
3. Ensure potties/toilet seat are sanitised before use using appropriate cleaning agents.
4. Child can assist where appropriate to support their continence independence.
5. Child to wash hands before leaving toilet area.
6. Empty potty where necessary into toilet and flush.
7. Sanitise potty/toilet seat and dispose of gloves, apron and wipes in double nappy bag and place in nappy bin.
8. Staff to wash hands then sanitise sink area.

This policy was written by Lucy Clarke & Sarah Goode on the 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

School Lane Nursery Ltd (6e) Health – Hygiene

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

Introduction:

School Lane Nursery Ltd takes hygiene seriously and aims to maintain a high standard of hygiene within the setting. Maintaining good hygiene practices helps to eliminate the spread of illness and limits outbreaks of reportable diseases. 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.

Links to Every Child Matters outcomes; Unique Child Keeping Safe 1:3 Health and wellbeing 1;4 Enabling Environment The wider context 3;4.

Our Aim:

School Lane Nursery Ltd aims to try to prevent any spread of infection to ensure that we maintain good health. Our staff have a secure knowledge of our policies and arrangements for health and hygiene and are committed to adhere to the agreed procedures that aim to promote children's good health.

Procedures

- ✓ We will have an adult who will act as the 'Health and Safety officer' and will be responsible in carrying out risk assessments to make sure environment and equipment are clean and safe both inside and outside the setting before the children come in.
 - ✓ Staff members will be allocated on a rota basis to make sure that the toilet area, nappy changing mats, all play areas, kitchen area, and eating area are cleaned before and after the sessions on a daily basis, using gloves and cleaning detergents.
 - ✓ Outdoor equipment will be checked and cleaned daily, water will be replaced daily and sand trays covered and replaced as needed throughout the term.
 - ✓ Children will be encouraged in our daily routines to learn about personal hygiene and spread of infection by: Washing hands after using the toilet (There will be photos in place for children to identify this) washing hands under running water before snack time. Using individual paper towels to dry hands after washing.
 - ✓ Covering the mouth with hands / tissue when coughing / sneezing. Wiping their noses and disposing the soiled tissue in the bin. Staff to ensure there are adequate amounts of tissue available and antibacterial gel available to staff.
 - ✓ Our staff will have awareness training and whenever possible will attend training for Health and Hygiene to ensure that we maintain the high standard of hygiene we offer.
 - ✓ Staff will also demonstrate good hygiene practice by: Washing hands at all times before handling food and washing hands after using the toilet.
 - ✓ All surfaces cleaned daily with appropriate cleaners. Never cough / sneeze over food.
 - ✓ Any spills of body fluids / blood will be wiped up and double bagged before being binned , and then the area of the spillage will be mopped using hot water and appropriate cleaners using the correct colored mops – Staff will always use disposable aprons / rubber gloves when cleaning body fluids.
 - ✓ Wearing disposable aprons/gloves when cleaning spillage of any bodily fluid
 - ✓ Staff to use correct colour coded cloths and mops / buckets to clean different areas
 - ✓ The pre-school regularly clean the resources and equipment and dressing-up clothes. This is recorded in the cleaning schedule which is monitored by a designated member of staff.
-

Personnel responsible for Health and Safety and risk assessments for School Lane Nursery Ltd is Lucy Clarke, Sarah Goode & Lisa Hill

This policy was written by Lucy Clarke & Sarah Goode on the 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

School Lane Nursery Ltd (6f) Health – Food and Drink

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed July 2025

Review Date: July 2026

Introduction

School Lane Nursery Ltd regards snack and meal times as an important part of the pre-school's session. Eating represents a social time for children and adults and helps children to learn about healthy eating.

Our Aim

To ensure School Lane Nursery Ltd is a suitable, clean and safe place for children to be cared for, where they can grow and learn. We aim to encourage healthy eating and to provide nutritious snacks which meet cultural and dietary needs of children. To ensure children are in a safe environment, and always sat down and observed whilst eating.

Our Procedures

- ✓ Before a child starts to attend our pre-school, we find out from parents their children's dietary needs and preferences, including any allergies.
- ✓ We record information about each child's dietary needs in her/his child record book and parents sign the record to signify that it is correct.
- ✓ We regularly consult with parents to ensure that our records of their children'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. This is displayed in the kitchen where snack is prepared and in the main room where snack/lunch is eaten.
- ✓ 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 nutritionally sound snacks which promote health and reduce the risk of obesity and heart disease that may begin in childhood.
- ✓ We advise parents on dietary guidelines as advised by the government.
- ✓ We provide nutritious food at all snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.
- ✓ We include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- ✓ We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts. School Lane Nursery Ltd operates a no nut policy.
- ✓ Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups, to which children and their parents belong, and of vegetarians and vegans, and about food allergies. We take account of this information in the provision of food and drinks.
- ✓ Effort to ensure Halal meat or kosher food is available for children who require it.
- ✓ We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy.
- ✓ We organise lunch and snack times so that they are social occasions in which children and staff participate.

- ✓ We use 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 session/day.
- ✓ We inform parents who provide food for their children about the storage facilities available in the setting.
- ✓ We give parents who provide food for their children information about suitable containers for food.
- ✓ We provide parents with ideas of what to put in lunchboxes and portion sizes.
- ✓ Children are given the choice of the contents in their lunchbox, though staff do encourage them to eat the healthier option first, we like to make lunchtime an enjoyable experience and not cause any stress or anxiety during this as we don't want the children to develop eating disorders in the future.
- ✓ We request parents to save sweet treats for home and not to bring them into pre-school.
- ✓ In order to protect children with food allergies, we have rules about children sharing and swapping their food with one another.
- ✓ For children who drink milk, we provide semi-skimmed pasteurised milk.
- ✓ Risk assessments are conducted for each individual child who has a food allergy or specific dietary requirement.

Legal references

The Childcare Act 2006

This policy was written by Lucy Clarke & Sarah Goode on the 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

School Lane Nursery Ltd (6g) Health – Food Hygiene

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

Introduction

At School Lane Nursery Ltd we provide and serve food for children throughout the day such as snack time and cooking sessions. Lunch time is operated on the school site where we supervise packed lunches and some children have access to school meals.

We recognise we have a responsibility and duty of care when dealing with the preparation and serving of food.

Risk assessment is the key means through which this is achieved

Our Aim

We aim to maintain the highest possible food hygiene standards with regard to the purchase, storage, preparation and serving of food. We aim to ensure that our setting is suitable, clean and safe for children to be cared for, where they can grow and learn. We aim to meet all statutory requirements for food safety and fulfil the criteria for meeting the relevant early year's foundation stage welfare requirements.

Procedures

- ✓ We use reliable suppliers for the food we purchase.
- ✓ Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mold.
- ✓ Packed lunches are stored in a cool place; un-refrigerated food is served to children within 4 hours of preparation at home.
- ✓ Parents are expected to provide icepacks in children's lunchboxes in warm weather.
- ✓ Food preparation areas are cleaned before use as well as after use.
- ✓ When assisting with snack staff to wear gloves and disposable aprons.
- ✓ There are separate facilities for hand-washing and for washing up.
- ✓ All surfaces are clean and non-porous.
- ✓ All utensils, crockery etc. are clean and stored appropriately.
- ✓ Waste food is disposed of daily.
- ✓ Cleaning materials and other dangerous materials are stored out of children's reach.
- ✓ Children do not have unsupervised access to the kitchen.
- ✓ When children take part in cooking activities, they:
 - Are supervised at all times.
 - Understand the importance of hand washing and simple hygiene rules.
 - Are kept away from hot surfaces and hot water.
 - Do not have unsupervised access to electrical equipment such as blenders etc.

All staff have a current food hygiene qualification.

Occasionally at forest school we will have cooking activities on the campfire, the Forest school leader will have a current qualification for them to be able to do this.

Forest School Leader is Sarah Goode

Please see more information in our Risk Assessment Policy (8d).

Reporting of food poisoning

- Food poisoning can occur for a number of reasons; not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable.
- Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within the setting, the manager will contact the Environmental Health Department and the Health Protection Agency, to report the outbreak and will comply with any investigation.
- Any confirmed cases of food poisoning affecting two or more children looked after on the premises the setting will also be notified to Ofsted as soon as is reasonably practicable, and always within 14 days of the incident.

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)

This policy was written by Lucy Clarke & Sarah Goode on the 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

School Lane Nursery Ltd (7a) Managing and Achieving Positive Behaviour

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

Introduction

Our setting 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. We understand that there is always a reason for a behaviour and as professionals it is our role to help and support the children to deal with these emotions appropriately.

Our Aim

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development.

We aim for all staff, volunteers and learners to be confident in using positive strategies for handling any inconsiderate behaviour, helping children to find solutions in ways which are appropriate for the children's ages and stages of development.

Procedures

When responding to or observing unacceptable behaviour, staff will take the following actions:

Approach Calmly

*We have three named persons **Lucy Clarke, Sarah Goode and Lisa Hill** who have overall responsibility for issues concerning behaviour.*

- ✓ *They have a responsibility 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.*
- ✓ *To access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development.*
- ✓ *Check that all staff has relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.*

Procedures

When responding to or observing unacceptable behaviour, staff will take the following actions:

- ✓ Approach calmly
- ✓ Acknowledge feelings
- ✓ Gather information
- ✓ Re-state what the child has said to you to confirm understanding.
- ✓ Dependent on the child's developmental age the staff member would ask the child for a solution and choose one together and be ready to give the child follow up support in their play including re-introducing them to their play.

Persistent Unwanted Behaviours

In the event that there is a persistent behaviour issue the Manager must be informed.

- ✓ All staff will discuss possible strategies to create positive behaviour, staff will be involved in the writing and reviewing of our behavioural policy and procedures.
- ✓ In the case of any unwanted behaviours the key person will work closely with that child documenting any incidents on a behaviour form, this is signed by the parents and allows for complete transparency and partnership working with parents. This documentation will be used to identify if there are any triggers to the child's behaviour and to assist staff to put a plan in place to help the child.
- ✓ Physical restraint in behaviour circumstances, such as holding, will only be used to prevent physical injury to children or adults and/or serious damage to property. In the event of an incident where a member of staff has deemed it necessary to restrain a child, details of this event will be fully documented (what happened, what action was taken and by whom, and the names of witnesses). Parent/carer of the child involved will be informed and required to sign the document.
- ✓ In the case of persistent/harmful/unacceptable behaviours, where there is risk of injury to any individual on the group's premises, the Manager will need to be informed. The Manager will be the authority for all decisions relating to the withdrawal of a place at the setting. Parents/carers retain the right to appeal against any such decision.

Preventing Unwanted Behaviours

As a setting we acknowledge considerate behaviour such as kindness and willingness to share. We support each child in developing their self-esteem, confidence and feelings of competence. This is promoted in a number of ways;

- ✓ We require all staff, volunteers and learners to provide a positive role model of behaviour by treating children, parents and one another with respect, friendliness, care and courtesy.
- ✓ We provide clear, consistent rules and boundaries and encourage all children to behave in an appropriate way, respecting and caring for each other, adults around them and the equipment. We do this through our 'Golden Rules' which are re-visited with the children every session.
- ✓ We use positive statements rather than negative for instance instead of "don't run" we ask "good walking please"
- ✓ We also use statements such as "I like it when...." Or "I'm sad when" We always make sure the children understand that it is the behaviour we don't like, not the child.
- ✓ We strive to give 5 positive statements to 1 negative.
- ✓ We use clear, specific instruction, "You need to"
- ✓ We help the children to voice their feelings, and to be aware of the feelings of others, through emotional literacy activities, often using puppets and discussion with the children depending on age/ability.
- ✓ Rewarding good behaviour – we believe that rewards and praise can be constructive and encourage further effort, one way of achieving this is through the issuing of WOW stickers, we also

encourage parents to use this system at home and share their child's successes with us by bringing them in for the WOW board.

- ✓ When children behave in inconsiderate ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately.
- ✓ We use visual clues i.e. happy/sad faces and signing.
- ✓ We do not humiliate children by criticising them or by using a "naughty chair." We move the child to a quieter area and ensure that an adult sits with the child during this period and helps the child understand why they are sitting down. We are aware of the lasting harm that can be done by labelling a child.
- ✓ We redirect, and use distraction tactics for very young children.
- ✓ At the first sign of aggressive behaviour or bullying tactics, the child is told why his or her behaviour is unacceptable. An alternative way of solving the problem is discussed or suggested using language appropriate to the child's understanding. Communication approaches such as visual pictures or signing is also used to help children to understand the situation.
- ✓ 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 familiarise new staff and volunteers with the settings behaviour policy and its guidelines for behaviour.
- ✓ We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- ✓ We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- ✓ If a child struggles in a certain situation i.e. to sit still on the mat for register we help the child to achieve through giving them graduated targets, building on this gradually until they achieve the wanted behaviours.
- ✓ All staff, students and volunteers understand what constitutes a physical punishment.
- ✓ Physical punishment **will not** be used at School Lane Nursery.

We believe at School Lane Nursery Ltd that by following our mission statement and giving the children in our care the encouragement to develop their self-esteem and sense of belonging this will have a positive effect on their behaviours.

Most importantly we follow our Mission Statement:

At School Lane Nursery Ltd we aim to nurture the children through play, into well-developed individuals who can achieve their optimum, both at school and in a social setting. We safeguard the children from all conceivable harm and we promote the early year's foundation stage which is laid down by the Department of Education. We encourage the use of the outdoor area to develop children's communication, independence and self-discovery skills.

