

Policies & Procedures



Learning
Stars
Montessori

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Introduction



Introduction

Learning Stars Policies / Procedures

The Policies and Procedures in this file are used as the basis of Learning Stars operations, according to Ofsted Regulations:

An operational plan is required as part of Standard 2 in the National Standards (National Standards 2.4).

The Operational Plan is a portfolio or collection of all of Learning Stars policies and information on how the setting will run for staff, parents/carers and Ofsted (National Standards 12.1).

The Operational Plan will be reviewed annually to ensure all information is updated.

It is the duty of Learning Stars to report all significant changes to Ofsted at the earliest opportunity (National Standards 14.3).

This operational plan will be a working document and will reflect this individual project and its growth and development.

Learning Stars Mission Statement, Aims & Objectives

***“One test of the correctness of educational procedure is the happiness of the child.”
(Maria Montessori)***

Learning Stars Montessori aims to support each child to experience a positive and rewarding experience in their first place of learning, through providing holistic care of their physical and emotional needs. Children will be looked after well, fed well, housed in a warm, comfortable and inspiring environment, with the highest quality equipment and resources.

Parents will be partners to the Learning Stars team, we will work together with them to achieve our goal in valuing the uniqueness of each child and supporting the individuality of each child to tailor their individual learning plans. Learning Stars believes in following the child, therefore allowing an understanding of the child’s individual needs to be paramount in the minds and hearts of all teachers and other adults making up the team.

Learning Stars will tailor activities to suit the individual child, based on Maria Montessori’s principles of vertical grouping, which has found that children often learn best from working across different age groups. Older children gain confidence and reinforce their knowledge by helping the younger children and the younger children learn through watching older children.

Learning Stars is committed to self development and growth of all the team by investing in further training and qualifications, in-house trainings and self-evaluations and reflections. Learning Stars follows the philosophy that any improvement and growth must come through the improvement and growth of the self.

Learning and Development



Learning and Development

Learning & Development Policy

Care, Learning and Play

Learning Stars is based on a clear vision of providing the highest standard of care, learning and play. Our central aim is to celebrate every child's uniqueness and facilitate each child's well-being and active learning, in a happy, friendly, secure and enriching environment in which children feel cared for and can develop to their full potential in all areas of learning and development. In working toward our central aim, we are always mindful of seeing through the eyes of the child, and of building relationships of trust with parents. In a continuum of progression from three months to five years, all children in Learning Stars have access to a wide range of activities, resources and experiences, considering individual differences and the length and pace of the child's day.

Care and education are inseparable, and the well-being of children is at the heart of all we do, supported in an integrated way which considers children's emotional, social, intellectual and physical development.

The Early Learning Goals

Young children learn about their world in a practical way, through exploration, discovery and challenging themselves through their own initiated play and planned activities. The experiences provided will encourage learning and development towards the following:

The prime areas of learning:

- communication and language
- physical development personal
- social and emotional development

The specific areas of learning:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Characteristics of effective learning:

- playing and exploring
- active learning
- creating and thinking critically

Montessori Curriculum

We offer a broad Montessori curriculum, with the core aim being to fully prepare our children for their future. However, we believe that we are preparing children not only for their next Nurseries, but also for the life in the wider world. We regard these nursery years as forming the base upon which our children will build their future education and develop tools for later life. We therefore aim to give our children as wide an education as possible during their time with us. We place a strong emphasis on a broad and exciting curriculum, with extra-curricular activities to broaden and stimulate, such as world music, yoga and meditation. The children's spiritual, moral, social and cultural development is also given strong emphasis and the nursery values of Kindness, Courtesy, Honesty, Respect, Perseverance, Independence, Confidence, Leadership, Humility and being Givers not Takers, underpin the aims and the delivery of the curriculum.

There are five key areas of Montessori learning:

- **Practical life** includes life skills to help develop independence, coordination, concentration, self-control, self-awareness and confidence. This includes grace and courtesy, care of elf, care of environment and control of movement.
- **Sensorial** activities allow the child to refine each of their senses. Includes the manipulation of specifically designed materials that isolate qualities. Refines fine motor skills, visual and auditory senses and develops coordination and the ability to order and classify. Materials include Pink Tower, Brown Stairs, Knobbed Cylinders, Colour Tablets.
- **Language** is based on phonetic awareness. Children work through specific hands-on and tactile language materials such as the sandpaper letters to the moveable alphabet. Language is not an isolated topic but runs through the curriculum. The spoken language is the foundation for writing and then reading.
- **Mathematics** is developed with the use of concrete learning materials. The sensorial area is the preparation for mathematics. Hands-on materials are used such as number rods, sandpaper numbers, number boards, spindle box, number tiles, beads, and games. Each exercise builds upon another and the child gradually moves to from concrete to abstract areas such as place value, addition, subtraction, multiplication, and fractions.
- **Culture** allows the child to explore the natural world around them and includes Geography (continents, landforms, earth layers, solar system), Zoology (classification, physiology of animals), Botany (ecology, classification, physiology of plants), History (timelines, using a calendar) and Science.

The role of the adult

Staff, encourage children to play and explore, be active learners and be creative and think critically. In addition, we support children in developing their confidence, independence and develop high self-esteem. We want our children to have a positive attitude to learning for life. Self-esteem is at the heart of emotional health and is necessary for children to successfully develop their social and intellectual capacities. Staff are aware of the importance of encouraging children to develop confidence and independence.

Relationships with warm, caring adults help to build confidence from which children can venture forward to independence. The key person role provides time and stability for a trusting relationship to develop, and priority is given to maintaining the key person link. Identified secondary adults (Buddy) help to limit the number of adults interacting with children at the most sensitive points in their day, such as arrivals, lunch time adult led activities or when a child needs comfort or closeness. (See Key Person Policy)

Children are valued and respected as unique individuals and encouraged from the earliest stages to make choices and actively demonstrate their interests and abilities. Adults support autonomy and self-esteem by planning an environment and activities where children can act independently, by acknowledging and appreciating children's achievements, and by encouraging and sensitively supporting children to develop their skills as well as take part in new experiences. All staff are familiar with and receive on-going training regarding the EYFS framework. These frameworks support our understanding of children as active, competent learners who build their understanding from direct experience of the world, supported by interactions with others.

Observing the Unique Child

All adults observe children on a continual basis and interact and respond appropriately and sensitively to children. This includes deciding when to become involved in play, conversation, offering help or guidance developing their thinking, and when to stand back for children to work independently.

Written observations are anecdotal notes and learning stories, made predominately during planned activities or child-initiated play as this is the time when each child is showing what they are interested in and what they can achieve independently. These observations are then linked to the EYFS development matters document and the characteristics of effective learning and are reflected upon to plan the next steps. (Minimum of one observation is uploaded per week)

Each child has their own unique 'Learning Journey' which is made up of observations, photographs, their own creations and parental input from home. These build up a picture of unique learning and development for each child and are shared with parents and, where necessary, other settings.

The Enabling Environment / Continuous provision

A wide range of resources are available both indoors and outdoors to provide opportunities for learning and development throughout all 7 areas of learning. Children have access to well-presented, labelled, open-ended materials which they can select and use in their own way. Young children learn most effectively through active exploratory play, therefore play opportunities are given a central priority in enabling children to follow their interests, supported by interested and knowledgeable adults.

The enabling environment / continuous provision is linked to the EYFS Unique Child outcomes. This is reviewed regularly and developed to improve and support learning for all children during child-initiated play. Routines are organised to take account of the length and pace of a child's day, allowing for a balance of child-initiated play and adult led activities, alongside the need for quieter times and rest for the youngest children.

Planning

Planning is a collaborative process, with staff sharing and reflecting on their observations of their key children, using their understanding of the children and their learning and development within the Early Years Foundation Stage, they plan appropriately for their next steps.

Staff are familiar with next steps in learning and development and consider carefully when to support children's need to consolidate learning through additional experiences, and when to extend opportunities to support children's learning beyond their current independent development and understanding. Planning includes learning opportunities within the environment, resources, routines, interactions and activities.

For our youngest children, we ensure that the Prime areas of the EYFS are consolidated. We focus upon, developing children's personal and social development and their physical development. A high priority is given to communication. From the earliest stages, staff 'listen' to children in the widest sense, responding to gesture, sound or facial expression, and helping to build communication through eye contact and verbalising the child's experience. Throughout Learning Stars, time is taken for one-to-one conversations with children, as well as opportunities for talking and listening in groups. Children are

encouraged to indicate their choices of activity, and later to talk about their ideas for their plans, as well as to reflect on their experiences.

Key group activities are planned, with opportunities for children to explore alone or with others as appropriate to their development. The Early Years Foundation Stage supports the reflection of and effective support for children's learning and development.

Learning follows the same cycle of observations, reflection using the EYFS and next steps which are planned uniquely for each child. This may be by enhancing an area of the environment or an adult led activity which would support the child's next steps in development. The focus of learning and development would be embedding the Prime areas of learning and then developing the Specific areas of learning. We ensure that all areas of learning and development are covered termly, working towards and beyond the Early Learning Goals. Learning for children in EYFS is supported through a balance of well-planned opportunities for child-initiated activity, along with adult-led activities which are planned to ensure opportunities for each child to develop within the seven areas of learning, helping children progress toward the Early Learning Goals.

Unique Learning Journeys

We believe in building collaborative learning journeys in partnership with every child's parents, as we respect them as their child's first and most enduring educators. To build meaningful and shared profiles of the children's active involvement in their learning, we use a secure internet-based system called 'Parent Zone'. This enables us to make observations in real time using iPad to take photographs and short videos, write annotations of the learning taking place and then link this learning to the EYFS, Characteristic of effective learning, and Montessori curriculum. Parents can then respond with a comment and/or make observations themselves at home to share with their child's key person/teacher.

Parent's Meetings

Twice a year, Parents will be given the opportunity to meet with their child's teacher, to discuss their child's progress. Parents can discuss children's attainment, progress from the last Assessment point and their overall learning. Gaps in attainment or lack of expected progress are then targeted for improvement and parents and key worker will work together to support the child.

Children's development is assessed using three categories:

- Exceeding- Working above the expected level for the age range
- Expected- Working at the expected level
- Emerging- Working below the expected level for the age range

Analysis of data- COHORT

The attainment data for all children is analysed at the end of each term, covering the seven areas of learning. Data is collated and each individual's progress is recorded, allowing for practitioners to see weaknesses and strengths within their classroom environment. For example, if majority of the class was struggling with mathematics, this may be down to the environment or lack of mathematic opportunities, activities or stimulation. Using this information, development plans can be made to develop and enhance the classroom over the next term.

Values and Learning behaviours

We aim to build relationships where all adults and children within Learning Stars are working together in an atmosphere of respect, sensitivity and trust, where all individuals support, listen to and value each other. Social development is fostered in an atmosphere where all adults are providing positive role models of relating to other people.

Positive behaviour is encouraged by setting fair and consistent boundaries to ensure that all children are valued, safe and happy. All children have the opportunity to participate in circle time which supports the children in feeling part of the Learning Stars community and where we take the opportunity to celebrate our Learning Stars values. . Planned circle time activities also provide opportunities to discuss feelings and consider directly issues of right and wrong. With the youngest children, where the age and stage of development may prevent understanding of an explanation of why any negative behaviour is inappropriate, staff would redirect the child's play by using distraction. Usually children will be given brief explanation about the effect of their behaviour and encouraged to become aware of the feelings of other children or adults. Conflicts between children will be managed as problem-solving situations, involving children in considering the feelings and opinions of the people concerned and helping to suggest solutions. (Also see behaviour management Policy and procedure.)

Group play activities allow opportunities for cooperation and care for others. Role play throughout Learning Stars allows children to play together and to learn right from wrong through expressing feelings and emotions

(See Values Policy)

Assessments Policy

Assessment is an essential part of the learning and development of children in Early Years. Our accurate assessment depends on us getting to know our children very well and we gather information from a range of sources including observations of the children engaged within child-led/independent learning as well as during adult-led activities. We also do this through discussions with parents and carers and by talking to the children.

We use the following key documents to underpin our practice in the Early Years: Statutory Framework for the Early Years Foundation Stage (DfE, 2017), Early Years Foundation Stage Profile handbook (DfE, 2016), Development Matters (Early Education, 2012) and Early Years Outcomes (2013).

EYFS Outcomes

Each child will have an EYFS outcomes booklet which teachers will highlight to track individual progress. When a child initially starts, the teachers will highlight any outcomes they are sure the child is secure in, through observations, or conversation with parents. This initial highlighting is referred to as the 'starting point'.

After the starting point is complete, teachers will check and highlight the outcomes on a monthly basis. This will allow the teachers to assess areas the child may need support in, and possible next steps to help the child develop in those areas. These highlighting outcomes will also support the teachers to complete reports, as it enables them to understand the child further.

Baseline Assessments

Within the first 6 weeks of a child starting the nursery, an initial baseline assessment is made. The assessments are made in the prime and specific areas of learning. The teachers will evaluate whether they believe the child is working above (Exceeding), below (Emerging) or at the expected level for their age (Expected), and teachers will create a next step based on what they believe the child needs support in. Parents will be encouraged to support the teachers in creating the report, by conversating with the teachers and sharing information regarding their child. The teachers will also complete a short-written summary on the child's development in each area of learning.

During the first six weeks, teachers will also complete the EYFS highlighting tracker within the child's profile.

Check at Age two

The Statutory Framework for the EYFS requires that practitioners review a child's progress and provide parents and carers with a short-written summary of their development in three

prime areas – personal, social and emotional development, physical development, and communication and language. The teachers will evaluate whether they believe the child is working above (Exceeding), below (Emerging) or at the expected level for their age (Expected), and teachers will create a next step based on what they believe the child needs support in.

Practitioners will complete this check between the ages of 24 – 36m (Usually when a child is aged between 30 – 33 months and will ask parent/carers to write their comments and sign a copy. A copy will be provided to parent/carers to share with their health visitor.

Achievement Updates

An achievement update report will be created Termly by practitioners (March, July, November). Practitioners will review the child's progress over the course of the term and will provide parents with a written summary of their development in the three prime, and four specific areas of the EYFS.

The teachers will evaluate whether they believe the child is working above (Exceeding), below (Emerging) or at the expected level for their age (Expected), and teachers will create a next step based on what they believe the child needs support in.

Special Educational Needs & Disabilities Policy

Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty that calls for special educational provision. Children have a learning difficulty if they have a significantly greater difficulty in learning than most children of the same age or have a disability, which prevents or hinders them from making use of the educational facilities.

This policy describes the provision we make at Learning Stars for children with special educational needs.

Learning Stars aims to provide a broad and balanced curriculum for all the children in our care.

- We endeavour to the best of our ability, to provide for children with SEN so that there is a continuum of educational and developmental provision.
- We consider early identification to be of great importance.
- We aim to integrate and include children of all abilities.
- We work closely in partnership with parents and carers,
- If a child finds difficulty with the curriculum, then we will endeavour to adapt it and provide additional support for the progress of the child.
- At Learning Stars, we will endeavour to make use of information and concerns passed on by parents in assisting with the identification of the child's special educational needs.
- We do not regard a child as having a learning difficulty solely because his/her first language is different from the language in which s/he will be taught.
- We acknowledge that children who are extremely able may also have special educational needs and as such provision will be made for these children.
- Our Special Needs coordinator {SENCO} is: **Rumana Ali**. The SENCO maintains a profile of all the children with SEN and takes responsibility to ensure that each child receives appropriate support including a relevant Individual Education Plan.
- All the staff who will be involved with observations, recording, target setting, and liaison will support the SENCO's work
- The SENCO will liaise with parents and outside agencies for specialist support and advice

Nature of Intervention

At Learning Stars, we will follow the graduated approach to children with SEN as recommended in the SEN code of Practice & Disability Act 2001. The staff will always work in partnership with parents and will keep them informed about how the setting is seeking to meet the needs of their child.

Early Years Action

The staff or SENCO will identify a child with SEN and will devise interventions that are additional to or different from those provided as part of the setting's usual curriculum and strategies. Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP)

In consultation with the parents the SENCO will take the lead in gathering information about the child from other professionals who may be involved with the child (e.g. Health Visitor, Social Worker, and Speech Therapist)

Early Years Action Plus

The staff and SENCO will be supported by external agencies and outside specialists (e.g. Educational Psychologists, Speech and Language Therapist, Occupational Therapist etc). Advice by outside agencies will be sought in order to devise a new IEP with more external strategies and targets. A request for help from external services is likely to follow a decision taken by the SENCO in consultation with parents at a meeting to review the child's IEP.

Statutory Assessment

A statutory multi-disciplinary assessment will be requested from the LEA by either the SENCO, parents or by one of the external specialists already involved.

Statement of Special Educational Needs

Wherever possible we will be responsible for delivering the education programme specified in the child's statement. The SENCO will be responsible for monitoring and reviewing the progress through IEPs and through the statement review process.

Confidentially

To meet the needs of all our children in our care it may be necessary at times to share information with parents and with staff in order to support the children's development. We may also need to seek help and advice from outside professionals. All information will be on a need to know basis and the contracting parent's permission will be requested.

Indoor and Outdoor Play Policy

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

Learning Stars will endeavour to provide children with a stimulating environment, where playing and learning go hand in hand. A varied selection of activities will be provided throughout the day, using both indoor and outdoor activities, to support the learning and development of the children in the EYFS seven areas of learning, and Montessori Curriculum.

Consideration will be taken to ensure that provision is made for children with special needs and abilities.

Both indoor and outdoor play are encouraged at Learning Stars

Children have access to a range of resources and activities to support their play, learning and development.

- Montessori Materials/ Activities - Children are allowed free access to the Montessori curriculum areas, which include; sensorial, practical life, cultural, literacy, maths, spiritual – personal, social, emotional. Children are encouraged to use these areas as their play areas with the direction and guidance of the teachers. All activities in these areas are designed to allow the children the ability to manipulate and experiment with the activities.
- Creative Activities - Opportunities will be given to the children to express themselves through activities such as painting, writing, cutting, sticking, chalking, and modelling.
- Imaginative play - Learning Stars recognises the importance of imaginative play and will aim to provide rich opportunities to widen the children's imagination. Construction blocks, practical life activities, costumes from different countries and role play materials from different cultures are all made available
- Books - A variety of books are available for children to look at and read, independently with a teacher or in a group
- Messy Play - A large variety of different mediums, such as sand, water, earth and dough will be made available. These will provide different tactile and imaginative experiences and will encourage expressive language.
- Sand and Water Play - A large sand pit and water tray are made available to the children in the outdoor area. They provide opportunities to experience scientific and mathematical concepts as well as encouraging social and language development

- Physical Play- Tunnels, balls, balancing beams, slide and climbing apparatus etc are provided
- Planting - A planting box is available which allows the children the opportunity to plant flowers, fruits and vegetables, and learn about the lifecycles of plants
- Maths Activities- Children will be given the opportunity to participate in mathematical activities supporting their learning and understanding in colours, 2D and 3D shapes, numbers and counting, space and measure, weights, etc.
- Science Activities- Children will be encouraged to experiment with colours, mixing materials and watching how things can be changed when combined.
- Literacy activities- Children will be given opportunities to learn to read, write their name, learn phonics and recognise words in print. Mark making is encouraged to support the child in making the first steps in writing and will be supported in how to hold a pencil correctly.

Indoor Play

The classrooms will be setup with engaging and stimulating activities at all time during the day, and children will be allowed to choose which activities they want to participate in. these activities will cover and support the child in the EYFS seven areas of learning (Communication and Language, Personal social emotional development, Physical, Mathematics, Literacy, Expressive Arts and Design, Understanding the world).

Outdoor Play

Outdoor play is both beneficial to the child mentally and physically, and gives them time to run, play and express themselves. The outdoor area is available to the children all day and all year round, and we aim to take the children out for a minimum of two hours a day. Our outdoor environment is an extension of the classrooms, and will therefore have activities set up that support the child's development in the Montessori Curriculum and the EYFS seven areas of learning (Communication and Language, Personal social emotional development, Physical, Mathematics, Literacy, Expressive Arts and Design, Understanding the world).

We believe there is no such thing as bad weather, so we aim to take the children out to experience all weather conditions, and only avoid using the outdoor space in Adverse weather conditions. Children are dressed according to weather conditions, for example, coats, hats and scarves in the winter; waterproofs and Wellies in the rain; and sunhats and sun cream in the summer and will have the opportunity to move freely between indoor and outdoor activities. Parents are responsible for supplying appropriate clothing and accessories needed for the weather (Coats, warm clothing, sun cream, hats, gloves, wellies etc)

We encourage all colleagues to use the outdoor area as a continuous provision for the children to play and develop in and Children are supported by practitioners who are enthusiastic about the outdoors and understand the importance of outdoor learning.

Learning Stars is committed to the importance of daily outdoor play and physical development in all children regardless of their age and stage of development. All activities will be made accessible to children with learning difficulties and disabilities to ensure all children are able to freely and independently use the outdoor area and physical play opportunities to best effect.

Outside has a higher concentration of oxygen in the air (25% more than indoors even with all windows and doors open). Oxygen is vital for cells to respire in the body, but particularly for brain function to aid the process of learning. Encouraging children to be active outdoors is vital for their health and well-being.

The outdoor environment should be viewed as having equal status with the indoors as a place for learning and development, providing different sets of experiences, meeting different needs and the same needs in a different way.

The outdoor space must be well thought through and well organised to maximise its value and usability by children and adults, making best use of its special nature.

Children need regular access to outdoor play in order to develop their large and small muscles, experience an environment that is different to the inside of the nursery and more importantly access sunlight in order to absorb vitamin D more effectively.

The outdoor areas, both within the nursery grounds and in the local community have a wealth of resources which help children to develop in a variety of ways, including independence, exploration and investigative skills, risk taking and self-esteem all of which support children to develop skills for now and the future.

‘Children can learn to make decisions, solve problems and grow in confidence in their own abilities outdoors and they need plenty of time to investigate their outdoor environment purposefully. They will make predictions about what may happen based on their previous play experiences and test out these ideas and theories.’ (EYFS Outdoors 2007)

The nursery will ensure all areas are safe and secure through close supervision and the use of robust risk assessments and safety checks. Colleagues are informed of the importance of these procedures and are trained appropriately to ensure these procedures are followed effectively.

All outdoor play opportunities and outings will complement the indoor activities and provide children with both adult-led and child-initiated opportunities to enable children to learn and practice new skills, knowledge and behaviours. All age groups are provided with a variety of resources to use in the outdoor areas. When outside, we give children the opportunity to do things in different ways and on a larger scale than when indoors.

Children of all ages are encouraged to explore and take risks, but colleagues are always close by to ensure they understand how to behave outside and to understand about

personal safety, the safety of others and risks to themselves. This will always be explained at a level that is appropriate to the children's age and stage of development. Practitioners teach children to use outdoor tools and equipment safely and with care. The nursery will ensure the safety and welfare of children throughout their time outside.

Key Notes

- Children will be taken outside for a minimum of two hours a day regardless of weather
- Appropriate clothing and footwear, as well as any accessories must be provided by parents. Learning Stars takes no responsibility if listed items are not provided by parents
 - Cold Weather- Warm clothing, jacket/coat, Hat, scarf and gloves and welly boots
 - Warm Weather- Sunhats, sun cream, thin clothing such as t-shirts, shorts and dresses
 - Wet weather- Raincoat, Welly boots and changes of clothes
- Children will have the opportunity to move freely between indoor and outdoor environments.
- We cannot stop children from accessing the garden. If a child is too unwell to go to the garden, they must be kept at home. Parents requesting their child is not given access to the garden, will be advised to keep their child at home.

Toys from Home Policy

At Learning Stars, we understand that it is natural that children wish to carry familiar toys from home with them and to show their friends items they consider precious. It has been our experience, however, that bringing toys from home to Nursery can create difficult situations to manage. In a group environment the introduction of children's own toys can cause complications with the process of learning to share. This is a major developmental goal for the children, and they can master it more successfully using the toys and resources at nursery. Hence we request that children do NOT bring toys from home into the Nursery.

Children have a natural desire to bring their own toys to Nursery. However, doing so often causes conflict between peers that they are unable to cope with or resolve amicably. Children have difficulty sharing a special toy BUT they have an equally difficult time choosing to put it away instead. Other children may feel upset or anxious when someone else has a special toy and they don't. Bringing toys into the Nursery can also cause unhealthy competition amongst the children, e.g. "My truck is cooler than yours" and can, moreover, be used as a power/control source, e.g. "You can't play with my doll, you're not my friend", or "If you don't let me have it, you can't come to my birthday party". We therefore request that children do NOT bring toys from home into the Nursery, but rather wait for the opportunity for sharing their own things during special times such as 'Show and Tell', which will be communicated with parents.

If a child brings a toy from home (other than where authorised by staff), staff will request that the parent takes it with them. If this is not possible staff will ask for this to be stored in buggy shed temporarily until collected. Exceptions to the policy will occasionally be made to accommodate transitions or difficult times or for children who have special educational needs. However, these exceptions are to be approved by Management beforehand. For example, where the benefits to a child from bringing their own comfort source to nursery outweigh the foreseeable disadvantages, it will be allowed for and carefully managed by staff at the nursery. Staff at the nursery will not be responsible for lost or broken toys from home.

Regarding comfort toys/ blankets, we have found that these are unnecessary at nursery. If your child requires it at home, we will allow them to bring it in, however staff will try to encourage child to leave it in their bag. During the day, staff are always at hand to offer cuddles or comfort to an upset or distressed child's, hence why we feel that comfort toys/blankets are not needed. Staff in the child's room will be able to offer advice on whether a cuddle toy/blanket is needed at nursery for your child. We also discourage children aged three and above bringing in any cuddle toy/blankets, in preparation for their future transition to school.

Key Notes:

- The setting is unable to accept any toys, bags or bottles from home, and cannot store these on site
- Learning Stars will not be held responsible for any lost or damaged toys or items brought into nursery. All belongings are brought in at own risk. This applies to toys, bags, hats, water bottles, lunch boxes and items of clothing, jewellery, amongst other things. Please label all belongings before bringing them.
- Please do not send in any items of great sentimental or monetary value.
- Staff will not search for any lost belongings, beyond a quick look around. If an item is lost, staff will note it down, and return to Parent once it has been found. Staff will not stay on site searching for lost items.
- If a child brings a toy from home (other than where authorised by staff), staff will request that the parent takes it with them at the door.
- Jewellery is discouraged from being at worn at nursery. All jewellery worn by children on site, is at parents risk, and Learning Stars will not be held responsible for lost or damaged jewellery, or injury caused by jewellery.

Safeguarding



Safeguarding

Admissions Policy

Parents who are interested in registering their child with Learning Stars may contact us to make an appointment to come in and visit the nursery in action and our living values. We would encourage this, as parents should feel comfortable and secure with the surroundings. As the children and their learning is our priority, show rounds are available at certain times of the day (between 10-11am and 4-5pm), and for 15-minute time slots.

- Children entering the nursery need to be at least 3 months old
- On registering their interest, a £85 non-refundable administration fee is required and upon acceptance of a place a £350 deposit is payable which will be deducted from the last month's fees providing a full month's notice of withdrawal has been given.
- Each child is assigned to a key worker who will be responsible for ensuring the child has a holistic experience at nursery and should be their key point of contact. The keyworker will also be responsible for ensuring all learning profiles and observations are complete. However, all teachers interact fully with all children and the key worker is not a sole point of contact for the child.
- Children will need the parents to stay with them upon initially starting at Learning Stars – for how long will vary upon the child. We recommend parents who are working take time off for the first few days to help us properly settle the child. Some children may benefit from starting with a half day for the first few days even if the intention is that they stay for a full day ultimately. We are keen the children feel settled and secure as we do not want their first experience of education to be a fearful or a daunting one.

Arrival & Collection Policy

To ensure the safety of all children and staff, Learning Stars staff must ensure the following procedures are adhered to:

1. Answering the Door

The person who answers the door must always check to identify the caller. This can be first done through the video intercom system, secondly, if the caller is not known, the safety chain must be kept on whilst identification is sought, i.e. name, reason for calling, name of person whom the caller is here to see, identity card. Before granting a caller access, always check with the authorised person. Never grant access to anyone who is not known.

2. Visitors

Any visitors such as salespeople, college assessors, gardeners, handyman etc. must fill in the visitor's book on arrival. They must always be supervised, unless DBS checked and authorised to be unsupervised.

3. Authorised Collectors

Each child must have at least two authorised collectors. Parents are required to introduce each authorised person, or if not possible, to provide photographs of each authorised collector together with work, home and mobile phone numbers.

Parents will be asked quarterly to confirm the authorised collectors are unchanged from the previous quarter and update any contact details.

If authorised collectors are not able to collect, and parent/carers authorise another family member/friend to collect as a one off, they must send a photo of the person, along with a password and the full name of the person collecting. They must also know the child's full name and date of birth.

4. Persons Prohibited from Collected Children

If a different person calls to collect a child and the parent / carer has not informed the nursery of this, then the parent / carer's permission must be obtained before handing over the child.

All staff should be aware that some children are not allowed to encounter certain members of their own family. In such circumstances, a register is kept of each child and the names of those family members with whom the child is forbidden contact. If one of these family members should call at the nursery, they must not be granted access, and an authorized person must deal with the situation and ensure that no contact is permitted. The child's primary carer must be informed of the incident immediately thereafter.

5. Uncollected Children

See the "Uncollected Child Policy"

NOTE: Children attending Morning Session can be dropped off any time between their session time (8am – 1pm). Children attending Afternoon session can be dropped off any time between their session time (1pm – 6pm). Children cannot be dropped off any earlier or collected later than their specified session time, unless authorised by Management.

Door Opening & Closing Policy

It is important for all staff to be aware and vigilant and practice safe use of the doors in the building, to ensure maximal security, protection and safety of the children under our care.

Front Door

- Whenever the front door is being used the internal glass door divider must always be **closed**
- Before opening the door, the caller must be identified. This can be done through the video intercom or office window, and door should only be open once caller has been identified.
- If caller is not known (ie, enquiry), staff may open the door but must ensure another staff member is by the glass doors, in case of emergency situation.
- Make sure you always close the front door properly and lock
- When opening the front door to public, children should not be present (unless they are going home, in which case, only one child to be given at a time, unless supported by other staff)
- **ONLY AUTHORISED STAFF ARE ALLOWED TO OPEN THE DOOR TO THE PUBLIC OR FOR HANDOVERS OF CHILDREN. Staff must be pre-authorized to answer doors, and should be a senior member of staff, with a minimum of a level three qualification.**

Internal Doors

- All fire doors must be kept shut, unless they have a fire safe door opener in place.
- Toilet Doors can be left open.
- All Staff must ensure children are kept away from the doors, as when they are opened and closed, injuries may happen.
- When using internal doors, Staff must knock then open **slowly**. When closing, make sure that it is closed all the way. No door should be left to close by itself.

Bi-fold Doors

- Always make sure no children are present on both sides of the doors when in use.

Utility Room Door

- Must always be kept locked
- When senior staff need access for a specific purpose, staff to ensure children stay away from the door and do not gain access to the utility room.

Handover of Children Policy

It is of paramount importance to ensure the safest and smoothest handover of children at the front door of Learning Stars. For this reason, the policy and procedures involved are essential to know in detail by all staff involved in this process.