We believe that each day of Nursery education should be a period of enjoyment and fun for every child, in a safe and secure environment. Children have supervision of a key person, and the encouragement of all members of staff giving them the framework of skills needed to succeed.

Children Under 3 years old

- ✓ 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 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.

Super hero Play

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.

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

Behaviour and Responses

Hurtful behaviour

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

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We 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 human touch and reassurance. Verbal children will also respond to cuddling to calm them down, but we offer them 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 experienced. 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. i.e 'Adam took your car and you were enjoying playing with

it. I can see you didn't like it when he took it' or 'I can see you are feeling cross, what happened?'

- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. 'When you hit Adam, it hurt him and he didn't like that and it made him cry'.
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. 'I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car'
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for 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 is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse.
 - The child has a developmental condition that affects how they behave.
 - Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

Bullying

Bullying involves the persistent physical or verbal abuse of another child or children. We take bullying very seriously.

If a child bullies another child or children we show the children who have been bullied that we are able to listen to their concerns and act upon them.

- We intervene to stop the child who is bullying from harming the other child or children.
- We explain to the child doing the bullying why her/his behaviour is not acceptable.
- We give reassurance to the child or children who have been bullied.
- We help the child who has done the bullying to recognise the impact of their actions.
- We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour.
- We do not label children who bully as 'bullies'.
- We recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in

negative ways towards others.

- We recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour.
- We discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour.
- 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.

A Snapshot of ways in which we would deal with different types of behaviour

Even with all our preventions in place unwanted behaviours will still occur.

At School Lane Nursery Ltd we realise the importance of sharing opinions, and experiences with the team of staff, on such matters as behaviour. If everyone is involved and gets their thoughts across we can come up with workable strategies that everyone believes in. Below are some suggestions of how to deal with common behaviours you may come across in our setting, these have been put together by the current members of staff.

Unwanted Behaviour	Strategy
Biting	Approach situation calmly, get to child's level and say a very firm "No" Comfort victim and pass to other member of staff to meet any emotional/medical needs. The perpetrator is taken to a quiet area and told calmly but firmly their behaviour is unacceptable. The child is then re-introduced to play with key-person until they have re-settled. Complete a behaviour form and inform both sets of parents ensuring you do not name the other child.
Physical Child	As above but once the hurt child has been comforted I would speak to the child who did the harming. Try and sympathise with the child "I can see you are angry" this hopefully will open up communication, I would ensure I listen to the child and try to solve the problem together. We could try and avoid this situation by the key-person supporting the child in their play until they are developmentally ready to share independently. Ensure there are sufficient enough of resources. Encourage self-regulation such as the child selecting a timer to help share resources.
Swearing	Stay calm and offer an alternative rhymed word, "you mean you want the....." Please see management team for advice on this. If a child is older and you believe they are aware that what they have said is unacceptable you would firmly say "We don't use that word at Pre-school".
Refusal	Explain firmly what is expected "I need you to"

	Allow 10 second processing time, did the child hear you? Use visuals to help the child understand – ‘do they understand you?’ Encourage them to re-join activity using distraction techniques. Ignore – watchful waiting whilst praising other children who are doing as asked and giving out rewards such as stickers. Don’t let refusal always become a battle, pick your battles. Ask a colleague to intervene, sometimes the battle is with the person not the actual request. If a child is refusing to put on a sunhat/coat I would give them a consequence “Coat on or No outside play” I would count to three and then re-state what I had just said. If they still refuse I would leave them inside for 2 minutes until they comply. They would be left with at least 2 members of staff who avoid giving the child attention but do watchful waiting. If this still does not work I would not allow the child to wait any longer and would encourage the child to a 1:1 activity, and try to re-introduce them to their play.
	If it is a recurrent behaviour set up a behaviour file for that child, share this with the parent and work together to devise a behaviour plan. <i>A written observation of the incident is completed and a behaviour trigger sheet – this identifies any patterns in their behaviour i.e. is the child hungry? Have they just come in from a difficult time at home? By arming ourselves with this information we may be able to prevent incidents in the future.</i> The behaviour file includes a chronological summary of incidents and this can be used to identify patterns in behaviour or highlight a possible developmental delay. Debate was created about the use of a ‘thinking chair’ but was finally agreed that this is not suitable for all children as they do not all understand the concept. It was agreed that if it is felt a child needs time out they will be moved to a quiet area and the adult complete watchful waiting, they would be requested to stay in this area for a very short time (1 minute).

As an Early years practitioner it is an important skill to pre-empt unwanted behaviours in the setting, we need to think about how it must feel for the different children in our care, are they experiencing what we think they are as adults?

With this in mind a decision has been made to provide a separate area for the 2 year olds in our care with the aim to nurture these children and support them in much smaller groups to develop their personal, social and emotional skills. Once the children are felt to be developmentally ready they will progress into the main room with their older peers.

This policy was written by Lucy Clarke & Sarah Goode on the 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

School Lane Nursery Ltd
(8a) Safety and suitability of premises, environment and equipment
Health and Safety General Standards

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

Introduction

The EYFS statutory framework 2017 states that providers must ensure that their premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises. Providers must comply with requirements of health and safety legislation (including fire safety and hygiene requirements).

Our Aim

To ensure School Lane Nursery Ltd is a suitable, clean and safe place for children to be cared for, where they can grow and learn and to ensure we meet all statutory requirements for health and safety and fulfil the criteria for meeting the Early Years Foundation Stage Safeguarding and Welfare Requirements.

Links to Early Years Foundation Stage Safeguarding and Welfare Requirements

Objectives

- ✓ School Lane Nursery Ltd recognises that it has a corporate responsibility and duty of care towards those who work in and receive a service from the setting. Individual employees and service users also have responsibility for ensuring their own safety as well as that of others. Adherence to policies and procedures and risk assessment is the key means through which this is achieved.
- ✓ Insurance is in place by Morton Michael (including public liability) and an up to date certificate is displayed at all times.

- ✓ Risk assessments are carried out to ensure the safety of children, staff, parents and visitors. Legislation requires all those individuals in the given workplace to be responsible for the health and safety of premises, equipment and working practices.
- ✓ There are standard health and safety procedures for all areas of the setting. These are added to or modified according to the individual risk assessment, thereby ensuring that procedures meet the specific requirements of the setting.
- ✓ Staff must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If staff are taking medication that they believe may impair them, they seek further medical advice and only work directly with children if that advice is that the medication is unlikely to impair their ability look after children.
- ✓ Alcohol must not be bought onto the premises for consumption.
- ✓ The standard health and safety procedures cover the following:

Legislation/regulation	Brief Summary
Health and Safety at Work Act (1974) http://www.hse.gov.uk/legislation	This is the main legislation that sets out employer duties to staff, where more than 5 staff are employed, and to the public as well as the duties of employees towards themselves and others.
Management of Health and Safety at Work Regulations 1999	This requires employers to carry out risk assessment. Those with 5 or more employees need to record the findings of the risk assessment. Employers must appoint a competent person, ensure staff are aware and trained, know what to do in an emergency and where premises are shared, have common procedures for all. This last point is relevant for settings who share premises, for example in a community building.
Workplace (Health, Safety and Welfare) Regulations 1992	This covers a wide range of basic health, safety and welfare issues such as ventilation, heating, lighting, workstations, seating and welfare facilities.
Regulatory reform (Fire Safety) Order 2005 came into force 2006	Replaces all previous fire safety regulations. The basis of the legislation is the <i>fire risk assessment</i> .
Regulation (EC) 852/2004 of the European Parliament and of the Council on the hygiene of foodstuffs.	All food businesses, including caterers, must apply food safety management procedures based on the principles of Hazard Analysis and Critical Control Point (HACCP) to their 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.
Legislation/Regulation	Brief Summary
Electricity at Work Regulations 1989	This requires all electrical installations – supply and sockets and appliances etc. to be safe. Employers are required to have all these checked annually by a qualified electrician, so that any faults can be identified and remedied
Medicines Act (1968)	Requires that only medication prescribed by a doctor can be administered by a non-medically qualified person and that, in the case of children, parental consent must be gained. Records must be kept of all medication administered.
Employers' Liability (Compulsory Insurance) Act 1969	Requires employers to take out insurance against accidents and ill health to their employees. Certificate should be displayed.
Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR 1995)	Requires accident records to be kept and that serious accidents resulting in injuries, needing treatment by a doctor, are reported to the Health and Safety Executive. In addition an outbreak of a serious disease, the death of a child or adult, or dangerous event such as an explosion are also reportable.
Control of Substances Hazardous to Health Regulations 2002 (Known as COSHH)	Requires employers keep a record of all substances that could cause risk, storage, use and purpose, as well as what to do if they contact skin, eyes or are ingested. In a childcare setting, applies mainly to cleaning and general maintenance chemicals.
Health and Safety (First Aid) Regulations (1981)	Requires employers to have a qualified first aider where more than 5 people are employed. There is also a duty of care to anyone using a service including the need to hold a paediatric first aid qualification where young children and babies are cared for.
Health and Safety Information for Employees Regulations 1989	Requires employers to display a poster telling employees what they need to know about health and safety.
Manual Handling Operations Regulations 1992 (as amended)	Covers jobs involving lifting – in childcare settings this will apply to lifting and carrying babies and young children, as well as furniture and play equipment. Requires employers to ensure staff are trained to lift correctly so as to reduce back strain and injury caused through work tasks.

Health and Safety (Display Screen Equipment) Regulations 1992	This is to reduce 'repetitive strain syndrome' and eyesight problems in those using screens such as computer screens for long periods of time at work. It requires employers to ensure appropriate ergonomic workstations and that users have regular eyesight tests and have the right glasses if needed.
--	--

Useful web sites

Health and Safety Executive www.hse.gov.uk

Food Standards Agency www.food.gov.uk

Risk Management web site www.hse.gov.uk/risk

Communities and local government <http://www.communities.gov.uk>

- Maintaining Children's safety and security on premises
- Supervising children on outings
- Risk assessments
- Fire safety and emergency evacuation
- Animals in the setting
- Manual handling
- No Smoking

**School Lane Nursery Ltd Designated Health and Safety
Officers are
Sarah Goode & Lisa Hill**

Legal Framework:

Risk assessment requires knowledge of health and safety and other relevant legislation. Managers ensure they have knowledge of the relevant legislation and ensure staff are made aware.

- Health and Safety at Work Act 1974
- Health and Safety at Work Act (1996)
- Workplace (Health, Safety and Welfare) Regulations 1992
- Management of Health and safety at Work Regulations (1992)
- Regulatory Reform (Fire Safety) Order (2005) – Guidance for schools and early years settings
- Electricity at Work Regulations (1989)
- Regulation (EC) 853/2004 of the European Parliament and Council on the hygiene of foodstuffs – Guidance – 'Safer Food, Better Business'
- Manual Handling Operations Regulations (1992) (Amended 2002)
- Medicines Act (1968)
- Employers' Liability (Compulsory Insurance) Act 1969
- Guidance – Managing Medicines in Schools and Early Years Settings (2005)
- Health and Safety Information for Employees Regulations 1989
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (1995) (RIDDOR) as amended 2012
- Control of Substances Hazardous to Health (COSHH) Regulations (2002) (as amended 2004)
- Health and Safety (First Aid) Regulations (1981)
- Childcare Act 2006

Main Legislation and Regulations

Plug Sockets

Due to recent publicity, questioning the safety of plug socket covers we have completed our own risk assessment, seeking advice from both the HSE and a qualified Health and Safety officer. From the advice given we have assessed the use of plug socket covers to be less of a risk than to eliminate them from the provision, this is due to the quality of our covers.

This policy was written by Lucy Clarke & Sarah Goode 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

School Lane Nursery Ltd

(8b) Safety and suitability of premises, environment and equipment

Risk Assessments

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

Introduction

Risk assessment means:

- Taking note of aspects of your workplace and activities that that could cause harm, either to yourself or to others, and deciding what needs to be done to prevent that harm, making sure this is adhered to and is updated when necessary.
- The law does not require that all risk is eliminated – but that ‘reasonable precaution’ is taken. This is particularly important when balancing the need for children to be able to take appropriate risks through physically challenging play. Children need the opportunity to work out what is not safe and what they should do when faced with a risk.
- Health and safety risk assessments inform procedures. Staff and parents should be involved in reviewing risk assessments and procedures, as they are the ones with first-hand knowledge as to whether the control measures are effective, and can give an informed view to help update procedures accordingly.
- Risk assessments are conducted on aspects such as security of the building, fire safety, food hygiene, bathroom hygiene and nappy changing, outings, and personal safety of staff. Activities with the children will in some cases also require risk assessments – for example cooking activities or supervising children’s use of climbing equipment.

Our Aim

To ensure School Lane Nursery Ltd is a suitable, clean and safe place for children to be cared for, where they can grow and learn and to ensure we meet all statutory requirements for health and safety and fulfil the criteria for meeting the Early Years Foundation Stage Safeguarding and Welfare Requirements.

At School Lane Nursery Ltd we;

- ✓ Complete risk assessments on a daily basis, these are always completed before the sessions start by different members of staff, this helps all staff recognise the possible hazards in the setting.
- ✓ Complete an annual risk assessment is completed as part of our insurance renewal. This is provided by Morton Michael and is a very detailed document covering all aspects of the running of the Pre-school.
- ✓ Ensure separate risk assessments are in place for forest school sessions as there are different hazards and risks involved in being in the outdoor environment.
- ✓ Additional risk assessments are always completed;
 - For trips away from the Pre-school including the use of transport.
 - For children with SEN who may have severe difficulties and/or behavioural problems which may harm themselves or others.
 - For those children that may receive us to administer medicines regularly.
 - For children who may have continence issues.

Risk assessments are monitored and reviewed by the Manager Sarah Goode and Deputy Manager Lisa Hill. This list is not exhaustive and any situation that occurs in Pre-school with highlights a possible hazard to a child, learner, staff member, parent or visitor will be addressed and a risk assessment put in place.

School Lane Nursery Ltd follow a 5 step process in completing risk assessments.

1. Identification of risk – where is it and what is it?
2. Who is at risk – for example childcare staff, children, parents, visitors, kitchen assistants?
3. Assessment as to the level of risk as high, medium, low. This is both the risk of the likelihood of it happening, as well as the possible impact if it did.
4. Control measures to reduce/eliminate risk – what do I need to do – or ensure others will do – in order to reduce that risk?
5. Monitoring and review – How do I know if what I 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.

We state on our risk assessment the time frame and the person responsible for any actions to be taken. This is then reviewed daily, weekly and termly.

Information sources from Health and Safety Executive Publication Five steps to risk assessment

Training

- ✓ 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 Health and Safety policy and procedures and understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- ✓ Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.
- ✓ Health and Safety posters are displayed in the kitchen and storage cupboards as a visual reminder to staff, learners and volunteers.
- ✓ Health and Safety issues are discussed at staff meetings

This policy was written by Lucy Clarke & Sarah Goode on the 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

School Lane Nursery Ltd

(8c) Safety and suitability of premises, environment and equipment

Maintaining Children's Safety and Security on Premises

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

Introduction

At School Lane Nursery Ltd we understand our duty to take reasonable steps to ensure the safety of children, staff and others on the premises as per the Safeguarding and Welfare requirement: Safety and Suitability of Premises, Environment and Equipment.

Our Aim

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

Procedures

Personal safety of children

- ✓ We ensure all employed staff have been checked for criminal records via an enhanced disclosure through the Disclosure Barring Service.
- ✓ Adults do not normally supervise children on their own.
- ✓ All children are supervised by adults at all times.
- ✓ Whenever children are on the premises at least two adults are present.
- ✓ We carry out risk assessments to ensure children are not made vulnerable within any part of our premises, nor by any activity.

Security

- ✓ Systems are in place for the safe arrival and departure of children. The door is manned every session by a member of staff who greets the families and ensures all children are signed in. This person is responsible for ensuring the door is always locked once adults have departed. The doors are also alarmed and regularly checked.
- ✓ The times of the children's arrivals and departures are recorded in our sign in sheet. Any communication from the parent is written on the relevant form i.e. previous incident form, collection form or general information.
- ✓ The arrival and departure times of adults - staff, volunteers and visitors - are recorded in the visitors file.
- ✓ Our systems prevent unauthorised access to our premises.
- ✓ Our systems prevent children from leaving our premises unnoticed.
- ✓ The personal possessions of staff and volunteers are securely stored during sessions

Awareness Raising

- ✓ Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- ✓ Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.

- ✓ Health and safety issues are explained to the parents of new children so that they understand the part played by these issues in the daily life of the setting.
- ✓ As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at staff meetings.
- ✓ We have a no smoking policy.
- ✓ Children are made aware of health and safety issues through discussions, planned activities and routines.

Area of Provision	Safety Precautions
Windows	➤ Low level windows are made from materials that prevent accidental breakage or are made safe. ➤ Windows are protected from accidental breakage or vandalism from people outside the building.
Doors	➤ Door stops are used to prevent children getting their fingers trapped in doors. ➤ Exterior doors are locked and alarmed at all times.
Floors	➤ All surfaces are checked daily to ensure they are clean and not uneven or damaged. ➤ As we have a wooden floor we request that all children wear shoes when in the setting.
Kitchen	➤ Children do not have unsupervised access to the kitchen. ➤ All surfaces are clean and non-porous. ➤ There are separate facilities for hand-washing and for washing up. ➤ Cleaning materials and other dangerous materials are stored out of children's reach.
Cooking Activities	➤ Children are supervised at all times; ➤ Are kept away from hot surfaces and hot water; and ➤ Do not have unsupervised access to electrical equipment.
Electrical and Gas Equipment	➤ All electrical/gas equipment conforms to safety requirements and is checked regularly. ➤ Our boiler/electrical switchgear/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. ➤ All electrical equipment is PAT tested once a year. ➤ 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 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. ➤ All outdoor activities are supervised at all times.
Hygiene	➤ We regularly seek information from the Environmental Health Department and the Health Authority to ensure that we keep up to date with the latest recommendations. ➤ Our daily routines encourage the children to learn about personal hygiene. ➤ We have a daily cleaning routine for the setting which includes play room(s), kitchen, 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
Activities/Resources	➤ Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the setting. ➤ The layout of play equipment allows adults and children to move safely and freely between activities. ➤ All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded. ➤ All materials - including paint and glue - are non-toxic. ➤ Sand is clean and suitable for children's play. ➤ Physical play is constantly supervised. ➤ Children are taught to handle and store tools safely. ➤ Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow
Food and Drink	➤ Staff that prepare and handle food receive appropriate training and understand - and comply with - food safety and hygiene regulations. ➤ All food and drink is stored appropriately. ➤ Adults do not carry hot drinks through the play area(s) and do not place hot drinks within reach of children. ➤ Snack and lunch times are appropriately supervised and children do not walk about with food and drinks. ➤ Fresh drinking water is available to the children at all times. ➤ We operate systems to ensure that children do not have access to food/drinks to which they are allergic.
Transport	➤ If children are transported in vehicles, appropriate child seats are used for the child's age. ➤ Insurance and vehicle details are kept on site. ➤ The upmost care is taken when transporting children. ➤ Written permission is gained from parents/carers for the transportation of their children.

This policy was written by Lucy Clarke & Sarah Goode on the 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

School Lane Nursery Ltd

(8d) Safety and suitability of premises, environment and equipment Supervision of Children on Outings and Visits

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

Introduction

We believe that all children benefit from being taken out of the setting to explore their local surroundings or go on visits/outings to other suitable venues. These activities enhance children's learning experiences.

Our Aim

- ✓ To enhance curricular and recreational opportunities for our children.
- ✓ Provide a wider range of experiences for our children than could be provided in the setting.
- ✓ Promote the independence of our children and enable them to grow and develop in new learning environments.
- ✓ To ensure we keep our children safe and secure whilst exploring outside of the setting.

Our Procedures

- All parents/carers will be advised in writing, in advance of any proposed outing. This information will be displayed via our website, emails, notice board, letters home and dates for your diaries sections of the newsletters.
- Parents/carers will be asked to sign a consent form before any outing. Local visits to forest school, the local park and the first school are part of Pre-school life and Parents/ Carer's will already have signed consent for these visits in their child's record book.
- Outings are normally open to all pre-school children, even if they don't usually attend on those particular days. Please follow individual instructions about where to meet and whether we will be closed for pre-school that day and times we are due to return.
- Before the outing, the Supervisor in charge will visit the outing destination to complete a risk assessment. In the case of visiting a professional business such as an animal park we would use that specific company's risk assessment as this will detail their expertise.
- For major outings the adult child ratio will always be at least 1:4. For each outing the adult/child ratio will be carefully considered and increased if thought necessary, taking into account venue, location, individual needs of each child and any 'risks' noted in the outings risk assessment.
- If children are taken off the nursery premises for a walk or local visit there will always be at least two members of staff and a ratio of at least 1:4 for two year olds and 1:6 for three and four year olds adhering to the Early Years Foundation Stage statutory guidelines. Careful consideration will always be given to the number of children, the children's needs and type and location of the venue.

- Each member of staff will be assigned named children to ensure that:
 - ✓ All children are individually supervised,
 - ✓ No child goes astray, and
 - ✓ There is no unauthorised access to children.

- On all outings/visits the person in charge of the outing will carry a mobile telephone or have access to a landline for use in case of emergency, a small first aid kit, any medication for individual children (depending on individual circumstances this may be allocated to the person responsible for that child), list of all children and staff taking part in the outing and all relevant emergency contact numbers for parents/carers and next of kin etc.
- Details of the outing are recorded and a copy remains in the register , usually kept at the Pre-school, in case of emergency stating:
 - ✓ The date and time of the outing,
 - ✓ The venue and mode of transport,

- ✓ Names of all children and staff taking part in the outing,
- ✓ Time of return from outing.

Crossing roads

At School Lane Nursery we often take the children across the road to the Park area so procedures need to be in place to ensure safety of the children.

- ✓ A risk assessment is in place for crossing the road.
- ✓ Where possible we use the lollipop lady when crossing over.
- ✓ Staff wear high visibility jackets.
- ✓ Children are told the rules of crossing the road before we leave the setting, supported by visual clues.
 - Hold hands with a partner
 - Good walking
 - Follow the person in front
- ✓ We line the children up in partners and wait the pre-school side of the gate with an adult positioned at the front, back and middle of the line dependent on number of children.
- ✓ 2 adults wearing their high visibility jackets will go into the road to stop traffic ensuring they stand each side of the road some distance back, holding their arms outright facing the on-coming traffic.
- ✓ The children are asked to cross and follow the adult at the front, the children are encouraged to keep moving to cross safely and quickly.
- ✓ The adults leave the road only once all the children are safely on the other side lined up by the playground gate.
- ✓ Extra support is given to those children who may need assistance to focus on road crossing.
- ✓ Care is taken by staff to pair children up when crossing, encouraging older children to support younger ones so they can learn through good role modelling.

This policy was written by Lucy Clarke & Sarah Goode on the 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

School Lane Nursery Ltd

(8e) Safety and Suitability of Premises, Environment and Equipment

Fire Safety and Emergency Evacuation

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

Introduction

School Lane Nursery Ltd recognises that we must take reasonable steps to ensure the safety of children, staff and others on the premises in the case of a fire or any other emergency and must have an emergency evacuation procedure.

Our Aim

School Lane Nursery Ltd to be a suitable, clean and safe place for children to be cared for, where they can grow and learn. To meet all statutory requirements with regard to fire safety and fulfil the criteria for meeting the relevant Early Years Foundation Stage Safeguarding and Welfare Requirements.

Our Procedures

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. The person in charge and staff are familiar with the current legal requirements. Where necessary we seek the advice of a competent person, such as the local Fire Officer, or Fire Safety Consultant. In the event of a fire, do not attempt to put it out yourself. Ensure the safety of the children in your care and yourself by collecting the children together and leaving by the nearest fire exit.

- The basis of fire safety is Risk Assessment. These are carried out by a 'competent person'. **The Fire Marshall is Sarah Goode**
- Risk assessments for mobility, visually or any other condition that may require assistance will be carried out to ascertain if a PEEP plan is needed.
- Fire doors are clearly marked, never obstructed and easily opened from the inside.
- Smoke detectors/alarms and fire-fighting appliances that conform to BSEN standards are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- Emergency lighting is in good working order and checked regularly.
- Fire Extinguishers are tested by a properly authorised firm once a year and all fire exits will be kept in good repair.
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
 - Clearly displayed in the premises.
 - Explained to new members of staff, volunteers and parents.
 - Practised regularly once a term and for five consecutive days.
 - Records are kept of fire drills and the servicing of fire safety equipment.
- All electrical equipment is PAT tested annually in September by a qualified person.
- We avoid using inflammable materials

FIRE SAFETY EVACUATION PROCEDURE

- All members of staff are aware of the location of the fire exits and meeting point
- On the sound of the alarm a member of staff will blow the fire whistle and wave a red flag. The children in the room will be calmly collected together and taken out of the nearest fire exit to the assembly point which is located at the car park gate at the rear of the school playing field.
- Additional staff members would check all areas (If there was a child or adult missing, when first headcount was done).

➤

Our Emergency evacuation procedure can be found on the notice board in the hallway and in the Health and Safety folder.

Fire drills will take place every 3 months at a time notified in advance to staff. We will inform Badsey First School when these are taking place. Other fire drills will take place with no notice given to staff. We also partake in fire drills with the school. All staff will be told that this will happen but no further warning will be given. We then make a record of:

- ✓ Child and staff attendance (can identify individuals that have not practised).
- ✓ Date and time of drill.
- ✓ How long it took.
- ✓ Any problems or notable factors that may of helped or hindered the drill.
- ✓ Any further action taken to improve the drill procedure.

- If there is a disabled child or adult then a personal peep plan would be followed
- The adult outside will collect the children together, count them and inform the senior member of staff and will then assemble at the evacuation point.
- The senior person in the room will collect the register and emergency evacuation file/ Phone, Lock Box containing staff Mobiles before going outside. Once outside the children are reassured and told about the importance of the register and a register is taken including ensuring all staff/visitors are accounted for too.
- In the case of a real fire the fire brigade would be informed at the earliest possible moment using either a mobile (112) or the school office (999).We would state our grid reference;

The grid reference of the pre-school is: SP0707843022

Postcode WR11 7ES

Our contact no 01386 830325 ext 224

- No person will re-enter the building until authorised by the senior lead in liaison with the emergency
- In the case of a real fire the pre-school children will be taken to Badsey First school, as a safe holding place until parents and carers can all be contacted.
- Once the children are all in an appropriate place and have been reassured appropriately by a senior member of the pre-school team, the leader will set about contacting parents, and making collection arrangements as required.
- In the case of a real fire we would then follow the advice of the Fire Safety Officer.
- We would inform HSE and Ofsted.