1. Only designated and trained persons are permitted to open and close the door to the public and for the receiving and handover of children.
2. When opening the door to members of the public who are unknown and have no booked appointment, the member of staff must ask for Identification of that individual and check this identification before permitting any entry.
3. No one is permitted inside the nursery unless they have an appointment with the nursery or are required to carry out some type of works at the nursery.
4. When opening the front door, the glass doors must be closed so children inside the nursery are not able to get out.
5. When opening the glass doors, the front door must be closed properly and locked beforehand.
6. When receiving children at the door, it is important to take them in **as quickly as possible**.
***Please do not talk with parents at this time.** Tell parents to wait until you have handed over the child into their classroom, and you will speak to them after. This is crucial for child safety, and children often get distressed at the door if you are talking to their parents. There is also a risk of a child escaping from you if you spend too much time with them at the front door.*
7. When receiving children, **ONLY ONE CHILD** is to be collected at a time, unless there is more than one member of staff to receive the children. Parents must wait with their children at the door until you have handed over received children.
8. After entry back into the building, always ensure that you close and lock the front door and close the glass doors.
9. Please take care opening and closing the glass doors as they are fragile, please make sure you practice using the locks to ensure you do them properly and reduce any risk of damaging the doors.

It is of paramount importance for security of the children and the parents that the following policy and procedures are always adhered to :

- A Senior or Authorised member of staff must always be present at the door, to ensure safety of children, smooth communication with parents, and that no persons from the public try to gain access through this route.
- In the morning reception of children, Admin / Management / Room Leaders will manage the front door.
- In the afternoon and end of day handover, Admin / Management / Room Leaders / Senior staff members must manage the front door.
- One member of staff during handover will be responsible for opening and closing and locking the door with the key. All driveway gates must be shut.
- The member of staff responsible with the key must collect the key from the office and return the key as soon as the door is locked, confirming the door has been securely shut and locked.
- When handover of children is happening at the door, ratio must always be maintained, and able bodied (i.e. staff who have no medical risks) staff must support the handover, in case children try to run into the driveway.
- Children ready for handover need to be occupied with activities in the waiting area with the mobile fences or handover classroom with activities to keep them engaged, and parents arriving to collect children must wait outside the door for handover of their child. The child being collected should be assisted out of the waiting zone / classroom by a staff member.
- When handover of children is happening, the door must not be left open without a Senior Member / Room Leader / Admin / Management present. (Door Stops are not to be used to prop open the door)
- Handover should be given to one parent at a time, and you must kindly request parents wait until they can be given handover.
- The Room Leader / Senior Staff from each room must be present in the afternoon and end of the day handovers of children.
- Parents must drop off their child to the main front door during drop-offs.
- Children attending Morning Session can be dropped off any time between their session time (8am – 1pm). Children attending Afternoon session can be dropped off any time between their session time (1pm – 6pm). Children cannot be dropped off any earlier or later than their specified session time, unless authorised by Management.

Authorised Staff for :

Management

Admin

Room Leaders

Senior Staff

Drop-off procedure:

Children can be dropped off at the main door, at any time during their sessions. Morning sessions main drop-off time is from 8am-8:15am, and Afternoon session main drop-off time is 1pm-1:15pm.

Children can be dropped off at any time during their session, however to avoid disruption to the children's learning, and to not miss out on important parts of the day, we recommend all parents to aim to drop off their child during the main drop-off times.

Collection Procedure:

Children can be collected from the Handover Zone (Side extension) between 12:45pm – 1pm and from 5:45pm – 6pm.

Children can be collected at any time during their session, however any collections made outside of the above specified times, must be done at the main door.

	Time	Location
AM Drop-off	8am – 8:15am	Main door
AM Collection	12:45pm – 1pm	Handover Zone (Side Extension)
PM Drop-off	1pm – 1:15pm	Main door
PM Collection	5:45pm – 6pm	Handover Zone (Side Extension)

Missing Child Policy

At Learning Stars, we take the security and safety of the children incredibly seriously. However, in the very unusual circumstance that a situation arises where a child could be lost – for example :

- Where a child wanders off on a nursery outing (see policy on outings)
- Where a child is taken from the nursery by an unapproved adult (see policy ‘Arrival & Collection’ and ‘Handover of Children’))

Should a child become lost, the following should be taken :

- Alert the Manager or Deputy who will make enquiries with all staff as to when the child was last seen and where.
- Ensure the safety of the other children, regarding supervision and security.
- Ensure that the remaining children are sufficiently supervised and secure, one or preferably two members of staff should search the building, garden and immediate vicinity.
- If the child cannot be found within fifteen minutes then the Police and parents must be informed.
- Continue to search, using a wider area if necessary, while keeping in touch always by mobile phone
- When the situation has been resolved members should review the reasons for it happening, do a risk assessment, complete the “missing child form” and ensure measures are taken to ensure that the situation does not arise again
- Manager to write an “incident report” with corrective action to be filed centrally.

MISSING CHILD FORM

Name of Child :	
Date of Birth :	
Date of incident :	
Time of incident :	
Time Police informed :	
Branch of Police informed :	
Police Reference Number :	
Time parent/carer informed:	
Outcome :	
Corrective action report :	

Manager Signature :	Date :
Parent/carer signature :	Date :

Uncollected Child Policy

Learning Stars Montessori has an obligation to stay with any uncollected child at the end of the day until that child is collected.

In the case of a child not having been collected on time without prior notice from the parent / carer, the following steps should be taken :

- The staff will NOT release the child to an unauthorized person unless notified by the parent / carer that an emergency has prevented him / her from collecting the child. In this instance a full physical description, name, and a password will be required before the child is released. The staff should check these details before permitting the child to leave – even if the child seems to recognize the person.
- If the child is not collected within 15 minutes after the nursery closing time, the staff will try and contact the parent / carer or another person on the emergency contact list.
- If unsuccessful the staff will continue to wait with the child whilst continually trying to establish contact with the parent / carer.
- If no contact has been made either way after 2 hours, Social services will be contacted.
- A message will be left with the parent / carer to advise of this action
- The safety of the child then becomes the responsibility of the Social Services team
- A record should be kept of all children who are not collected on time on the attached record card
- The nursery has the right to impose a fine on any parents / carers who continually pick their child up after the allocated time as this is unfair not just on the staff but on the child.
- The fine will be levied at £1 per minute late.

UNCOLLECTED CHILD RECORD

Name of Child :	
Date of Birth :	
Date :	
Time ultimately collected :	
Name of teacher supervising:	
Did the parent / carer contact the nursery to inform of delay and reason :	
Times calls made to parent / carer or other emergency contact (note name & time) :	
Authorisation given for teacher to take child home or drop off somewhere (inc drop off address, name and physical details of person with whom you are dropping off)	
Alternative person authorised – note name, physical description, address and password :	
Time Social Services informed (if applicable) :	
Time parent/carers informed if Social services informed:	
Outcome :	

Manager Signature :	Date :
Parent/carers signature :	Date :

Security Policy

Security of the children is of paramount importance at Learning Stars and this policy works in conjunction with other policies of the nursery around safeguarding of the children including :

- Arrival and collection policy
 - Fire Policy
 - Health and Safety policy
 - Missing Child policy
 - Police check policy
 - Risk assessment policy
 - Safe environment policy
 - Uncollected child policy
 - CCTV Policy
-
- All staff are responsible for locking cupboards and storage areas designated as their responsibility, reporting broken locks or missing keys, ensuring the internal gates are secure and checking other security features in the nursery.
-
- Staff are responsible for ensuring keys are kept safe and responsible for a final tour of inspection of security on leaving the building unless other staff are still in the building.
-
- It is considered an unacceptable breach of professional behaviour to leave out items which should be locked away, or to fail to lock doors, gates, cupboards, windows etc.

Lockdown and Emergency Procedures Policy

Learning Stars Montessori is committed to ensuring the safety and wellbeing of all children, staff and visitors and takes seriously any external incidents which have the potential to pose a threat to the safety of the children and adults in the setting.

Lockdown procedures may be activated in response to any situation that pose a threat, but some of the more typical might be:

- A reported incident or disturbance in close vicinity of the nursery grounds or local community (which may pose a potential risk to children or adults in setting)
- An intruder on the nursery premises
- Environmental risk locally, on which a warning may have been received (e.g., Smoke plume, gas cloud, air pollution, etc)
- A major fire in close vicinity of the setting
- A dangerous animal in proximity of the nursery

Partial Lockdown

A partial lockdown is a precaution aimed to keep children and staff while remaining indoors, and this may be a result of a reported incident or disturbance in close vicinity of the nursery, or a warning being received of environmental risks locally. In a partial lockdown, staff and children should remain in the building and all doors leading outdoors should be closed and locked. **No one should leave or enter the building**; however, the setting can continue as usual.

During Partial Lockdown:

- Management will alert the staff, and ensure each room is aware of the 'Partial Lockdown'.
- No staff or visitors should enter or leave the premises
- No outgoing calls should be made, and incoming calls should be diverted, in order to keep phone line's clear, which may be needed to contact emergency services.
- All outside activity to cease immediately and all children and staff to return to the building
- All staff and children should remain in the building and external doors and windows should be locked
- Free movement within the building is permitted, dependent on circumstances.
- In the event of air pollution, or chemical, biological or radiological contaminants issue, air vents, fans, heating and air conditioning systems should be closed off or turned off. All cracks around doors and vents, should be blocked/sealed off to minimise possible access points of pollutants.

Full Lockdown

A full lockdown signifies an immediate threat to the setting and may be an escalation of a partial lockdown.

Immediate action during Full Lockdown:

- Management will alert the staff, and ensure each room is aware of the 'Full Lockdown'.
- No staff or visitors should enter or leave the premises
- No outgoing calls should be made, and incoming calls should be diverted, in order to keep phone line's clear, which may be needed to contact emergency services.
- All outside activity to cease immediately and all children and staff to return to/stay in the building
- External doors should be locked
- Nursery to gather into one room, and internal doors might be locked
- Lock windows, draw blinds and curtains, cover internal door windows (so an intruder cannot see in)
- Staff and children to sit quietly out of sight and where possible in a location that would protect them from harm such as gunfire (bullets go through glass, brick, wood and metal). Consider locations behind substantial brickwork or heavy reinforced walls.
- Turn off lights, computer monitors
- A register should be taken, and headcount completed of all staff and children at the setting
- Children should not be released to parents during a lockdown and staff should not leave the premises unless instructed to do so.

Procedures for full lockdown:

- All staff have been told to be vigilant and if they see something which is likely to cause harm to immediately shout "LOCK DOWN, LOCK DOWN, LOCK DOWN" so that everyone can hear, alerting staff outside by opening the door and shouting the alarm call. Count the children as they come inside, checking the total with the register. Immediately check in the garden if any children are found to be missing.
- On hearing this alarm call all staff to bring registers, and guide children and any visitors/students etc to Children's House (Depending on where the threat is – If any changes to this, this will be communicated at the time). Checking each area is empty as they go, locking external doors and windows; turn off lights and closing internal fire doors.
- One member of staff immediately counts the children/ staff and check against totals in register. If a child or staff member is missing, Management (or senior staff member in their absence) to search in the building and bring them back to the classroom as quickly and quietly as possible.

- One member of staff lock classroom door, remaining staff sit with the children to help keep as calm and quiet as possible.
- TURN LIGHTS OFF AND KEEP THE GROUP AS QUIET AS POSSIBLE
- Phones are available in all classrooms and office. Parents contact list is available on all tablets, as well as iConnect app (Available to log in on any smartphone)
- Office staff to bring mobile phones and turn mobile phones to silent.
- A senior member of staff to ring 999 to report the incident and follow their instructions
- If needed, classroom doors can be barricaded using classroom tables and furniture.
- If a group are on an outing when the incident occurs, a staff member to telephone them to tell them NOT to return to the nursery until the all clear has been given. If it is safe to do, the group should stay where they are e.g. in the library/museum. If they are on their way back to the nursery, to stop and go back to the venue and stay there until advised otherwise. (This group will have a nursery mobile and parent contact list with them). The staff on the outing to ring the police for advice. If safe to do so, we would suggest to parents to collect their children from the venue. If not, we would remain there until it was safe to leave and return to nursery.
- Each classroom has access to water, cups and snacks, as well as beds and bedding.
- We would remain in the classroom until told otherwise by the authorities, supporting the children and each other, for as long as necessary
- If the incident is being dealt with by the authorities and we are not directly affected and have been told to do so by the police, we will return to the classrooms in the hope to reduce the stress on the children as much as possible.
 - We would remain within the school building (not venturing into either the front or back garden) until the all clear has been given by the authorities.
 - On being told to do so by the police, we would email parents to notify them of the incident. The telephone would be manned to receive incoming calls.

To reduce the risk of someone entering the building to cause harm, procedures include:

- A member of staff is located in the hallway during busy drop-off and collection times
- The front door is locked after these busy time and parents ring the bell for entry
- The doors to the garden are always locked when the children are not in the garden.
- All access gates in garden and all doors leading into nursery locked at all times
- We have a password and ask for a description of anyone collecting a child who we haven't seen before . Parents told to inform us if anyone other than themselves are collecting/dropping off
- All visitors must be pre-booked, and ID checked before coming in.
- Outside lights so we can see when it gets dark
- CCTV surrounding the nursery premises

After lockdown has taken place:

All parents will be informed of the lockdown, as soon as possible after the incident.

Following the need for lockdown, management will create a full record of the event. Policies and procedures will be reviewed as soon as possible to identify any areas for potential development.

A notification of significant incident will be made to Ofsted within 14 days (preferably as soon as possible after the incident).

Recording and Monitoring Policy

Recording and monitoring is an important aspect of the classroom. At Learning Stars we ensure that all recording and monitoring is up to date.

Recording and Monitoring Person: Key Teacher

When we record and monitor:

- Behavior issues
- Concerns relating to abuse
- Special needs issues
- Child protection issues
- Health issues
- If contacted by social services

How the Monitoring is done:

- Observe the child at designated times
- Keep records of all observations relevant to the issue
- Keep all records up to date

The information on all monitoring and records is disclosed to the Manager and key teacher, parent [if allowed by external bodies] and the relevant external organization involved with the situation.

Essential Records Policy

The following records must be kept on the premises at all times :

1. Name, home address and date of birth of each child registered at Learning Stars
2. Name, home address and telephone number of a parent of each child registered
3. Name, home address and telephone numbers of all staff
4. Name and contact numbers of all persons authorised to collect a child
5. Details of any person who will be in unsupervised contact with children at any time (including for example the member of staff who will stay behind in the event of a child not being collected)
6. Daily record of children on the premises and their hours of attendance
7. Record of any incidents and accidents
8. Records of any medicines administered to children at the request of parents
9. Procedures for and record of any fire or accident
10. Procedures to be followed in the event of any parent failing to collect a child
11. Procedures to follow in the event of a child being lost
12. Record of any complaints from a parent about the service offered by Learning Stars
13. Procedures for the protection of children in the event of an allegation of abuse or neglect.
14. Copy of the standard contract with parents.
15. Qualifications of everyone employed in the facility
16. Maintenance and cleaning of premises and equipment log
17. Gas and electrical safety check
18. Collection of children procedures in an event of an emergency.

Confidentiality Policy

To meet the needs of all children in our care, it is important to share information with parents and with one another in order to support the child's development. It may also be necessary in some circumstances for Learning Stars to seek the help and advice from outside professionals. If this action is taken, the parent / carers permission will first be sought.

Any information will need to be on a need to know basis and will be kept confidential.

All members of staff will agree to respect the Learning Stars Confidentiality Policy and Data Protection Policy and will sign a copy of this document to indicate their agreement.

Name	Position	Signature	Date
Houra Qadir	Registered Person		
Rumana Ali	Manager		
Zahrah Ahmed	Deputy Manager		
Khayra Benaouda	Admin		
Nazira Wadood	Room Leader		
Leena Hussain	Room Leader		
Deyar Saaed	L6 Teacher		
Katherin Miluska	L4 Teacher		
Samina Ahmed	L3 Teacher		
Sanya Nawaz	L3 Teacher		
Hasan Ahmed	L3 Teacher		
Nargis Ahmed	L3 Teacher		
Ruksar Rahman	L3 Teacher		
Joanna Budzan	L2 Teacher		
Mitra Sarwary	L2 Teacher		
Shayasta Khan	L3 Teacher		
Denisa Halili	Support		
Rabia Dahmi	Support		

Name	Position	Signature	Date

Data Protection Policy / GDPR

The Data Protection Act 1998 came into force on 1 March 2000 and superseded the Data Protection Act 1984. The purpose of the Act is to protect the rights and privacy of individuals, and to ensure that data about them are not processed without their knowledge and are processed with their consent wherever possible. The Act covers personal data relating to living individuals, and defines a category of sensitive personal data which are subject to more stringent conditions on their processing than other personal data. The Nursery is committed to a policy of protecting the rights and freedoms of individuals with respect to the processing of their personal data.

1. Scope of the policy

1.1 The Data Protection Act applies to electronic and paper records held in structured filing systems containing personal data, meaning data which relates to living individuals who can be identified from the data. This includes any expression of opinion about an individual and intentions towards an individual. It also applies to personal data held visually in photographs or video clips (including CCTV) or as sound recordings. The nursery collects a large amount of personal data every year including: staff records, names and addresses of those requesting prospectuses, references, fee collection as well as the many different types of research data used by the nursery.

2. Responsibilities

2.1 Data Protection means that the Nursery must:

- Manage and process personal data properly
- Protect the individual's rights to privacy
- Provide an individual with access to all personal information held on them

2.2 The Nursery has a legal responsibility to comply with the Act. The Director has overall responsibility for this policy.

2.4 The Director is responsible for drawing up guidance on good data protection practice and promoting compliance with this guidance through advising staff on the creation, maintenance, storage and retention of their records which contain personal information.

2.5 Every member of staff that holds information about identifiable living individuals has to comply with data protection in managing that information. Individuals can be liable for breaches of the Act.

3. Relationship with existing policies

This policy has been formulated within the context of the Learning Stars Confidentiality Policy.

Policy for the Use of iPads in the Setting

iConnect

This setting uses a website-based system iConnect for administrative and record-keeping purposes, including taking the attendance register, making text-based and photographic records of children's activities, recording contact information, planning lessons, reviewing children's progress, and compiling statutory Department for Education reports. Text, data and photographs are uploaded to iConnect servers by teachers using Internet-connected Apple iPads or tablets within the setting. Text, data and photographs are stored remotely on iConnect online servers and are protected by industry-standard Internet security procedures including encrypted transmission, teacher-access PINs, access-device registration and physical protections.

Physical storage of photos on iPads

The system is designed so that text, data and photographs are saved directly to iConnect remote, secure web servers. This means that no photos nor any text or data are stored on the iPad itself.

But because an iPad may separately be used as a digital camera, before an iPad is removed from the setting, it is checked by a Manager for any stored photographs and these are cleared from the device's memory so that there is no risk of unauthorized access to photographs taken in the setting if the iPad were lost or stolen. At the end of each week, staff are required to delete all photos or videos from devices memory to risk unauthorized access.

Teachers are not authorized to remove any devices from the setting, but if devices are removed for maintenance, etc., staff must inform the Manager in advance so that this check can be made. When an iPad is returned to the setting, it is also checked by a Manager for any new content including stored photographs, web browsing content or other material not relevant to the setting, all of which is deleted before the device may be used again within the setting.

Physical location of tablets in the setting

When not in use the tablets are stored securely in the setting's locked cabinets. No devices may be used in toilets or nappy-changing areas without at least two teachers being present. Teachers must behave responsibly with tablets as pieces of delicate electrical equipment, protecting them from damage and ensuring they pose no physical risk to children.

Use of personal devices in and outside the setting is not permitted. **Teachers may access iConnect for work purposes but will not download, e-mail or copy any text, data or photos from iConnect to the Internet or onto other devices including printers.**

Uploading of photos to the Internet

Photos taken with the tablets are never uploaded to any part of the Internet except to iConnect secure servers. For example, no photo of any child or group of children on the tablets may be e-mailed, posted to Facebook, tweeted on Twitter, or pinned to Pinterest. Parent requests to e-mail photos from a tablet are always refused for security reasons. In order to ensure that no photos are being uploaded, e-mail 'sent' lists and web histories on the tablets are never cleared so that they may be checked by a Manager.

iPad Restrictions

All tablets used in the setting have PIN-protected 'Restrictions' on what web content, applications and functions may be used. For example, in Settings > General > Restrictions, at least the following restrictions are applied: - Allowed Content is set (using UK ratings) as follows: 'Clean' Music & Podcasts, 'U'certificate movies, 'CAUTION' TV Shows, 'Restricted' Books, and '4+' Apps - Require Password is set to 'Immediately' - In the Game Centre section, Multiplayer Games are 'Off'.

Safeguarding

Any teacher has a right to challenge any other teacher regarding their tablet use and is obligated to report any concern immediately to the setting's Safeguarding Officer. At the discretion of the Safeguarding Officer, the suspected teacher may be required to leave the setting immediately and the tablet they were using may be retained for investigation. For more information, please refer to the setting's Safeguarding Policy.

CCTV Policy

The purpose of this policy is to state how Learning Stars deals with the requirements of the law, particularly the Data Protection Act 1998, in respect to using Closed Circuit T.V. System in the premises.

The purpose of the CCTV system is for the security of the premises, the prevention, detection and investigation of criminal activity, trespass and vandalism and the safety of children, staff and visitors to the site. Static and remotely operated cameras enable this purpose.

Learning Stars policy is to:

1. Inform all who come into the Nursery that CCTV is in use.
2. Ensure the prevention of intrusion of privacy for immediate neighbors.
3. Keep images from CCTV secure and controlled by authorised personnel.
4. Maintain all CCTV equipment in working order.
5. Manage the output in a responsible way having quality control and replacement arrangements.
6. Provide retention of images within the stated purpose only.
7. State the manner and means of destroying stored images.
8. Comply with the 'Freedom of Information Act 2000'.

Arrangement Procedures

The following arrangements are in place in order to meet the aims of the policy:

1. All users of the Nursery will be notified of the use of CCTV by appropriate signage throughout the Nursery.
2. All camera views of the Nursery premises that also take in the neighboring houses and gardens will have appropriate pixilation to only reveal the desired viewpoint. This will apply no matter which camera function is employed.
3. The images that are recorded will be held in a secure location on the systems server and can only be accessed by those authorised to do so.

4. The secure location for viewing live images will be in the Nursery Office/Control Room and remote access will be available to the Nursery Manager / Registered Person.
5. Within the purpose of the CCTV system such images may be shared with the Police enforcement agency if deemed necessary by the Nursery Manager / Registered Person.
6. The images will be digitally recorded on a rolling programme of 31 days. Unless required for evidence purposes, this retention will automatically overwrite the oldest images.
7. Any retention of images kept on the server will be kept until they are no longer required then overwritten in the normal way.

User Responsibilities

All user staff have the following responsibilities:

- To uphold the arrangements of this policy.
- To handle images/data securely and responsibly, within the aims of the Policy.
- Staff needs to be aware that they could be committing a criminal Offence if they misuse CCTV images.
- To uphold the recorded procedure for subject access requests.
- To report any breach of procedure to the System Manager.
- To attend training / refresher sessions as required.

Photography Policy

Upon having a child accepted at Learning Stars , the parent/carer with whom the Nursery has a contract with is asked to agree to the child being photographed on occasion by a teacher or an individual validated by the Nursery. This enables Learning Stars to proceed with taking photographs for publicity shots, record cards and activities.

Every parent/carer has the right to refuse this request, in which case the child must not be photographed by any member of staff, by a parent/carer, or by any outsider without the express permission for that occasion of the parent whom the Nursery, has a contract .

Where photos are made available to the press, television or on the Nursery website, they will not be released with the names of the child unless the contracting parent/carer gives express permission for this to be done.

On signing the Learning Stars application form the parent/carer signs the consent for photographs to be taken while in the Nursery premises

Mobile Phone Policy

Mobile phones, Smart Watches, Tablets, cameras or any device with a camera are not permitted for use within the nursery or outside area.

Parents/carers, staff, students/volunteers and visitors are politely reminded not to use any mobile phones, "Smart" Watches, tablet's, cameras or any device with a camera whilst in the nursery or nursery garden or whilst caring for the children outside the nursery i.e. on outings.

Staff are not permitted to use mobile phones including smart watches during working hours. Under no circumstances are mobile phones, smart watches or personal cameras to be taken into children's areas.

All mobile phones including smartwatches must always be kept in a locker or other secure place in a designated staff area .

Personal calls should be made and received during allocated breaks either off the premises or in the allocated staff room areas. In exceptional circumstances where calls need to be made or received outside these times, an arrangement must be made and agreed with the manager and the nursery main line may be used.

Any Visitors to the nursery will be informed of the policy and will be asked to turn off their phones and keep them in their pockets/bags while on premises.

Social Media Policy

It is important when using social networking sites such as Facebook or Twitter that staff maintain confidentiality and ensure proper practice at all times. This is to protect the children, parents & families of the setting along with the staff. It is also to guard the nursery reputation and the staff's own personal reputation.

Staff must act in the best interests of the children & the setting. Staff guidelines when using social media sites include but are not limited to

- Staff must not mention any of the children from the nursery on their online profiles
- Staff must not write direct or indirect suggestive comments about work on their online profiles
- Staff must not publish photos of the children on their online profiles
- Staff must not publish photos of other staff while in the nursery on their online profiles
- Staff must not write anything about other staff members on their online profiles
- Staff must not use mobile phones to take photos in the nursery or to access social networking sites during their working hours
- In order to maintain professional boundaries staff should not accept personal invitations to be friends from parents of the nursery unless they know them in a personal capacity. Instead parents should be signposted to 'like' the official Facebook page.
- Be cautious & mindful when accepting friend requests from .
- Staff members are advised to set their online profiles to private so that only friends can see their information.
- Staff are responsible for adhering to the terms of service of each site they use
- Personal profiles should not contain any images or videos which may be perceived as inappropriate behaviour for a childcare professional
- The nursery logo must not be used in social media apart from the official Facebook page.
- Staff must not put the settings contact details on social media. Parents should be signposted to the nursery web page.
- Staff will not have the nursery name anywhere in their personal profile.
- Any breaches of the Social Media policy could result in disciplinary action.
- Staff must use social media in a professional, safe, responsible & respectful way. You must comply with the law.
- Staff must not use social media to attack, insult, abuse, defame or make negative or discriminatory comments about anyone.

Staff must be mindful that everything you post online is public, even with the strictest privacy settings. You must assume that everything is permanent & may be shared.

Learning Stars has a Facebook page available which acts as a communication tool for the setting.

We will use it to:

- Promote certain events such as parent consultations, trips, social events & visitors
- Update parents on staff training & development
- Give hints and tips for activities the children have enjoyed and home learning ideas
- To give news
- To show photos of activities, trips or special events

We also want to invite your thoughts & comments.

The nursery managers are the page administrators and will update the page on a regular basis.

The page administrators reserve the right to remove any comments at any time. The intent of the policy is to protect the privacy and rights of the nursery, staff & families.

We will remove any postings that

- Name specific individuals in a negative way
- Are abusive or contain inappropriate language or statements
- Use defamatory, abusive or generally negative terms about any individual
- Do not show proper consideration for others privacy
- Breach copyright or fair use laws
- Contain any photos of children without necessary parental consent.

If you would like to report an inappropriate comment then please send an email to the nursery management.

Other policies that relate to this are

- Photographic policy
- Safeguarding policy
- Confidentiality policy

Safeguarding & Child Protection Policy

“Children become the victims or the beneficiaries of adult actions.” Hugh Cunningham

- **PURPOSE OF THIS POLICY**

Learning Stars is concerned about the welfare and safety of all its children and works to create an Ethos in which children feel secure and listened to. If our Child Protection Policy is successful Child Protection concerns that arise will be dealt with as sensitively and effectively as possible. Records will be accurate and securely stored and passage of information will only occur when it is in the best interest of the child for this to take place.

It is important to recognise, as per the Brent Child Protection Procedures 2001, that Child Abuse occurs in all groups within society. It occurs within all cultural, ethnic and religious communities and across all classes.

- **THE AIMS OF LEARNING STARS CHILD PROTECTION POLICY**

- To provide clear direction to staff and others about expected codes of behaviour in Dealing with Child Protection issues.
- To make explicit the nursery’s commitment to the development of good practice and sound procedures so that child protection concerns, and referrals are handled sensitively, professionally and in ways that supports the needs of the child.
- To promote effective liaison with other agencies in order to work together for the protection of all members of the community.

Definitions

- a) Neglect - The persistent or severe neglect of a child which results in impairment of health or development
- b) Physical Abuse - Actual or likely physical injury to a child, or failure to prevent physical injury or suffering
- c) Sexual – Actual or likely exploitation of a child by involvement in sexual activities without informed consent or understanding, or that violate social taboos or family roles

- d) Emotional – actual or likely severe adverse effects on the emotional and behavioural development of a child by persistent or severe emotional ill-treatment, inappropriacy, or rejection
- e) Potential abuse – situations where children may not have been abused but where social and medical assessments indicate a high degree of risk that they might be abused in the future, including situations where another child in the household has been abused, or where there is a known abuser

Signs of possible abuse include (These are not exhaustive or necessarily indicative of abuse)

- a) Neglect – constant hunger or tiredness; frequent lateness or absence, poor personal hygiene, untreated medical problems; running away, stealing, low self-esteem
- a) Physical - unexplained injuries/bruises; improbable or evasive excuses, untreated injuries; fear of treatment or medical help, fear of physical contact, fear of going home, over aggressive or defensive tendencies, fear of removing clothes, bites, lashes, facial injuries, including haemorrhages behind eye.
- c) Sexual - Tendency to cling, tendency to cry, genital itching, acting ‘like a baby’, distrust of familiar adults, wetting and/or soiling, fear of undressing, throat infections, depression, fearful/panic attacks.
- d) Emotional – Physical, emotional, developmental delay; over-reaction to mistakes; tearful, fear of losing, fear of parents being contacted, stealing, thumb-sucking, rocking, anxiety, Munchausen Syndrome by proxy (If a parent of child deliberately fabricates or induces illness in that child). Signs may include; perceived illness, doctor shopping, enforced illness, fabricated illness, poisoning e.g. with salt, induced seizures, suffocation, bleeding, rashes, tampering with vomit/urine. Child may exhibit unusual or unnaturally prolonged illness; symptoms/signs have a temporal association with mother’s presence, mother unusually at ease in hospital environment, multiple illnesses/similar symptoms in family, unexplained death of siblings.

3. STATUTORY FRAMEWORK

‘Working Together Under the Children Act, 1989 (“Children have a right to be protected from Harm”) requires all Nurseries to follow procedures for protecting children from abuse. Nurseries are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or are at risk of abuse – these procedures should cover circumstances in which a member of staff is accused or suspected of abuse.

DFES Circular 10/95 (Protecting Children from Abuse: The Role of The Education Service) Working Together to Safeguard children 2013 places the following responsibilities on all Nurseries.

- Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions.
- Designated Teachers should have responsibility for coordinating action within the Nursery and for liaising with other agencies.
- All staff should receive Child protection training appropriate to their role.
- Nurseries should have procedures, of which all staff are aware, for handling suspected cases of abuse of child's, including procedures to be followed if a member of staff is accused of abuse.

Circular 10/95 also states that "parents should be made aware of the Nursery's Child Protection Policy and the fact that this may require cases to be referred to the investigative agencies in the interests of the child."