Legal framework

- Regulatory Reform (Fire Safety) Order 2005

- ✓ Electricity at Work Act (1989)

Further guidance

- ✓ Fire Safety Risk Assessment - Educational Premises (HMG 2006)

Adverse Weather Procedures

- In the case of adverse weather we would try and ensure any decisions we make to close the pre-school are in line with Badsey First School.
- In prolonged bad weather situations such as snow, we would recommend that parents listen to local radio to hear about closures.
- If bad weather was to occur during the day the Manager would keep a very close eye on what is happening in the local area and make an informed decision on whether to close the pre-school to ensure safety to parents, children and staff.
- In the case of enforced closure we would keep the children safe and reassured and contact all parents.
- We would stay with all children until all parents or nominated persons, as per child record book, have collected their children.
- We would always ensure at least 2 members of staff are left with any children not being able to be picked up straight away and not leave until all children are accounted for.
- In the case of our premises becoming damaged and not deemed safe we would take all children and staff over to our safe place, Badsey first school.

Critical Incident

A critical incident is any dangerous occurrence which may be an event that causes injuries or fatalities or an event that does not cause an accident but could of done so such as a gas leak. These incidents may include:

- Break in, burglary, theft of personal or the settings property
- An intruder gaining unauthorised access to the premises
- Fire, flood, gas leak or electrical failure
- Abduction or threatened abduction of a child
- Attack on member of staff or parent on the premises or nearby
- Any racist incident involving staff or family on the premises
- Death of a child
- Terrorist attack or threat of one.
- Suspicious package

This list is not exhaustible. In the event of any of the above the management team must be informed and the evacuation procedure followed. In adverse weather conditions then we would relocate to our safe place, Badsey first school.

National Emergency

In the case of a national emergency our priority is to keep your children safe and reassured.

We would contact parents to collect their child and follow the above procedures.

This policy was written by Lucy Clarke & Sarah Goode on the 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

School Lane Nursery Ltd
(8f) Safety and Suitability of Premises, Environment and Equipment
Animals in the Setting

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

Introduction

Children learn about the natural world, its animals and other living creatures, as part of the Learning and Development Requirements of the Early Years Foundation Stage. This may include contact with animals, or other living creatures, either in the pre-school or on visits.

Our Aim

We aim to provide these exciting opportunities for children but ensuring that this is in accordance with sensible hygiene and safety controls.

Procedures

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

Visits to farms

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

Legal framework

The Management of Health and Safety at Work Regulations (1999)

This policy was written by Lucy Clarke & Sarah Goode on the 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

School Lane Nursery Ltd
(8g) Safety and Suitability of Premises, Environment and Equipment
No Smoking

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

Introduction

We comply with health and safety regulations and the Safeguarding and Welfare Requirements of the Early Years Foundation Stage in making our setting a no-smoking environment - both indoors and outdoors. The term smoking refers to both cigarettes, roll-ups and E-Cigarettes.

Procedures

- ✓ All staff, parents and volunteers are made aware of our No-smoking Policy.
- ✓ The hall we are based within displays no-smoking signs.
- ✓ Smoking is not allowed on the premises, both indoors and outdoors.
- ✓ If children use any public space that has been used for smoking, members of staff ensure that there is adequate ventilation to clear the atmosphere.
- ✓ Staff do not smoke in their work clothes and are requested not to smoke within 15 minutes of working with children.
- ✓ Staff who do smoke are requested to follow personal hygiene routines to ensure every effort is made to remove the signs of smoking.

Legal framework

- The Smoke-free (Premises and Enforcement) Regulations (2006)
- The Smoke-free (Signs) Regulations (2012)

This policy was written by Lucy Clarke & Sarah Goode on the 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

School Lane Nursery Ltd

(8h) Safety and Suitability of Premises, Environment and Equipment

Manual Handling

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

introduction

As it is not possible to eliminate manual handling altogether, correct handling techniques must be followed to minimise the risks of injury.

A variety of injuries may result from poor manual handling and staff must all be aware and adhere to the pre-schools 'Manual Handling policy'.

All staff will receive training in manual handling while in employment of School Lane Nursery and will receive ongoing training as appropriate.

Our Aim

To ensure the safety of our staff is kept of paramount importance and prevention tactics are put in place to avoid injury.

Procedures

Preventing Injuries

As with other health and safety issues, the most effective method of prevention is to eliminate the hazard, in this case, to remove the need to carry out hazardous manual handling. For example, it may be possible to re-organize the workplace so that items do not need to be moved from one area to another.

Where manual handling tasks cannot be avoided, they must be assessed as part of the risk assessment. This involves examining the tasks and deciding what the risks associated with them are, and how these can be removed or reduced by adding control measures.

As part of a manual handling assessment the following should be considered:

- ✓ The tasks to be carried out.
- ✓ The load to be moved.
- ✓ The environment in which handling takes place.
- ✓ The capability of the individual involved in the manual handling.

The above factors can increase the risk of manual handling injuries, and these should be considered and controlled.

Planning and Procedure

- Think about the task to be performed and plan the lift.
- Consider what you will be lifting, where you will put it, how far you are going to move it and how you are going to get there.
- Never attempt manual handling unless you have read the correct techniques and understood how to use them.
- Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury.
- Assess the size, weight and centre of gravity of the load to make sure that you can maintain a firm grip and see where you are going.
- Remove any unnecessary packaging, if this will make the task safer.
- Assess whether you can lift the load safely without help. If not, get help or use specialist moving equipment e.g. a trolley. Bear in mind that it may be too dangerous to attempt to lift some loads.
- If more than one person is involved, plan the lift first and agree who will lead and give instructions.

- Plan your route and remove any obstructions. Check for any hazards such as uneven/slippery flooring.
- Lighting should be adequate.
- Control harmful loads – for instance, by covering sharp edges or by insulating hot containers.
- Check whether you need any Personal Protective Equipment (PPE) and obtain the necessary items, if appropriate. Check the equipment before use and check that it fits you.
- Ensure that you are wearing the correct clothing, avoiding tight clothing and unsuitable footwear.
- Consider a resting point before moving a heavy load or carrying something any distance.

Manual Handling Best Practice

Position

Stand in front of the load with your feet apart and your leading leg forward.

Your weight should be even over both feet. Position yourself (or turn the load around) so that the heaviest part is next to you. If the load is too far away, move toward it or bring it nearer before starting the lift. Do not twist your body to pick it up.

Lifting

Always lift using the correct posture detailed below:

- ✓ Bend the knees slowly, keeping the back straight.
- ✓ Tuck the chin in on the way down.
- ✓ Lean slightly forward if necessary and get a good grip.
- ✓ Keep the shoulders level, without twisting or turning from the hips.
- ✓ Try to grip with the hands around the base of the load.
- ✓ Bring the load to waist height, keeping the lift as smooth as possible.

Moving the Load

- ✓ Keep the load close to the body.
- ✓ Proceed carefully, making sure that you can see where you are going.
- ✓ Lower the load, reversing the procedure for lifting.
- ✓ Avoid crushing fingers or toes as you put the load down.
- ✓ If you are carrying a load, position and secure the load after putting it down.
- ✓ Make sure that the load is rested on a stable base ensuring the safety in this new position.
- ✓ Report any problems immediately, for example, strains and sprains. Where there are changes, for example to the activity or the load, the task must be reassessed.

The Task

- ✓ Carry the load close to the body, lifting and carrying the load at arm's length increases the risk of injury.
- ✓ Avoid awkward movements such as stooping, reaching or twisting.
- ✓ Ensure that the task is well designed and that procedures are followed.
- ✓ Minimise repetitive actions by re-designing and rotating tasks.
- ✓ Ensure that there are adequate rest periods and breaks between tasks.
- ✓ Plan ahead – where the load is too heavy for one person, staff should not lift by themselves but use teamwork, bending from the knees rather than the back.
- ✓ Staff should not struggle to lift very heavy objects – even with others – that are beyond their strength.
- ✓ Trolleys should be used where heavy items have to be carried or moved on a regular basis.
- ✓ Heavy items should not be lifted onto, or from storage areas that are above head height or from the ground, distribute heavy boxes into more manageable loads.
- ✓ Staff should not stand on objects other than proper height steps to reach high objects and should never try to over-reach.
- ✓ Where objects have to be moved along the floor, they should be pushed rather than pulled.

Carrying Children

Lifting and carrying children is different to carrying static loads and therefore manual handling training should reflect this. Where possible you should avoid carrying children and follow the procedures below.

- ✓ If a child is stuck on climbing equipment, if possible show the child how to get down or talk them down. If this is not possible and the child is in need of assistance then either support the child by holding their sides or hands to help them keep balance, if a short distance to the ground get the child to jump down holding their hand or if too high support them around the waist and get the child to put their arms around your neck and then bend down as you bring them to the ground.
- ✓ If a child is upset when coming into pre-school and the parent is holding the child get the parent to bring the child to you whilst you are sat on a chair to comfort them.
- ✓ If a child has fallen over then bend down to the child's height to give comfort and assess the injuries etc.
- ✓ Use pushchairs supplied by the pre-school to move children any distances.
- ✓ If you need a child to move to another area i.e. at circle time, firstly ask them, allowing them 10 seconds processing time, then ask them again holding out your hand, if this is not successful gently guide them to where you need them to be, **do not pick them up.**

Only School Lane Nursery Ltd staff are able to carry children and only if they have exhausted the above guidelines.

Students, parent helpers and pregnant staff members will not be permitted to carry children.

If you feel you have no option but to carry a child, for instance a child has fallen asleep on you, or they are struggling to walk some distance, follow the guidelines below:

- ✓ Do not place the child on your hip, carry them directly in front of you in order to balance their weight equally.
- ✓ Wherever possible, avoid carrying the child a long distance, take breaks if possible.
- ✓ If in the outdoor environment, walk with care and keep to proper pathways.

The Environment

- ✓ Ensure that the surroundings are safe. Flooring should be even and not slippery, lighting should be adequate, and the temperature and humidity should be suitable.
- ✓ Remove obstructions and ensure that the correct equipment is available.

The Individual

- ✓ Never attempt manual handling unless you have been trained and given permission to do so.
- ✓ Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury.

This policy was written by Lucy Clarke & Sarah Goode on the 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

(8i) Safety and Suitability of Premises, Environment and Equipment Sun Policy

Written by Lucy Clarke(Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025 Review Date: August 2026

Introduction

School Lane Nursery Ltd understands the importance of children playing and exploring the great outdoors. We wish to encourage this through providing opportunities for outdoor play such as; forest school, allotment, playground, park, and outings.

Our Aim

To allow the children access to the outdoor spaces available to School Lane Nursery Ltd whilst keeping them safe from the sun and the effects of the sun.

Our Procedures

- ✓ All parents will receive information on suitable dress, headwear and sun cream to ensure their child's safety in the sun.
- ✓ We recommend as a minimum that children wear a hat, cover their shoulders and wear enclosed shoes during periods of hot weather.
- ✓ Parents are requested to apply sun cream to their child before their child arrives at Pre-school.
- ✓ Parents are requested to bring in a named bottle of sun cream, which is kept at Pre-school.
- ✓ A signed permission slip will be required to authorise staff to apply sun cream which is located in the child's record book.
- ✓ Staff will help children apply their own sun cream at lunchtimes if staying for a full day. Children will not be allowed outside after lunch unless pre-school has received written consent to re-apply sun cream.
- ✓ Wherever possible staff and children will avoid going outside to play in hot weather between the hours of 11am – 3pm.
- ✓ The Pre-school will provide sun awnings or similar to provide welcome shade on sunny days.
- ✓ A jug of water and cups will be placed outside on hot days to help remind children of the need to stay hydrated.
- ✓ All children and staff will be actively encouraged to wear sunhats in hot weather.
- ✓ The pre-school has a supply of spare sun hats should children forget their own.
- ✓ Staff will plan experiences to help children understand the dangers of the sun and to prevent this through clothing and sun cream.

This policy was written by Lucy Clarke & Sarah Goode on the 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

Sleep Policy

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date : 4th September 2025

Review Date : August 2026

Introduction

School Lane Nursery Ltd we believe that if a child needs or falls asleep we must make them safe and comfortable.

Our Aim

We aim to ensure that all children have enough sleep to support their development and natural sleep in a safe environment.

The safety of sleeping children is paramount and we ensure that all items around the child is removed and no pillows are near the child at that time.

We provide a safe sleeping environment by:

- Monitoring the room temperature
- Using clean, light sheets and blankets
- Keeping all spaces around the sleeping area clear from hanging objects i.e hanging cords, blind cords and drawstring bags.
- Ensure every child is provided with clean bedding
- Having a no smoking policy
- All children are monitored during sleep and are regularly checked

We Recognise parents knowledge of their child with regard to sleep routines and will, where possible, work together to ensure each child's individual sleep routine and well-being continues to be met. However, staff will not force a child to sleep or keep them awake against his or her will. They will also not usually wake a child from their sleep unless written permission is given and only if the child co-operates in a safe manner.

This policy was written by Lucy Clarke & Sarah Goode on the 4 th September 2025	
Signed on behalf of management	
Print Name	Sarah Goode

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

Introduction

All children are entitled to an education that enables them to achieve the best possible educational and other outcomes, and become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education

This policy outlines the provision for children with special educational needs and those with a disability (SEND) and supports all children who experience barriers to learning.

School Lane Nursery Ltd works towards the statement that “Every child should be given the best chance to succeed in life” (March 2017 DfE)

Our Aims

We aim to:

- ✓ Provide a welcome, secure and accessible environment and appropriate learning opportunities for all children.
- ✓ Promote equality of opportunity and value diversity for all children and families, including support for disabled children and children with SEND (Special Educational Needs and Disability).
- ✓ Encourage all children, irrespective of any special needs, to be included in all Pre-School activities and opportunities for development, wherever possible.
- ✓ Operate, in partnership with parents, a system of observation, assessment and record keeping, which enables us to recognise and monitor the children’s needs and progress on an individual basis.
- ✓ Operate an inclusive and welcoming approach to interest in working or volunteering at the Pre-School (in accordance with the Suitable People Policy).
- ✓ Provide positive non-stereotyping information about gender roles, diverse family structures, diverse ethnic and cultural groups and people with disabilities through our curriculum.
- ✓ Challenge and eliminate discriminatory actions and foster good relations between all communities.
- ✓ We view children’s behaviour as an outward sign or indicator of another need that a young child may not be able to verbalise, or understand.

We aim to have knowledge and to be aware of: -

- ✓ The principles and legislation of Inclusion and Special Educational Needs and Disability (SEND) in the Early Years.
- ✓ The DfES Special Educational Needs Code of Practice (2002).
- ✓ Early Years Foundation Stage Statutory Framework and Practice Guidance
- ✓ The Common Assessment Framework for Children and Young People (CAF).
- ✓ The Equality Act (2010).

Admissions and the identification of special educational needs

Our Pre-School is open to all members of the community. We do not discriminate against a child or their family, or refuse a child entry to our Pre-School for reasons relating to disability, race, sex, gender reassignment, religion or belief, age, or sexual orientation.

Children with special educational needs, like all other children, are admitted to School Lane Nursery Ltd after consultation with their parents, the Pre-School Manager, Sarah Goode, and also the Special Educational Needs Co-ordinator (SENCO), Lucy Hawkins.

If it is felt that a child’s needs cannot be met in the Pre-School without additional personnel and/or equipment, funding will be sought to aim to provide appropriate support.

When a child enters Pre-School with a known special need that requires a high level of support, discretionary funding may be applied for in preparation for entry. If funding is granted, a member of staff would be appointed as a Learning Support Assistant (LSA) to work and support the child on a 1:1 basis.

We work closely with the parents of all the children in the Pre-School to ensure that:

- ✓ We draw upon the knowledge and expertise of parents in planning provision for their child.
- ✓ The child's progress and achievements are shared and discussed with parents on a regular basis.
- ✓ Parents know the identity of the SENCO.
- ✓ Parents are aware of the arrangements for the admission and inclusion of children with special educational needs.

Early ID

Children have a learning difficulty if they:

- Continue to make inadequate progress, despite high-quality teaching targeted at area/s of learning and development which the child finds most challenging.

Observations, assessments (e.g. Tapestry, termly summaries), records and discussions between the child's parents, SENCO and Key Person help to identify a child who is experiencing difficulties.

As soon as a child has been flagged up as having a learning difficulty we would:

- ✓ Discuss the child in a team meeting to discuss the child in detail to share thoughts.
- ✓ Observe the child using the Early Support Tracker, this form part of the EYFS profile document and covers the areas Personal, Emotional & Social development, Physical development, Communication and Thinking. We would use the most relevant document or track them in all areas, dependant on the child.
- ✓ On tracking the child and finding a delay we would then consult the parent with this factual information and work together to decide on the next steps to help their child. It may be necessary at this stage to advise the parents to contact their Health Visitor or GP, which may then lead onto referrals to other professionals.
- ✓ We would require written parental consent if it was decided further interventions were required with the child. This form of Provision is called Graduated Response.

Graduated Response

At this point we would seek advice from our Early Years and Childcare Services (EYCS) advisor who can advise on strategies. Parental permission would be sought if the advisor was asked to observe the child.

Provision Mapping

At School Lane Nursery Ltd we use a planning tool called Provision mapping. This enables us to organise information about children in an accessible and easy to manage format, which enables us to target support and strategies and identify any gaps.

The Cycle

1. **Audit** – Identify the needs of the learners, the provision and existing strategies and resources used by staff.
2. **Reflect and Identify gaps** – Map the needs of the children against the provision /resources available.
3. **Adapt and Enhance** – Identify training, research strategies, explore expertise in local area.
4. **On-going Monitoring** – Review termly, use outcomes to inform next steps in learning, evidence child records.

By having a detailed Provision map this means the children who are receiving interventions in the setting do not require an IPM. On the Provision map these children would be positioned under Graduated Response level 1.

The above cycle also follows our process of Assess, plan, do, and review.

Graduated Response level 2 & 3

This level is for those children that have been referred to an outside professional agency i.e. speech and language. Once the setting has received referral with targets for the individual child these can be incorporated into the provision map, in addition to this an individual provision map would be written also.

IPM

- ✓ An 'Individual Provision Map' (IPM) is written, monitored, reviewed (at least every 4-6 weeks) and updated by the SENCO, together with the Key Person/1:1 support and the child's parents.
- ✓ The SENCO will advise the other members of staff within the Pre-School of the child's specific needs and gather relevant information for record keeping.
- ✓ Parents will also be informed of any local support groups known to the SENCO and signposted to the local Children's Centre.
- ✓ If the SENCO, in partnership with the parents and EYCS advisor, is concerned that a child is not progressing then a Common Assessment Framework (CAF) form will be completed to identify the child's needs and improve information sharing and a Lead Professional appointed to coordinate services from the multi-professionals involved.
- ✓ If the child with additional needs may also attend another setting. The SENCO will arrange visits to observe the child in the other setting, after obtaining permission from the child's parent/carer.

I would seek advice from my Area SENCO as where to place my child in the Graduated Response system if unsure and to apply for funding to support these children.

Discussing Children's Progress and outcomes

- Discussing children's progress is an on-going process. At the end of each session we self-reflect and write our findings and actions on the daily planning sheet. Evaluation of provision is discussed and changes are made according to interests, needs and abilities.
- Observations of children are read and discussed during weekly key-person/manager meetings.
- Each term at parents'/carers' meetings, the Manager will discuss progress and review support plans, ensuring their views and contributions are valued.
- Parents/carers will be offered advice about how they can work with their child at home. The effectiveness of any intervention will depend upon the level of involvement of parents/carers.
- Parents/carers are given information about procedures, outside agencies and where necessary, or if requested the support of Outreach agencies.

Role of the SENCO

The SENCO is responsible for ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN, advising and supporting colleagues, ensuring parents are closely involved throughout and that their insights inform action taken by the setting and liaising with professionals or agencies beyond the setting.

The SENCO achieves this through;

- Overseeing the day to day operation of the Pre-school's SEND policy.
- Co-ordinating the provision for children with SEND.
- Liaise with, advise and contribute to in-service training of all staff.
- Advising on a "graduated approach" to providing "additional" SEND support.
- Ensuring all records of children with SEND and those children experiencing barriers to learning, who may not have SEND, are kept up to date.
- Liaising with parent/carers of children with SEND and those children experiencing barriers to learning, who may not have SEND.
- Being a key point of contact and liaising with external agencies, health and social care and the local authority.
- Liaising with SENCO of next provider to ensure a smooth transition.

- The role of the SENCO is strategic and to be effective the SENCO should be a member of the senior management team.

**School Lane Nursery's
SENCO is
Lucy Hawkins**

**Area SENCO is Jane Parsons & Annette
Murray**

Supporting children's transition

Parents/carers of children with SEND are invited in to meet with the SENCO with their child, prior to starting at the Pre-school. This is an important meeting for the parent/carer to share information with the school about their child's needs and any concerns they may have.

Where appropriate, transition arrangements into the Pre-school will be discussed at this meeting, and shared with all relevant staff and agencies. This may include structured transition visits to the Pre-school up to a term prior to the child's start date. Outside agencies may be contacted to gather any additional information about the child where necessary.

Following a child's settling period to the Pre-school the SENCO will arrange a meeting with the parent/carer to review the child's learning and progress

Transition to Primary school

- All children are usually invited to visit their new primary school with their parent/carers prior to transition. Further visits are arranged according to the individual needs of the child. A photograph book showing aspects of life in primary school is used to prepare children for transition.
- All documentation, this will include individual support plans, EHC plan, any reports from outside agencies, will be forwarded with a progress report to the child's primary school.
- In addition to this, the SENCO will:
 - Prepare and share a transition report with the child's new class teacher and the school's SENCO.
 - A copy will go to the parent/carers.
 - Invite the new class teacher/SENCO to visit the child at nursery school.

Using the curriculum to develop positive attitudes

The curriculum offered in the Pre-School encourages children to develop positive attitudes about themselves as well as to those 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 children. Reasonable adjustments will be made, where possible, to accommodate the needs of children or adults with additional needs.

Within our curriculum we aim to:

- ✓ Make children feel valued and good about themselves and others.
- ✓ Create an environment of mutual respect and tolerance.
- ✓ Help children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- ✓ Positively reflect the widest possible range of communities in the choice of resources.
- ✓ Avoid stereotypes or derogatory images in the selection of books or other resources.
- ✓ Celebrate a wide range of festivals.

- ✓ Ensure that the curriculum offered is inclusive of children with special educational needs and children with disabilities.
- ✓ Ensure that children learning English as an additional language have full access to the curriculum and are supported in their learning, whilst ensuring that they are supported in the maintenance and development of their home language.
- ✓ We work in partnership with parents/carers to ensure that the dietary requirements of children that arise from their medical, cultural or religious needs are met. We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

Valuing diversity in families

- ✓ We welcome the diversity of family lifestyles and encourage parents/carers to contribute to the Pre-School through sharing their experiences and cultures with us.
- ✓ We welcome and support families who speak languages in addition to English.
- ✓ We welcome disadvantaged and under-represented groups to join the Pre-School.
- ✓ Displaying of openly discriminatory behaviour and possibly offensive materials, name calling, or threatening behaviour by staff, parents/carers or children are unacceptable on or around the premises. Any such behaviour will be dealt with through our disciplinary procedures. If, at any time, staff feel threatened by the behaviour of a parent/carer then the police will be called.

Funding

At School Lane Nursery Ltd we are committed to our SEND responsibilities and will endeavour to use any funding we successfully receive to be used effectively. Currently our funding has been allocated to provide a member of staff to be employed to come in and complete;

- 1:1 activities for all children on Graduated response 2 & 3 on a daily basis.
- Work with the SENCO to document all progress and relevant paperwork.
- To work with SENCO to identify next steps.

This will be reviewed termly.

Requesting an Education, Health and Care needs assessment

Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the setting would consider requesting an Education, Health and Care needs assessment.

Legal References

- The following sections of the Children and Families Act 2014:
 - Co-operating generally: governing body functions: Section 29
 - Children and young people with SEN but no EHC plan: Section 29
 - Children with SEN in maintained nurseries: Section 35
 - Using best endeavours to secure special educational provision: Section 63
 - SEN co-ordinators: Section 64
 - Informing parents and young people: Section 68
 - SEN information report: Section 69
 - Duty to support pupils with medical conditions: Section 100
- The Equality Act 2010

Regulations

- The Statutory Framework for the Early Years Foundation Stage
- The Special Educational Needs and Disability Regulations 2014 79

Definition - EHP Education Health Plans this has replaced the 'Statement of needs'.

This policy was written by Lucy Clarke & Sarah Goode on the 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

(10a) Child Development 2 Year Olds

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

Introduction

School Lane Nursery Ltd now accept 2 year olds into the setting the term after their birthday. We understand the impact of having 2 year olds in the setting and so have put this policy in place to enable us to provide the very best care.

Our Aim

For children to be safe, happy and eager to participate and learn. We aim to offer a warm and caring environment within which all children can learn and develop as they play.

Our Procedures

All standard procedures are in place and followed as we would for older children, however we do have additional procedures;

- ✓ 2 year olds on entering the pre-school have their own specified area of the room, this allows us to really nurture these younger children and support their transition to be a more positive experience for everyone concerned.
- ✓ The two year old children are supervised by Lisa Hill the two year old co-ordinator who is level three qualified and specialises in 2 year olds and attends relevant training to further knowledge and share with the rest of the team.
- ✓ We have a limit of how many 2 year olds we accept each session and this currently stands at (8).
- ✓ The room has resources aimed specifically at 2 year olds and activities are planned to be age appropriate.
- ✓ We follow ITTERS as a guide to our provision for 2 year olds.
- ✓ Developmental checks are undertaken as per requirements of the EYFS, this involves us producing a short written summary of the child's development in the three prime learning and development areas of the EYFS;
 - Personal, Social and Emotional Development
 - Communication and Language
 - Physical Development

This is called the 2 year old check.

The aims of the 2 year old progress check are to:

- ✓ Review a child's development in the three prime areas of the EYFS.
- ✓ Share this information with parents at an agreed time to ensure they have a clear picture of their child's development.
- ✓ Enable School Lane Nursery to understand the child's needs and plan activities and experiences to meet them in the setting.
- ✓ Enable parents to understand the child's needs and enhance development at home, with support from the setting.
- ✓ Note areas where the child is progressing well and identify any areas where progress is less than expected.
- ✓ Describe actions the setting intends to take to address any developmental concerns (including working with other professionals where appropriate).