- All staff should receive Child protection training appropriate to their role.
- Nurseries should have procedures, of which all staff are aware, for handling suspected cases of abuse of child's, including procedures to be followed if a member of staff is accused of abuse.

Circular 10/95 also states that "parents should be made aware of the Nursery's Child Protection Policy and the fact that this may require cases to be referred to the investigative agencies in the interests of the child."

4. ROLES AND RESPONSIBILITIES

The Registered Person, will take responsibility to ensure the following:

- To ensure all staff are familiar with Nursery and Borough guidelines for identifying and reporting abuse, including allegations of abuse against staff;
- To ensure the Nursery operates an effective child protection policy;
- To ensure all staff receive foundation training in child protection;
- To be responsible for coordinating action and liaising with other agencies and support services over child protection issues;

The Designated Lead

The Designated Lead for Child Protection is Rumana Ali. Her role is:

- To ensure all staff are familiar with Nursery and Borough guidelines for identifying and reporting abuse, including allegations of abuse against staff;
- To ensure the nursery operates an effective child protection policy;
- To ensure all staff receive foundation training in child protection;
- To be responsible for coordinating action and liaising with other agencies and support services over child protection issues;
- In consultation with the Registered Person, Houra Qadir, assist Social Services Department in enquiring into allegations of child abuse. This will include ensuring the Nursery is represented at child protection case conferences and that information about the child is provided as required;
- To follow as appropriate recommendations made by the Brent Area Child Protection Committee Child Protection Procedures 2001.
- To be aware of **'Every child matters document'** and the **'What to do if you're worried a child is being abused'** documents
- To support and advise staff on child protection issues generally.
- To ensure they have had up to date training
- To monitor the attendance and development of children on the child protection register
- To disseminate relevant information between agencies to the appropriate staff
- To complete CP records and send onto new Nurseries (where relevant)
- To maintain accurate and secure child protection records in chronological order.

The Responsibilities of the Staff

- a) Staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour.
- b) All Nursery staff are expected to:
 - Be able to identify signs and symptoms of abuse

- Report concerns to the Designated Lead or other senior staff members as appropriate
- Monitor and report as required on the welfare, attendance and progress of children on the Borough's Child Protection Register.
- Keep clear, dated, factual and confidential records of child protection concerns.

5. APPOINTMENT OF STAFF

Learning Stars will ensure when appointing new staff:

- That documentation sent out to potential candidates will make it clear that child protection is a high priority of the Nursery and that rigorous checks will be made of any candidate before appointments are confirmed;
- That a reference as to the suitability of a candidate to work with children will always be obtained from the last employer;
- That at interview candidates will be asked to account for any gaps in their career/employment history;
- That Criminal Records Bureau checks, checks against the DfES list 99 register and the similar list maintained by the Department for Health will be followed through for any staff appointed and regular helpers. Staff and helpers who have recently moved to the UK will be asked to produce a certificate of good conduct (or national equivalent) from the authorities representing the countries from which they have recently moved.

6. ALLEGATIONS AGAINST STAFF

If a child, or parent, makes a complaint of abuse against a member of staff, the person receiving the complaint must take it seriously and immediately inform the Manager and Registered Person.

Any member of staff who has reason to suspect that a child may have been abused by another member of staff, either at nursery or elsewhere, must immediately inform the Manager and/or the Registered Person. A record of the concerns must be made, including a note of anyone else who witnessed the incident or allegation. The Senior person will not investigate the allegation itself, or take written or detailed statements, but she will contact the local Social Services team in accordance with the child protection procedures. In doing

this, the Senior will consult with the Child Protection Education Welfare Officer, Head of Education Welfare Service, or a Senior Officer from Social Services. The Senior will contact Ofsted and inform them that an allegation has been made against a member of staff. If the Senior decides that the allegation warrants further action through child protection procedures, she must make a referral direct to the local Social Services team or NSPCC.

If the allegation constitutes a serious criminal offence, it will be necessary to contact Social Services before informing the member of staff. If it is decided that it is not necessary to refer to Social Services the Senior will consider whether there needs to be an internal investigation. If an investigation is deemed necessary the member of staff will be suspended for the duration of the investigation. If the allegation is proven the member of staff will be dismissed and the Senior will inform Ofsted; the Child Protection team and ISA [who will add the staff name to the ISA register] of the dismissal of the staff member

If the allegation is against a Senior (Manager and/or Registered Person), all staff will receive in their induction training to directly communicate with Brent Child Protection Team. Please also see Learning Stars Whistleblowing Policy.

Dealing with an allegation against a staff member

If an allegation has been made against a staff member the following would be carried out:

- Listen to what is being said from both parties without displaying shock or disbelief;
- Accept what is being said;
- Not promise confidentiality, as it might be necessary to refer the case to Social Services
- Not criticise the perpetrator
- Contact Ofsted and inform them that an allegation has been made against a member of staff
- Contact Child Protection and seek assistance from the team

It is always best to make a referral if you are concerned

7. USE OF MOBILE PHONES AND CAMERAS:

In order to ensure the safety and privacy of the children in our care, staff are not permitted to have mobile phones or cameras in the classroom. All mobile phones must be switched off on entry to Learning Stars. In case of emergency staff are informed that emergency calls can be made to the Learning Stars office during working hours. The Nursery camera is used for

recording photographic evidence of children's work and staff are not permitted to take the camera in the cloakroom or when children are being changed. (Also see Mobile phone policy)

8. STAFF CONTACT WITH CHILDREN

In order to minimise the risk of accusations being made against staff as a result of their daily contact with children, the Manager will ensure that all staff are aware of and follow Council *Guidelines on the Use of Control and Physical Restraint by Staff* together with guidance given in Section 8 of the Education Department pamphlet entitled *Child Protection: A Practical Guide for All Staff Working in Education Establishments*.

- During play staff will follow safe guidelines and ensure all risk assessments are carried out
- Staff will record on a 'Child arrives with Injury' form, any bruises; marks etc on the child prior to entry to the nursery

The following points of guidance were taken from

Principles for Safe Working Practice for the Protection of Children and Staff in Education Settings. (Feb 2005)

- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead to any reasonable person to question their motivation and intentions.
- Staff should work and be seen to work in an open and transparent way.
- Staff should discuss and/or take advice promptly from a Senior over any incident, which may give rise for concern.
- Records should be made of any such incident and of decisions made/further actions agreed, in accordance with Nursery policy for keeping and maintaining records.
- Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

9. NURSERY PROCEDURES

- Any member of staff concerned about a child must inform the Designated Lead immediately.

- The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations.

The designated lead will decide whether the concerns should be referred to the Child's social worker (if she/ he have one) or the Wembley Locality Team: **ON 020 8937 1200**

If it is decided to make a referral to Social Services -Brent Children's Social Care Services on **020 8937 4300** during normal office hours (9am - 5pm) or Brent's Emergency Duty Team after hours on: **020 8863 5250**. This will be done, if necessary, without prior discussion with the parents. OFSTED complaints must then also be informed on **0300 123 1231**.

- If the Registered Person or Designated Lead is unsure of the seriousness of any case, they should never hesitate to seek advice if they have any cause for concern. **DO NOT RISK A CHILD BEING HARMED**
- If a referral is made to Social Services, the Designated Lead will ensure that a written report of the concerns is sent to the Social Worker dealing with the case within 48 hours.
- Particular attention will be paid to the attendance and development of any child who has been identified as at risk, or who has been placed on the Child Protection Register.
- If a child who is on the Child Protection Register Changes Nursery, the Designated Lead will inform the Social Worker responsible for the case and transfer the appropriate records to the receiving Nursery.

When to be concerned

Staff should be concerned if a child:

- Has any injury which is not typical of the bumps and scrapes normally associated with children's activities
- Regularly has unexplained injuries;
- Frequently have injuries, even when apparently reasonable explanations are given;
- Offers confused or conflicting explanations about on how injuries were sustained;
- Exhibits significant changes in behaviour, performance or attitude;

- Indulges in sexual behaviour which is unusually explicit and/or inappropriate to his or her age;
- Discloses an experience in which he or she may have been significantly harmed.

Dealing with a disclosure

If a child discloses that he or she has been abused in some way, the member of staff should:

- listen to what is being said without displaying shock or disbelief;
- accept what is being said;
- allow the child to talk freely;
- reassure the child, but not make promises which it might not be possible to keep;
- Not promise confidentiality, as it might be necessary to refer the case to Social Services
- reassure the child that what has happened is not their fault;
- stress that it was the right thing to tell;
- listen, rather than ask direct questions;
- ask open questions rather than leading questions;
- Not criticise the perpetrator;
- The Manager will use her discretion on the need for referral

It is always best to make a referral if you are concerned

Recording disclosure

When a child has made a disclosure, the member of staff should:

- Record all information in the child protection record book located in the office
- make some brief notes as soon as possible after the conversation;
- Not destroy the original notes in case they are needed by a court;
- record the date, time, place and any noticeable non-verbal behaviour and the words used by the child;

- draw a diagram to indicate the position of any bruising or other injury;
- Record statements and observations, rather than interpretations or assumptions.

Support for children and staff

The Registered Person and/or Designated Lead will make all reasonable attempts to protect and otherwise support children who have disclosed information about possible child abuse incidents.

Dealing with a disclosure from a child is likely to be a stressful experience. The member of staff concerned should consider seeking support for him/herself and discuss this with the Manager and/or the Registered Person.

10. CONFIDENTIALITY

Members of staff have access to confidential information about children in order to undertake their everyday responsibilities.

Staff:

- are expected to treat information they receive about children and young people in a discreet and confidential manner.
- In any doubt about sharing information they hold, or which has been requested of them should seek advice from a senior member of staff.
- need to be cautious when passing information to others about a child.

Confidentiality in Line with Disclosure:

- When a child discloses we are unable by law to keep certain things or statements confidential in line with child protection disclosure.

11. RECORDS and MONITORING

Well-kept records are essential to good Child Protection practice. Concerns and disclosures should be recorded in writing by the member of staff who receives them and passed to the Designated Lead without delay.

The Designated Lead in consultation with the Registered Person, will decide on further action and any appropriate monitoring programme for the child.

Records are stored in a dedicated filing system maintained by the Designated Lead.

When children with records in this filing system pass on to their next Nursery the Manager is responsible for transferring information she judges to be relevant to the child's next Nursery.

12. STAFF TRAINING

All staff will receive Child Protection training as part of their Induction process; the Staff Handbook they receive at this time includes the Child Protection Policy. Staff are informed of any changes subsequently made to this. Refresher training takes place for all staff more frequently than every three years and for Designated Lead every two years.

13. COMMUNICATING POLICY TO PARENTS AND CHILDREN

All parents can access a copy of the Child Protection Policy from the Nursery.

14. CHILD PROTECTION AND THE CURRICULUM

The Learning Stars Montessori curriculum is important in the protection of children. We aim to ensure that curriculum development meets the following objectives:

- Developing child self-esteem;
- Developing communication skills;
- Developing non-abusive behaviour between children.

15. FORCED MARRIAGES

Taking away someone's right in deciding who to marry goes against our principles and is wrong. In the UK if a person marries against their will and if one is under the age of 16 it is considered Child abuse. The statutory guidance comes under the **Civil Protection Act (2007)**. Children might suffer emotional abuse and may be threatened or beaten into marriages. All staff should be aware of this; the nursery has a duty to monitor attendance and keeps a clear record of a child suddenly leaving the Nursery. Teachers must be alerted if a child says she is being taken abroad suddenly and does not know whether she is returning.

16. FGM

Learning Stars Montessori Children's House has robust and rigorous safeguarding procedures and takes its responsibilities of child protection seriously.

Female Genital Mutilation is a form of child abuse and as such is dealt with under the Child Protection/Safeguarding policy. At Learning Stars, the Manager and Registered Person expects Safeguarding to be everybody's responsibility and expects all staff to adhere to and follow these policies.

The Nursery uses the World Health Organization definition as written below.

Definition of FGM: "Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons."(World Health Organisation-1997)

Government documents:

The nursery has taken information from several documents to write this appendix. These include The Government Home Office guidelines and the Ofsted guidelines for "Inspecting Safeguarding". The UK Government has written advice and guidance on FGM that states; *"FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practiced on a child it is a violation of the child's right to life, their right to their bodily integrity, as well as their right to health. The UK Government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the child."*

"Girls are at particular risk of FGM during Nursery summer holidays. This is the time when families may take their children abroad for the procedure. Many girls may not be aware that they may be at risk of undergoing FGM. UK communities that are most at risk of FGM include Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians and Eritreans. However, women from non-African communities that are at risk of FGM include Yemeni, Kurdish, Indonesian and Pakistani women."

As from January 2013 Ofsted have included FGM in their "Inspecting Safeguarding" briefing for Inspectors.

Learning Stars has decided to take proactive action to protect and prevent our girls being forced to undertake FGM. The Manager will do this in 4 ways:

- FGM training for staff.
- Staff to become versed in the possible indications of FGM
- FGM discussions by the safeguarding designated person with parents of children from practicing communities who are at risk
- In order to protect our children, it is important that key information is known by all the Nursery community.

Indications that FGM has taken place:

- Prolonged absence from nursery with noticeable behaviour change –especially after a return from holiday.
- Spend long periods of time away from the class and other children during the day.
- A child who has undergone FGM should be seen as a child protection issue.
- Medical assessment and therapeutic services to be considered at the Strategy Meeting.

Indications that a child is at risk of FGM:

- The family comes from a community that is known to practice FGM –especially if there are elderly women present.
- In conversation a child may talk about FGM.
- A child may express anxiety about a special ceremony.
- The child may talk or have anxieties about forthcoming holidays to their country of origin.
- Parent/Guardian requests permission for authorized absence for overseas travel or you are aware that absence is required for vaccinations.
- If a woman has already undergone FGM –and it comes to the attention of any professional, consideration needs to be given to any Child Protection implications e.g. for younger siblings, extended family members and a referral made to Social Care or the Police if appropriate. If we have concerns that children in our Nursery community are at risk or victims of Female Genital Mutilation then we refer to the Brent Social Services on **020 8937 1234**, email customer.services@brent.gov.uk

17. RADICALISATION and EXTREMISM

Radicalisation is a gradual process that happens over time, making it possible to intervene and steer people away from being drawn into terrorism. It refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Staff members of Learning Stars will encounter young children every day, as a team we can help to identify patterns of behaviour that can show whether a person is engaged, is intent on causing harm or capable of committing violence.

Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. The definition of extremism also includes calls for the death of members of the armed forces, whether in this country or overseas

If we deem children could be at risk:

- Contact the designated safeguarding lead
- Where deemed necessary the designated safeguarding lead may discuss the matter with children’s social care

- The safeguarding lead will contact the local police or dial 101, the non-emergency number to talk in confidence and get support and advice.
- In Prevent priority areas, the local authority will have a prevent lead who can also provide support
- If deemed an emergency the safeguarding lead may contact the Department of Education Dedicated Telephone Helpline: 020 7340 7264.

Useful Contact:

- **Department of Education Dedicated Telephone Helpline: 020 7340 7264: To raise concerns relating to extremism directly**

18. EVALUATION OF THIS POLICY

This is carried out by OFSTED as part of their nursery inspections

Staff Ratio Policy

It is the policy at Learning Stars to ensure that there are always sufficient staff to give the children the care and attention which they need and in particular that staff numbers do not fall below the recommended staff:child ratios (currently 1:3 for children under 2, 1:4 for 2 year old, and 1:8 for children 3 and above). For this reason we follow the following principles:

1. The number of permanent staffs is always in excess of requirements. In particular, the Manager/Deputy and Admin is always supernumerary and can be called on to take over a position in the event of staff absence.
2. Learning Stars has a standby list of people who can be called on to fill in if necessary in the event of staff absence. The people on the standby list are all police checked and may already work in the nursery on a part time basis.
3. For Nursery outings we ask parents to support our requirement for a 1:2 ratio of staff: child.

Care and Welfare Requirements



Learning
Stars
Montessori

Care and Welfare requirements

Outings Policy

For all outings at Learning Stars the following procedures must be followed :

- Written permission must be obtained from all parents prior to the outing
- Staffing ratios on outings will be 1:2
- A first aider must be present and a suitable first aid box must be taken.
- Copies of registration sheets containing contact numbers, allergies, etc. must also be taken
- Children who have allergies or are on medication, for example asthma pumps will be the responsibility of a teacher if the parent is not present on the outing
- All children and adults will be counted before setting off {on the coach}, and on regular intervals throughout the day
- A meeting point will be pre-designated, and times arranged when all the party will re-assemble. These must be strictly adhered to
- All children must wear a Hi-Vis jacket on the outing
- Learning Stars will ensure that the transport will be fully insured; driver's details satisfactory and seatbelts are available.
- Toilet facilities must be provided for the children at regular intervals
- Food and drinks must be provided at similar times to those in the Nursery and additional drinks should be offered if the weather is warm or if energetic exercise is part of the day
- In the case where the parent does not give consent for the outing; the child will not attend the Nursery on the day
- All children should have spare clothing

At the conclusion of each outing the teacher in charge of the outing will complete a review of the outing, noting the following:

- Any problem with the transport { e.g. coach arriving late, no seat belts etc}
- Any problems with the venue {e.g. a place to shelter during rain}
- Any problems with specific children {illness, distress etc }
- Educational benefits of the visit
- Comments from the parents
- Recommendations of future visits

Prior to a similar outing the teacher in charge of the outing will refer to the reviews and take account of comments when preparing for the next visit.



Visits and Outings Form

<i>DATE OF OUTING</i>	
<i>ROOM</i>	<i>Nido's Infants Children's House</i>
<i>LEADER AND CONTACT NUMBER</i>	
<i>DEPUTY LEADER AND CONTACT NUMBER</i>	
<i>DESTINATION NAME</i>	
<i>ADDRESS</i>	
<i>TELEPHONE NUMBER</i>	
<i>NUMBER OF CHILDREN</i>	
<i>AGE OF CHILDREN</i>	
<i>CHILDRENS NAME & DOB</i>	<i>ANY INDIVIDUAL NEEDS:</i>

<i>RISK ASSESMENT COMPLETED BY WHO?</i>	
<i>CHILD ADULT RATIO</i>	
<i>STAFF NAMES AND CONTACT NUMBERS</i>	
<i>REQUIRED ON OUTING</i>	<i>REGISTERS</i> <i>MEDICATION</i> <i>PARENT CONTACT LIST</i> <i>FIRST AID BOX</i> <i>WATER FOR THE CHILDREN</i>
<i>METHOD OF TRANSPORT</i>	<i>FINANCIAL ARRANGEMENTS</i>
<i>EMERGENCY ARRANGEMENTS</i>	<i>FIRST AIDERS</i>
<i>DEPARTURE TIME</i>	
<i>TIME DUE AT DESTINATION</i>	
<i>EXPECTED TIME BACK</i>	
<i>ACTUAL TIME BACK</i>	
<i>MANAGERS SIGNATURE AND DATE</i>	

Indoor Shoe Policy

At Learning Star's, we always aim to promote children's wellbeing and safety . It is essential that all our children have the opportunity to explore their environment safely, as well as be in optimal comfort at all times. In order to achieve this, we have a strict 'Indoor shoe' policy that will:

- Prevent contamination from coming into room by changing, removing or covering all outdoor shoes – This includes staff, children, parents and visitors.
- Prevent injury to the children from staff, parents and visitors treading on children's fingers/toes etc, by removing hard/heavy shoes and only allowing soft croc style shoes.
- Maintain high levels of hygiene and cleanliness, by ensuring all indoor shoes are waterproof (Croc Style shoes recommended) and so easily sterilised/disinfected, which can help reduce the spread of communicable illnesses.

Procedures:

Staff:

- Staff will remove outdoor shoes when entering the nursery premises. These will be left on the shoe rack inside the classroom or kept in lockers.
- Staff will change into their croc style indoor shoes and keep these on whilst they remain indoors.
- When going outdoors, staff will change back into their outdoor shoes, or wear wellie boots.
- **Wellie boots / Outdoor shoes should not be worn within the nursery premises at any time.**

Parents/Carers/Visitors:

- Parent/Carers dropping off or collecting their child within their class, will be asked to remove their shoes before entering the classroom. Shoe covers will also be available.
- Visitors to the setting will be asked to remove their shoes or use the shoe covers provided before entering any of the classrooms.

Children:

- Parent/Carers will be asked to provide a pair of waterproof croc style shoes to be stored at nursery and used during the day as indoor shoes for their child. These will be stored on the shoe rack within their class.
- As children come in, staff will support the child in changing into their indoor shoes.
- When going to garden, staff will support the children with changing into their outdoor shoes/ wellie boots. **Wellie boots / Outdoor shoes should not be worn within the nursery premises at any time.**

Please note:

- We recommend all indoor shoes to be 'croc style' as they are waterproof and easily wiped clean or sterilised when needed. This can help prevent the spread of communicable illnesses. (All indoor shoes will be sterilised onsite, at least once a week)

Food Safety Policy

Associated Documents

- Kitchen Manual
- Kitchen Forms

Learning Stars is committed to providing food which is safe to eat, nutritionally balanced and meets the individual needs of the children in our care.

The Nursery kitchen will use a specifically made Kitchen Manual which will be developed as the Food Safety Management system and HACCP system, using *Safer Food Better Business Pack*. Alongside the Kitchen Manual additional documentation will be provided to kitchen staff to ensure that statutory requirements are met.

The nursery will be registered with the Brent Local Authority Environmental Health Team, which will carry out and initial and later spontaneous inspections of the kitchen and the food. The registration will be completed by the Registered Person before commencing the use of the kitchen for the nursery.

All cooks and kitchen assistants will be qualified with food safety, and further training will be provided. All staff at the nursery will be trained to Basic Food Hygiene Level 1.

The cook will have the main responsibilities of running the kitchen and maintaining health and safety care. The cook's role will be overseen by the Registered Person and the Nursery Manager.

Celebrations & Food from Home Policy

Food brought from Home

Learning Stars cannot accept snacks/food from home or homemade foods, unless requested to do so (for example, due to Special Educational Needs, dietary requirements or a child who refuses to eat nursery food). This must be discussed with Management before sending in any food, and it is at managements discretion to approve any requests for bringing in foods from home.

Any food sent in (that has been approved by management) must be egg and nut free, and vegetarian, and must be similar to that offered on the nursery menu, so that child/ren do not feel excluded or different. All food sent in must be healthy, and should not include :

- Processed food such as crisps, sweets, and chocolates
- Any food containing nuts
- Any food containing eggs
- Fizzy drinks / juices
- Unhealthy foods such as cookies, cakes

Learning Stars staff are not permitted to give any food / snacks provided by parents to the children without authorisation from management, and any food items sent in without authorisation may be disposed off.

Birthdays and special celebrations

Learning Stars is keen to celebrate any special events in the child's life, such as birthdays. If you wish for your child to celebrate and share their birthday at nursery, and you wish to provide birthday cake, cupcakes, or any food, this must be discussed with management.

Unfortunately, we are unable to accept any homemade cakes, cupcakes or treats and we can only allow cakes/food that are shop bought with a full list of ingredients, which must be egg and nut free and vegetarian. Birthday cakes/cupcakes will not be eaten in the nursery unless they are brought from a 100% vegetarian and egg free cake shop (which contains no nuts). If cake is not eaten at nursery, they will be cut up and sent home with the children if they are not allergic to any of the ingredients.

Some of our Vegetarian/egg free/nut free approved Cake shops include:

- Cake Box (Egg Free / Vegetarian)
- Cakes Today (Egg Free / Vegetarian)
- Only Eggless (Egg Free / Vegetarian)
- Wenzel's (Must be egg and nut free)
- Lola's cupcakes (Must be egg and Nut Free)

When celebrating birthdays, we understand that parents may want to provide party bags, 'favours' or gifts for the other children in the class. Due to the extensive range of dietary requirements, when sending in favours/gifts we ask that they are preferably not food items (besides healthy snacks that are egg and nut free and vegetarian), and that any items sent in are age suitable (no small parts, due to choking hazards, etc)

Some of the recommended items for party bags/favours/gifts include:

- Books
- Raisins / Dried Fruits (individually wrapped)
- Fruits
- Popcorn (for older children) (individually wrapped)
- Colouring / Activity books
- Pencils/crayons
- Seeds (to plant flowers, etc)
- Puzzles
- Bubbles

Any party bags/favours or gifts that are brought in, that we deem unsuitable will be returned to the parents.

Nursery Parties and Events

Learning Stars often hosts several parties and events at the setting for graduation, Eid, Christmas, Diwali, and food festivals, etc. In these events, parents are permitted to bring in food items, however they must be egg and nut free and vegetarian. Before bringing in any food items, full list of ingredients must be provided, and all food items must be discussed with and approved by management, due to dietary requirements.

Any items of food that are not shop bought with full list of ingredients, or made on site, will not be offered to

Healthy Eating Policy

At Learning Stars Montessori, we believe in healthy eating. To promote healthy eating at Learning Stars the following apply:

- We are a vegetarian nursery and provide on-site cooked food with fresh ingredients, and organic where possible, and no processed foods
- Due to children's dietary and allergy requirements, Learning Stars is **nut free and egg free**.
- All food provided by Learning Stars will be bought fresh and within date, always covered and refrigerated when required.
- All food requiring washing will be washed clean before being served.
- Quality control, Health and Safety and Hygiene will be managed by the cook, who will also be informed of any allergies or special dietary requirements.
- We prefer for children to eat the food prepared on site, but where a child is refusing long-term to eat the nursery's food, we will allow parents to provide a packed lunch. Learning Stars request that any packed lunches are vegetarian and similar to what is being offered on the nursery menu where possible, and the following foods are not permitted at the nursery:
- Food not permitted into the nursery:
 - Processed food such as crisps or sweets and chocolates
 - Any food containing nuts
 - Any food containing eggs
 - Any food containing fish / seafood
 - Fizzy drinks / juices
 - Unhealthy foods such as cookies, cakes
- Parents are requested to not put food / snacks, especially any sweets or crisps in their children's bags as it may compromise the health and safety of other children in the premises.
- Learning Stars staff are not permitted to give any food / snacks provided by parents to the children without authorisation from management.

At Learning Stars, the children and staff have free access to clean drinking water. This is supplied via a filtered water system. The children are made aware of and encouraged that drinking water is always available while on the Nursery premises.

- Children will be assisted in obtaining a drink of water should they need help
- Children are encouraged to ask for water when they require it
- The intake of water will be monitored by the staff

Learning Stars is aware that some children behave in an increasingly hyperactive manner after drinking juice and similar products which contain artificial additives designated by E numbers. Learning Stars therefore only offers water to children throughout the day. Parents are encouraged not to send other drinks, and all other drinks are strictly prohibited.

(See Allergy, Dietary Requirements and Weaning Policy)

Mealtime Policy

Welfare Requirements 3.45, 3.46, & 3.47

Associated Documents

- Information on Healthy Eating
- Food Product Information
- Allergies

Learning Stars will ensure that all children are provided with healthy, balanced and nutritious meals considering their individual needs and requirements. We will ensure that staff are suitably trained in the preparation and handling of food.

Mealtimes should be a relaxed and social occasion for children and staff. It should be a family style mealtime that allows children to learn through mealtime routines. Children under 2 should be fed with their Key Person or a consistent adult.

- All staff involved in the preparation, handling and serving of food will have a basic food hygiene certificate.
- Primary caregivers should sit at eye level, make eye contact, and communicate with the baby/child while feeding.
- Children should be involved as much as possible in the preparation for all mealtimes and throughout every meal should be encouraged to assist and serve themselves where possible.
- Mealtimes should be organised in such a way that children have the opportunity to make choices and be independent.
- A homely, rather than institutional environment should be created at all mealtimes by use of tablecloths and small groups etc.
- A jug of drinking water should be available throughout the meal and older children should be encouraged to pour their own.
- Basic procedures regarding hygiene should always be followed for all ages, i.e. handwashing before and after meals. Adults should act as positive role-models in relation to hygiene. Always wash your hands and sanitise work surfaces before preparing food and/or bottles and before feeding babies and children.
- Food for babies should be prepared and served in a manner which makes it possible for them to eat easily e.g. mashed or finely chopped, with extra liquid or sieved. This should be **reviewed** regularly to ensure that they are progressing onto more solid food. Babies should be given the opportunity to feed themselves.
- Children under 2 should be fed with their Key Person or a consistent adult.

Allergy, Dietary Requirements and Weaning Policy

Weaning

When the time comes, detailed discussions with parents about weaning their baby from the bottle and when to introduce solid foods or new foods should be undertaken. Weaning efforts should be coordinated between the child's home and the nursery. All food given to a baby during the weaning period must be tried at home prior to being given at the nursery to ensure that a child likes and is not allergic to any food. All weaning requirements should be recorded and must be signed by parents to confirm consent. Pre-prepared products should be discouraged and where possible food that is cooked on site should be pureed for the child's age and stage.

Labelling of Food

Any child who requires special meals (weaning, Allergy, Dietary requirements), will be provided with a separate meal, which is labelled with the child's full name. The Learning Stars labelling system must be in place for all food storage. This system is in place to prevent a child being given incorrect food which could result in significant health issues or a fatality.

Food from Home

At times, parents may be requested to bring in own meal for their child, or may choose to do so as their child prefers to eat home cooked food. If this is the case and a meal is prepared from home, it must

- Be Vegetarian (No meat or fish)
- Contain No eggs or nuts
- Be as similar as possible to that offered at nursery
- Be supplied in a thermos as food cannot be reheated on site
- Be healthy – Containing no juices/soft drinks, crisps, cakes or cookies, chocolates or sweets. (Water, fruits, raisins, etc are acceptable) (See Healthy Eating Policy)

Allergy/Dietary Requirements

If a child has an allergy, parents must inform the nursery immediately, informing them of the allergen/s, child's reaction to allergen/s and what to do in case a child comes into contact with their allergen/s. Parents will be asked to complete a health care plan, and provide any medication needed for the child due to allergy (eg, EpiPen, Piriton, etc), with full instructions and medication prescription labels.

Parents must make every effort to get the child tested for allergies, and must provide details to the nursery. Parents **MUST** inform nursery of any changes to the child dietary requirements, allergies or care requirements as soon as possible.

Although every effort will be made to prepare an alternative meal, if this is not possible for whatever reasons, parents will be informed and will be requested to provide meals suitable for their child's dietary requirement/ Allergy.

Learning Stars aims to provide an environment that is safe and allows any child with allergies to participate in the daily routine of the nursery without the risk or fear of being exposed to risks or traces of their allergen. We work in partnership with families to ensure that any medical information shared with us is strictly implemented within the nursery.

We plan carefully for all allergies and dietary requirements; parents/carers wishes are always followed with respect to their child's diet and menus are adapted accordingly. Where a child has a dietary requirement, parents/carers will be asked to provide as much information as possible regarding suitable foods. Where possible the alternative offered will be the same meal, substituting ingredients suitable for their dietary requirements.

Learning Stars is aware that children can have allergies, which may cause allergic reactions and recognises that an allergy can be a life-threatening condition and follows best practices to reduce risk of exposure and puts procedures into place to ensure professional management of allergic reactions.

We will follow this policy to ensure allergic reactions are minimised or where possible prevented and practitioners are fully aware of how to support a child who may be having an allergic reaction, and we ensure that all colleagues access up to date information and training.