The progress check will:

- Be completed by a practitioner who knows the child well and works directly with them in the setting - this will normally be the child's key person.
- Arise from the ongoing observational assessments carried out as part of everyday practice in the setting.
- Be based on skills, knowledge, understanding and behaviour that the child demonstrates consistently and independently.
- Take account of the views and contributions of parents, and the child if appropriate.
- Take into account the views of other practitioners and, where relevant, other professionals working with the child.

School Lane Nursery intends that the progress check will:

- ✓ Be clear and easy to read, avoiding unfamiliar jargon, acronyms or terminology (with interpretation and translation available where appropriate).
- ✓ Present a truthful yet sensitive reflection of what the child can do and their achievements to date.
- ✓ Identify areas where the child is progressing at a slower pace than expected.
- ✓ Recognise parents' in-depth knowledge of their child by incorporating their observations and comments, and explain how their child's learning and development will be supported in the setting.
- ✓ The EYFS requires that the progress check is carried out when a child is age two, this includes any child that starts at the setting between the ages of 24-36 months.
- ✓ Practitioners will agree with parents when is the best time to provide the check and the following factors will be considered before commencing:
 - The setting will allow a settling in period for the child to enable their key person and other practitioners to build up good knowledge of the child's development, abilities and interests before completing the progress check. (Normally six to eight weeks).
 - If a child has a period of ill health or a significant event in their family (e.g. family breakdown, bereavement or the arrival of a sibling) it may be appropriate to delay the check.
 - If a child has a period of absence or irregular attendance.
- ✓ Where possible, we will carry out the progress check in time for parents to share it with the health visitor at the two year old health and development review.
- ✓ If the child has already had the health visitor 2 year old check the setting is still required to carry out the EYFS 2 year old check.
- ✓ We request the parents bring in their child's 'red book' so we can attach our report into this so the Health visitor also has access to it.

Children attending more than one setting or changing settings;

- ✓ In the case of children who are attending more than one setting, the progress check will normally be carried out by the child's key person at the setting where the child spends the greatest amount of time each week.
- ✓ However, the setting carrying out the progress check will consider whether it would be helpful to get the views of other practitioners working with the child at the other setting.
- ✓ If a child moves between settings between 24 and 36 months, leaders and managers of the respective settings will agree which provider will complete the check. It will usually be the setting where the child has spent the most time to date.

Preparing the progress check for a child with identified disabilities or special educational need;

- ✓ If the progress check is for a child with an identified disability, medical need or special educational need the setting will take into account if the child is already being supported by other professionals. Then the setting will agree with parents how the views and contributions of those professionals can be sought.
- ✓ The focus will be on what the child can do, their unique and individual characteristics and their development to date, rather than describing their development in terms of their need or disability.

Information sharing

- ✓ The setting will include in the child induction process the sharing of both the child's health visitor contact details.
- ✓ The progress check is a statutory requirement of the EYFS. The setting will seek the consent of parents to share information from the check directly with relevant professionals.

This policy was written by Lucy Clarke & Sarah Goode on the 29th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

School Lane Nursery Ltd (10b) Child Development Tapestry

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

Introduction

All pre-school children attending School Lane Nursery Ltd have a personal on-line Learning Journey called **Tapestry**, which records photos, observations and comments, in line with the Early Years Foundation Stage, to build up a record of the children's experiences during their time with us.

Our Aim

- ✓ To produce detailed developmental records for each child, allowing us to highlight their next steps and identify any gaps in development.
- ✓ To support staff in completing these records to a high standard.
- ✓ To share the children's learning journey with parents/carers on a weekly basis and encouraging parents to play a part in this journey by sharing their child's successes with us.
- ✓ To have a smooth transition for the children moving onto new settings or to primary school, providing them with a detailed summary of the child's development.

Tapestry Security

We use Tapestry, a system, which is hosted in the UK on secure servers. These servers conform to very high environmental standards and are proactively managed 24 hours a day. Each Tapestry account has its own database and the code itself is developed using hack-resistant techniques. Filenames are encoded for uploaded, videos and images, making Tapestry a safe and secure on-line Learning Journey tool. The benefits to parents from Tapestry being on-line means they will have secure access (via a website which they login to using their email address and a password) to their child's Learning Journey and, in addition to viewing our contributions, we encourage parents to add to it by uploading photos and comments, or commenting on observations made by us.

School Lane Nursery Ltd have their own secure Tapestry website, which once parents have provided the pre-school with an e-mail address we will be able to set them up with an account. We will also give them detailed information on how to view/use their child's Learning Journey. If they do not have access to e-mail their child is still able to have an online Learning Journey which they can access through the use of pre-school computer equipment during specific dates throughout the year. It is also possible to provide print outs of the Learning Journeys, each child will receive a CD with their Learning Journey on at the end of their time with us.

Consent

In order for us to create a child's Learning Journey we must be given written permission.

Copy of consent to parents

Due to safeguarding regulations, as a setting we need to make a decision on how we use and share photo observations.

We do have a detailed camera image policy which is found in our policies and procedures, you can request to see them in the setting. Although our policy is effective we feel we need more specific direction with group photos that are sometimes used when evidencing your child's day. We feel it is important for you to see your child's relationships with their peers and to also see the fantastic group activities that we hold such as Harvest festival, visits and special occasions. We do have the option to pixelate out other children in your child's learning journal but feel this would be very impersonal and then difficult for your child to share their learning journal with you.

We therefore ask for you to read and sign the following guidelines which aim to respect everyone's wishes.

 Agreed guidelines for accessing and using Tapestry 'Online Learning Journeys'

As a parent I will;

- Give permission for my child's image to appear in photographs or videos in other children's learning journals.
- Not publish any of my child's or other children's observations, photographs or videos on any social media site. (If this agreement is broken you will lose access to your child's on-line learning journal).
- Keep the login details within my trusted family.
- Speak to a member of staff if I experience any difficulties accessing my child's learning journey.

This policy was written by Lucy Clarke & Sarah Goode on 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

**School Lane Nursery Ltd
(10c) Child Development
Narrowing the Gap: Pupil Premium Policy**

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

Introduction

The aim of the Early Years Pupil Premium is to close the gap between children from disadvantaged backgrounds and their peers by providing additional funding to Early years settings, therefore providing the opportunity to raise the quality of provision we offer.

Our Aim

All children aged 2, 3 and 4 year olds who meet the eligibility criteria will benefit from the funding. The Early Years Pupil Premium provides an extra 68 pence per hour on top of the Free Entitlement for three and four year old children whose parents are in receipt of certain benefits or who have been in care or adopted from care. This means an extra £387 a year for each child taking up the full 570 hours funded entitlement to early education. In order to be able to claim this funding we require parents to sign the funding agreement which asks for details of parent's date of birth and National Insurance number.

Our Procedures

Firstly to establish who is eligible for pupil premium, we do this through our registration process and the pupil premium form is part of our registration pack. As we are aware family circumstances can change throughout the duration of the child's time with us, through close relationships with families and signposting within the setting we can direct families to this information should they become eligible. As part of our welcome procedures we send out the following information to all parents to enable them to allow us to apply for the extra funding to help benefit their child within our setting.

EARLY YEARS PUPIL PREMIUM FUNDING How to support your child

From April 2015, all childcare providers will be able to claim extra funding through the Early Years Pupil Premium to support children's development, learning and care. We are writing to you to explain what the Early Years Pupil Premium is, who is eligible for this funding and, importantly, to ask you to please fill out the enclosed form so that we as a provider can claim the extra funding.

The Early Years Pupil Premium provides an extra 68 pence per hour for childcare providers, for two to four year old children whose parents are in receipt of certain benefits or children who have been in care or adopted from care. This means an extra £387 a year for each child taking up the full 15 hours per week entitlement to early education. This additional money could make a significant difference to us.

We can use the extra funding in any way we choose to improve the quality of the early year's education that we provide for your child. This could include for example additional training for our staff on early language, investing in partnership working with our colleagues in the area to further our expertise or supporting our staff in working on specialised areas such as speech and language.

High quality early education can influence how well a child does at both primary and secondary school so we do want to make the most of this additional funding. You may be aware if you have older

children that a pupil premium has been available for school age children and it has proved to have given a real boost to the children receiving the funding. We want to do the same for our early years children entitled to this funding.

Therefore we ask that if you are claiming one of the listed benefits, you also fill in the Early Years Pupil Premium section of the Parent Declaration Form. This will allow us to claim the additional Early Years Pupil Premium.

Which three-and four-year-olds will be eligible for the EYPP?

3- and 4-year-olds in state-funded early education will attract EYPP funding if they meet at least 1 of the following criteria:

- their family gets 1 of the following:
 - Income Support
 - income-based Jobseeker's Allowance
 - income-related Employment and Support Allowance
 - support under part VI of the Immigration and Asylum Act 1999
 - the guaranteed element of State Pension Credit
 - Child Tax Credit (provided they're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
 - Working Tax Credit run-on, which is paid for 4 weeks after they stop qualifying for Working Tax Credit
 - Universal Credit
 - they are currently being looked after by a local authority in England or Wales
 - they have left care in England or Wales through:
 - an adoption
 - a special guardianship order
 - a child arrangement order

Children must receive free early education in order to attract EYPP funding.

As an Early Years setting we have the freedom to choose how we spend the money to best support disadvantaged children in our care. Our pre-school will endeavour to find the best possible way to spend the money through identifying the needs of the child and discussing with parents how the money may be best spent. We will be tactful when approaching families and suggest our thoughts but listen to the families and child's voice.

Although the below list is not exhaustive these are ways in which we have used Pupil premium money in the past. We will continue to look at other ways to benefit the child and family through close partnership working.

- ✓ Additional staffing to support the child, in the past this has included a nurturing group in the mornings in addition to our ordinarily available provision.
- ✓ Organised trips to SMILE a sensation Movement Interaction in Life Experiences session.
- ✓ Supporting the families financially through providing additional hours for their child/ren.
- ✓ Purchasing additional resources such as storybooks focused on the need of the child i.e all about adoption.
- ✓ Support to families in regards to toileting and potty training, again through additional resources and support.
- ✓ Home visits to support the family unit as a whole to benefit the child in our care and aiding transition.
- ✓ Buy in any specialist services to support families and children (this includes the cost of staffing such events), such as, healthy cooking, parenting classes and information awareness sessions.

- ✓ Provide online learning journal for parent/carers to track their child's progress.
- ✓ Provide children with waterproofs, slippers and wellies.
- ✓ Support children and families with healthy choices.

Measuring the impact of the EYPP.

We are continually reviewing the data we collect on children's attainment and refreshing our strategies to support children who are falling behind or in danger of doing so. The practical ideas that are implemented on a daily basis are only a few of the strategies used and their success can be monitored through the data. However, there are other ways that we measure and monitor the impact we have on families. These are:

- ✓ Parent questionnaires;
- ✓ Informal conversations at the start or end of a day;
- ✓ Parent feedback on child's learning journal (Tapestry).
- ✓ Formal consultations;
- ✓ Conversations with professionals we work alongside to support families;
- ✓ Feedback from feeder primary schools;
- ✓ Every Child a Talker (ECAT) data.

This policy was written by Lucy Clarke & Sarah Goode 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

School Lane Nursery Ltd (11a) Information and Records Admissions

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

Introduction

It is our intention to make our pre-school accessible to children and families from all sections of the community.

Our Aim

We aim to ensure that all sections of our community have access to the pre-school through open, fair and clearly communicated procedures.

Procedures

- ✓ We ensure that the existence of the pre-school is widely advertised in places accessible to all sections of the community.
- ✓ We ensure that information about our pre-school is accessible - in written and spoken form - and, where appropriate, in different languages. Where necessary, we will try to provide information in Braille, or through signing or an interpreter.
- ✓ We arrange our waiting list in birth order. In addition our policy may take into account the following:
 - The vicinity of the home to the pre-school.
 - Siblings already attending the pre-school.
- ✓ We keep a place vacant, if this is financially viable, to accommodate an emergency admission.
- ✓ We describe our pre-school and its practices in terms which make it clear that it welcomes fathers and mothers, other relations and other carers, including child-minders.
- ✓ We describe our pre-school and its practices in terms of how it treats individuals, regardless of their gender, special educational needs, disabilities, background, religion, ethnicity or competence in spoken English.
- ✓ We describe our pre-school and its practices in terms of how it enables children with disabilities to take part in the life of the pre-school.
- ✓ We monitor the gender and ethnic background of children joining the group to ensure that no accidental discrimination is taking place.
- ✓ We make our equal opportunities policy widely known.
- ✓ We consult with families about the opening times of the pre-school to avoid excluding anyone.
- ✓ We are flexible about attendance patterns to accommodate the needs of individual children and families.

- ✓ Parents will be assured that staff are always happy to listen and help should any problems arise with their child and that any concerns will be dealt with confidentially.
- ✓ Parents/carers will be encouraged to take an active part in their child's development and play.

This policy was written by Lucy Clarke & Sarah Goode on 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

School Lane Nursery Ltd (11b) Information and Records Parental Involvement

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

Introduction

We believe that children benefit most from Early Years education and care when parents and settings work together in partnership.