Any special dietary requirements, preferences and food allergies that the child has, and any special health requirements will be detailed on the child's health care plan in their file and updated on the child's records on the computer.

Colleagues must not consume their own food or drink within the children's rooms. If a colleague has a medical condition that requires them to have food or drink at specific times, they must complete a health care plan and discuss their needs with the manager.

Children with a nut allergy must be extremely careful of the food they eat and labelling of food is very important to safeguard them from their allergen. Learning Stars does not allow nuts or nut products within the nursery. However, manufacturers often use the phrase "may contain" to indicate the possible presence of nut traces in food, either in the product ingredients or through contamination in the production process. Our kitchen may use some products, which are labelled 'may contain traces of nuts' but wherever possible we try not to use these products. A label on food such as "may contain traces nuts" or "produced in a factory that handle nuts" is cautionary advice and in general, such foods are unlikely to contain nuts and are tolerated by many nut allergies sufferers. Please ask the Nursery Manager for details if you have any concerns.

Allergies and Dietary Requirements Procedures

- If a child or a colleague has an allergy, a health care plan is completed to detail the following:
 - a. The allergen (for example: the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats)
 - b. The nature of the allergic reactions for example: anaphylactic shock reaction, rash, reddening of skin, swelling, breathing problems)
 - c. What to do in case of allergic reactions, any medication used and how it is to be used (e.g. Epi pen)
 - d. Control measures, such as, how the child can be prevented from contact with the allergen
 - e. This form is signed by the Parent/carer, Nursery Manager, and Key Person and is kept in the child's/ colleague's personal file and a copy is kept in the room
 - f. Parents/carers and or health professionals train colleagues in how to administer special medication in the event of an allergic reaction
 - g. The information must then be shared with all colleagues.
- The parent/carer is responsible for informing the nursery of any changes to the child's medical requirements including a change in allergies and any food that they may or may not have. The parent/carer must complete and sign a new health care plan each time changes are made.
- The health care plan must be reviewed regularly and updated with the parent/carer when a change is notified and on every room change.
- No nuts or nut products are used or brought into the setting. We are a nut free, egg free vegetarian nursery.
- Colleagues will be made aware of the signs and symptoms of a possible allergic reaction in case of an unknown or first reaction in a child. These may include a rash or hives, nausea, stomach pain, diarrhoea, itchy skin, runny eyes, shortness of breath, chest pain, swelling of the mouth or tongue, swelling to the airways to the lungs, wheezing and anaphylaxis.
- The children's diet, allergy and medical information is updated monthly and passed on to the children's rooms. This is displayed in each room, and a copy is also kept for reference in the kitchen.
- If a child has an allergic reaction to food, a bee or wasp sting, plant etc. a first aid trained colleague will act quickly and administer the appropriate treatment as agreed on the health care plan. Parents/carers must be informed, and it must be recorded on an accident form/health monitoring form.
- If an allergic reaction requires specialist treatment, e.g. an EpiPen, then at least two practitioners working directly with the child and the manager will receive specific medical training to be able to administer the treatment to each individual child.
- If a child has a reaction to any food product whilst at nursery, colleagues will complete a health monitoring form, which will include the type of food they have eaten, the reaction that occurred and the action taken. Parents/carers must be

informed of the reaction immediately and the Form must be signed by the parent/carer when they collect their child.

Food Allergy/Intolerance

- All food prepared for a child with a specific allergy will be prepared in an area preventing contamination and served on equipment that has not been in contact with this specific food type, e.g. nuts. Separate kitchen equipment is supplied and anyone handling food follows strict hygiene practices
- The manager, key person, nursery cook, and parents/carers will work together to ensure a child with specific food allergies receives no food at nursery that may harm them. This may include designing an appropriate menu or substituting specific meals on the current nursery menu.
- The cook is responsible for checking all ingredients in all products to ensure that all dietary requirements are met, and a child is not prepared a meal containing foods that they must not have.
- On a weekly basis the cook must visit each room as early as practical, to get lunch/tea numbers and dietary requirements. This must then be recorded on the weekly dietary numbers form with any dietary requirements recorded fully completed.
- Information about individual children's dietary needs are displayed in each room, the office and kitchen. Colleagues have a copy so that all colleagues and students are fully informed about individual dietary requirements.
- The cook must serve and label food before it leaves the kitchen identifying that it has been prepared especially for a child/ child with a dietary need.
- All children should be given the opportunity to self-serve their own meal and seconds if required, therefore children with Allergies and children with Special Diets should have a larger portion of their meal served and accurately labelled by the chef in the kitchen, thus enabling them to self-serve their meal and seconds if required.
- All colleagues must check the food for any special diets before they serve any food to the children and must never go by the word of another colleague.
- Seating will be monitored for children with allergies. Where deemed appropriate the key person will sit with children who have allergies and where age/stage appropriate practitioners will discuss food allergies and the potential risks.
- The key person should closely supervise mealtimes to ensure that any children with special diets do not receive food from other children.

SERIOUS ALLERGIC REACTION EMERGENCY PROCEDURES

If colleagues have been trained in administering emergency treatment for allergic reactions then they must follow the child's individual Health Care Plan, in all instances colleagues should follow the procedures below:

- a) If the reaction/injury is serious, call for an ambulance immediately. DO NOT attempt to transport the sick child in your own vehicle
- b) Whilst waiting for the ambulance, contact the parent/carer and arrange to meet them at the hospital
- c) A member of staff must accompany the child and collect together registration forms, relevant medication sheets, medication and the child's comforter.
- d) Practitioners must always remain calm ; children who witness an allergic reaction may be affected and may need lots of cuddles and reassurance.
- e) All incidents will be recorded on a Health Monitoring Form, shared and signed by parent/carer at the earliest opportunity

If a child, parent, colleague or visitor becomes ill as a result of an allergic reaction, dial 999 and tell the operator you suspect anaphylaxis.

Emergency Antihistamine 'Piriton'

If a child has prescribed Piriton to treat a known allergy, a healthcare plan must be completed, the parent/carer will be required to supply prescribed Piriton and the Prescribed Medication process must be followed (see Medication Policy)

The nursery will hold emergency liquid antihistamine 'Piriton' in the nursery. This will be available in an emergency and will only be administered if prior written consent is given by a parent/carer and the nursery has been instructed to administer the medication by parents. The parent/carer must complete the parent/carer permission form – non prescribed Piriton when their child starts nursery, if they wish the nursery to give Piriton in an emergency if their child has an allergic reaction to something whilst in the nursery.

The medication procedures must be followed, and the parent/carer must sign the medication administration form the same day or as soon as reasonably practicable.

Training

If the allergic reactions are known and require specialist treatment, e.g. an epi pen, the staff within the child's class (at least two colleagues working directly with the child) and the manager will attend appropriate paediatric first aid training that specifically includes Epi Pen training to administer the emergency treatment to a child. Training will be recorded and updated regularly.

Food brought from home including food for Birthdays and special celebrations

We cannot accept homemade foods, unless requested to do so (for example, for a child with Special educational needs, or a child who refuses to eat nursery food)

Learning Stars is keen to celebrate with children the special events in their lives. If you wish your child to share a special event and provide traditional foods, this must be discussed with Manager, and food provided must be egg and nut free, and vegetarian.

We can only allow cakes that are shop bought with a full list of ingredients, which is egg and nut free and vegetarian which the staff will take full responsibility in checking; as some children have special dietary requirements and may not be able to eat them. Birthday cakes will not be eaten in the nursery unless they are brought from a 100% vegetarian and egg free cake shop (which contains no nuts). If cake is not eaten at nursery, they will be cut up and sent home with the children if they are not allergic to any of the ingredients.

Additional Advice for Learning Stars Nursery Manager, Chefs, Kitchen assistants and practitioners

- In order that food allergens can be more easily identified most Manufacturers provide a full ingredients list on their product labels together with an additional 'Allergy Advice' statement, showing if any of the major allergens listed in the food labelling legislation are present in the recipe.
- These allergens are peanuts, nuts, sesame, fish, crustaceans, molluscs, egg, milk, soya, cereals containing gluten, mustard, celery, sulphites and lupin.
- If the nursery receives a product that does not have a full ingredients list on the product label the nursery should return it to the supplier.
- Our chef and in their absence the kitchen assistant or practitioner need to be aware of the following when serving food to a child, colleague or visitor with a food allergy or intolerance:
 - a. The nursery manager must emphasise to all parents/carers and colleagues the importance of accurate allergen information. If unsure, say so and then check, never guess about allergen information.
 - b. The cook must check the ingredients list and allergy advice of everything bought
 - c. Suppliers may send a substitute product if the requested product is unavailable. Substitute products may have different ingredients, so always check that the ingredient information used is for the actual product being used
 - d. When storing food, ensure products are still identifiable
 - e. Do not accept or store nuts, peanuts and sesame (the allergens most frequently associated with severe reactions) in the nursery. If it must be stored whilst waiting for collection the product should be stored in separate

labelled containers and ideally on lower shelves to reduce any risk of contamination

- Cross-contamination during preparation may happen by:
 - a. Food to food (touching)
 - b. Food to hand (handling by kitchen colleagues)
 - c. Food to equipment (sharing chopping boards)
- Minimise the risk of cross-contamination by:
 - a. Cleaning hands, work surfaces, kitchen equipment and utensils thoroughly
 - b. Try to keep certain preparation areas allergen free
 - c. Only use major allergenic foods if essential

If a child, parent, colleague or visitor becomes ill as a result of an allergic reaction, dial 999 and tell the operator you suspect anaphylaxis.

HEALTH CARE PLAN

DATE	
CHILD'S NAME	
DATE OF BIRTH	
CHILD'S ADDRESS	

FAMILY CONTACT INFORMATION

NAME	
TEL NO (WORK)	
(HOME)	
(MOBILE)	

NAME	
TEL NO (WORK)	
(HOME)	
(MOBILE)	

CLINIC/HOSPITAL CONTACT

NAME	
TEL NO	

GP

NAME	
TEL NO	

MEDICAL DIAGNOSIS OR CONDITION

DESCRIBE MEDICAL NEEDS AND GIVE DETAILS OF SYMPTOMS

DAILY CARE REQUIRMENTS (EG BEFORE ACTIVITIES/LUNCHTIME)

DESCRIBE WHAT CONSTITUTES AN EMERGENCY FOR THE CHILD, AND THE ACTION TO TAKE IF THIS OCCURS

FOLLOW UP CARE NEEDED

WHO IS THE FIRST POINT OF CONTACT IN AN EMERGENCY (STATE IF DIFFERENT FOR OFF-SITE ACTIVITIES)

DATE

SIGNED MANAGER

SIGNED PARENT/CARER

SIGNED KEY PERSON

REVIEW DATE

Baby Bottle Feeding Policy

Welfare Requirements:

Associated Documents

- Preparing and Storage of Bottles
- Guidance on Preparing Formula Milk
- Bottle Feeding Chart
- Chilled & Frozen Storage Temperature Record

Meal times and bottle times should be a social occasion, an excellent time to build a close relationship with a child.

Safety When Giving a Bottle.

Before giving a bottle staff must double-check the bottle to ensure that it is clearly labelled with the full name of the child and for whom it is intended.

Warming Bottles of Formula, Milk, and Breast Milk

- Wash your hands and sanitise work surfaces.
- Place the bottle in a bottle warmer or a jug of hot water.
- NEVER use a microwave oven to heat a bottle. Microwave ovens heat unevenly and place children at risk for serious scalds.
- Test the temperature of the milk by dropping a little onto the inside of your wrist. It should feel just warm to the touch, not hot.

Giving a Child a Bottle of Milk

- Wipe the child's hands using a dampened disposable wipe, e.g. dry cleansing wipes (one wipe for each child)
- Ask a colleague to double check that the bottle matches the child.
- Hold the child or sit next to the child while bottle-feeding. Make eye contact and talk with the child while feeding.
 - ❖ Never leave a child with a propped bottle.
 - ❖ Never lay the child down with a bottle
 - ❖ Never place a child in a cot with a bottle.
 - ❖ Never allow a child to walk around with a bottle in his or her mouth.
- Hold the child's head a little higher than the rest of the body. This helps to prevent milk from backing up into the Eustachian tubes and possibly causing a middle ear infection.
- Wind the child as appropriate. Be aware of each child's need for winding and manner of being winded. Some children need to be winded after a small amount of formula or milk, while others can take an entire bottle before needing to be winded.

After Giving a Bottle

- Wipe the child's hands using a fresh dampened disposable wipe
- Complete the child's Bottle Feeding Chart with details of amount that consumed and the name of the person who gave the bottle.
- If any milk is left in the bottle ensure the lid is on and the bottle is placed on a work surface in the milk kitchen. After one hour, discard any unused milk left in the bottle.
- Never refrigerate or re-warm a partially consumed bottle of milk.

Washing Bottles

Using a bottle brush ensure all bottles are effectively and hygienically washed at the end of the day.

Settling to Sleep With a Bottle

We have been advised by professional agencies of the dangers involved in allowing babies and young children to comfort themselves to sleep whilst sucking a bottle. This practice must never happen in a nursery.

Breastfeeding/Formula Milk

- Learning Stars will support breastfeeding mothers by ensuring breastfeeding mothers are made welcome and are able to breastfeed their baby in the nursery and encouraging parents to bring expressed breast milk into the nursery.
- This should be transported in a cool bag, clearly labelled with the name of the infant, date and time. Breast milk should be stored in accordance with the latest guidelines.
- Two members of staff should check that the expressed breast milk is given to the relevant child.

Sleep Policy

Welfare Requirement

Associated Documents

- Daily Sleep Check Chart
- Using Cots for Sleeping Babies Policy

Young children need sleep and rest periods to aid development. As children all develop at different rates we must meet the individual needs of each child. Very young babies will need to sleep at regular intervals throughout the day. As they grow they will usually develop a routine, reducing the length and frequency of their daytime sleeps. Nursery staff must ensure that all children attending the nursery have the opportunity to rest or sleep if they want, or need to. Staff must ensure that a suitable environment is created to enable children to rest or sleep; i.e. a quiet and comfortable area, cots for young babies.

Recommended Minimum Daytime Naps:

Age of Child	Amount of sleep required
0 – 6 months	As and when required
6 – 12 months	Minimum of two daytime naps, 1 – 2 hours long
1 – 2 years	Nursery Routine - One daytime nap for as long as required
2- 3 years	Nursery Routine - One daytime nap for a maximum of two hours
3 – 4 years	Nursery Routine – One daytime nap for 1 hour
4 +	No daytime nap

Learning Stars will adopt a policy of best practice recommended by Foundation for Sudden Infant Deaths (<http://www.lullabytrust.org.uk>) to minimise the risk of Sudden Infant Death. The safety and monitoring of sleeping babies is paramount and an integral part of the day. We will strive to promote good practice and to work in partnership with parents.

The Nursery Manager and Registered Person is responsible for ensuring that this policy is adhered to at all times.

At Learning Stars nursery, babies MUST;

- Be placed to sleep on their backs if 9 months or under.
- Be settled to sleep with their feet at the foot of the cot / mattress and the sheet/blanket tucked in and made up so it comes no higher than the baby's shoulders, to prevent them wriggling under the covers.
- Ensure that bibs are removed and there is nothing that a baby could wrap around them i.e.. dummy cord, ribbons or anything that could cause strangulation.
- Sleep with blankets and sheets that cannot easily become tangled.

- Sleep in a well-ventilated room with a temperature between 16 – 20 degrees Celsius.
- Sleep in adequately lit rooms with soft lighting to enable staff to observe babies sleeping.
- Sleep without cot bumpers, pillows or duvets.
- Sleep without large soft toys that have the potential to smother a baby.
- Sleep with a comforter if they usually have one.
- Be checked every 10 minutes by a staff member standing by the cot to confirm the baby is breathing.

NEVER COVER CHILDREN'S FACE OR HEADS AT ANY TIME WITH SHEETS / BLANKETS

Sleep Positions and Individual Sleep Routines

Learning Stars will have the policy that all babies should be put to sleep on their backs on a firm cot mattress and/or in a cot, unless parents request otherwise.

- You must have clearly documented information about each baby's sleep routine from, written down during their settling-in period by their key-worker. This information can be displayed / accessible in the classroom folder, and all new staff must be inducted on this.
- Where babies and toddlers sleep on sleep mats or low beds adequate space must be left between each mat or low bed to avoid cross contamination and provide ease of access to all children in the event of an emergency. (Minimum Gap of 12 inches)
- A member of staff must be present in the room where the children are sleeping on snooze mats, in coracles or such like sleep equipment that is easy for a child to dismount. Where babies are sleeping in cots in a separate sleep room, a monitor must be in use and 10 minute sleep checks must take place as per the sleep monitoring section of this policy.

Sleep Monitoring

- Sleeping babies **MUST** be checked every ten minutes; a timer must be used. This involves a staff member standing by the cot/bed of each baby and confirming the baby is breathing using visual techniques as well as placing a hand on the child's chest to ensure it is rising and falling in a normal breathing pattern.
- Each time a baby is put down to sleep this must be recorded using the Daily Sleep Check Form the times they are put to bed, begin sleeping, and wake up.
- The Daily sleep check form must be used to record the 10 minute checks and is initialled by the member of staff carrying out the monitoring after each check. Checks must begin as soon the baby is put down even if they are not asleep.
- Temperatures of the sleep room must be monitored

Babies/Toddlers who Fall asleep whilst out in a Buggy on a Walk

If babies fall asleep when they are in a buggy whilst on a walk, they should be transferred to a cot / sleep mat when they return. They should have their outer clothes and shoes gently removed where possible and should be placed in their cot on their back with feet at the foot of the cot to continue to sleep. Ensure that bibs are removed and there is nothing that a baby could wrap around them i.e.. dummy cord, ribbons or anything that could cause strangulation . Under no circumstances should a child be left to sleep in a car seat or buggy.

Babies who Fall Asleep whilst Playing

If babies fall asleep while they are playing they need to be gently transferred to a cot/sleep mat as soon as possible. They should be placed in their cot on their back with feet at the foot of the cot to continue to sleep. Ensure that bibs are removed and there is nothing that a baby could wrap around them i.e.. dummy cord, ribbons or anything that could cause strangulation

Parent Preference for Babies Sleeping in Buggies

Children sleeping in buggies is not recommended as over longer periods of time the seat of the buggy does not support the child's back. It is also recommended that bringing buggies into children's rooms should be discouraged for hygiene reasons as the wheels may be dirty and contaminate floors of the rooms. Sleeping in buggies is discouraged at Learning Stars, and instead the child must be transferred to a cot or sleep mat. Under no circumstances should a child be left to sleep in a car seat or buggy.

Emergency Evacuation of Sleeping Babies

- Every nursery that has babies sleeping on the ground floor must have a specifically designed evacuation cot – a minimum of one cot to 6 babies.
- For nurseries where babies are sleeping on floors above ground level there must be a risk assessment detailing emergency evacuation which has been reviewed and approved. This must be reviewed annually as part of the annual risk assessment review.
- To ensure the safety of all sleeping babies, and enable safe evacuation in the event of an emergency, the nursery must have a plan in place to ensure there are adequate numbers of staff on site during staff breaks that could re-enter the room and assist in the event of an emergency.

Using Cots / Mattresses for Sleeping Babies Policy

Purpose

To ensure equipment used during daytime rest is safe and suitable for babies and staff.

Responsibility

The Nursery Manager and Registered Person is responsible for ensuring that this policy is adhered to at all times.

Safe practice with Cots and Mattresses

The following safe practices must be considered when using cots and mattresses

- A risk assessment must be carried out taking into consideration the type of cot (drop down sides or not) and the medical history of the staff.
- When a baby is in the cot, if the cot is a drop down side cot, the side must be placed upwards and locked.
- Mattresses must be placed at the level appropriate to age and stage of the baby.
- If a cot has a drop down side, staff must lower the cot side before placing and removing a baby to prevent back strain to staff.
- Cots without drop down sides must be used for older babies who are able to pull themselves up to prevent back strain to staff.
- All cots must be risk assessed when lowering and lifting a child in and out of the cot.
- The maintenance of the cots and mattresses must be checked daily. Any faults must be reported to the nursery manager and appropriate action must be taken.
- Cot mattresses must be in good condition. Mattresses should be flat and firm and should have a waterproof cover. Any mattresses that are damaged must be replaced immediately.
- Mattresses should be replaced if they become soft and unsupportive.
- The maximum length of time which a mattress would remain in the nurseries should be a period of 3 years.
- Label mattress with date of first use.
- Mattresses must fit the cot exactly.
- Cots must be well maintained. The screws and bolts should be tightened quarterly to ensure that the cot is stable. Broken cots must be replaced.
- Travel cots must never be used in the nursery environment.

Positioning of beds/Cots

When positioning beds/cots the following must be considered;

- Cots must not be placed next to radiators that are emitting heat or under shelves.
- Cots must not have items close by that a baby can reach that might cause injury e.g. blind cords, staples or Blutac to hold up pictures. Remove all items that are within an arm's reach of a baby and remove it from their reach.
- Sleep areas must be adequately lit with soft lighting to enable staff to observe babies sleeping.
- Internal viewing panels in doors and walls in sleep rooms must not be covered.

- It is recommended that beds/cots are spaced at least 12 inches apart or with a solid barrier between cots to prevent the spread of germs. If this spacing is not feasible due to cot design or room size the Nursery Manager needs to discuss this with the RM to develop and apply the best solution.

Cleaning of Cots, Mattresses and Bedding.

To promote good practice in preventing the spread of infection and to ensure the safety of each child, staff must ensure the following happens:-

- If babies have individual cots, at minimum bedding must be changed and washed on a weekly basis.
- Where babies share cots, at minimum bedding must be changed and both mattresses and cots must be sanitised between each use.
- If a baby soils bedding with bodily fluids the sheets should be removed immediately using disposable gloves and the bedding washed at a high temperature wash. The mattress should be washed down with antibacterial solution. Any cleaning materials should be disposed of as per instruction.
- Cots should be stripped and cleaned, including the mattress, with an anti-bacterial solution at the end of each day. The mattresses should be stood up on end to air overnight. Then each morning, mattresses should be placed into the cot and made up.

Storage of Cot Bedding

The following should be considered regarding the storage of cot bedding;

- Cots should be left tidied and sheets refolded after a baby has woken.
- Bedding should be placed folded and placed in labelled bags, not overhanging on the cot side. A suitable system for storing each baby's bedding when not in use should be established if it is not washed daily. Individual photo and name labelled bags are recommended. These can be stored underneath the cots.
- Bed linen should not be stored in direct contact with another baby's bedding to prevent the spread of infection.



Daily Sleep Check Form

CHECK CHILDREN EVERY 20 MINUTES

Date: _____ Room: _____ Senior Signature _____

Name	Time to sleep	Time	Time	Time	Time	Time	Time	Time	Time	Time	Time	Time	Time	Time	Time	Time Awake

Nappy Changing Policy

Welfare Requirement

Learning Stars will ensure that when children are changed both their physical and emotional needs are met. Children will be changed regularly and promptly and their changes documented accordingly. Nappies will be changed by all trained members of the Learning Stars team, all of which are DBS cleared, and have had sufficient in-house training and supervision by senior staff.

During the settling in process, the child's key person will discuss with the child's parents/carers the child's home care and changing routine. Any specific requests will be noted and followed. The nursery's provision of resources for changing and the items which parents/carers are requested to provide will be detailed at this time. The nursery supplies wipes for all children and nappies are provided free of charge. If parents choose, they can supply their own preferred nappies, wipes and barrier creams.

Changing will occur only in the designated changing areas, which meet health, hygiene and safety standards. The area respects the child's right to privacy yet is also easily supervised and accessible.

Policy

1. Learning Stars nappy changing policy and procedure will be in accordance with requests of families, consistent with children's physical and emotional abilities and in compliance with child care regulatory bodies.
2. Every nappy change area must display the nappy changing policy and procedure.
3. A child's nappy must be changed promptly when it is soiled or wet, and at regular pre-set intervals during the day
4. Staff must wear disposable gloves on both hands and a disposable apron for all nappy changes, and use a new set of gloves and apron for each child.
5. After the child's nappy has been changed, both the child and the person who changed the nappy should wash their hands, according to guidelines on hand-washing practices. See Hand Washing posters around for detail.
6. Note the nappy change on form - Nappy Change Chart using a pen.
7. Talcum powder is not to be used within the nappy change, due to potential choking hazard.
8. All children must have their own pot of nappy cream, which is labelled

9. Nappy changes are only to be done in an area dedicated only to performing nappy changes. The changing surface must be: cushioned, smooth without cracks or tears, easily cleaned and waterproof

10. Running water should be adjacent to the nappy area for hand washing. Nappy areas and handwashing facilities should be separate from facilities and areas used for food preparation and service.

11. Containers containing disposable nappies should be emptied as and when required during the day to reduce potential disturbance of smell, though a special nappy bin will be on site.

12. Changing areas must have a system in place to prevent babies falling from the nappy change surfaces- CHILDREN MUST NEVER BE LEFT UNSUPERVISED ON CHANGING MATS

13. Nappies will be changed by all trained members of the Learning Stars team, all of which are DBS cleared, and have had sufficient in-house training and supervision by senior staff.

At all stages the care giver should be warmly interacting with the child, talking about the routine, singing rhymes, etc.

The changing procedure:

Prepare the area

- Check that the changing area is clean.
- Wash hands with warm water and soap. Dry with a paper towel.
- Gather changing items including nappies, wipes/cotton wool and warm water, barrier cream if necessary, spare clothes if necessary and nappy sacks.
- Put on a plastic apron and gloves.

Change the child

- Lift the child onto the changing mat or support the child to walk/climb up to the area if appropriate. (Refer to manual handling policy /training regarding how to lift a child correctly)
- Remove the child's nappy or soiled underwear, and place into a nappy sack
- Wash and dry the child with wipes/warm water and cotton wool. Always wipe the genital area from front to back.
- Apply any barrier cream if necessary. (Prior consent is required from parents/carers).
- Never leave a child unaccompanied on a changing mat.
- If the child is toilet training offer them the choice of a potty or toilet. If they would like to use this lift or support the child off the changing mat/unit and support and encourage them in their use of the potty/toilet.
- Put a clean nappy/underwear on the child and refasten their clothing. If clothes are soiled change and double bag in nappy sacks.
- Lift or support the child off the changing mat/unit if they have not used the toilet/potty.

Promote good hygiene

- Dispose of the used nappy in the provided bin or for re-usable nappies and soiled clothing double bag in nappy sacks. Return all clothing, nappies and resources to appropriate locations.
- Clean the changing area with provided cleaning materials and potty if used.
- Wash hands with warm water and soap. Dry with a paper towel.
- Wash the child's hands or support the child to do so independently.

Monitoring, documenting, communicating

- If any marks, rashes or unusual bowel movements have been witnessed report these accordingly.
- Document the time of the nappy change and whether the child's nappy was wet, soiled or dry on the nappy change records
- For children in pants or pull-ups record toileting times. At the end of the session feed these back to the parent/carer.
- There should be interaction throughout the changing process e.g. through gestures, conversation and songs.

The implementation of this procedure will be monitored by all team members and in particular supervisory staff. All team members have a duty of care to report any witnessed or suspected breaches of policy and procedure.

NAPPY CHANGE RECORD

ROOM:

DATE:

D = Dry W = Wet S = Soiled

RECORD TYPE OF CREAM AND TIME APPLIED

<i>Child's Name</i>	<i>Time / cream & colleague name</i>	<i>Time / cream & colleague name</i>	<i>Time / cream & colleague name</i>	<i>Time / cream & colleague name</i>	<i>Time / cream & colleague name</i>

Potty Training Policy

Potty/Toilet training is a very important milestone for each and every child. The child requires reassurance and guidance at every step to make sure that they are fully supported and encouraged during this stage of their development. It is equally important that we ensure effective partnership and communication with parents in order to give the child continuity between their home and nursery.

The teachers in each room will observe which children are ready to be potty/toilet trained and who are already going to the bathroom. The teachers' aim is to encourage progress in children's ability of self-care and toileting.

Learning Stars strongly believes that when potty training, the best method is to **not use pull-ups at all**, as pull-ups can often confuse children as they are very similar to nappies. Parents are requested to bring in an ample supply of clothes and underwear as children will have more accidents initially.

The team will support children by taking them to the bathroom approximately every 30 minutes throughout the day, keeping a record of their toileting training. Parents must support the same routine at home for the training to be successful and effective quickly.

At the start of toilet training, full time children who nap every day will use a nappy during their nap, until they are toilet trained.

Learning Stars does not provide pull-ups for children as we do not want to encourage the use of pull-ups and want to encourage parents to begin potty/toilet training as soon as possible.. If parents want their child to use pull ups, they have to supply their own pull-ups to the nursery.

The following procedure will be followed:

- During potty/toilet training, nursery staff will encourage independence and support the child with positive reinforcement. Toilet training will be supported following discussions between a child's key person and their parent/carer.
- Senior staff must ensure that ALL staff in the team are fully aware of the child's stage of potty/toilet training.
- Parents' wishes must be taken into account at every stage and this must be communicated to the team.
- ALL children at the potty/toilet training stage must be accompanied to the bathroom and supervised and supported whilst in there.
- Reassurance and praise should be given at every step.
- Potties require immediate emptying and cleaned with an anti-bacterial spray ready for the next child to access.

- Children should then be advised and supported to wash their hands with soap and water and dried thoroughly.
- All visits to the potty will be recorded and during handover parents will be informed of their child's progress on that day.
- Soiled clothes are sent home with the parent, and an additional change of clothes is requested.

If any child is struggling with standard potty training techniques, then this will be discussed with the senior team and between staff and the child's parents

Note: Learning Stars is aware that when working with young children safety and protection of the child's rights are paramount. We ensure that when a child is using the bathroom we encourage them to close the door for privacy. The doors have a security mechanism that allows the staff to open the door from the outside should the need arise.

No cameras; mobile phones; recording equipment are allowed in the bathroom at any time during the time the children are on the Nursery premises.

Settling In and Transitions Policy

Settling in:

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

We realize that the best policy for settling children into the nursery is for parent/carer to bring in their child and to help them familiarize with the classroom until they are comfortable to explore on their own. Depending on the age and development of each child, this time may vary. Some children are confident to explore on their own without a parent/carer, and others take longer to separate from their parent/carer.

At Learning Stars, we offer six hours of settling, spread over three days. The schedule will be as follows:

Day One: One Hour settle- Parent/Carers are required to stay during this session to complete all necessary care forms. The Parent/Carer will support the child to explore the environment and encourage the child to bond with key person.

Day Two: Two Hour settle- Parent/Carers are required to settle their child with their keyworker, and then to let their child know they are leaving. Staff will attempt to gain trust with the child and form a relationship with the child.

Day Three: Three Hour settle- Parent/Carers are required to drop off their child to the classroom. The teachers in the class will help to settle the child and will build on their relationship with the child. It is paramount that we build trust with the child, and for the child to be comfortable and confident in the setting, new environment and teachers.

In the event of a child becoming overwhelmed and the child to cry for a long period of time, we will contact the parents/Carers and ask them to come to collect their child. We want the child to feel comfortable and secure whilst at Learning Stars, and if they cry for long periods of times, this will hinder their experience.

Transitions:

When transitioning from room to room, staff will ensure it is a smooth transition for the child, and that they are fully supported during the move. Although a child may be happy and settled in their previous room, moving to a new room can be a big step, especially as there may be a change in routine and daily activities.

Staff will arrange suitable times for the child to visit and settle within the new class, giving the child an opportunity to learn and adapt to the new routine and classroom expectations, and adjust to the new environment and staff team. The staff from the previous room, and new room will meet to share key information about the child, such as their likes and dislikes, dietary requirements, sleeping and toileting habits, and information regarding their developmental progress. Parents will also be given the opportunity to meet the new key worker, if they require. All paperwork, comfort items, bedding, etc will be transitioned to the new classroom.

Accident / Incident Policy

Learning Stars is aware that when working with young children accidents and incidents will naturally occur. To minimise the number of accidents/incidents at Learning Stars we will ensure that all appropriate risk assessments are carried out on a regular basis.

However we believe it is important to allow children to take certain risks within a safe and supervised environment as this will allow children the ability to familiarise themselves with the tools and skills to solve their own problems and understand the risks that can occur in life.

When an accident occurs:

1. Staff will deal with the injury/accident/incident, and comfort the child. They will administer first aid if needed.
2. Management will be informed as soon as possible and injury will be seen by them. They will be able to advise on what to do, e.g. call parents, and will be able to check the injury. Should the child not be comfortable, or management deems the accident serious the parents will be contacted, and emergency treatment will be sought
3. An Accident/incident form will be completed immediately, and will be checked by management and signed. Details of the accident, with photos will be posted on the iConnect App.
4. Management will place a wrist band on the child. This is to inform parents of an injury that happened at nursery, and to remind the staff to get the form signed by parents.
5. Parents will be informed of the accident on the day, and accident will be signed by parents. A copy of the accident form can be given to parents if requested.
6. Management will check the form and sign for the last time.
7. Parents will be contacted for any head injuries, no matter how small.

During the Ofsted Inspections, the Ofsted assessor will check the entries to the accident/incident records.

All accident/incident records are confidential and accessible to the parent of the child involved; the staff and the Ofsted Inspector.

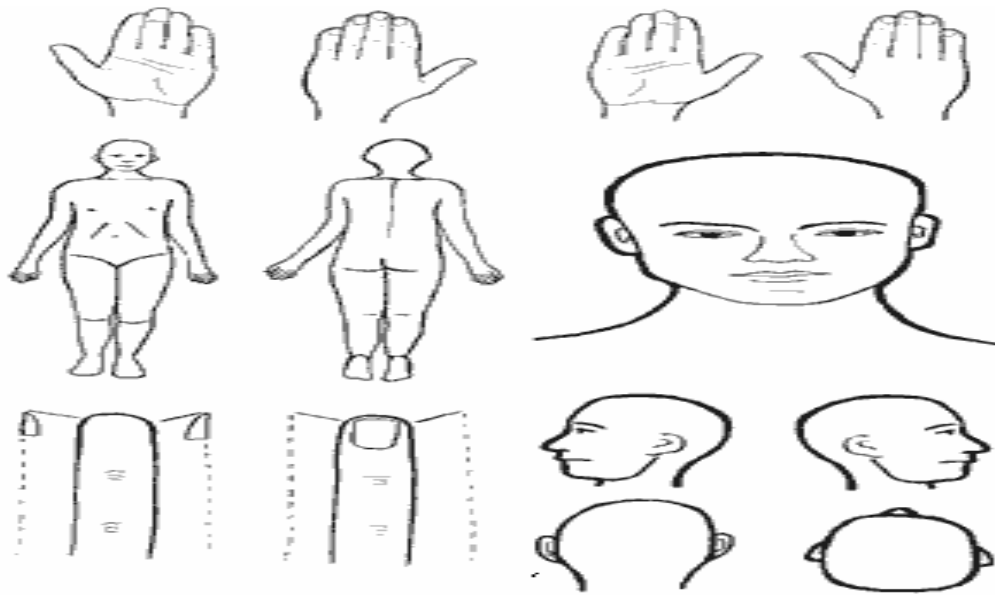
This policy works in conjunction with:

- First Aid & Emergency Treatment Policy
- Health and Safety Policy
- Risk Assessment Policy

CHILD ACCIDENT/INJURY FORM

Name of Child:				
Child's Date of Birth:				
Date and Time of Accident/Injury:				
Room / age group:				
Exact Location - Specify: <i>Inside / Outside; What part of the environment</i>				
Description of accident: <i>If head bump, please state what the child hit their head on</i>				
Cause of accident:				
Description of injury: <i>The Nursery Manager/person in charge should be informed immediately following all head bumps and the parent/carer will be contacted</i>				
Did the child lose consciousness: <i>Yes/no</i> If yes how long for <i>(call ambulance immediately)</i>				
First aid treatment given:				
Was the child taken to hospital: <i>(if unsure if medical attention is needed seek advice from another first aider / manager / NHS direct or call 999 as a precaution)</i>				
Witness/Adults Present:				
Preventative action taken following accident:				
Has the parent/carer been contacted: <i>Parents should be informed immediately following all head bumps</i>	Yes/No	<i>Method of contact</i>	<i>Full name of person contacting Parent/carer</i>	<i>Date & time</i>
Colleague dealing with accident name and signature:				<i>Date & time</i>
Accident reported to Person in charge (name and signature):				<i>Date & time</i>

Please indicate below where the injury is:



<p>Further information/Monitoring form: to be used to record any information/ concerns following a head bump or other injury, the child must be closely monitored and records kept until collected by the parent/carer.</p>		
<p>Did the child cry immediately after the injury: yes or no If yes how long for:</p>		
<p>Did the child vomit post injury yes/no Time of vomit/s: (notify the parent to collect the child and seek medical opinion)</p>		
<p>How was the child behaving after the injury?</p>		
<p>Record any other symptoms of a minor head injury these may include:</p> <ul style="list-style-type: none"> • a mild headache • nausea (feeling sick) • mild dizziness • mild blurred vision <p>If the child experiences any of the above symptoms whilst monitoring and waiting for the parent to arrive the Manager/person in charge must be notified immediately who will make a decision to call an ambulance if necessary.</p>		
<p>Colleague monitoring the child name and signature:</p>	<p>Date:</p>	
	<p>Times monitored From: To:</p>	
<p>Person informing parent/carer name and signature:</p>		<p>Date & time</p>
<p>Parent/carer name and signature:</p>		<p>Date & time</p>
<p>Manager name and signature:</p>		<p>Date & time</p>

First Aid and Emergency Treatment Policy

Learning Stars Montessori is under a general duty to provide a safe environment with appropriate equipment, facilities and staff, with suitable arrangements for welfare, under The Health and Safety (First-Aid) Regulations 1981.

1. Ensures that there is adequate first aid provision for children and colleagues who may become ill or are injured whilst at nursery.
2. Ensures there is a trained appointed person to take responsibility for first aid provision and maintenance of the first aid box.
3. Ensures that at least one person who has a current paediatric first aid certificate is always on the nursery premises when children are present, and a paediatric first aider must accompany children on outings.
4. Ensures that a paediatric first aider can respond to emergencies quickly.
5. Will provide information and training for paediatric first aid to colleagues.
6. Ensures adequate and appropriate provision of first aid boxes and supplies including provision of first aid boxes.
7. Will record accidents and incidents and report them to the appropriate organisation in line with legislative requirements.

Learning Stars will provide information on first aid to employees to ensure that statutory requirements and the needs of the nursery are met. At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present, and must accompany children on outings. The certificate must be for a full course consistent with the criteria set out in the EYFS. PFA training must be renewed every three years and be relevant for workers caring for young children and where relevant, babies. Providers should take into account the number of children, staff and layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly.

Appointed First Aid Colleague/s A suitable colleague/s will be appointed to take responsibility to ensure there is a first aid box easily accessible at all times. The appointed colleague is responsible for first aid provision and maintenance of the first aid box.

Learning Stars recognise that even with all the safety measures in place, accidents and emergencies can arise. We therefore operate an emergency treatment policy within the Nursery. If for any reason a child is required to receive emergency treatment it is the responsibility of the staff to ensure that the correct emergency service is contacted

All parents sign an emergency treatment consent as part of the application process prior to the child starting at Learning Stars. This consent gives Learning Stars permission to take the necessary action in the absence of the parent/carer should any accidents occur. This may involve:

- First Aid and Medical care
- Calling the ambulance and taking the child to the hospital

Please note the following:

- Children will only be taken to hospital by ambulance, and only if we feel this to be necessary. Children will only be taken by ambulance if a parent is unreachable or if they are unable to collect their child asap.
- A teacher will accompany child in the ambulance ensuring that the children left at nursery are properly supervised and a teacher will stay with the child until a parent / carer arrives.
- All attempts will be made to contact the parent if such an occurrence should arise
- The teacher will consent with the Doctor to take the necessary action for the wellbeing of the child

Sick Child Policy

Learning Stars is aware that when working with young children they may become ill during their time at nursery.

If a child becomes unwell whilst at Learning Stars :

- Take the child's temperature.
- Phone the parents/carers, explain their child is unwell, let them know the symptoms and ask them to collect their child.
- One member of staff to sit with the child in a quiet place away from other children, if possible, until the parents/carers arrives.
- If the child has had sickness or diarrhoea explain to the parents/carers that a 48-hour clearance of either symptom must be in place before the child may return.
- Calpol from the nursery should be administered to children with high fever, over 37.5C if consent is received from the parents. If a child has been at nursery for less than 4 hours, written consent must be obtained (Via email) before administering Calpol. If Calpol has been given, or a child has been sent home due to illness or fever, a 24 hour rest period from nursery is necessary.

In an emergency:

- Dial 999 inform operator you need an ambulance to Learning Stars Montessori Nursery, 85 Wembley Park Drive, HA9 8HE.
- One member of staff, a First Aider, to stay with child.
- Other staff to keep other children away from the sick or injured child.
- Management, Admin or Team Leader to phone parents and calmly explain the situation and ask them to come to the nursery.
- If the child needs to go to hospital take the child's application form to the hospital (filed in Upper Office). The application form carries all the child's information plus emergency treatment consent slip signed by the parents.
- Ask ambulance crew which hospital the child will be taken to.
- If unable to contact the parents, Management, Admin or Team Leader to go with the child.
- Learning Stars staff to continue trying to contact parents to inform them of the situation and let them know where their child has been taken.
- A Health Monitoring form will be made and kept on file
- If a child does not attend nursery and the parent does not ring the nursery for 2 days – the Nursery will ring the parents to enquire about the child

This policy works in conjunction with the:

- Accident and Injury Policy
- First Aid & Emergency Treatment Policy
- Medication Policy
- Illness & Exclusion Policy

Health Monitoring Form

<i>Childs Name</i>	
<i>Date</i>	
<i>Time</i>	
<i>Nature Of Monitoring</i>	
<i>Caregiver Response/First Aid</i>	
<i>Name of Caregiver</i>	
<i>Additional Info/Actions</i>	
<i>Has the parent/carer been contacted?</i>	
<i>Name of parent/carer contacted</i>	
<i>Who contacted parent/carer?</i>	
<i>Time of contact?</i>	
<i>How were they contacted?</i>	

Child Monitoring- Check every 20 Minutes

<i>Time</i>	<i>Temperature</i> <small>(if relevant)</small>	<i>Childs Behaviour</i> <small>(e.g., Normal, crying, tired, etc)</small>	<i>Colleague Sign</i>

	<i>Name and Sign</i>	<i>Date and Time</i>
<i>Staff</i>		
<i>Parent</i>		
<i>Manager</i>		

Infection Control Policy

Viruses and infections can be easily passed from person to person by breathing in air containing the virus which is produced when an infected person talks, coughs or sneezes. It can also spread through hand/face contact after touching a person or surface contaminated with viruses. Learning Stars is committed to promoting and maintaining high standards of hygiene throughout the nursery. Learning Stars aims to ensure the safety and wellbeing of all children and colleagues within the nursery setting and stop the spread of viruses by:

1. Maintaining a clean and healthy environment for Children, Staff and Visitors
2. Ensuring that all staff maintain high levels of hygiene standards throughout the nursery reducing the chances of infection being spread.
3. Ensuring stocks of tissues, hand washing equipment, cleaning materials and sterilising fluid are maintained at all times
4. Following Government Guidelines, Health Protection in Nurseries and other Childcare Facilities.

Infection Control Procedures

The best way to prevent a virus or infection from moving around the nursery environment is to maintain high hygiene standards in the nursery.

To do this we will follow the guidance below:

1. Ensure all children use tissues when coughing and sneezing to catch all germs.
2. Ensure all tissues are disposed of in a hygienic way and all children and colleagues wash their hands once the tissue is disposed of (see hand washing procedure).
3. Encourage all children to do the above by discussing the need for good hygiene procedures in helping them to stay healthy.
4. Staff will all wear the appropriate Personal Protective Equipment (PPE) when changing nappies, toileting children and dealing with any other bodily fluids. Staff are requested to dispose of these in the appropriate manner and wash their hands immediately.
5. All potties and changing mats are cleaned and sterilised before and after each use
6. Toilets are cleaned at least daily and checked regularly throughout the day
7. Staff are to remind children to wash their hands before eating, after visiting the toilet, playing outside or being in contact with any animal and explain the reasons for this.

8. All toys, equipment and resources will be cleaned on a regular basis by following a comprehensive cleaning rota and using antibacterial cleanser or through washing in the washing machine.
9. There is a Toy Cleaning Rota for each room in the nursery. This will show when equipment is cleaned and the Room Leader signs to say this has been done. At least one piece of equipment should be cleaned daily (see Toy and Equipment Cleaning Rota).
10. All equipment used by babies and toddlers will be washed or cleaned as and when they need it – this includes when the children have placed it in their mouth.
11. Dummies will be stored in individual hygienic dummy boxes labelled with the child's name to prevent cross-contamination with other children.
12. If a dummy or bottle falls on the floor or is picked up by another child, this is cleaned immediately and sterilised where necessary.
13. Individual bedding will be used by children and labelled. This will be washed at least once a week and not used for any other child.
14. Parents and visitors will be required to remove all outdoor footwear or use shoe covers when entering baby rooms where children may be crawling or sitting on the floor.
15. When children are ill we will follow the illness and exclusion policy to prevent the spread of any infection in the nursery.
16. The nursery manager retains the right of refusal to any children, parents, colleagues and visitors who are deemed communicable and may impact on the welfare of the rest of the nursery (see illness and exclusion policy).
17. Cloths and mops are colour coded for specific uses (see APPENDIX C) to prevent the spread of infection. All cloths and mops should be washed daily.
18. Periodically each room in the nursery will be thoroughly cleaned to ensure the spread of infection is limited. This will be implemented earlier if the need arises.
19. The nursery will ensure stocks of tissues, hand washing equipment, cleaning materials and sterilising fluid are maintained at all times and increased during the winter months or when flu and cold germs are circulating.

Hand Washing Procedure

Washing your hands correctly is important! Washing your hands incorrectly e.g. giving them a quick rinse and not using soap does not remove all the germs present on your hands - putting you and others at risk of infection. Simply rinsing your fingertips under running water does NOT count

WET: It's better to wet hands before applying soap as this prevents irritation

SOAP: Apply soap to wet hands

WASH: Rub hands together vigorously making sure both sides of the hands are washed thoroughly, around the thumbs, between each finger and around and under the nails.

- Rub each palm over the back of the other hand
- Rub with fingers interlocked
- Rotational rubbing of each thumb
- Rotational rubbing backwards and forwards with clasped fingers with right hand in left palm and vice versa

RINSE: Rinse with clean running water

DRY: Germs spread more easily if hands are wet so dry them thoroughly.

Alcohol Hand Rub

In health care environments today, alcohol hand gels are now widely used. Where hands are visibly clean and there is no convenient access to washing facilities, then an alcohol hand rub can be used for example on outings with children. The use of an alcohol hand rub kills a high proportion of the germs present on the hands, rather than physically removing them.

Alcohol hand gel is NOT a replacement for hand washing with liquid soap and water. The same application technique as used in the hand washing procedure (but without wetting first) should be used when applying alcohol hand gels, as this will ensure that all surfaces of the hands have been exposed to the alcohol.

Hand Washing Must Take Place:

Before

- preparing, serving or eating food.

And after

- going to the toilet
- dealing with ill children
- handling sick children's clothing
- cleaning pet living and sleeping areas
- hands have been licked by animals
- preparing food
- contact with body fluid substances such as urine, faeces, vomit, etc
- Sneezing/coughing Blowing own nose.

Warm water, soap and paper towels are available in all bathroom and kitchen areas.

Illness and Exclusions Policy

Learning Stars:

- Encourages parents/carers to keep children at home if they are unwell.
- Will contact parents/carers if a child falls ill at nursery
- Will take appropriate emergency action in the case of a child developing a serious illness whilst at nursery
- Follows government guidelines, health protection in Nurseries and other childcare facilities for our nursery illness policy and follow the guidance set in regard to exclusion periods.
- Informs parents/carers of any communicable disease affecting the nursery
- Follows procedures to prevent the spread of infection within the nursery
- Will notify the appropriate organisation of any reportable illness/disease.

At Learning Stars we aim to ensure the safety and well-being of all children and colleagues within the nursery setting. Many illnesses can be infectious before a full diagnosis can be made. Health guidelines indicate that it is not necessary to operate a policy of exclusion for all child illnesses but it is important that staff and parents/carers understand when exclusion is appropriate and necessary.

To help keep children healthy and minimise infection, we do not expect children to attend nursery if they are unwell. Children should remain at home if they are unwell. If a child is unwell it is in their best interest to be in a home environment with adults they know well rather than at nursery with their peers.

The nursery manager/senior staff has the right to refuse admission in the best interest of the child and other children in the nursery and this is non-negotiable. It is exceedingly unfair to expose other children to the risk of an infection.

If a contagious infection is identified in the nursery, parents/carers will be informed of their child's exposure to the infection within 24 hours or the next working day to enable them to spot the early signs of illness.

The illness and exclusion policy seeks to:

- Maintain a healthy and safe environment through minimising or preventing the risk of the spread of a communicable disease/illness.
- Ensure staff and parents/carers are aware of their responsibilities.
- Establish a system and process for responding to the diagnosis of a communicable disease including making all nursery users aware of the diagnosis.

For guidance on exclusion periods, we make reference to the Government Guidelines, Health Protection in Nurseries and other Childcare Facilities.

<https://www.gov.uk/government/publications/health-protection-in-Nurseries-and-other-childcare-facilities>

Immunisations

We recognise, where possible, that children are vaccinated in accordance with their age. If children are not vaccinated, it is the responsibility of the parents/carers to inform the nursery to ensure that children/staff/parents/carers are not exposed to any unnecessary risks. The nursery manager must be aware of any children who are not vaccinated within the nursery in accordance with their age.

Parents/carers should be aware that some children will not be vaccinated in the nursery. This may be due to their age, medical reasons or parental choice. Our nurseries do not discriminate against children who have not received their immunisations and will not disclose individual details to other parents/carers.

Procedures

If a child appears unwell when they arrive at nursery or the parent has reported an illness to nursery colleagues, the nursery will ask parents/carers to take the child home until they are feeling better. The nursery manager/senior colleague has the right to refuse admission in the best interest of the child and other children in the nursery and their decision is non-negotiable. Please note, if a child has/had a fever the previous day (whether its on weekend or day off from nursery), it is the parents responsibility to notify the nursery, and they must keep their child off from nursery for 24 hours after temperature has returned to normal.

If a child appears or becomes unwell while at nursery:

1. The manager must be informed immediately.
2. Child's temperature will be taken. If temperature is normal (up to 37.7°C), but the child is behaving different, or appears unsettled, a courtesy call will be made to parents to inform them of the situation, however they will not be required to pick up their child, unless they wish to, and the child may return to nursery the following day. If the child has a slight temperature (up to 38.5°C), the child will be monitored for up to an hour, and if symptoms persist, the child's parent will be called and asked to collect their child. In this case, the child should not return to nursery for 24 hours after their fever has gone. Any temperature above 38.5°C, will require the parents to collect their child immediately, and the child will be required to rest at home for 24 hours after their fever has returned to normal. In the event that a child falls ill whilst at nursery, the key person/buddy must contact the child's parents/carers. If child has diarrhoea or vomiting whilst at the nursery, parents must collect

their child, and the child must not return to setting until 48 hours after their last vomiting/diarrhoea.

3. If the child's parents/carers cannot be contacted, the emergency contacts listed on the registration form should be called. If these are all unavailable, take the necessary action to assist the child's medical health e.g. key person/buddy to care for the child in a quiet area until the parents/carers come to collect them.

4. If the illness is severe, call for an ambulance immediately. DO NOT attempt to transport the sick child in your own / a staff's vehicle.

- a) Whilst waiting for the ambulance, contact the parent and arrange to meet them at the hospital
- b) The key person/buddy should accompany the child to the hospital taking registration form, relevant medication sheets, medication and the child's comforter.

5. If a child suffers from a medical incident, such as fever, seizure, or allergic reaction, a Health Monitoring Form will be completed. The form must be signed by the child's parent as soon as reasonably practicable and placed in the child's individual file.

6. Child can not be given Calpol/Piriton unless they have a high temperature, or are having a allergic reaction. If the child has been in the setting for less than four hours, parents must email nursery, to consent to Calpol/Piriton being given (to avoid overdose). No medication will be given without prior consent.

If the illness appears to be communicable

It is vital that we follow the advice given to us by our registering authority and exclude specific contagious conditions to protect other children in the nursery. It is exceedingly unfair to expose other children to the risk of an infection.

1. When determining the nature of a communicable disease and exclusion periods the current local guidance should be used. For guidance on exclusion periods the nursery manager will make reference the Government Guidelines, Health Protection in Nurseries and other Childcare Facilities (updated version March 2019) <https://www.gov.uk/government/publications/health-protection-inNurserys-and-other-childcare-facilities> (It is the responsibility of the Manager to ensure an up to date copy of current guidance on communicable diseases is available at the nursery)
2. If a contagious infection is identified in the nursery, the nursery manager must inform parents/carers of their child's exposure to the infection within 24 hours or the next working day. This will enable them to spot the early signs of this illness.
3. All equipment and resources that may have come into contact with a contagious child must be cleaned and sterilised thoroughly to reduce the spread of infection.

4. No child or staff known to be suffering from a communicable disease or considered too ill to participate in normal nursery activities should be admitted to the nursery.
5. Attendance at the nursery is at the discretion of the Manager and is non-negotiable.

Meningitis procedure

If a parent/carer informs the nursery that their child has meningitis, the nursery manager will contact Health Protection Team (HPT) for the area. The HPT will give guidance and support in each individual case. The nursery will follow all guidance given and notify any of the appropriate authorities including Ofsted if necessary (see “Who to Notify” below).

The local Health Protection Team is: PHE North West London Health Protection Team

Transporting children to hospital procedure

The nursery Manager/senior person in charge must:

- Call for an ambulance immediately if the illness is severe. DO NOT attempt to transport the sick child in your own vehicle
- Contact the child’s parents/carers and arrange to meet them at the hospital
- Redeploy colleagues if necessary to ensure there is adequate staff deployment to care for the remaining children
- Arrange for Management/Admin/ Room Leader to accompany the child taking with them any relevant information such as registration forms, relevant medication sheets, medication and the children’s comforter.

Who To Notify

Public Health England: Local health protection teams work alongside the NHS, local authorities and emergency services providing specialist support in communicable disease, infection control and emergency planning

If you have reason to believe that any child is suffering from a notifiable disease identified as such in the public health (infectious diseases) regulations 1988, the nursery manager or senior colleague should act on any advice given by the Public Health England (PHE), and make any necessary notes and action taken and make a referral to Ofsted/Riddor/LSCB if necessary.

To find a list of notifiable diseases go to the Health protection Services for your region www.hpa.org.uk and search for notifiable diseases

Illness	Exclusion period
Fever (High temperature above 38.5°C)	24 hour rest period (after temperature returns to normal)
Fever related to teething	Child may return to nursery once fever has cleared, and if confirmed by doctor to be related to teething. However if they become unwell again, they will be sent home. If child is dependent on pain relief, they must stay at home (Unless prescribed by doctor)
Diarrhoea and/or Vomiting	48 hour exclusion (after last loose stool, or last vomit)
If child is sent home unwell	24 – 48 hour rest period
If child is given calpol	24 hour rest period

Key Notes:

- Normal temperature is 37.7°C or below. Any temperature above this is considered a high temperature.
- If a child has a temperature, parents must collect their child immediately and they will be required to rest at home for 24 hours, after their temperature returns to normal.
- If a child has been in setting for less than four hours, parents must email consent before we administer Calpol.
- We cannot give Calpol to child for any reason besides a high temperature.
- If child had temperature over weekend, or day off nursery, the child should not attend the following day and must have a rest period of minimum 24h.
- If child has been sent home, under all circumstances, the child must not return to the setting for a minimum of 24hours.
- Children with diarrhoea and/or vomiting should not attend the setting for 48hours (after their last vomit/diarrhoea)
- Calpol will only be administered for temperatures above 38°C
- Senior staff members will check the child's temperature, and will check the temperature three times, recording the average temperature. We will check temperature using three thermometers to ensure correct reading – (Forehead, in ear, and underarm)
- Temperature checks are recorded by senior members of staff. If there are any queries or discrepancies, please bring this up before the child leaves the setting.

Temperature	Up to 37.7°C	37.7°C – 38.5°C	38.5°C and above
	No temperature, child can return next day	Child must be monitored up to 1h. If symptoms persist, Child will be sent home and must not return to setting for 24hours.	Child will be sent home and must not return to setting for 24hours.

Head Lice Policy

Head lice is a problem that can sometimes occur in the Nursery and if left untreated can spread rapidly.

If head lice is found on a child they should be kept at home and treated and the Nursery notified. The Nursery will be able to state when a child is able to return, but the nursery reserves the right to exclude the child until all head lice is clear. (Exclusion time will differ according to which method of treatment is used).

If a child is found to have head lice in the Nursery, parents or carers will be contacted to collect their children as soon as possible.

We can control the possibility of Head Lice at the Nursery by following a simple weekly process of “wet combing.” If all parents follow this process we could hopefully eliminate any instance of Head Lice in the Nursery.

'Wet combing' involves washing the hair and applying conditioner, then combing through with a wide-tooth comb to remove tangles. Taking a section at a time, a fine tooth detection comb is then pulled downwards through the hair, keeping the comb close to the scalp (where head lice are often located). The comb is checked for lice after each section. The comb must be fine enough to catch the lice and a pharmacist should be able to recommend a comb for this purpose, if parents are in any doubt. This process should be completed weekly. If head lice are found, all other family members should be checked and, if necessary, treated. Checks should be continued following treatment to ensure that it has been effective and to detect any re-infection.

Medicine Policy

Learning Stars promotes the good health of children and colleagues and will take positive steps to prevent the spread of infection (see illness and exclusion policy). If a child requires medicine we will obtain information about the child's needs for this and will ensure this information is kept up to date. We will follow strict guidelines when dealing with medication of any kind in the nursery as set out in the policy.

We request that parents/carers administer the first dose of newly prescribed medicines so as to ensure that there are no immediate side effects or allergic reactions. If prescribed medicines are required during the nursery day then the nursery procedures for administering medication must be followed at all times.

Children who are taking medication may attend nursery provided they are not suffering from an infectious illness disease that could impact the health and wellbeing of other children in our care, are not displaying any signs or symptoms of illness and they are well enough to fully participate in nursery activities; this is at the manager's discretion. For information on infectious illness please refer to The Health Protection agency's Guidance on Infection Control in Nurseries and other Childcare Settings:

<https://www.gov.uk/government/publications/health-protection-in-Nurseries-and-other-childcare-facilities>

Medication will only be administered if it has been prescribed by a doctor, dentist, nurse or pharmacist, and it has a prescription label with the child's name, in its original containers and can only be administered according to their directions. The nursery will not administer a dosage that exceeds the recommended dose on the prescription label unless accompanied by written instructions from a relevant health professional such as a letter from a doctor or dentist. (with the exception of Emergency Calpol, Emergency Piriton, Nappy Cream and Teething Gel).

Learning Stars will only administer medication if a medicine consent form is completed and signed by the parent/carer, verbal permission will not be accepted. Requests for alterations (written or verbal) to dosages to that stated on the medicine cannot be accepted at any time unless accompanied by written instructions from a relevant health professional such as a letter from a doctor or dentist. All medication forms must be signed in person, before any dose of medication is given. (Forms cannot be completed at end of day or via email)

Prescribed pain relief will only usually be administered once during the child's day at nursery and not for more than 3 consecutive days or on a regular basis. If prescribed pain relief is required for more than 3 days or on a regular basis a health care plan must be completed and accompanied by a letter from a health care professional stating the reason for the on-going medication

An emergency nursery supply of fever relief (Calpol) and antihistamine (Piriton) will be stored on site and will only be administered only if prior written consent has been given by the parent/carer. If a child does exhibit the symptoms for which consent has been given to administer emergency medication we will make every effort to contact the parent/carer prior to administration and follow our procedures for administering emergency medication. If child has not been on site for four hours or more, parents must email their consent to administer emergency calpol/Piriton as to avoid overdosing.

Giving non-prescription emergency medication will be a last resort and the nursery practitioners will use other methods first to try and alleviate the symptoms. The child will be closely monitored and the parent will normally be expected to collect the child as soon as possible. We will not administer a second dose of emergency nonprescribed medication.

Non-prescribed Nappy Cream and Teething Gel (supplied by the parent/carer) will only be given with prior parental permission, and if there is an accepted health reason to do so. No medicine/cream/lotion can be administered unless a medicine consent form is completed and signed by the parent/carer in advance.

The Nursery Manager / Deputy / Room Leader must administer the medicine with a witness present, and must sign the medication consent form.

Medicine Procedures

Prescribed Medication

- Staff will administer medicine, witnessed by a senior colleague (this can be the Manager, Deputy, Admin or Room Leader).
- When a parent/carer brings prescribed medication in for their child, colleagues must check that the medicine has the original prescription label clearly stating the child's name and dosage. Prescription medicine will only be given to the child named on the bottle for the dosage stated. Parent/Carer must complete a Prescribed Medication Form, before any medicine can be administered.
- The nursery will not administer a dosage that exceeds the recommended dose on the instructions unless accompanied by a doctor's letter.
- If prescribed pain relief is required for more than 3 consecutive days or on a regular basis a health care plan must be completed and accompanied by a letter from a health care professional stating the reason for the on-going medication.
- A Medication Permission Form for each child must be completed and signed by the child's parent/carer on the first day their child requires medicine
 - a. Parents/carers must state the name of the medicine, the dosage, time due and why the child requires the medication.
 - b. Parents/carers must complete the time and amount of the last doses given at home before coming to nursery with their signature as authorisation to administer the next dose of medication.
 - c. This form must be read and understood by all staff in the child's room and signed by the nursery manager or deputy
- A Medication administration form detailing the medication dosage and times to be administered for each child is kept in the All About Me File in the child's room. This must be completed and signed by the child's parent/carer at the beginning of the session each time their child requires medicine. The form must also be signed by the colleague who takes the medicine from the parent/carer at the beginning of the session.
- The Parent/carer must sign the Medication administration form again when they collect their child; staff must ensure that information is given to the parent/carer regarding the medication and when it was administered during the day.
- Prior to the medication being administered, the dosage must be agreed and witnessed by the Manager, Deputy, or Room Leader and the Medication Administration form must then be completed with the correct information including time administered and who administered it. A senior colleague must check the information recorded and sign the administration form as a witness.