Our Aim

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 our pre-school. We also aim to support parents in their own continuing education and personal development

Procedures

In order to fulfil our aims we;

- ✓ Are committed to ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- ✓ Inform all parents about how our pre-school is run and its policies through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them.
- ✓ Encourage and support parents to play an active part in the governance and management of our pre-school.
- ✓ Inform all parents on a regular basis about their children's progress.
- ✓ 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.
- ✓ Provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of our pre-school.
- ✓ Inform parents about relevant conferences, workshops and training.
- ✓ Consult with parents about the times of meetings to avoid excluding anyone.
- ✓ Provide information about opportunities to be involved in our pre-school in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language.
- ✓ Hold meetings in venues that are accessible and appropriate for all.
- ✓ Welcome the contributions of parents, in whatever form these may take.

- ✓ Inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure.
- ✓ Provide opportunities for parents to learn about the curriculum offered in our pre-school and about young children's learning, in our pre-school and at home.
- ✓ Provide all parents with a welcome pack.
- ✓ Communicate through;
 - Face to face
 - Tapestry
 - Termly News letter
 - Phone contact
 - Parent evenings
 - Written letters

This policy was written by Lucy Clarke & Sarah Goode on the 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

School Lane Nursery Ltd (11c) Information and Records Provider's Records

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

Introduction

School Lane Nursery Ltd need to keep records and documentation for the purpose of maintaining our business.

These include;

- Records pertaining to our registration.
- Rent of the premises documents and other contractual documentation pertaining to amenities, services and goods.
- Financial records pertaining to income and expenditure.
- Fire Drills.
- Employment records of staff including their name, home address and telephone number.
- Names, addresses and telephone numbers of anyone else who is regularly in unsupervised contact with the children.

Our Aim

We consider our records as confidential based on the sensitivity of information, such as with employment records. These confidential records are maintained with regard to the framework of the Data Protection Act (1998) and the Human Rights Act (1998).

This policy and procedure is taken in conjunction with the Confidentiality and Client Access to Records Policy and Information Sharing Policy.

Procedures

- All records are the responsibility of School Lane Nursery who will 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.

We notify Ofsted of any change:

- In the address of the premises.
- To the premises which may affect the space available to us or the quality of childcare we provide.
- To the name and address of the provider, or the provider's contact information.

- To the person managing the provision.
- Any significant event which is likely to affect our suitability to look after children.
- Any other event as detailed in the Statutory Framework for the Early Years Foundation Stage (DfE 2017).

Legal framework

- Data Protection Act 1998
- Human Rights Act 1998

Useful Pre-school Learning Alliance publications

- Accident Record (2010)
- Accounts Record (2005)
- Safeguarding Children (2010)
- Recruiting and Managing Employees (2010)
- Financial Management (2010)
- Medication Record (2010)
- Daily Register and Outings Record (2012)
- Managing Risk (2009)
- Complaints Investigation Record (2012)

This policy was written by Lucy Clarke & Sarah Goode on the 29 August 2025	
Signed on behalf of management	
Print name	Sarah Goode

School Lane Nursery Ltd (11d) Information and Records Children's Records

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

Introduction

School Lane Nursery Ltd need to keep records of all children in our setting to ensure we meet all statutory requirements.

Our Aim

To ensure records are kept safe and secure and only accessible to those with authorisation.

Procedures

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

Developmental records

These include observations of children in the setting, photographs, video clips and samples of their work and summary developmental reports. This information is stored safely in the setting under lock and key. This information is uploaded weekly to our on-line Learning Journey and so is accessible to parents at all times.

Personal records

These include the child record books which contain registration and admission forms, signed consent forms, and any 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.

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 at least three years after they have left the setting. These are kept in a secure place.

Other records

- Child record book
- Registration form
- Information sheet

- First Aid Consent form
- Outing Consent Form
- Observations
- IEPs & Assessments, including home communication books
- Diary
- Register
- Visitors Book
- Accident Form
- Existing Injury Form
- Nappy and Clothes Changing Book
- Medication Consent Form
- Incident forms.
- 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
- Behavioural Records
- Safeguarding File

Legal framework

GDPR

Data Protection Act 1998

- Human Rights Act 1998

Further guidance

- Information Sharing: Guidance for Practitioners

This policy was written by Lucy Clarke & Sarah Goode on the 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

School Lane Nursery Ltd (11e) Information and Records Data Protection GDPR

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

Introduction

School Lane Nursery Ltd need to keep records of all children in our setting to ensure we meet all statutory requirements.

Our Aim

The staff at School Lane Nursery Ltd intend to comply fully with the requirements and principles of the Data Protection Act 1984 and the Data Protection Act 1988.
GDPR may 2018

The **GDPR** outlines six data protection **principles** you must comply with when processing personal data. These **principles** relate to: Lawfulness, fairness and transparency - you must process personal data lawfully, fairly and in a transparent manner in relation to the data subject.

We aim to obtain and process data fairly and lawfully.

(General information about the Data Protection Act can be obtained from the Data Protection Commissioner, website: www.dataprotection.gov.uk.)

Procedures

Fair Obtaining & Processing

At School Lane Nursery Ltd we;

- ✓ Inform all data subjects of the reasons for data collection, the purposes for which the data are held, the likely recipients of the data and the data subjects' right of access.

“Processing” means obtaining, recording or holding the information or data or carrying out any or set of operations on the information or data.

“Data subject” means an individual who is the subject of personal data or the person to whom the information relates.

“Personal data” means data, which relates to a living individual who can be identified. Addresses and telephone numbers are particularly vulnerable to abuse, but so can names and photographs be, if published in the press, Internet or media.

Data Integrity

School Lane Nursery Ltd undertakes to ensure data integrity by the following methods;

Data Accuracy - Data held will be as accurate and up to date as is reasonably possible.

Data Adequacy & Relevance - Data held about people will be adequate, relevant and not excessive in relation to the purpose for which the data is being held.

Length of Time - Data held about individuals will not be kept for longer than necessary for the purposes registered, in accordance with Data Protection guidelines and retention of records guidelines.

Authorised Disclosures

The Pre-School will, in general, only disclose data about individuals with their consent. However there are circumstances under which the pre-school may need to disclose data without explicit consent for that occasion. Please see ***Policy no (11g) Confidentiality of Client access to records and Information Sharing.***

Physical Security of Data

- ✓ Appropriate building security measures are in place, such as locks on the filing cabinets.
- ✓ Only authorised persons are allowed into the cabinets.
- ✓ Storage devices and printouts are locked away securely when not in use.
- ✓ Visitors to the pre-school are required to sign in and out and are, always accompanied.
- ✓ Any queries or concerns about security of data in the pre-school should in the first instance be referred to the Manager.
- ✓ Individual members of staff can be personally liable in law under the terms of the Data Protection Acts. They may also be subject to claims for damages from persons who believe that they have been harmed as a result of inaccuracy, unauthorised use or disclosure of their data.
- ✓ A deliberate breach of this Data Protection Policy will be treated as disciplinary matter, and serious breaches could lead to dismissal.

Disposal of Information

All personal details, when no longer required, will be disposed of sensibly by use of a shredder.

Consent

All staff are required to sign the data protection consent form as part of their employment contract.

DATA PROTECTION GDPR CONSENT FORM

I hereby consent to information relating to me being processed by the Pre-school in order that it may properly carry out its duties, rights and obligations as my employer. I understand that such processing will principally be for personnel, administrative and payroll purposes.

I understand that information about me shall include information of a sensitive personal nature including information concerning:

my racial or ethnic origin*

my religious beliefs or other beliefs of a similar nature*

my membership or non-membership of a trade union*

my physical or mental health or condition*

[Any commission or alleged commission by me of any offence], or [any proceedings for any offence committed or alleged to have been committed by me, the disposal of such proceedings or the sentence of any court in such proceedings].*

I also understand that the term 'processing' includes the obtaining, recording or holding of information or data or carrying out any operation or set of operations on the information or data, including organising, altering, retrieving, consulting, using, disclosing, combining or destroying the information or data.

I confirm that I have read and understood this explanation of the processing of data relating to me by the Pre-school and that I consent to the processing of such data.

Dated _____

Signed _____

This policy was written by Lucy Clarke & Sarah Goode on the 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

Transfer of Records to School

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

Introduction

We recognise that children sometimes move to another early years setting before they go on to school, although many will leave our setting to enter a nursery or reception class. We understand our role in ensuring information goes with that child to help the child's transition into their new setting smooth for the child and families.

Our Aim

- ✓ To prepare children for these transitions and involve parents and the receiving setting or school in this process.
- ✓ To prepare records about a child's development and learning in the Early Years Foundation Stage, and to aid a smooth transition we share appropriate information with the receiving setting or school at transfer.
- ✓ To ensure confidential records are shared where there have been child protection concerns according to the process required by our Local Safeguarding Children Board.

The procedure guides this process and determines what information we can and cannot share with a receiving school or setting.

Procedures

Transfer of development records for a child moving to another early years setting or school;

Using the Development Matters in the Early Years Foundation Stage guidance and our assessment of children's development and learning, the key person will prepare a summary of achievements in the seven areas of learning and development.

The record refers to:

- Any additional language spoken by the child and his or her progress in both languages.
- Any additional needs that have been identified or addressed by the setting.
- Any special needs or disability.

The record contains a summary by the key person and a summary of the parent's view of the child. The document may be accompanied by other evidence, such as photos or drawings that the child has made.

When a child transfers to a school, most local authorities provide an assessment summary format or a transition record, which we will follow as applicable.

If there have been any welfare or protection concerns, separate documentation will be prepared by the DSL.

Transfer of Confidential Information

- ✓ The receiving school or setting will need to have a record of any safeguarding or child protection concerns that were raised in the setting and what was done about them.

- ✓ A summary of the concerns will be made to send to the receiving setting or school, along with the date of the last professional meeting or case conference. We would refer to Worcestershire Safeguarding Children Boards who will stipulate the forms to be used and provide these.
- ✓ Where a CAF has been raised in respect of any welfare concerns, the name and contact details of the lead professional will be passed on to the receiving setting or school.
- ✓ Where there has been a section 47 investigation regarding a child protection concern, the name and contact details of the child's social worker will be passed on to the receiving setting or school regardless of the outcome of the investigation.
- ✓ This information is posted or taken to the school or setting, addressed to the setting or school's designated person for child protection and marked as 'confidential'.

Transfer of SEN & Disability Documentation

We currently use a form to transfer information about a child with SEN and/or disabilities. The purpose of this form is to give early years settings the opportunity to provide other care/education settings and/or primary schools with information on a child's SEN and/or disabilities prior to the child's transfer. This information will then provide the setting/school with a clearer picture of the child. The SEND transfer form can be found in the SEND file.

- ✓ This form should be completed for a pre-school child if he/she is at *Graduated response 1, 2 or 3*.
- ✓ This form should be completed in addition to the standard documents usually transferred with a child prior to their moving on to other care/education provision.
- ✓ This form should be completed at the beginning of the child's final term in pre-school.
- ✓ The document should be prepared with the parent's knowledge.
- ✓ A signed copy of this form should be forwarded onto the new school or setting. A copy should be given to the parents and another retained by the early years setting.

Legal Framework

- Data Protection Act (1998)
- Freedom of Information Act (2000)
- Human Rights Act (1998)
- Children Act (1989)

Further Guidance

- What to do if you're worried a child has been abused
- Information Sharing and Guidance for Practitioners and Managers

This policy was written by Lucy Clarke & Sarah Goode on the 10 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

Introduction

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 pre-school.

Our Aim

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.

Procedures for Access to personal records

Parents may request access to any records held on their child and family following the procedure below.

1. Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the pre-school leader.
2. The registered person/manager sends a written acknowledgement.
3. The pre-school commits to providing access within 14 days - although this may be extended.
4. The manager/registered person prepare the file for viewing.
5. 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 the file.
6. 'Third parties' include all family members who may be referred to in the records.
7. 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.
8. When all the consents/refusals to disclose have been received these are attached to the copy of the request letter.
9. A photocopy of the complete file is taken.
10. The manager/registered person 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.
11. What remains is the information recorded by the pre-school, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
12. The 'clean copy' is photocopied for the parents who are then invited in to discuss the contents. The file should never be given straight over, but should be gone through by the manager, so that it can be explained.
13. Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the pre-school or another (third party) agency.

All the undertakings above are subject to the paramount commitment of the pre-school, which is to the safety and well-being of the child. Please see also our policy on child protection.

This policy was written by Lucy Clarke & Sarah Goode on the 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

School Lane

**Nursery Ltd
(11h) Information and Records**

Information Sharing

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

Introduction

School Lane Nursery Ltd recognises that parents have a right to know that information they share will be regarded as confidential. However, there are certain circumstances when we share information with parents' consent and there are also circumstances when we are obliged to share information without parental consent. This policy details both sets of circumstances and should be read in conjunction with our Child Protection Policies.

Our Aim

To have procedures in place which are clear to all staff on our Information Sharing procedures.

Information sharing with consent

When a child moves on from School Lane Nursery, we share information about their progress and development with the next preschool provider or school. We also share information with other settings where a child attends more than one setting.

Parents are asked to give written consent to sharing child development summaries and to sharing information about any additional needs their child may have.

On occasion, we may agree with parents to discuss particular issues with the new setting or school, where this may affect the child's transition. An example might be a difficult relationship with another child in the setting who will also be moving to the same school.

Parents are responsible for ensuring that other information about their child which may affect their progress is communicated to the next setting/school. This includes health and allergy issues and family circumstances such as illness, bereavement, divorce and separation.

Information sharing without consent

We are obliged to share confidential information without consent from the person who provided it or to whom it relates if this will prevent harm to a child or if not sharing the information could be worse than the outcome of having shared it.

The Data Protection Act provides a framework to ensure that personal information about living persons is shared appropriately. In our child protection policies we detail those circumstances which would lead us to share information about a child with other services.

The three critical criteria informing the decision are:

- Evidence that the child is suffering, or is at risk of suffering, significant harm.
- Reasonable cause to believe that a child may be suffering, or at risk of suffering, significant harm.
- To prevent significant harm arising to children.

A decision to share information without consent is never taken lightly, is a decision made

Jointly between staff and management team and always puts the safety and well-being of children first. Careful record keeping of any concerns helps to support any decision for sharing information without consent. Details of our record keeping procedures are also contained in the child protection Policy.

This policy was written by Lucy Clarke & Sarah Goode on the 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

(11i) Information and Records Working in Partnership with Other Agencies

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

Introduction

School Lane Nursery Ltd work in partnerships with many different agencies to improve the lives and welfare of children in our care. Such agencies are;

- ✓ Speech and Language therapists
- ✓ Health Workers
- ✓ Children Centres
- ✓ Gypsy Romany Traveller worker
- ✓ College assessors
- ✓ Medical professionals
- ✓ Teachers
- ✓ Pre-school Improvement Advisors
- ✓ Area SENCO

This list is by no means exhaustive.

Our Aim

To work in partnership with local and national agencies to benefit the children and families in our care, ensuring safeguarding and welfare requirements are met at all times.

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 the sharing of information about children and families with other agencies. These are set out in the Information Sharing Policy, Safeguarding Children and Child Protection Policy and the Special Educational Needs & Disability Policy.
- Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, we make those individuals welcome in the setting and their professional roles are respected.
- We follow the protocols for working with agencies, for example on child protection.
- Staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other child(ren) during their visit.
- Our staff do not casually share information or seek informal advice about any named child/family.
- When necessary, we consult with local and national agencies who offer a wealth of advice and information that help us to develop our understanding of the issues facing us and who can provide support and information for parents

For example ethnic/cultural organizations, drug/alcohol agencies, welfare rights advisors or organizations promoting childcare and education, or adult

This policy was written by Lucy Clarke & Sarah Goode on the 29th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

School Lane Nursery Ltd (11j) Information and Records Making a Complaint

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

Introduction

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

Our Aim

We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved. To achieve this, we operate the following complaints procedure.

Procedure - How to complain

Stage 1	Any parent who has a concern about an aspect of the pre-school's provision talks over, first of all, his/her worries and anxieties with the pre-school leader
Stage 2	✓ If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to Stage 2 of the procedure by putting the concerns or complaint in writing to the Manager. ✓ Most complaints should be resolved amicably and informally at Stage 1 or at Stage 2. ✓ The Nursery stores written complaints from parents on file, including any information from a detailed investigation which the manager. ✓ When the investigation into the complaint is completed, the manager meets with the parent to discuss the outcome. ✓ When the complaint is resolved at this stage, the summary points are logged in the Complaints Summary Record.
Stage 3	✓ The parent requests a meeting with the Manager. The parent should have a friend or partner present if required and the manager should have the support of the deputy manager, present. ✓ An agreed written record of the discussion is made as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it. ✓ This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, the summarize points are logged in the Complaints Summary Record.

Stage 4	✓ If at the Stage 3 meeting the parent and pre-school cannot reach 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 so far and suggest further ways in which it might be resolved. ✓ Staff or EYCCS development officer are appropriate persons to be invited to act as mediators. ✓ The mediator keeps all discussion confidential. S/he can hold separate meetings with the pre-school personnel 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 and manager 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 a decision to be reached. ✓ A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

OFSTED

Parents may approach **Ofsted** directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of our registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the National Standards for Day Care are adhered to.

Contact OFSTED 0300 123 1231

OFTSTED Web site www.ofsted.gov.uk

These details are displayed on our settings notice board.

If a child appears to be at risk, our pre-school follows the procedures of the Worcestershire Safeguarding Board.

In these cases, both the parent and pre-school are informed and the Nursery Manager/registered person works with Ofsted or the WCSB to ensure a proper investigation of the complaint, followed by appropriate action.

Records

A record of complaints against our pre-school and/or the children and/or the adults working in our pre-school is kept, including the date, the circumstances of the complaint and how the complaint was managed. This is kept with the safeguarding information in a locked cabinet.

This policy was written by Lucy Clarke & Sarah Goode on the 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

School Lane Nursery Ltd (11k) Information and Records Whistleblowing

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

Introduction

Whistleblowing is raising a concern about malpractice within an organisation. It is our intention that staff working at School Lane Nursery Ltd feel confident about coming forward and reporting any issues/concerns that they may have regarding the areas documented below, whilst remaining protected from any subsequent discrimination.

Our Aim

- Ensure staff understand their responsibilities and feel confident in raising and reporting a serious concern at the earliest opportunity.
- Provide avenues for staff to raise concerns and receive feedback on any action taken.
- Ensure that staff receive a response to their concerns and that they are aware of how to pursue them if they are not satisfied.
- Reassure staff that they will be protected from possible reprisals or victimisation if they have made any disclosures in good faith.

Procedures

Any concerns can be reported without this leading to any harassment or victimisation, and every effort will be made to keep both the concern and the member of staff's identity confidential

What should be reported?

- The inappropriate treatment or care of a child.
- Any breach in the behaviour of manager, staff, student or volunteer.
- Discrimination of any kind.
- Concerns that could impact on the health and safety of the children or adults.
- Persons found in possession of photographic equipment in toilet areas will be immediately reported to the DSL.
- Any concerns about inappropriate or intrusive photographs
- Any breach of the settings policies and procedures.
- **Methods**
- A concern can be initially raised by any staff member to their Deputy Manager or Manager.
- Discuss the nature of the concern together with the background, history of the concern and provide the relevant dates of incidents.
- There is no expectation that staff prove beyond doubt the truth of their suspicion; however they will need to demonstrate that they are acting in good faith and there are reasonable grounds for their concern. All employees will be treated fairly.

Concerns will be dealt with in the following way;

- Initial enquiries will be made to decide whether an investigation is appropriate and if so what form it should take.

- The incident will be investigated by the Manager and/or Ofsted Lead.
- If appropriate it will be referred and put through established Safeguarding children procedures and may form the subject of an independent inquiry.
- Within ten working days of a concern being raised, the member of staff will receive in writing:
 - Acknowledgment that the concern has been received.
 - An indication as to how the setting will proceed to deal with the matter.
 - Supply the member of staff with information on staff support mechanisms.
 - Inform the member of staff concerned as to whether any further investigation will take place and if not, why not.
- It may be necessary for the manager to interview staff to ensure that their disclosure is fully understood. Any meeting can be arranged away from the workplace, if so wished, and a representative or a friend may accompany the involved member of staff for support.
- If there are any difficulties experienced as a result of raising a concern, support will be offered.
- Staff will be kept informed, of the progress and outcome of any investigation to assure that any disclosure has been properly addressed unless legal reasons determine otherwise.
- Confidentiality – will be maintained and every effort will be made not to reveal a member of staff's identity if they so wish. If however a member of staff makes an allegation frivolously maliciously or for personal gain, appropriate action, that could include disciplinary action, may be taken.
- The Public Interest Disclosure Act 1998 seeks to protect employees from discrimination as a result of 'blowing the whistle' on their organisation, or individuals within it, through amendments to employment law.

If an employee or volunteer feels the matter cannot be discussed with the manager, they should contact Ofsted;

Whistleblower hotline – WBHL, Ofsted, Piccadilly Gate, Store Street, Manchester M1 2WD.

0300 123 3155 Monday to Friday 8.00 to 18.00.

This policy was written by Lucy Clarke & Sarah Goode on 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode

(12a) Policies and Procedures Review and Implementation

Written by Lucy Clarke (Owner) & Sarah Goode (Manager)

Date: Reviewed August 2025

Review Date: August 2026

Introduction

School Lane Nursery Ltd recognises its duty to safeguard children and follow the 2017 EYFS Statutory guidance to ensure we provide the very best care. This policy will ensure that we review our policies and procedures regularly, taking into consideration changes in legislation. It will also help us to ensure all policies and procedures are implemented correctly by staff, learners and volunteers ensuring consistency throughout the provision.

The Aims of the School Lane Nursery Ltd policies and Procedures Review and Implementation policy is to:

- Ensure that all staff, learners and volunteers are aware of the content of the settings Policies and Procedures through;
 - ✓ Induction
 - ✓ Staff meetings and supervisions
 - ✓ Training
 - ✓ Accessibility of documents
 - ✓ Contributing to the review process
- Ensure all policies are workable documents and implemented correctly by all staff, learners and volunteers. The policies should be clear, specific and easily understood.
- To ensure that all members of staff are aware of their role and responsibility in policy and procedure implementation and understand how they contribute to a consistent approach throughout the setting.
- Ensure changes in legislation are reflected in School Lane Nursery Ltd Policies and Procedures.
- To ensure Policies and Procedures are reviewed as changes in legislation occur and then reviewed fully in August 2023 in readiness for the next Pre-school year.

Review and Implementation

- Policies and procedures are maintained and reviewed annually in January/February by the Management team.
- Policies and procedures are risk assessed and reviewed by the Manager following any incident that is reportable under RIDDOR.
- Disciplinary action may be taken where individuals have disregarded policies and procedures.

Familiarisation and implementation

- It is the responsibility of every member of staff, learner, and volunteer within a setting to adhere to and implement the policies and procedures at all times.
- An overview of policies and procedures is included in induction for individual members of staff, with specific emphasis given to safeguarding procedures.
- Members of staff must sign to say that they have read and understood the policies and procedures, using the form contained within the introduction and contents pages.
- Members of staff know how to access the policies and procedures for reference as they support all aspects of their work within the setting.
- Staff meetings and in-house training events are used as opportunities to focus on policies and procedures as required, and to discuss their implementation.

- Where there is an outbreak of a communicable disease or infection, the relevant procedure is photocopied and displayed for parents' reference during the outbreak.
- Other procedures may be displayed (as above) where a situation arises, for example to highlight health and safety concerns such as parents letting themselves out of the building without a member of staff present or to remind parents to sign their child in and out of the setting.
- Following an implementation of a Policy and Procedure such as a Health and Safety Procedure a review must be undertaken by the Manager to establish whether;
 - Did all members of staff follow the procedure?
 - Is further training required to ensure implementation?
 - Did the procedure fit the purpose, does it need adapting or changing?

Parents

- A set of policies is available to parents on site.
- Parents know how to access the full set of policies and procedures, and are able to do so at any time.

Legal Framework:

- Childcare Act (2006)
- Education Act (2011)
- Statutory Framework for the Early Years Foundation Stage (2017)
- Working together to safeguard children (2015)
- Equality Act 2010

This policy was written by Lucy Clarke & Sarah Goode 29 th August 2025	
Signed on behalf of management	
Print name	Sarah Goode



Funded children

Childcare is a big expense for families; at School Lane Nursery we have worked very hard to find a way that we can make the "free" hours work.

Government provided funding is for the minimum childcare levels rather than high-quality flexible early education and childcare. The government guidelines state the funding should not be used for Consumables and Additional services.

Therefore the £4.14 per hour provided per child from the local authority doesn't cover the full service that your child gets while at nursery such as: forest school, cooking, arts materials, play dough, tissues, wipes, cleaning supplies, snacks, milk, sand, music, licenses for online learning journeys, staff time for parents evening, nativity shows, the list goes on.

In order to help bridge the shortfall, from September 2019, we will be introducing an "Additional Services and consumables Charge " for parents accessing the "free" hours. This will be £1. per hour per child, which we believe is exceptionally good value.

The new charge has been introduced across the majority of nurseries in the country already, this has happened in order to avoid many of these nurseries to remain viable businesses and avoid closure. We believe that this charge will allow parents to continue to benefit financially from the "free" hours, as well as allowing the nursery to cover the cost of delivering sessions.

This is a voluntary payment, which we are asking all parents to opt into, if you wish to opt out then please make an appointment to see me so we can discuss the sessions available.

Please see "Champagne Nurseries -Lemonade funding " on you tube, for further info.

Kindest Regards

Lucy and Sarah

I agree to pay the Additional Services and Consumables charge

My Child will have access to the following services at School Lane Nursery

- Snacks
- Drinks
- Choice of days to attend
- Special events e.g. Nativity play, Easter sing along, Leavers Assembly
- Termly parents meetings.
- Cooking materials and ingredients
- Forest school (if session is available)
- Music and movement
- Access to tapestry online learning journals
- Guaranteed place until your child leaves for school

The charge of £1 per hour will be invoiced half termly. Policy for Additional services and consumables

Childs name

Print name

Signed

Date

I do not wish to pay the "Additional services and Consumable charge" and only want my free hours I understand that

- I **can not** choose my sessions and understand that all free sessions will only available in the afternoon
- I will provide a snack and drink every session
- I will need to pay for ticket(s) to see my childs shows
- I will have to provide cooking ingredients
- My children will not be offered a forest school session
- I will provide tissues and wipes for washing throughout the day
- I will provide Factor 50 sun lotion
- I will not have access to my Childs online learning journal but can view it anytime at nursery.
- My child will not take part in music and movement
- I will have to go on the waiting list for the free places for the following September.

Child name

Parents name

Signed

Date

Signed

And dated

Lucy Clarke & Sarah Goode