- Trainees, agency or bank staff must never administer medicines without the Nursery Manager's express permission in advance and permission will only cover agreement for a single dosage at a time and trainees, agency or bank staff must never act as a witness.
- When administering medication staff and the witness will ensure:
 - a. That the medication label clearly states the child's name and that this matches the medication administration form and the child's identity have been carefully checked.
 - b. That the medication is in date and check the dosage on the administration records is correct as stated on the medication. Both colleagues must agree that the correct measure is prepared before it is administered to the child.
- The child is asked to take the medicine and it is offered in a manner acceptable to the child at the prescribed time and in the prescribed form. If the child refuses to take the appropriate medication then a note will be made on the administration records.
- No further medication is administered if the child spits out, vomits or spills part of the dose. This should be recorded on the administration form.
- The medication is replaced in the cupboard or refrigerator and returned to parent/carer at the end of the day/session or on completion of treatment.
- Times of doses are recorded on the child's medication administration form and medicine authorisation form including the names of both colleagues.
- Staff must ensure that information is given to the parent/carer on collection of their child, regarding the medication and when it was administered during the day and information regarding any signs of side effects or allergic reactions however slight. The parent/carer signs the child's medical administration form at the end of the child's day/session.

Non Prescribed Medication

Emergency Calpol

- The parent/carer must complete the parental/carer permission form – non-prescribed Emergency Calpol when their child's starts nursery, if they wish the nursery to give Emergency Calpol if their child becomes ill during the day with a temperature of 38°C or over.
- In the event that a child has a temperature of 38°C or over, Learning Stars keeps Emergency Calpol at the nursery and will administer according to the manufacturer's instructions and only if prior written consent for the administration in case of emergency has been obtained.
- If a child develops a high temperature (A normal temperature in children is below 37.7°C but this does differ slightly from child to child. A fever is usually considered to be a temperature of over 37.7°C) they MUST be monitored and their temperature recorded every 20 minutes on a health monitoring form. To record a temperature the average of three temperature readings MUST be taken. During this period of initial monitoring staff MUST attempt to cool the child by:
 - a) Encouraging the child to drink plenty of fluids
 - b) Keep the room well aired and at a comfortable temperature (about 18°C [65°F]) by adjusting the heating or opening a window
 - c) Refrain from cuddling the child too closely.
 - d) Avoid bundling them up in too many clothes or bedclothes.
- If the child has recently woken from sleep and appears feverish their temperature monitoring should commence 15 minutes after the child has been fully awake.
- If after 20 minutes the child has maintained a high temperature of 38 degrees Celsius or above, staff MUST contact the child's parent/carer and
 - a) Inform the parent/carer of their child's temperature
 - b) Ask parent/carer if they have administered any fever relief prior to child arriving
- If the child has been in nursery for over four hours then ask the parent/carer for verbal consent to administer Calpol from the emergency nursery supply.
- If the child has been in nursery for less than four hours and the parent/carer informs that they have not administered any fever relief before nursery then ask the parent/carer for written consent via email to administer Calpol from the emergency nursery supply.
- If the parents/carers are not contactable and the child has been in nursery for four hours or more, there is prior written consent for the administration in case of emergency, then staff can administer fever relief. The nursery manager or their deputy should continue to contact the parents and inform them that their child is unwell.

- Following the administration of emergency non-prescribed Calpol the child will be closely monitored and the parent will normally be expected to collect the child as soon as possible. We will not administer a second dose of emergency non-prescribed medication.
- It will be recorded on the Non-Prescribed Calpol consent form and the child's parent/carer will be asked to sign this when they collect the child.
- The child's temperature MUST be continued to be monitored every 20 minutes after the emergency dose.
- When administering Emergency Calpol we will give the correct dosage as consented by the parent/carer on the parental/carer permission form – Nonprescribed Calpol and as recommended in the manufacturer's instructions.
- Medication is administered by Manager / Deputy / Room Leader and the Non-Prescribed Calpol consent form must be completed with the correct information including time administered and who administered it. A senior colleague must check the dosage prior to it being administered and then agree the information recorded and sign the administration form as a witness. The parent/carer will be asked to sign this when they collect their child.

When we cannot give Emergency Calpol

If the child has not been at the nursery for 4 hours or we do not have written permission to administer Emergency Calpol and we are unable to contact the child's parent/carer, we will be unable to give Emergency Calpol. We will make every effort to reduce the child's temperature (as described above) and will monitor their temperature every 20 minutes.

If a child's temperature rises above the following thresholds

- 3-6 month old baby: 39 degrees
- Baby/child over 6 months old: 40 degrees

And the parent/ carers are unreachable, Management will make the decision to call an ambulance. In this case a staff member will accompany the child to a hospital, until a parent/carer arrives.

Emergency Antihistamine 'Piriton'

If a child has prescribed Piriton to treat a known allergy, a healthcare plan must be completed, the parent/carer will be required to supply prescribed Piriton and the Prescribed Medication process must be followed (see healthcare plan section below).

The nursery will hold emergency liquid antihistamine 'Piriton' in the nursery. This will be available in an emergency and will only be administered if prior written consent is given by a parent/carer and the nursery has been instructed to administer the medication by parents.

The parent/carer must complete the parent/carer permission form – non prescribed Piriton when their child starts nursery, if they wish the nursery to give Piriton in an emergency if their child has an allergic reaction to something whilst in the nursery.

The medication procedures must be followed, and the parent/carer must sign the medication administration form the same day or as soon as reasonably practicable.

Nappy Creams

The nursery will provide each child with an individual pot of Sudocrem cream (which must be clearly labelled with their name) if required and if prior consent has been obtained on Non-prescribed lotion and barrier cream form

Any other nappy cream must be provided by the child's parents/carers and must be filled in on the Cream Consent Form.

When applying nappy cream colleagues must wear disposable gloves and record the application on the nappy change record, and on iConnect.

Teething Gel

If Teething gel is required parents/carers are asked to provide this for their child/ren and must complete the Medication Consent Form. Teething gel will be applied to the child by staff and it must be witnessed and recorded on the medical control form. Learning Stars does not keep emergency teething gel.

Inhalers

Parents/carers must sign the prescribed medication form, outlining what the medication is called, the dosage and the frequency. The signed form is kept in child's all about me file in their classroom, a copy kept with the inhaler, and a copy kept in the office Health Care folder.

If a child requires their inhaler during a session staff will administer the inhaler as described on the prescribed medication consent form, and the parent/carer will be asked to sign the Form at the end of the session when collecting the child.

Skin Creams

We will apply skin creams following the same procedure as we do for prescribed medicine. If prescribed, parents must complete a prescribed medication form, and if not prescribed must complete details on non-prescribed lotions and barrier creams form. The signed form is kept in child's all about me file in their classroom.

Gloves must always be used when applying creams. Staff must apply the skin cream, witnessed by the Room leader or a senior colleague.

Homeopathic Medicines and Creams

We will not administer any kind of homeopathic medicines or creams, unless prescribed by a doctor.

Medication when on Nursery Outings

From time to time medication may need to be administered when the child is on a nursery outing. If the child is going out on a local outing this must be arranged between the times the medication is needed.

If the child is going out on a full day trip the medication must be kept with the staff and the Medication Administration Form must be taken on the outing. The medication will then be administered in the same way as when a child is in the nursery.

Healthcare Plan

A Health Care Plan must be completed for each child with a long-term medical condition that requires on-going medication or children with any allergies. Parent/Carers must ensure the healthcare plan is completed as soon as possible, and with as much information that can be useful.

Health care plans must be completed prior to the starting nursery or immediately following any diagnosis or change. The Nursery manager is responsible for ensuring that a healthcare plan is in place and that all relevant colleagues are aware.

For some medical conditions staff may be required to have basic training to understand the condition. Some other conditions may require more specialist training in order that colleagues understand how to administer these medications such as EpiPen's, injections, pessaries, suppositories. This training would be specific for each child and not generic. Information on the medication such as dosage and possible side effects should be included in the Health Care Plan.

If a child attending nursery has been prescribed an EpiPen because they have a severe allergic reaction to anything, an individual risk assessment will be carried out for this child and a Health care plan completed detailing the procedures to follow. A copy will be kept in the child's individual file and the Risk Assessment File. There will always be someone available on the premises that can administer the EpiPen to the child. All colleagues will be given information on the allergy that the child has and will be updated with any changes.

Information must be shared with all Colleagues that care for the child. The Health Care Plan must take into account emergency measures and should be reviewed monthly. As part of the monthly review the key person is responsible for checking that the medication remains in date and will not run out or expire before the next review date

Colleague health and medication

All nursery colleagues have a responsibility to work with children only where they are fit to do so. Colleagues must not work with children where they are infectious or too unwell to meet children's needs. This includes circumstances where any medication taken affects their ability to care for children, for example, where it makes a person drowsy. If any colleague believes that their condition, including a condition caused by taking medication, is affecting their ability they must inform their line manager and seek medical advice.

If a staff member has a long term illness, they must complete a staff Health Care plan, outlining details of condition, any medication, and what to do in an emergency and will be filed in Health Care folder in office, and in any medication boxes. Any emergency medication such as inhalers, EpiPen's, or insulin shots must be kept in a labelled box in office. This must be reviewed at least every 6 Months.

Where colleagues may occasionally or regularly need medication, any such medication must be kept in the colleague's locker. It must not be kept in the first aid box or in the nursery rooms.

Storage of Medication

All medications must be in their original containers, labels legible and not tampered with or they will not be given. All prescription medications should have the pharmacist's details and notes attached to show the dosage needed and the date the prescription was issued. This will all be checked, along with expiry dates, before colleagues agree to administer medication.

Emergency medication/long term medication, such as inhalers and EpiPen's, will be within easy reach of colleagues in case of an immediate need, but will always remain out of children's reach .

All long term/emergency medication should be checked monthly to ensure it is stored correctly, remains in date and will not expire or run out before the next monthly check.

Any antibiotics requiring refrigeration must be kept in a clearly labelled secure container and separated from food stuffs in a refrigerator inaccessible to children. Any other medication including Emergency Calpol and Piriton should be securely stored out of reach of children away from the children's rooms

HEALTH CARE PLAN

DATE	
CHILD'S NAME	
DATE OF BIRTH	
CHILD'S ADDRESS	

FAMILY CONTACT INFORMATION

NAME	
TEL NO (WORK)	
(HOME)	
(MOBILE)	

NAME	
TEL NO (WORK)	
(HOME)	
(MOBILE)	

CLINIC/HOSPITAL INFORMATION

NAME	
TEL NO	

GP INFORMATION

NAME	
TEL NO	

MEDICAL DIAGNOSIS OR CONDITION

DESCRIBE MEDICAL NEEDS AND GIVE DETAILS OF SYMPTOMS

DAILY CARE REQUIRMENTS (EG BEFORE ACTIVITIES/LUNCHTIME)

DESCRIBE WHAT CONSTITUTES AN EMERGENCY FOR THE CHILD, AND THE ACTION TO TAKE IF THIS OCCURS

FOLLOW UP CARE NEEDED

WHO IS THE FIRST POINT OF CONTACT IN AN EMERGENCY (STATE IF DIFFERENT FOR OFF-SITE ACTIVITIES)

DATE

SIGNED MANAGER

*SIGNED
PARENT/CARER*

*SIGNED KEY
PERSON**

REVIEW DATE

MEDICATION PERMISSION FORM – ADMINISTERING PRESCRIBED MEDICINES

(Only to be used when prescribed medication is brought in)

In order for your child to receive prescribed medicines whilst at Learning Stars, this form needs to be completed, signed and dated.

Staff cannot administer prescribed medicines without parents' permission on the day the prescribed medicine is to be given.

Please bring prescribed medicines only when your child attends the day nursery and take them home again when your child leaves. (The only exception to this is for long term illness medication).

All medicines/lotions must show the original prescription label clearly marked with the child's full name and the prescribed dosage. All medicines will be stored appropriately in your child's room.

To be completed by parent/carer for prescribed medicines:

Full name of child:

Name of parent/carer:

Reason for Medication:

Full name of prescribed medicine/lotion to be given:

Dose and frequency required:

Storage Instructions:

Length or course:

Parent/Carer signature:

Date:

Managers signature:

Date:

MEDICATION ADMINISTRATION

<i>DATE</i>	<i>TIME OF LAST DOSE</i>	<i>MEDICATION GIVEN BY</i>	<i>TIME GIVEN</i>	<i>WITNESSED BY</i>	<i>PARENTS SIGNATURE ON HANDOVER</i>

PARENTAL/CARER PERMISSION FORM - NON-PRESCRIBED LOTIONS / GELS (BARRIER CREAMS)

In order for your child to receive non-prescribed Nappy Cream, Sun Cream or Teething Gel whilst at Learning stars, this form needs to be completed, signed and dated.

Staff cannot administer non-prescribed Nappy Cream, Sun Cream or Teething Gel without parents' permission.

Please give non-prescribed Nappy Cream, Sun Cream or Teething Gel to your child's key person or responsible person, clearly marked with the child's full name, which will be stored appropriately.

To be completed by Parent/Carer for Nappy Cream, Sun Cream and Teething Gel:

Full name of child:

Name of Parent/Carer:

I give permission for Nappy Cream to be applied:

Please state type of Nappy Cream (ONLY Sudocrem is provided by nursery):

Signature Parent/Carer:

Date:

I give permission for Sun Cream to be applied:

Please state type of Sun Cream (not provided by Nursery):

Signature Parent/Carer:

Date:

I give permission for Teething Gel to be applied:

Please state type of Teething Gel (not provided by Nursery):

Signature Parent/Carer:

Date:

Managers Signature:

Date:

Behaviour & Discipline Policy

At Learning Stars it is our aim to allow the children to become self disciplined through freedom of choice, movement and use of the activities. Children are encouraged to work with the materials as long they like and are free to choose any activity from the classroom. This allows the children to become self disciplined, which will last a lifetime rather than incorporating structured discipline.

At Learning Stars we incorporate values into our teaching method and encourage all staff and children to work with values. This is to encourage consistency of approach within the nursery, encourage a safe and happy environment, and Enhance teaching and learning opportunities by encouraging mutual respect and setting clear boundaries.

Difficult behavior will be dealt with within the guidelines of the Montessori philosophy, where children are loved, respected and listened to.

At no point is any child disrespected or spoken to harshly – this goes against our values and philosophy. If children come into Nursery and talk about harsh discipline, in particular, physical discipline at home, then we will speak to the parents / Carers concerned.

All members of the Learning Stars Montessori Nursery community will treat one another with equal respect.

This means that:

- We will try to understand one another's points of view.
- We will try to show respect for others' feelings, needs, abilities and cultures.
- We will try to create an environment where the ethos supports helping others, sharing and cooperation.
- We will respect other people's property and possessions.
- Bullying and antisocial behaviour is never acceptable.
- Racist behaviour is both unacceptable and illegal.

OUR EXPECTATIONS OF THE CHILDREN

- Show awareness of the other children and teachers
- Show respect and courtesy to the other children and teachers
- Show kindness towards the other children
- Do not hit, scratch, push etc other children
- Show awareness and respect classroom resources

HOW WE DEAL WITH BEHAVIOURAL ISSUES

- The key teacher will speak to the child with kindness and patience. We do not endorse harshness in any situation.
- Staff will complete an incident form for any behaviour that causes harm or disruption to other children, or nursery property. Parents will be informed and asked to sign the form.
- If more than 5 incident forms have been completed in a space of 4 weeks, and the behaviour is ongoing, a behaviour record will be completed.
- Once a behaviour record is completed, the parents and staff can work in partnership to try and get to the root of the issue, and establish the triggers for such behaviour.
- If a child is behaving in such a manner that s/he could injure himself/herself or a member of staff or other children the staff will physically remove the child to a safer place or restrain the child according to the *Guidelines on the Use of Control and Physical Restraint by Staff* together with guidance given in Section 8 of the Education Department pamphlet entitled *Child Protection: A Practical Guide for All Staff Working in Education Establishments*.

INCIDENT FORM

The incident form must be completed to record any incident that has caused injury to another child or adult or damage to nursery equipment, even if this is the first time it has happened. Examples could be biting, pushing or throwing and the form is intended to monitor behaviour. Once the form has been signed by the child's parent it must be placed in the child's wallet in "All about Me" folder.

CHILD'S NAME	
CHILD'S DATE OF BIRTH	
DATE AND TIME	
PLACE INCIDENT OCCURRED	
WHAT HAPPENED	
ACTION TAKEN:	

STAFF PRESENT	
STAFF SIGNATURE	
MANAGER'S SIGNATURE	
PARENT'S SIGNATURE	

Learning Stars Montessori BEHAVIOUR RECORD

<i>Name of Child</i>	
<i>Date of Birth</i>	
<i>Classroom</i>	
<i>Nature of Behaviour Concern</i>	
<i>Reason for considering this a problem</i>	
<i>Parent / carer contacted:</i>	
<i>Possible goal of behaviour:</i>	
<i>Assessment of Behaviour – Possible causes</i>	
<i>Proposed solutions to behaviour: (provide dates)</i>	
<i>Follow up response Description of behaviour redirection if any changes</i>	
<i>Parents response</i>	
<i>Key Teacher Further Evaluation</i>	
<i>Key teacher Sign and Date</i>	
<i>Manager Sign and Date</i>	
<i>Parent/Carer Sign and Date</i>	

Restrictive Physical Intervention Policy

Learning Stars believes that children grow and develop best when they know how they are expected to behave. Children gain respect through interaction with caring adults who show them respect and value their individual personalities. Restrictive Physical Intervention is where practitioners take reasonable action to prevent children from injuring themselves or others or damaging property when a colleague intentionally physically restricts a child's movement against his or her will, i.e. such as holding a hand to guide the child away from harm.

Restrictive Physical Intervention is a reactive measure and should not be used as a strategy to manage behaviour; it should only be used when other strategies have been used first and in cases where the child, other children or the colleague is at risk of harm as a result of the behaviour

There may be unforeseen emergencies when colleagues may need to resort to physical intervention to protect other children or themselves.

Learning Stars:

1. Aims to provide a safe environment for all children and staff.
2. Ensures that all colleagues follow the policy for promoting positive behaviour
3. Ensures that restrictive physical intervention is only used as part of support plan: for positive behaviour
4. Will only use restrictive physical intervention in rare circumstances and as a last resort when strategies are in place
5. Recognises that restrictive physical intervention is a reactive measure to protect the safety of the child, other children and colleagues.
6. Considers restrictive physical intervention as a means to provide appropriate ways to ensuring a child's safety, to include mechanical and environmental means, such as, stair gates or locked doors.
7. Seeks advice and training from other professionals
8. Ensures that colleagues dealing with children in emergency situations will do their best within their duty of care by only using reasonable minimal force.

Restrictive Physical Intervention Procedures

Principles of Restrictive Physical Intervention

- Any use of restrictive physical intervention is an important decision. It must be proportionate to both the behaviour of the individual and the harm they might cause, taking account of the circumstances and known history.
- Care and respect must be shown at all times and the minimum necessary force and duration should be used. The techniques deployed should be those with which the adults involved have been trained in and are able to use safely. Physical intervention should only be used as a last resort. It is not a behaviour management method in itself.
- The use of force to restrict movement or mobility or to break away from dangerous or harmful physical contact initiated by a child will involve different levels of risk.
- Any techniques that may interfere with breathing are likely to present an unacceptable risk and should never be used. Holding a child by the neck carries a risk of suffocation or restricting blood flow to the brain, as well as a risk of spinal injury and on no account should neck holds be used as a way of restraining children.

Prevention

- The use of restrictive physical interventions should be minimised by using positive strategies.
- Colleagues should try to recognise the early stages of a sequence that is likely to develop into aggression and defuse the situation.

Emergency situations

- There may be unforeseen emergencies when colleagues may need to resort to physical intervention to protect other children or themselves. Outside these situations, all colleagues who will be required to use restrictive physical intervention should only use those interventions for which they have received training. Approved training for each carer/member of staff should be recorded and there should be regular updating.
- Any occasion where physical intervention is used should be recorded on an incident form and shared with the parents on the same day and a signature obtained.

Allegations of misconduct

If an allegation of misconduct is made against a colleague in respect of restrictive physical intervention, it will be addressed in accordance with our Allegation against a colleague policy and procedures. Both inappropriate use of restrictive physical intervention and using words that could damage a child's self-esteem can constitute abusive practice and could result in disciplinary action being taken against the colleague involved.

Communications with Parents



Communication with Parents

Compliments and Complaints Policy

Learning Stars Montessori aims to provide a safe, stimulating and caring environment where children and their families feel welcome and valued. We believe in working together with parents to ensure their children's needs are identified.

We welcome comments from parents about our provision and recognize parents are the prime educators of their child. We respect their comments, whether negative or positive, and that they are no doubt made with the child's interest at heart.

Positive comments/compliments are a good way for parents to let the nursery know their work is valued and appreciated and give everyone concerned the chance to build on good practice which promotes development.

Parents who have concerns/complaints should first talk to the room leader of the class who may be able to resolve the issue. If unresolved, parent/carers may contact the Manager/Deputy. Concerns/complaints should be expressed as soon as they arise as in most cases problems can be sorted out quickly and amicably. Any problems should be resolved within a reasonable timescale.

To make a compliment/Complaint, Parent/Carers may email the nursery or complete a parents voice form (available at front reception or on request)

All complaints are recorded in writing and investigated on the complaints log. *Official complaints that require investigation are recorded on the Complaints/Investigation Form and kept in a separate Complaints File.*

The nursery has a Compliments and Complaints Book which is always available to parents to view .

In the event of an unresolved problem the Nursery may want to seek advice from organizations such as the Early Years Advisory Team or other legal bodies.

For the information of parents/carers:

The Learning Stars Montessori OFSTED setting number is: **535296**

The OFSTED (Office for Standards in Education) address and telephone number is:

**Early Years Complaints Help Line
The National Business Unit
St. Ann's Square
Manchester
M2 7LA
08456 40 40 40**

Complaints made against staff

- Ask parent to put it in writing (via email or letter) and refer parent to the Complaints Policy setting out the Nursery's obligations, procedure and time frame.
- The Manager and/or Registered Person will investigate the complaint, and talk to any people involved, in order to get a clearer picture. This includes any witnesses, who may need to complete a witness statement.
- If possible, a response to the complaint will be received after 5 working days, however can take up to 28 days (as time may be needed to investigate)
- Record complaint in Complaints File and/or individual teacher file
- If necessary refer to Contract of Employment (i.e. Capability, Grievance or Disciplinary)

Complaints Record (see form)

Source of Complaint

- Record who made the complaint without mentioning any names

Nature of Complaint

- This is for complaints relating to the national standards (see form).
- Record here one or more national standards to which the complaint refers.
- Give details of the complaint.
- Refer to your national standards and the accompanying guidance.
- Record all details associated with the complaint, taking care not to name individuals, e.g. Use 'child A' 'staff member B'

How it was dealt with

- Provide information on how the complaint was investigated.
- Need to record:
 - *Process taken to ensure complaint was fully investigated, e.g. Interviews, records
 - *Who was involved in the investigation without identifying any individuals named in the complaint including any children or staff
 - *Any referrals made to an external agency, e.g. Social Services etc.

Action and Outcomes

Provide details about the outcome of the investigation.

Need to record:

- Any action(s) identified by Learning Stars Montessori Nursery
- Any actions set or taken by OFSTED or by an another external agency, where Learning Stars have permission to do so
- Outcome of Learning Stars investigation, identifying areas where feel improvements to provision could be made
- If any staff members are dismissed (see Staff Contract on Disciplinary Procedures etc) for misconduct, because they placed a child at risk of significant harm, you may need to refer

the individual for inclusion onto the Protection of Children Act (POCA). Can ring OFSTED on 08456 40 40 40

On receiving a complaint Learning Stars will:

- **Provide the parent who made the complaint with an account of the findings and of any actions taken (if any) as a result within 28 days from the date the complaint was made.**
- **If necessary and appropriate send a separate email/letter to the parent who made the complaint by giving more detail.**
- **Make and keep a written record of complaints, any actions taken, and the outcome of any investigation on complaints log (or for more serious complaints, on the Complaints/investigation Form).**
- **Retain records for a period of 10 years from the date the record was made**

Parents Voice



Name of child:

Name of parent/carer:

Childs class:

Date:

Comments:

Signed:

COMPLAINTS / INVESTIGATION RECORD

Date of Complaint	OFSTED complaint number
--------------------------	--------------------------------

Source of Complaint

<i>Parent (In person)</i>	<i>Staff Member</i>
<i>Parent (In Writing)</i>	<i>Anonymous</i>
<i>Parent (Phone Call)</i>	<i>OFSTED</i>
<i>Other (Please State):</i>	

Nature of Complaint

<i>Standard 1: Suitable Person</i>	<i>Standard 8: Food and Drink</i>
<i>Standard 2: Organisation</i>	<i>Standard 9: Equal Opportunities</i>
<i>Standard 3: Care, Learning & Play</i>	<i>Standard 10: Special Needs</i>
<i>Standard 4: Physical Environment</i>	<i>Standard 11: Behaviour</i>
<i>Standard 5: Equipment</i>	<i>Standard 12: Working in Partnership with Parents and Carers</i>
<i>Standard 6: Safety</i>	<i>Standard 13: Child Protection</i>
<i>Standard 7: Health</i>	<i>Standard 14: Documentation</i>

Is there a concern that a child may be at risk of 'significant harm' (i.e. a child protection issue)? Yes No

Is there a need to take immediate action in either case to protect the child?
 Yes No

If yes, what immediate action is to be taken?

Details of the complaint – what happened, where and when the alleged incident took place and who was involved

How will the complaint be investigated?

Mediation – i.e. talking to individuals involved to achieve an amicable resolution
Formal investigation – interviewing staff/others (witnesses) involved and taking written statements, making a final outcome report and feeding back to parent
Referral to Social Services department (if the issues concern possible Child Protection matters)

How it was dealt with

Internal Investigation	Investigation by OFSTED	Investigation by other agencies (Please Specify)
Result of Investigation:		

Actions and Outcomes

<i>Internal actions</i>	<i>Actions agreed with Ofsted</i>	Other action taken by Ofsted	No Action
List actions taken:			

Date agreed to feedback to parent/complainant: _____

Manager's Name	Signature:
Name of parent/complainant:	Signature of parent/complainant:

Date completed: _____

Completed forms should be kept in the child's file

Key Person Policy

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.

At Learning Stars we:

- Assign a key person to each child before they commence nursery and monitor the attachment bond within this relationship taking, into consideration the views of the parents/carers as well as the child's. all teachers are allocated children across a range of ages and development stages to ensure diversity and vertical learning.
- Assign a buddy key person before they commence nursery which takes into account the attendance pattern of the child and key person and provide a buddy key person so that the child and the parents/carers have a key contact in the absence of the child's key person.
- Inform parents/carers of the name of their child's key person and buddy and explain to parents/carers the role of the key person.
- Ensure that the key person helps the child to become familiar with the nursery and ensure that the key person offers a secure relationship for the child by building positive relationships with their parent/carer
- Support the key person to ensure that every child's learning is tailored to their individual needs and stages of development and prepare and complete activities to support the child with their development.
- Support the key person to ensure weekly observations, termly progress reports, and Early years outcomes are completed effectively.
- Ensure that all key children are given the opportunity to progress in their learning
- Ensure the key person engages and supports the parents/carers in guiding their child's development at home and ensure the key person helps families engage with more specialist support if appropriate
- Ensure any training carried out is implemented in the classroom, and all staff use their initiative in all aspects of classroom practice.
- Ensure effective communication between the key person and the parent/carer at all times to make certain that information is passed between each other and ensure all information regarding key child is communicated with relevant staff

- Display key person/buddy list on the Key person board in each room
- Arrange bi-annual parents' evenings to ensure parents/carers have an opportunity to discuss their child's development or any concerns they may have in more detail.

When a child joins Learning Star's they are assigned a named key person and buddy. The key person is responsible for helping the child to become familiar with their surroundings and to feel safe and secure. The key person is at the forefront of promoting a positive ethos and to build a positive relationship with the child and parents/carers helping to ensure that their child is being cared for appropriately. The key person will meet the individual needs of their key children and respond sensitively and wherever possible attends to the child's primary care routines. This includes mealtimes, nappy changing, supporting children with toileting, changing clothes where required, first aid treatment and specialist medical support.

Secure attachment - Our key people help our babies and children become familiar with their settings, and to feel confident and safe within them. They build a genuine bond with their children and offer a settled, close relationship. We understand that when children feel happy and secure in this way, they are confident to explore and try out new things.

Shared care - Our key people talk to the parents/carers about their children to make sure that their child is being cared for appropriately whilst in our care. Although they have a close relationship with their key children, our key people ensure that this never undermines children's ties with their own parents/carers. The key person is the first point of contact with parents/carers, working in partnership to support their child to reach their full potential. The key person will keep careful records of each child's development and progress and share these with their children and parents/carers.

Independence- We understand that children need adults to depend upon for reassurance and comfort and this in turn allows them to become independent themselves. The key person recognises when children are likely to be less independent such as in new situations, feeling unwell or anxious. The key person's close relationship with their children encourages them to be confident and self-assured.

Although a key person is assigned, all staff members are equally responsible to ensure child's needs are met, child is safe, and ensure child is given opportunities to learn and develop.

Key Person Approach Procedures

The role of the key person at Learning Stars is crucial; they have special responsibilities for working with small groups of children, ensuring they feel safe and cared for and building relationships with their parents/carers. We aim for the children to have the support of their

key person for 70% of their time at the nursery allowing for shift patterns, sickness and holidays. We provide a buddy key person so the child and the parents/carers have a key contact in the absence of the child's key person.

1. Only colleagues who the Manager feels are competent will take on the responsibility.

Where possible each key person will be supported by a trainee or a newly recruited colleague in order for them to gain knowledge, experience and a full understanding of the role of the key person. The decision regarding colleague rotas and holidays will be made in the best interests of the child and to the best of the Manager's ability.

2. Before a child even starts at the nursery they are allocated a key person and buddy and we create a welcoming environment to ensure everything is prepared for the child and their parent /carer before they attend their first settling in session.

3. During the child's first settling in session the key person is responsible for helping the child to become familiar within the room and feel confident and safe within it. They must allow time to talk to the child's parent/carer about the nursery's routine and any relevant policies and procedures. They will ensure the parent/carer is familiar with their child's room and colleagues working within it, answering any questions they may have. At this time, it is very important that the key person gathers detailed information about the child's routine at home and his/her development and interests. These first settling in sessions and the sharing of information will enable a smooth transition into the nursery helping them to feel confident and safe. It is essential at this time, that the key person informs the parents/carer that we view them as the child's first educator and will work alongside them to provide the best possible care to meet their child's individual needs.

4. Once a child has settled into the nursery, the key person will continue to develop a positive relationship with the child and the family to ensure they are happy, secure and confident to explore the opportunities available to them in the nursery and to try out new things. The key person will ensure the child's care needs are met and will always respond to them sensitively offering unconditional regard for the child and is non-judgemental.

5. The constant, effective sharing of information between the nursery and the child's parents/carers will ensure the child's needs are identified and met. The nursery will value the information provided by parents/carers and use it to inform their approach to each individual child's care, learning and development. A close relationship with a key person does not undermine a child's ties with their own parents/carers.

6. Both parents will be given access to parent zone to enable them to access their child's learning journey and other information, both must have access to all information the nursery shares with regards to their child attending the nursery. Should the child's parents be separated both parents will be entitled to the same information unless a court order is in place prohibiting this.

7. Children are encouraged by their key person to build trusting, positive relationships with the practitioners and children in the room so they feel safe and secure in the nursery environment.

8. The key person is responsible for ensuring all parents/carers are kept fully informed of their child's care and development at nursery through regular verbal communication and the sharing of written information.

9. The key person is responsible for carrying out observations and completing assessments, which inform planning for the child's next steps. Termly progress reports will be completed by the key person for their key children, summarising their development. These will be shared with parents/carers who will have the opportunity to contribute comments of their own. The key person will talk to the child's parents/carers at biannual parents' evenings.

10. One of the main roles of the key person is to develop children's independence. Children become independent through the reassurance and comfort of having key people to depend on and this gives them the confidence to try new opportunities. When children are in a new situation or are unwell, they become less independent and need more support from a key person.

11. The key person is responsible for building and maintaining a culture of information sharing with the buddy key person. This will guarantee that in the absence of the key person, a fully informed colleague known to the family will be confident in meeting the individual needs of the child.

12. As children move through the nursery, the key person will be responsible for passing on all relevant information to the child's new key person and will work alongside them to ensure the child becomes familiar with their new room, colleagues and peers. They will also be responsible for liaising with parents/carers to ensure transitions, such as, room moves happen at a time suitable for the family, taking a holistic view.

13. Although a key worker has been assigned, the daily care of each child will be shared equally with all the staff within the room. This includes mealtimes, nappy routines, etc. The key workers main responsibility lies within the child's planning, observations and assessments.

Partnership With Parents Policy

Learning Star recognizes that working with parents is of major value and importance to the nursery in enabling it to provide a happy, caring and stable environment for children and their parent and that parents and carers are the first educators of their young children. We aim to form a good relationship with parents so that information regarding their children {be it developmental, social or health related} can be exchanged easily and comfortably by the staff and parents, and to support and assist parents and carers ensuring that they are provided with the opportunity to participate in all aspects of the nursery.

We believe that in order for children to receive quality care and early learning that suits their individual needs, sharing of information is key to this. The nursery team welcomes parents/carers as partners and this relationship requires trust and understanding. It is important that we, as practitioners, are able to support parents/carers in an open and sensitive manner.

At the nursery we provide a welcoming atmosphere and understand that all families are important and should be made to feel welcome and valued at all times. We respect the diversity of families and the contribution they bring to a child's learning and development..

The sharing of information between the nursery and the child's parents/carers is vital for the identification of the children's individual learning needs. If a child has a difficulty in any area, together we can respond quickly to support the child's individual learning and development.

We employ approachable practitioners who endeavour to guide parents/carers when they ask for suggestions in caring for their child and offer support to continue their child's learning at home. Effective communication between parents/carers and practitioners ensures there is a two-way flow of information, knowledge and expertise. Parents/carers are highly valued and respected and without them children's needs could not be wholly met.

The following shows ways in which we try to achieve a strong working partnership with parents/carers :

- Recognizing and supporting parents/carers as their child's first and most important educators, and welcoming them into the life of the nursery and to generate confidence and encourage parents/carers to trust their own instincts and judgement regarding their own child.
- Ensuring all Parents/Carers are aware of our values, aims and the policies and procedures we follow, including compliments and complaints. Inform all parents/carers of the systems for registering queries, compliments, complaints or suggestions, and to check that these systems are understood by parents/carers.
- Operate a key person approach to enable a close working relationship with all parents/carers. Parents/carers meet their child's key person and buddy key person when the child starts. This approach supports two-way information sharing regarding each child's

individual needs both in nursery and at home. The key person will share with parents/carers their child's progress on a regular basis and involve them in the shared record keeping. Parents' evenings will be held at least twice a year.

- Maintain regular contact with parents/carers to help build a secure and trusting relationship for their children.
- The manager or deputy is always available for discussion with parents/Carers in person or via email. Arrangements can be made for more private discussions at agreed times.
- Information provided by the parents/careers about their children will be kept confidential and treated on a strict need to know basis
- Information about the children's activities throughout the day is always available to parents/carers daily on iConnect ParentZone and by verbal communication
- Inform parents/carers on a regular basis about their child's progress and involve them in the shared record keeping.
- Ensuring both parents are seen to be important in the child's life and both have the opportunity to contribute to their child's learning
- Both parents will be given access to parent zone to enable them to access their child's learning journey and other information, both must have access to all information the nursery shares with regards to their child attending the nursery. Should the child's parents be separated both parents will be entitled to the same information unless a court order is in place prohibiting this. Financial information will only be shared with the named bill payer.
- Should one parent request that the other parent be removed from the child's details and not have contact with the nursery they must put this in writing to the Nursery Manager. If the parent has parental responsibility then the request will be denied unless a court order or social care plan dictates that the parent is not allowed access to information on the child.
- Termly newsletters will be issued to keep parents up to date with information about the nursery
- If we have any concerns about a child's well being during the day every effort will be made to contact the parent/carer on their emergency contact
- Parents/carers are requested to keep us informed of any changes to personal details, e.g. change of address, telephone number, doctor, emergency contact, etc and any circumstances which could have an effect on a child's emotional well being, e.g. bereavement, separation or illness in the family
- Where families and children use languages other than English, we will ask parents/carers to contribute a list of key words and greetings in the home language, which can be used by practitioners and other children in the nursery. This will ensure that the child and parent/carer feel involved and valued. We will endeavour to provide appropriate support for those parents/carers that do not speak or understand English when talking about their child's learning or progress. We will ensure nursery documentation and communications are in a format to suit individual parents/carers needs on request.

- Provide all parents/carers with a Welcome Pack during the first settling in session at the nursery. A Parent/carer policy and procedure file will also be provided in the entrance to the nursery.
- Create opportunities for parents/carers to talk to other adults in a secure and supportive environment; for example, open days, parents' evenings, parties, and cheese and wine evenings.
- Inform parents/carers about the range and type of activities and experiences provided for children, including the daily routines of the nursery, the types of food and drinks provided and events through regularly distributed newsletters and the nursery website.
- The key person or buddy key person will contact the parent/carer if the child is absent and the parent/carer has not informed the nursery of the absence, this should be after a maximum of two days of absence. If the absence raises concerns the key person or buddy key person will report this to the Manager/senior person in charge who will decide if this needs to be taken further.
- If the parent/carer cannot be contacted and the child has been absent for more than a week the manager should contact Children's Social Care for advice if the absence raises concerns.
- Provide opportunities and support for all parents/carers to contribute their own skills, knowledge and interests to the activities of the nursery.
- Consider and discuss all suggestions from parents/carers concerning the care and early learning of their child and nursery operation.
- Provide opportunities for parents/carers to learn about the Early Years Foundation Stage and about young children's learning in the nursery, informing them of the range and type of activities provided along with the daily routine of the nursery and how parents/carers can share learning at home and where they can access further information.
- Provide a written contract between the parent/carer and the nursery regarding conditions of acceptance and arrangements for payment.
- Respect the family's religious and cultural backgrounds and beliefs and to accommodate any special requirements wherever possible and practical to do so.
- Inform parents/carers how the nursery supports children with special educational needs and disabilities.
- Find out the needs and expectations of parents/carers. These will be obtained through regular daily conversations, feedback via questionnaires, parents' evenings, parent focus groups and suggestion system and encouraging parents/carers to review working practices. These are then evaluated by the nursery to promote nursery practice, policy and practitioner development.
- Parents/carers are also provided with parents voice forms providing the opportunity to share their opinions and experiences and contribute further to nursery's operation.

Classroom Observation Policy

In order to ensure that all teachers are fully integrated with the whole nursery rather than only focused on certain key areas or key children, we encourage all teachers to participate in classroom and children observations.

Observation is an important tool in allowing teachers to follow the child in his / her learning. Dr Montessori believed that the 3 most important aspects of the Montessori classroom are:

- Observation
- Observation
- Observation

It is her belief and the belief of the Learning Stars team that without observation, teachers will not be able to understand the different learning abilities and holistic development of the children.

Observation is carried out in the following ways:

- Whole class observations
- Individual child observations
- Group observations
- Spontaneous observation

Teacher's observations of children are added to the child's profile and all information received on observation is shared with other staff in class. It is important also that the Teachers correlate their observations with any feedback from the parents. In addition, the observations must be used to tailor your Individual Learning Plans to the individual child. The success of observation is realized when the teacher successfully uses the information to advance the class and add to the child's individual development in the classroom.

Each child will receive a minimum of one observation per week, usually in relation to what they have been working on or have achieved that week. The observation must be linked to the child's individual development plan and will be linked to EYFS and Montessori Curriculum.

*Safety &
Suitability of
Premises,
Environment &
Equipment*



Learning
Stars
Montessori

Safety and suitability of premises, environment and equipment

Health & Safety Policy

Learning Stars aims to provide a safe and healthy environment on its premises for all Staff and children and will maintain standards of health and safety to ensure the welfare of all Staff, children and visitors

The Nursery will observe the Health and Safety at Work Act 1974 and all relevant regulations and codes of practice made under it from time to time.

This commitment to health and safety is the responsibility of all staff. It will be the duty of the Director and Manager to ensure the policy is upheld at all times.

Nursery Responsibility

The safety of young children is of paramount importance, and in order to ensure the safety of both children and adults, the nursery will ensure that:

- Assessing the risk to the health and safety of staff and others who may be affected and identifying what measures are needed to comply with its health and safety obligations
- Providing and maintaining locations, equipment, and systems of work that are safe and without risks to health
- Ensuring that all necessary safety devices are installed and maintained on equipment
- Providing information, instruction, training and supervision in safe working methods and procedures
- Providing and maintaining a healthy and safe place of work
- Promoting the co-operation of all staff to ensure safe and healthy conditions and systems of work by discussion
- Establishing emergency procedures as required;
- Monitoring and reviewing the management of health and safety at work
- Keeping this safety policy under review and making any revision it deems necessary from time to time. All such revisions will be brought to the attention of those affected
- All children are supervised by staff at all times and will always be within the sight of the staff
- Forms are available for the recording and reporting of accidents and incidents
- Regular safety monitoring will include checking of the accident and incident records, and evaluating these
- All adults are aware of the system(s) in operation for children's arrivals and departures and an adult will be at the door during these periods
- Children will leave the nursery only with authorized adults
- Safety checks on premises, both outdoors and indoors, are made before every day / session
- The main entrance is locked as soon as the children arrive.
- Low-level glass will be covered, or replaced by safety glass
- Radiators are skirting board radiators, specially designed to be safe for children

- Outdoor area is securely fenced
- The layout of the nursery and space allows children and adults to move freely between activities
- Fire doors are never obstructed and are clearly marked
- Smoke detectors are operating in every area of the nursery
- Electric points and leads are adequately covered
- All dangerous materials, including medicine and cleaning materials are stored out of reach of children
- Children do not have unsupervised access to the kitchen
- Adults do not walk with hot drinks or place hot drinks within reach of children
- A visitor's book is maintained to record any comings and goings from the nursery
- There is a no smoking policy in the nursery
- A fully stocked first aid box is available at all times, in each classroom.
- There is a staff ratio of 1:3 in our under two room, 1:4 in our two to three room, and a ratio of 1:8 in the over three class.
- Large equipment is erected with care and checked regularly
- Activities such as cooking and energetic play are closely supervised
- On outings, the adult ratio will be 1:2
- Internal safety gates are in use, to prevent children from accessing stairs or restricted areas.
- The premises are checked before locking up at the end of the day
- Fire drills are held once a week
- Regular maintenance and inspection is carried out on all equipment, resources and the building.

Staff Responsibility

The above policy needs the full co-operation of all Staff who are expected to give all possible assistance aimed at its successful implementation, to take reasonable care for their own safety and that of others. In order to achieve this, all Staff must:

Comply with any safety instructions and directions issued by the nursery

- Take reasonable care for their health and safety and the health and safety of other persons who may be affected by your acts or omissions at work, by observing safety rules which are applicable to you;
- Co-operate with the nursery to ensure that the aims of the Health and Safety Policy are achieved
- Report and co-operate in the investigation of all accidents or incidents that have led to or may lead to injury;
- Use equipment or protective clothing provided in accordance with the training you have received (e.g., nappy changing, handling chemicals, etc)
- Report any potential risk or hazard or malfunction of equipment to the Manager
- To ensure that appropriate identification is seen and checked when answering the door

- Only allow Children to leave the premises with authorized adults
- Ensure front door and gates are locked at all times
- Ensure hot drinks are not carried in the classroom

Key areas of focus around the Nursery :

Outdoor Play

- Children will have the opportunity to play in the fresh air throughout the year for a minimum of 1 hour a day.
- Outdoor equipment is of high standard and is regularly serviced and inspected for any damage or wear and tear.
- The garden fence is over 5 foot high and secured
- The children are never in the garden without teacher supervision

Illness

- Parents are asked to keep the children at home if they have any sickness or infection, and inform the nursery as to the nature of the illness/ infection so that the nursery can alert other parents if necessary.
- Staff will make careful observation of any child who seems unwell and will contact the parent if deemed necessary
- Parent are asked not to bring any child who has been vomiting or has had diarrhoea until at least 48 hours has elapsed since the last incident
- Parents are asked to not bring in their child if they have had a fever at home or in nursery, or have had to be sent home. A 24 hour exclusion period applies for any child with fever.
- Cuts or open sores, whether on adults or children, will be covered with a plaster or other dressing.
- In the case of the administration of life saving medication such as insulin, adrenalin injections or the use of inhalers, the position will be clarified by reference to the nursery's insurance company
- The nursery will ensure that first aid equipment is kept clean, replenished and replaced as necessary. Sterile items will be kept sealed until required.
- All members of staff will monitor any child with a severe allergy.
- The nursery will maintain links with health visitors and gather information and advice from the local health authority and / or other health agencies.

Hygiene

To prevent the spread of infection, adults in the nursery will ensure that the following that the following good practices are observed.

- Hands must be washed after using the toilet. It is the staff's responsibility that soap and disposable hand towels are available.

- Children with pierced ears are not allowed to try on or share other earrings.
- A box of tissues is available at all times
- Children are taught and encouraged to clean their own noses and cover their mouths when coughing or sneezing
- Staff and volunteers should be fully aware of hygiene rules relating to bodily fluids such as blood, in particular reference to HIV and spread of infections

Cleaning and Clearing :

- Any spills of blood, vomit or excrement should be wiped (wearing gloves provided) with antiseptic cleaner and flushed down the toilet
- Fabrics contaminated with bodily fluids should be rinsed in hot water and placed in a polythene bag
- Spare clothing should be available for all children – provided by the parents
- All surfaces cleaned daily with an appropriate antiseptic cleaner
- Toilets to be checked regularly through the day by staff and thoroughly cleaned with antiseptic cleaner at the end of each day.
- Children are encouraged to wipe the toilet seat before and after using the toilet

Food :

- The nursery will observe current legislation regarding food hygiene, registration and training.

In particular each adult will :

- Always wash hands with soap and hot water before handling food and after using the toilet
- Not be involved with the preparation of food if suffering from any infectious / contagious illness or skin problem.
- Never cough or sneeze over food.
- Use different cleaning cloths for kitchen and toilet areas.
- Keep all foods in the refrigerator unless hot food provided in a thermos
- Ensure waste is disposed of properly and out of the reach of children
- A lid must be kept on the dustbin at all times and hands washed after using the bin
- Fresh fruit and vegetables thoroughly washed before use
- Food is not reheated at Learning Stars
- Tea towels washed regularly and stored in a dust free cupboard.
- Cracked or chipped crockery will be discarded.
- Any uneaten food will be sent back to the parents
- Children's allergies or religious / cultural food restrictions should be noted

Staff Health & Safety

Staff must ensure they are looking out for their own and the health of safety of their colleagues. In particular:

- Hands must be washed with soap after using the toilet, preparing food or changing or cleaning a child
- Sanitary towels must be disposed of in the appropriate sanitary bins in the adult toilets
- When handling food, blue gloves and aprons must be worn
- When changing children or cleaning spills of bodily fluids, gloves and aprons must be worn
- Open wounds must be covered
- Safety steps must be used when removing items from the top shelf in the storeroom
- Two teachers must lift tables
- When lifting children, the correct bending position must be adopted (See Manual Handling Policy)

Reporting Accidents

If you or a child suffers an accident whilst on the nursery premises you must report it to the Manager as soon as is practicable after the event. All accidents should be reported however trivial. The accident will be recorded on an accident form. The following procedure must be followed in the event of an accident:

- If a child or member of staff has an accident they will receive first aid by a member of staff trained in first aid
- Gloves will be worn when dealing with blood or any other bodily fluids
- The wound will be cleaned with sterile cloths or a cold compress applied. No ointments can be used.
- If hospital attention is needed, the manager will make that decision and will take the necessary action to arrange to take that person to hospital
- If the serious accident has happened to a child, the parents will be informed immediately by the manager.
- An accident form will be completed and will state the time it happened, the date, how it happened, first aid given and will be signed by staff and parent / carer.

First Aiders

All staff on site have been Paediatric first aid trained.

Any failure by a member of staff to comply with any aspect of the Nursery's health and safety procedures, rules or duties specifically assigned to the employee with regard to health and safety will be regarded by the Nursery as misconduct which will be dealt with under the terms of the Nursery's disciplinary procedure.

Addendum to the Policy

The aim of this policy is to ensure that all reasonably practiced steps are taken to ensure the health, safety and welfare of all persons using the premises.

Overall responsibility for health and safety in Learning Stars is that of Rumana Ali, the Registered Person, who will assign a health and safety officer. The following people are responsible for health and safety in particular areas:

- The Health and Safety officer will be responsible for ensuring that all first aid kits have been checked and replenished.
- The Registered Person will be responsible for overseeing general health and safety within the nursery
- The Health and Safety officer will be responsible for arranging and documenting monthly fire drills
- All staff have a responsibility to co-operate with the management to ensure the nursery is a safe environment
- All staff are responsible for daily risk assessments to ensure the safety of all equipment
- All staff are responsible for ensuring that fire escapes, passageways and routes are clear at all times
- The Registered Person is responsible for ensuring all staff receive the necessary training on health and safety issues
- The Registered Person is responsible for ensuring all reported accidents are investigated, and where necessary a report is made.
- The Registered Person are responsible for reporting specified injuries, diseases and dangerous occurrences to the Local Authority and Environmental Health
- All employees have a responsibility to co-operate together to achieve a healthy and safe workplace and to take reasonable care of themselves and others. Whenever an employee notices a health and safety issue that they are not able to put right themselves, they must immediately tell the appropriate person

ACCIDENTS:

- The First Aid Box, Accident File and Medication Files are all kept in the main office. All members of staff who hold the relevant first aid qualification will be responsible for administering first aid when needed.
- All accidents no matter how small must be documented in the accident form. Both the parents and the member of staff responsible for the child's care must sign the accident book.
- The administration of medicines including asthma pumps and epi-pens [if relevant] must be fully documented in the relevant medication forms. Emergency medication can be administered by a qualified member of staff, witnessed by a second member of staff, and documented for parents. All parties concerned must sign the medication book. (See Medication Policy)

GENERAL FIRE SAFETY:

- Staff must ensure they are fully versed on the fire regulations, which are displayed in all areas of the building. The fire escape routes and doorways must at all times remain clear of obstructions. Fire drill practice is carried out every week and

recorded in the risk assessment book. Details to be recorded will include number of children present, number of staff present and evacuation time. In the event of a fire the smoke alarm will sound. The staff and children must immediately walk or be carried to the nearest fire exit to the fire meeting point.

HOUSEKEEPING AND PREMISES:

- All members of staff are responsible for the day to day cleaning and tidying of the nursery and nursery equipment. A member of staff from each room is responsible for ensuring the toilets remain tidy.
- All members of staff are responsible for opening and closing doors safely, see Opening and Closing Doors Policy.

FOOD HANDLING:

All members of staff are responsible for ensuring that the following food handling and storage rules are adhered to:

- Staff must ensure food should be covered and kept in the fridge
- Food cannot be reheated.
- Any uneaten food is disposed of or covered and stored safely.

ELECTRICAL EQUIPMENT:

- All staff while using electrical appliances should be aware of the risks and are responsible for carrying out simple user checks before use. A qualified electrician will carry out annual checks on all electrical installations and combined inspections.

DANGEROUS SUBSTANCES:

- All staff must be aware of the contents of the COSHH information. We do not hold or use any hazardous substances on the premises. The bringing in of any hazardous substances in future must be disclosed to the Manager and secured in a safe place out of reach of children and the general public.

MANUAL HANDLING:

- Staff must take care when moving equipment e.g. tables and lift them correctly. Children should not be lifted unnecessarily and correct posture should be maintained. Any accidents or injuries must be immediately reported and investigated by the Manager
- Further Manual Handling Training provided at induction and inset day, please see Manual Handling Policy.

DISPLAY SCREEN EQUIPMENT:

- The nursery does own several computers/laptops, which is used for administration. It is not used enough to warrant specific training or testing.

RISK ASSESSMENT:

- The Manager will periodically review measures for the control and assessment of occupational risks. All staff will be required to undertake risk assessments of activities planned
- **Risk assessments will be carried out at the nursery on the following areas**
 - Any new activities
 - Resources and equipment
 - Any outings
 - Play equipment, new furniture, etc
 - Nursery Pets

All risk assessment documentation and information will be kept in the office and available for staff to complete and carry out regularly or as required, in the appropriate form in the Risk Assessment Folder. (see Risk Assessment policy)

OUTDOOR SAFETY:

- All staff are responsible for ensuring that the children are carefully monitored in the garden. All staff are aware that the garden surface is not even, and children are encouraged to play appropriately.
- All staff are responsible in supervising the children when using climbing frame, swing, and slide. A maximum of 4 children can use any of this play equipment at one time.

MATERIAL SAFETY:

- All staff must be aware of the EEC safety standards with regard to materials and equipment. It is the responsibility of all staff to regularly check that materials are still in good condition and are clean. In addition, where materials are placed and suitability to age must be monitored.

POLICY ON HYGIENE:

- The nursery environment has to be clean and hygienic at all times. To maintain this, staff must work as a team and follow the cleaning rotas:
 - Toilets are to be checked and cleaned hourly throughout the day
 - All surfaces and ledges must be kept clear at all times
 - Any paint or glue splashed on walls etc... must be cleaned off immediately

- Mats must be used on tables for cooking and art activities
- Children must not eat on the carpeted areas
- Staff must ensure they clean and prepare the classroom daily

ANIMALS:

- In the event that the nursery children are taken on a visit to a local farm or animal visit the nursery we will ensure the following:
 - Children will never be left alone with the animals
 - Staff will ensure that hygiene is maintained and children wash their hands after contact with the animals
 - Children must be aware of the animal's need for privacy and adequate accommodation away from the children will be available to the animals

- The nursery has a pet; when handling the pet the nursery will ensure the following:
 - Children will never be left alone with the pets
 - Staff will ensure that hygiene is maintained and children wash their hands after contact with the pets
 - Children must be aware of the pet's need for privacy and adequate accommodation away from the children is made available to the pets
 - Risk assessment will be carried out for the handling and care of the pets (See Handling/Keeping animals in Nursery policy)

PHOTOGRAPHY:

- The nursery will from time to time, with parental consent, take photos of the children during the usual course of the day. This is for observation purposes.

NOISE:

- Staff are to be aware that Learning Stars is in a residential setting and due care and attention must be taken at all times to ensure that the noise levels in the garden are at a reasonable level. Children, staff and management are not to shout instructions to each other across the garden, or within the classrooms.

SMOKING:

- The nursery and entire premises is designated a smoke free area. Staff are expected not to smoke during working hours lunchtime included. Any person visiting the building found smoking will be asked to extinguish their cigarette or leave the premises. (See smoking, alcohol, drugs and other substances policy)

Risk Assessment Policy

Introduction

Learning Stars is required by the Management of Health & Safety at Work Regulations to carry out risk assessments for all activities. Risk assessments are also required by other legislation, if there is perceived to be a 'medium' or 'high' risk to staff, students or visitors, then a written assessment is required. The results of the assessment and subsequent control measures must be made known to the staff, students and visitors concerned.

A suitable and sufficient risk assessment in a childcare setting is one that:

- Correctly and accurately identifies a hazard.
- Determines the likelihood of harm or injury arising.
- Determines who is at risk from the hazard.
- Takes into account any control measures.
- Will remain valid for a reasonable amount of period of time.
- Provides sufficient information to decide on control measures.
- Enables prioritisation of remedial measures.

The Nursery will continue to assess all activities and establish written risk assessments for those areas which indicate the presence of risk.

All appropriate factors should be taken into account when completing the risk assessment. The assessment should be retained on-site and available for review and inspection. Risk assessments should be kept under constant review, in order to ensure that they represent current activities. Existing risk assessments should be reviewed no later than on an annual basis. If the hazard still exists the controls must be checked to ensure they are still suitable and sufficient. If the hazard no longer exists the assessment can be disregarded.

Assessments

Assessments will continue to be carried out using the Nursery's Risk Assessment form, by those persons having control and immediate responsibility for the activity. The assessor will keep a record of the assessment and ensure that all staff and students involved are aware of the requirements of the assessment. A copy of each assessment will be filed in the risk assessment folder.

Training

All staff who will continue to be required to carry out written risk assessments will be trained for this purpose. This training will be carried out by either Manager or by an external Health & Safety provider.

Outings

Learning Stars has a Outings Policy. All outings will be for the benefit of the children and safe for the children to take part in. A risk assessment is required for any outing from the setting. The assessment should be completed prior to the outing and findings discussed with the Manager. An outing risk assessment can be used for repeat outings so long as the details in the assessment are still applicable to the proposed outing.

Daily Checks

To ensure the setting is as safe as can be reasonably practicable, routine checks must be completed. Daily Safety Checks must be completed at the start of every day that the setting is open. These checks must be completed thoroughly and diligently by a member of the Management Team. If the check is not completed by the Manager personally, then they must still review it each day. The check covers all areas of the setting and every room must be checked individually and initials on the check sheet will be taken as evidence that the area has been fully checked and assessed by that colleague. Any issues noted on the check must be addressed immediately or else reasons recorded as to why immediate action is not possible / appropriate. The daily safety checks are not exhaustive of all possible hazards and all colleagues are responsible for maintaining a safe environment at all times and not just at the time the daily safety check is carried out. All colleagues must take immediate action to rectify a potential hazard and report all hazards to the nursery manager who will record this on the daily safety check form. The completed check sheet must be retained on site and be available for inspection.

Gardens / Outside Areas Checks

Learning Stars has a policy for the Outdoor Environment. The outdoor areas, both within the setting and in the local community have a wealth of resources which help children in a variety of ways, including independence, exploration and investigative skills, risk taking and self-esteem all of which support children to develop skills for now and the future. The setting will ensure all areas are safe and secure through close supervision and use of robust risk assessments and safety checks. The Daily Building Check sheet requires the Office team to inspect outside areas on a daily basis. In addition to this an Outside Daily Check list must be completed by each room in both morning and afternoon prior to outside play activities commencing. If the garden / outside area is not used a check must still be completed to identify potential hazards / risk at the earliest opportunity. The garden safety checks are not exhaustive of all possible hazards and all colleagues are responsible for maintaining a safe environment at all times and not just at the time the garden safety check is carried out. All colleagues must take immediate action to rectify a potential hazard and report all hazards to the nursery manager who will record this on the daily safety check form.

Resources and Equipment

Learning stars is committed to the importance of planned and reactive maintenance of resources and equipment to ensure a safe environment for children. All new resources and equipment will be sourced from agreed suitable suppliers and will be to an agreed suitable specification. Colleagues in settings will ensure resources and equipment both internal and external are in good working order and suitable condition for use. Routine checks completed by colleagues will be recorded as part of the Daily Safety Checks and Outside Daily Checklist. These checks are subject to review and may be changed in line with any latest guidance available. Colleagues should consider the condition of the equipment, its purpose, where it is located, general wear and tear and how the children can use each item. It is the manager's responsibility to ensure all resources and equipment is safe and suitable and any concerns must be addressed immediately.

(See forms, Building Checks, Daily kitchen check, Daily Garden Check, Closing Check, Fridge Temperature, Water Temperature)

Risk Assessment Procedure

1 Introduction

The Management of Health & Safety at Work Regulations 1999 specifically requires all business employing 5 or more people to conduct risk assessments and to record their main findings.

2 Definitions

Risk Assessment	A systematic examination of workplace risks in 5 steps: 1) Identify the hazards, 2) Identify who might be harmed and how, 3) Evaluation the hazard (by examining current controls and recommending further controls), 4) Recording the assessment and 5) Reviewing the assessment.
Hazard	Something with the potential to cause harm e.g. tools, machinery, work equipment, substances, workstation, unsafe system of work etc.
Harm	The damage that a hazard may cause e.g. physiological effects (physical injury, ill health) and psychological factors (e.g. stress), loss of time/efficiency and damage to the premises/equipment.
Likelihood	The chance that a hazard realises its potential to cause harm.
Severity	Extent of injury, damage etc.
Risk	The probability of a hazard actually causing harm.
Controls	Measures introduced or installed to reduce to a minimum the possibility of harm to persons, plant and property.

3 Legislation

Risk assessments have been implicit under the Health & Safety at Work Act 1974 and explicit under regulations such as the Control of Substances Hazardous to Health (COSHH) Regulations and the Noise at Work Regulations made under this Act.

The Management of Health & Safety at Work Regulations requires a risk assessment to be carried out by employers to assess the risk to staff, children and others who may be affected by their undertaking, and to record the significant findings of the assessment and any group of employees as being especially at risk.

4 Requirements of Risk Assessments

Risk assessments should identify the significant risks arising out of work or an activity. The level of detail in a risk assessment should be broadly proportionate to the risk, with the risk assessment undertaking the following:

- a. Ensuring that all relevant risks or hazards are addressed
- b. Addressing what happens during activities
- c. Ensuring that all groups of employees and others who might be affected are considered
- d. Identifying groups of workers who might be particularly at risk e.g. young or inexperienced workers and disabled staff
- e. Taking account of existing preventative or precautionary measures

5 Undertaking Risk Assessments

SEVERITY

Severity	
Rating	Guide words
1	No/Minor harm
2	Moderate harm
3	Serious harm
4	Major harm
5	Catastrophic

LIKELIHOOD/ PROBABILITY

Likelihood	
Rating	Guide words
1	Extremely unlikely
2	Unlikely
3	Likely
4	Extremely likely
5	Almost certain

RISK LEVEL

On determining the Severity and Probability, the Risk Level may be determined. To calculate the risk level, we simply multiply the likelihood rating by the severity rating and cross check on the chart below. (Likelihood X Severity = Risk Level)

Risk Rating Key:

Score	Risk Level	Description
1-4	Very Low	These risks are considered acceptable. No further action is necessary other than to ensure that the controls are maintained.
5-10	Low	No additional controls are required unless they can be implemented at very low cost (in terms of time, money and effort). Actions to further reduce these risks are assigned low priority. Arrangements should be made to ensure that the controls are maintained.
11-15	Medium	Consideration should be given as to whether the risks can be lowered, but the costs of additional risk reduction measures should be taken into account. The risk reduction measures should be implemented within a defined time period. Arrangements should be made to ensure that the controls are maintained, particularly if the risk levels are associated with harmful consequences.
15-20	High	Substantial efforts should be made to reduce the risk. Risk reduction measures should be implemented urgently within a defined time period and it might be necessary to consider suspending or restricting the activity, or to apply interim risk controls, until this has been completed. Considerable resources might have to be allocated to additional controls. Arrangements should be made to ensure that the controls are maintained, particularly if the risk levels are associated with extremely harmful consequences and very harmful consequences.
20+	Very High	These risks are unacceptable. Substantial improvements in risk controls are necessary, so that the risk is reduced to an acceptable level. The work activity should be halted until risk controls are implemented that reduce the risk so that it is no longer very high. If it is not possible to reduce risk the work should remain prohibited.

6 Action following Risk Assessment

Having assessed the risk level, action may be required to be taken using the following guidance is determined:

Very Low Risk

No action is required to deal with trivial risks and there is no requirement for a written risk assessment.

Low Risk

No further preventative action is necessary but consideration should be given to more cost effective solutions or improvements that impose no additional cost burden.

Medium Risk

Efforts should be made to reduce the risk but the cost of prevention should be carefully measured and limited. Risk reduction measures being influenced by the number of persons exposed to the hazard.

Where the moderate risk is associated with extremely harmful consequences, further risk assessment may be necessary to establish more precisely the likelihood of harm as a basis for determining the need for improved control measures.

High Risk

Work should not be commenced until the risk has been reduced. Considerable resources may have to be allocated to reduce the risk. Where the risk involves work in progress the problem should normally be remedied as soon as possible, taking into account the number exposed to the hazard.

Very High Risk

Work should not be started or continued until the risk level has been reduced. While the control measures selected should be cost- effective, legally there is an absolute duty to reduce the risk. This means that if it is not possible to reduce the risk, even with unlimited resources, then work must not begin or must remain prohibited.

7 Reviewing/Updating Risk Assessments

All risk assessments should indicate on them the required review period that should be:

- a) At least annually
- b) At regular periods dependent of the level of risk of the activity
- c) Immediately following an accident
- d) When new activities are introduced

The review should be signed and dated by the person completing the form, and manager must sign these.

- The risk assessment should be signed and dated by the person completing the form.
- The findings of the risk assessment should be made known to all staff and students affected by the activity assessed
- A copy of all completed risk assessments should be kept within the nursery and their location made known to all staff within that area.

Manual Handling Policy

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 of and adhere to the nursery's manual handling policy.

Remember - lifting and carrying children is different to carrying static loads and therefore manual handling training should reflect this. All staff will receive training in manual handling as soon as possible after commencing employment and will receive ongoing training as appropriate. Manual handling should be seen as a last resort and wherever possible other procedures and equipment should be used. Where manual handling takes place, it shall be the responsibility of the nursery manager to ensure that the following is implemented and adhered to at all times and ensure good practice of all staff.

Manual Handling Tasks engaged in within our settings may involve different types of manual handling ranging from those involving substantial forces to those of awkward postures, forces and repetition. With all there is a risk of injury. The Manual Handling Operations Regulations 1992 established a hierarchy of measures to reduce the risk of injury when manual handling tasks are performed.

The responsibility of colleagues when carrying out manual handling operations, whether it is occasionally or on a regular basis, shall remain the same as that laid down in the health and safety policy and procedures document. It shall be the responsibility of the nursery manager and the health and safety officer to ensure that the manual handling assessments and the monitoring of such assessments are carried out

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-design the workplace so that items do not need to be moved from one area to another.

Manual handling operations, which present a risk, must:

- Be avoided so far as is reasonably practicable
- If they cannot be avoided, they must be assessed and, as a result of that assessment the risk of injury must be reduced for each particular task identified, so far as is reasonably practicable.

However this is not possible for lifting children. 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:

- TASK- The tasks to be carried out
- INDIVIDUAL CAPABILITY- The capability of the individual involved in the manual handling.
- LOAD- The load to be moved (remember to think about the children moving at this point)
- ENVIRONMENT- The environment in which handling takes place

A number of factors increase the risk of manual handling injuries, and these should be considered and controlled.

The task

- Carry children or loads 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
- Try never to lift loads from the floor or to above shoulder height. Limit the distances for carrying
- Minimise repetitive actions by re-designing and rotating tasks
- Ensure that there are adequate rest periods and breaks between tasks
- Plan ahead – use teamwork where the load is too heavy for one person.

The individual

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

The load

- Ensure the load is not too heavy, and suitable to be carried by one person
- Follow any instructions on load, regarding load weight or recommended amount of people needed to move load.

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.

Manual Handling Risk Assessments

Regular (no less than annual) checks will be made to ensure that manual handling assessments are up to date and relevant. Where the task involving manual handling

changes, or where there are specific detailed factors (new processes etc) then a new assessment will be completed.

Managing and Monitoring Safe Manual Handling.

Colleagues must receive suitable training for their role. As a minimum, colleagues must complete the Manual Handling Course on our online learning provider. Colleagues are encouraged to use their common sense and not to take unnecessary risks when handling large/heavy objects. Colleagues are advised to seek assistance if they feel they will struggle or may cause themselves or others injury. It is the responsibility of all colleagues to follow procedures and to assist by identifying manual handling hazards and risks.

Manual Handling Procedure -Correct lifting

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 load, 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
- Assess whether you can lift the load safely without help. If not, get help for loads too large or heavy, 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 Ensure that the surroundings are safe. Flooring should be even and not slippery, lighting should be adequate, and others are aware of what you are doing remove any obstructions.
- Remove any obstructions and ensure that any equipment provided is available, in good condition and used.
- 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.
- When wanting to move items or furniture in the room, also consider how best to protect the item and the environment from damage, e.g. tables and chairs should not be dragged along the floor as this will damage the piece of furniture and the floor.
- Take up a position facing in the direction of travel, moving the load if possible so that it can be lifted without twisting the spine
- Not over-reaching or lifting from above shoulder height.

Lifting and Carrying children

Lifting and carrying of children is different to carrying static loads and colleague's training should reflect this. Colleagues should think about the task to be performed and consider ways that lifting can be avoided or reduced.

- If the child is old enough, ask them to move to a position that is easy to pick up, and ask them to hold onto you as this will support you and the child when lifting
- Encourage the child, where possible to move safely or to climb up stairs assisted. A child might, for example, be able to climb some steps (assisted if necessary) to a nappy change station, or lifting the child could be avoided completely by changing a nappy using a mat on the floor rather than lifting up onto the change station.
- Do not place/carry 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 or long durations
- Where a child is young and is unable to hold onto you, ensure you support them fully within your arms. Lift with one arm under their buttocks and the other arm around their backs, with the child facing you.
- Avoid carrying anything else when carrying a child. Make two journeys or ask a colleague to assist you
- If a child is struggling or fidgeting whilst you are carrying them, stop, place them back down and use reassuring words to calm the child before continuing
- When placing a child down make sure they are on a stable base and ensure their safety in this new position.
- Colleagues should avoid sitting whilst carrying / holding children. If you need to hold a child close to floor level then kneeling is advised.
- Pregnant colleagues should decide if they are able to lift children and discuss this with the nursery manager as part of their pregnancy risk assessment. We would advise against pregnant colleagues lifting and carrying children.
- Students should not carry children and will be subject to their own risk assessment.

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

- Standing close to the load, feet apart, ensuring balance is maintained when moving the load by placing one foot ahead of the other
- Adopting a good posture, by bending the knees, keeping the back straight, chin tucked in, shoulders level, facing in the same direction as the hips with no twisting of the spine, using the feet when turning
- Grasping the load, using full palms and fingers into a hook grip where possible, tilting the load to ensure a firm grip, sliding the load towards the body if a close approach is not possible
- Using the muscles and strength of the legs, keeping back straight, chin tucked in and the load as close to the body as possible, arms straight, using the body to support the load.

Moving the child or load

- Move the feet, keeping the child or load close to the body
- Proceed carefully, making sure that you can see where you are going
- Lower the child or load, reversing the procedure for lifting
- Avoid crushing fingers or toes as you put the child or load down
- If you are carrying a load, position and secure it after putting it down
- Make sure that the child or load is rested on a stable base and in the case of the child ensure their 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.
- When holding a child's hand to help them walk or climb stairs, it is extremely important to take your time, walk at the same pace of the child, do not pull the child or drag them as this can cause hand, elbow and shoulder injury/dislocation. Your hand should just be used by the child as a support for their balance and allow them to pull your hand rather than you pulling their hand.

Putting down a load

- Not changing hand grip, ensuring that the view ahead is clear
- Bending the knees, keeping the back straight, chin tucked in, taking care not to nip fingers and toes when putting the load on the ground
- If placing on a bench or rack etc, resting it on the edge and pushing it forwards using the arms and body strength; if placing into a straight space, sliding it into the space
- Making sure that the load is secure, not likely to fall, tip over, roll, or cause an obstruction.

Key Notes for Manual handling

- With all lifting and carrying tasks report any problems immediately, for example, strains and sprains or damage to equipment. Where there are changes, for example, to the activity or the load, the task must be reassessed.
- Any children who are able to walk, crawl or shuffle should not be picked up unless necessary, for example, to move away from hazard/danger or for fire drills.
- Children should not be carried or placed on laps unnecessarily. Allow the child to walk or move freely, and allow them to sit down on chairs/ground.
- Children aged above two years, will not be carried for any reason, besides emergencies. Children instead will be encouraged to walk by themselves or given the chance to move at their own will.
- If a child is struggling or fidgeting, they will be placed on ground and given time to calm down. They will be encouraged to stand up and walk after they have calmed down.

Safe Environment Policy

Learning Stars children are safe, loved and learning. The nurturing environment is a safe environment and this policy works in conjunction with the following policies :

- Medication Policy
- Anti – Bullying policy
- Arrival and collection policy
- Compliments and Complaints policy
- Fire policy
- Head lice policy
- Missing Child policy
- Police check policy
- Risk assessment policy
- Safe Equipment policy
- Security policy
- Staff Ratio Policy
- Uncollected child policy
- Health and safety policy
- Healthy eating policy
- Play – Indoor and outdoor Policy
- Safe equipment policy

The environment is contained and access is restricted. The front door is locked at all times and in addition a constantly locked door prevents the children even accessing the front door. The garden is fully fenced and there is no access to the garden from outside the building. The children are always supervised when in the garden. The kitchen area is inaccessible to children and hot drinks are not carried around by the teachers. The premises are thoroughly cleaned with disinfectant cleaners daily and throughout the day.

COVID-19 Pandemic Policy

Statement of Intent

Learning Stars Montessori intends to use this policy to provide precautionary measures to minimize transmission risks of disease in the setting during the COVID- 19 Epidemic.

Legislation and leading authorities which have guided and influenced this policy include:

Coronavirus Act 2020, Health and Safety at Work Act (1974), Health and Safety Executive (HSE), Government Briefings, Public Health England (PHE) and World Health Organisation (WHO). Advice from but not limited to, The Secretary of State, The Chief Medical Officer, Local Authority (LA) and Department for Education (DfE). The policy also has regard to OFSTED and Early Years Foundation Stage (EYFS) guidance where appropriate.

Aim of Policy

This Policy defines and assists the operating arrangements in place within the setting that assures compliance to the Government and leading bodies requirements with relation to the outbreak of a pandemic such as COVID-19, and the safety measures adopted by the setting to ensure the health, safety and wellbeing of the staff and children is maintained. This information builds upon our current policies and procedures, however new practices may emerge as the situation continues. The policy and considerations may evolve and be built upon as the situation deepens and new precautionary measures have been introduced and practices have been reflected upon.

Method

As early years providers we ensure to offer a continuum of extremely high standards of practice of childcare and education. The fundamental principles to be outlined in this policy are set out to ensure physical distancing is enabled and implement good hygiene practices as well as avoiding contact with infected children and adults or anyone displaying symptoms. It states the protective measures put in place for children, parents, and staff as best as possible to ensure the risk of transmission is reduced. We will continue to follow our other policies and be guided by the EYFS as best as we can. The main areas we will be considering are:

- Minimizing contact with individuals who are unwell
- Maintaining personal and respiratory hygiene (handwashing, etc)
- Ensuring cleanliness of the environment (especially frequently touched surfaces)
- Minimizing general contact and mixing (creating bubbles and limiting numbers)
- The use of Protective and Personal Equipment (PPE)
- Testing (and medical advice)

Focus/ Areas of Consideration

Children

Attendance

- Only children who are symptom free or have completed the required isolation period should attend the setting. Any child displaying any symptoms of sickness, will not attend the setting, and must isolate in accordance with Government and medical professionals' advice, or until a negative test result has been received.. (All children displaying symptoms are eligible for testing)
- Setting may take temperatures of children on arrival, using a contactless thermometer, to ensure children are free from fever
- On arrival, it is essential that parents notify the nursery if the child, or anyone living within the household has a confirmed or suspected case or coronavirus.
- Vulnerable or Extremely vulnerable children should seek medical advice (and government advice) regarding returning to the setting and whether it is safe to do so
- Families who attend at least two settings should choose only one for the remainder of the term to ensure the amount of people they are in contact with remains small (key to reducing spread of COVID)
- The setting is unable to accept any toys, bags or bottles from home, and cannot store these on site (see toys from home policy)
- Wherever possible parents and children should travel to nursery alone, using their own transport or if possible walk or cycle. If public transport is necessary, current guidance on the use of public transport and guideline for social distancing and interaction while outside of the setting must be followed.
- If there is a shortage of staff, and we are unable to source cover, numbers of children in attendance will be reduced to ensure no breach of ratio and EYFS requirements.

Hygiene

- All children must wash their hands upon arrival at the nursery for at least 20 seconds
- Children will be encouraged to wash their hands frequently, this includes before and after eating food, after visiting the toilet or playing outdoors, after sneezing, coughing, or blowing their nose
- All children attending the setting must have spare clothes available at the nursery to be used in the event of a toileting accident, or if clothes get wet or dirty. We are unable to use nursery spares, so all parent/carers must ensure their child has available spares.
- Parents advised to wash their childrens clothes daily and ensure they are wering clean clothes each day (including any outerwear). Parents also advised to bathe children after nursery.
- Children should be supported to do as much for themselves as possible, with adult support/guidance
- Staff must accompany small groups of children to toilet to avoid gathering/queues, clean each toilet after use, and support children to wash their hands effectively.
- When changing nappies or changing clothes, etc, nappy area/toilet is not to be used by any other staff/children

Physical Distancing/grouping

- Children will be organised into small groups and given designated rooms within the setting, and the outdoor areas. Wherever possible groups should not mix during the day as best as possible, to minimise contact with others. Staff must use their judgement on planning the activities, to ensure minimized contact with other groups.
- Children in small groups should have the same staff team caring for them wherever possible to limit the amount of people in contact with each other.
- Classrooms should organise tables for snack and mealtimes with as much spacing between each child as possible, and reducing the amount of children per table.
- Smaller amounts of children in the whole setting may be advised or preferable. We would endeavour to accommodate each child's usual sessions, but in the event of this not being possible, we may apply (but not limited to):
 - A temporary cap on the number of children in the setting at any one time.
 - Temporarily limiting funded hours to ensure all children have access to some time at nursery.
 - A temporary change to children's attendance days and times.
 - A temporary change to the operating hours, so that the staffing, or hygiene is not compromised
 - Prioritising children such as those who are vulnerable, those with special educational needs, those from households where both parents work (or work full time)
- Care routines including provision of meals, nappy changing, and toileting should be within the space allocated to each group wherever possible. If not possible, shared spaces must be cleaned after each use (eg, toilets)
- The use of communal internal spaces should be restricted as much as possible (Soft play room will be closed) and outdoor spaces should be utilised as much as possible and used by groups in different areas during the day. (Sunscreen should be applied by the parents / carers before the child arrives at the setting, and parent/carers must provide sunscreen to allow for top-ups during the day)
- Distancing of beds/cots should be facilitated (where possible)

Wellbeing and education

- Children should be supported in age appropriate ways to understand the steps they can take to keep themselves safe including regular hand washing, sneezing/coughing using a tissue and adopting a catch it, kill it, bin it regime.
- Children should be supported to understand the changes and challenges they may be encountering as a result of Covid-19 and staff need to ensure they are aware of children's attachments and their need for emotional support at this time.
- EYFS framework will continue to be delivered through play and adult led activities.
- To maintain high levels of hygiene, available resources may be reduced to allow easier management and control of cleaning and sterilization. This also includes the use of malleable play (such as clay, playdough, etc).
- There may be some changes to the activities and learning opportunities delivered to the children, which may be due to lack of staff, lack of availability of resources, or reduced resources available due to hygiene. If changes are inevitable, we will aim to

provide alternatives that provide similar learning goals, or that support the child's learning in different areas

Parents

Social Distancing

- Only parents who are symptom free and or have completed the required isolation periods will be able to drop off or collect their child. Any parent / carer displaying any symptoms of sickness, will not be permitted to drop off or collect their child from the setting, and must isolate in accordance with Government and medical professionals' advice, or until a negative test result has been received.
- On arrival, it is essential that parents notify the nursery if the child, themselves, or anyone living within the household has a confirmed or suspected case or coronavirus.
- Vulnerable or Extremely vulnerable parent / carers should seek medical advice (and government advice) regarding traveling to the setting and whether it is safe to do so
- Parent / carers must not approach any staff members and must respect social distancing from them. (Posters on display)
- Parents must not arrive in groups, and will be limited to one adult per child, when collecting or dropping off
- All drop offs and collections will be made from front door. No parent / carers will be permitted into nursery building.
- When parents are waiting to drop off or collect their child, physical distancing should be maintained in a safe area sticking to government social distancing policies. Parents should not gather at the doors, or stand in groups.
- All parent/carers must follow nursery policies and government guidance, and maintain a 2m distance from each other and the staff
- Once child is collected / dropped off, Parents are to leave promptly and move away from the nursery boundaries whilst maintaining social distancing
- Only one child dropped off or collected at one given time, to allow staff to wash their hands or sanitise. Staff are unable to do this in groups.
- Staff are unable to give feedback or take any messages from the door. All information regarding child's day will be available on the app. If any further information needs to be communicated, parents are able to call the nursery via phone.
- Wherever possible parents should travel to nursery alone, using their own transport or if possible walk or cycle. If public transport is necessary, current guidance on the use of public transport and guideline for social distancing and interaction while outside of the setting must be followed.
- All parents coming to the setting should avoid all non-essential public transport travel whenever possible and outside of setting hours should minimise social interactions, as per the national guidelines.
- Parents must call ahead of time to notify nursery when they are collecting, so that there is reduced time and risk of congregation at doors

Communications

- Parents provided with policy, and informed of any changes to nursery operation/routine. Parents should receive clear communication regarding the role they play in the safe operating procedure and all measures being taken to ensure the safety of their children, themselves, and the staff. (via email, signs and posters)
- Posters displaying rules and advice displayed on nursery doors, notice boards, etc must be strictly adhered to
- Parents should inform preschool of their circumstances and if they plan to keep their child away, this helps preschool to conform to our safeguarding policy.
- Parents may be needed to support the running of the preschool by providing extra resources and consumables the preschool may not be able to source or afford such as cleaning wipes or products, tissues, toilet rolls etc. This is to ensure the safe running of the preschool is not hindered by lack of equipment and resources.
- Parents must following the recent government advice in regards to social distancing, as well as minimising contact with others

Hygiene

- Parents should maintain high levels of hygiene, and ensure hands are washed and sanitized regularly to avoid the spread and contamination
- Parents should ensure items provided to nursery, such as spare clothing's, indoor shoes, bags, etc are clean and have been washed regularly
- Buggies or bikes which will be stored in nursery premises, must be cleaned, folded and stored appropriately in a non-impeding way, not blocking or restricting any access routes, and stored within the designated buggy shed.

Workforce

Attendance

- Only staff who are symptom free or have completed the required isolation period should attend the setting. Any staff displaying any symptoms of sickness, will not attend the setting, and must isolate in accordance with Government and medical professionals' advice, or until they have achieved a negative test result .All staff and their household are eligible for testing if they display symptoms.
- Setting may take temperatures of staff on arrival, using a contactless thermometer, to ensure staff are free from fever.
- On arrival, it is essential that staff notify the nursery if they, or anyone living within the household has a confirmed or suspected case or coronavirus.
- Vulnerable or Extremely vulnerable staff should seek medical advice (and government advice) regarding returning to the setting and whether it is safe to do so
- Consideration will be given to limiting the number of staff in the setting at any one time to only those required to care for the expected occupancy levels on any given day

- Staff hours, days they work and length of day may change in order to meet childcare demands and considerations within this policy.
- Any pregnant, or vulnerable staff members, will be risk assessed before returning to work. It is staffs responsibility to inform the nursery if they are pregnant or have been identified as clinically vulnerable or extremely clinically vulnerable (by a governing body eg, NHS). If these staff members are required to return to work (in extreme situations due to staff shortages/ratio), government guidelines will be followed.
- If staff working fall ill, bank/support staff will be required to cover. If there is a shortage of staff, and we are unable to source cover, numbers of children in attendance will be reduced to ensure no breach of ratio and EYFS requirements.

Physical distancing/ grouping /safety

- Wherever possible staff should remain with the small group of children who they are allocated to and not come into contact with other groups.
- Social distancing must be maintained during breaks. This may be achieved through a range of strategies including the staggering of breaks and subdivision of spaces allocated to team breaks where possible.
- Staff members should avoid physical contact with each other including handshakes, hugs etc.
- Staff must not have any unnecessary contact with the children (eg, kiss, hugs, etc) and should instead use vocal comforts (eg, singing, talking, and comforting) Staff will be encouraged to use any form of distraction/comfort necessary to avoid the need for constant physical contact with the children.
- Limiting the number of staff in the nursery at any one time to only those required to care for the expected occupancy levels on any given day, to reduce unnecessary contact with others

Training

- All staff members given appropriate update on new guidelines in place for the setting, and staff signposted to Government guidelines available online, and kept up to date with any changes as they are updated.
- All staff members must receive appropriate instruction and training in infection control and the standard operating procedure and risk assessments within which they will be operating.
- Online training must be completed
- Staff to be informed of measures in place and sign a disclaimer to state they have read and understood the policies and procedures, risk assessments and all their expected responsibilities.
- Staff advised and reminded of government guideline in maintaining hygiene (washing hands, do not touch face, wash frequently touched/used items, etc)

- Practitioners receive clear communication regarding the role they play in safe operating procedure and all measures being taken to ensure the safety of the children and themselves.
- Staff reminded to continue with hygiene paperwork (including cleaning rotas, daily checks, etc)
- Management overlooking all staff, children, classrooms to ensure strict adherence to nursery policies and procedures, risk assessment, advice, etc
- Posters displayed within setting to remind staff (and children) to wash hands, maintain social distancing, etc
- Regular training or meetings to update staff on current practices or any changes

Personal Protective Equipment (PPE)

- Government guidance is that PPE is not required for general use in early years settings to protect against COVID- 19 transmission, but usual PPE should continue to be worn and disposed off as normal such as during intimate care, nappy changing and administration of first aid and medication (gloves and aprons provided).
- When dealing with an ill child, staff must wear disposable gloves and apron, a face mask and/or a face visor, and try to maintain as much distance as possible. (Emergency staff PPE available when dealing with suspected cases). The staff member who supported the unwell child does not need to go home unless they are developing symptoms themselves.
- Gloves and aprons (at minimum) must always be worn when completing any cleaning tasks
- All PPE should be removed and disposed of following current government guidelines, and the staff member should wash their hands for at least 20 seconds.
- Staff provided with sterilizable face shields as additional means of protection.
- Face masks are not essential or recommended by government, however if staff choose to wear one, they will not be disciplined.
- Staff will be aware of the shortages of PPE, and will be encouraged to use equipment appropriately, without compromising their safety or the safety of others.
- Regular stock checks and ordering, to ensure no shortages of necessary PPE. In the event of a shortage from suppliers, alternative suppliers will be sought (Aprons and Gloves will be kept for emergency use)

Hygiene

- Whilst on site, staff must abide to nursery uniform policy and staff must wear uniform tabard, and sterilizable indoor shoes, which must be washed and sterilized daily using onsite laundry facilities, following Government advice on washing and nursery guidance (See uniform policy, indoor shoes policy, and colleague handbook)
- Staff to wear fresh, clean clothes for each session, and must ensure high standards of hygiene. Staff are advised to shower daily after work and to wash clothes worn, after each use.
- Staff will be asked to change clothes once arriving at work, or to remove outer clothing at work.

- Staff with long hair, will be required to secure it in styles that require little or no adjustments during the day. Staff hair should not be left open, and must be secured up (Eg, buns, ponytails, plaits, etc)
- Staff will be responsible in ensuring they thoroughly clean toilet, any equipment, any food equipment (plates, cups, cutlery) and tablets or devices they use after each use.
- All staff must wash their hands upon arrival at the nursery for at least 20 seconds.
- Staff members will wash their hands frequently, this includes before and after eating food, after visiting the toilet or playing outdoors, after sneezing, blowing their nose or coughing into their hand and dealing with unwell people.
- Staff must wash hands and wear aprons and gloves during any care routines, and during mealtimes and must serve food to each child (Self serving temporarily stopped)

Travel

- Wherever possible staff should travel to the setting alone, using their own transport or if possible walk or cycle.
- All staff coming to the setting should avoid all non-essential public transport travel whenever possible and outside of setting hours should minimise social interactions, as per the national guidelines.
- If public transport is necessary, current guidance on the use of public transport and guideline for social distancing and interaction while outside of the setting must be followed.
- Staff will be advised to follow government advice to wear a face covering/mask whilst travelling (due to shortages and restrictions on PPE, staff will need to obtain these themselves)
- Staff to follow all Government advice on travelling, including staying alert and maintaining social distancing
- Staff advised on how to travel safe (avoid touching face, sanitise hands regularly, avoid touching things, etc)
- Staff rota and staff shifts may be reduced /amended to avoid 'Peak' travel times where possible, for those using public transport.

Premises - Hygiene and Health & Safety

Visitors

- Attendance to the setting will be restricted to only children and staff as far as practically possible and visitors will not be permitted to the setting unless essential (e.g. essential building maintenance, emergency health care, cleaning).
- Where essential visits are required these should be made outside of the usual nursery operational hours where possible (weekends, after hours)
- As far as possible parents and carers should not enter the premises.
- All show around visits will be cancelled and alternative visits will be in place. (Show arounds via photos or video recording, or visits after hours)

- Any essential visitors / contractors will be given access to nursery via back doors, or side entrances to avoid contact with the staff and children on premises.
- Any permitted visitors or contractors will be required (at minimum), to wash and sanitise hands, and to wear shoe covers whilst on site, and to exercise social distancing from all staff & children on site.

Extra- Curricular Staff

- All extra-curricular staff must follow nursery policies, and government guidelines at all times
- EC staff must wear shoes covers, and wash and sanitise hands on entry
- All equipment that can be accessed by children must be sterilised before and after each use
- EC staff must exercise Social Distance and maintain a 2m distance from all staff and children. A barrier may be used to section off a safe working area for EC staff, where children are unable to maintain a safe distance.
- All children and staff must wash hands before and after any sessions
- Staff must ensure any equipment being used during the sessions are washed/sterilised before and after each use and must ensure only one piece of equipment is used per child at any one time.

Settling in

- External settling will be postponed, until we feel it is safe to resume.
- If settling with parents on site is deemed necessary as to not cause a child unnecessary distress, staff will use the garden as this provides more space and ventilation.
- Staff and parents must maintain social distance, and contact with other children or staff will be minimised. (only one parent for settling)
- Staff will be encouraged to use any form of distraction necessary during this time, to avoid the need for constant physical contact with the children
- Staff must not have any unnecessary contact (eg, kiss, hugs, etc) and should instead use vocal comforts (eg, singing, talking, and comforting)

Hand Washing

- All children and staff must wash their hands upon arrival at the nursery for at least 20 seconds.
- Children and staff members should be encouraged to wash their hands frequently, this includes before and after eating food, after visiting the toilet or playing outdoors, after sneezing, blowing their nose or coughing into their hand and dealing with unwell people.
- Posters to remind staff and children to wash their hands, displayed within the nursery setting on all sinks areas, and in communal areas

- Handwashing facilities are available to children and staff in each classroom, and garden.

Cleaning

- An enhanced cleaning schedule implemented that includes furniture, surfaces and children's toys and equipment and all staff are responsible in their area of work.
- A deep clean may be needed after a child has become ill in the area they were waiting.
- Bodily fluid spills should follow the correct procedures as normal.
- Staff will be responsible to ensure appropriate cleaning takes place and enough ventilation is in the room such as opening windows. If doors are open ensure the safety of the children is maintained.
- Communal area, regular touch points, toilets and hand washing facilities cleaned and sanitised regularly during the day and after each use
- High contact areas such as doors, doorbell, stairs, Table surfaces, cupboards, bookshelves, walls at child height, chairs, resources, equipment, doorknobs, light switches, countertops, handles, toilets, taps, and sinks will be sterilised during the day at regular intervals, or after each use
- High Standards of cleaning maintained. All areas of setting must be cleaned with suitable steriliser / cleaning products-
- One pair of Gloves and apron must be worn during cleaning and must be disposed off immediately after cleaning.
- Childrens bedding washed regularly, and sleep mats sanitized after each use (as standard)
- The setting will reduce number of resources available, so that they are more manageable to clean and reduce contamination
- Shared resources will be washed and sterilised between each child (eg, pencils, scissors). Equipment should be restricted to each group, and resources should not be shared between groups.
- Hard floors, carpets and hard to clean toys and resources, will be steam cleaned
- No outdoor shoes to be worn in classrooms at any time. Indoor shoes that are sterilisable must be provided by parents and must be worn at all times indoors. Indoor shoes sterilised daily at the end of day. (Any child without indoor shoes will be required to wear socks indoors)
- Thorough cleaning will be completed after each nursery day, by cleaner

Waste disposal

- All waste must be disposed of in a hygienic and safe manner following government guidelines.
- Tissues must be immediately disposed of and placed in a lidded bin with a bag.
- Bodily fluids must be double bagged and disposed of in external bin immediately.

Laundry

- All items within the setting requiring laundering must be washed in line with government and nursery laundry guidelines.
- Bedding is assigned to each child and is not shared and must be washed regularly following laundry guideline.
- No fabric items, or clothing will be shared between children. Parents must provide spare clothing for their child.
- On site laundry facilities to wash any staff uniforms, bedding, etc

Risk assessment

- The setting and all activities have been risk assessed before opening to address the risks from the virus and due consideration given to any adaptations to usual practice. Sensible measures put in place and policies and procedures followed.

Premises Building

- Where premises have been temporarily closed during the lockdown period or where they may need to temporarily close during future lockdowns appropriate Health & Safety checks will be / have been conducted prior to reopening.
- Windows and bi-fold doors will be left open where possible to ensure good levels of ventilation. If doors are opened ensure the children safety is maintained with locked gates.

Resources

- Children will not be permitted to bring items from home into the setting unless absolutely essential for their wellbeing.
- All resources required for play and learning experiences of children should be regularly washed and/or sterilized, especially after use.
- Any resources which are difficult to clean should be removed. This includes removing anything which cannot be easily wiped down or washed at the end of the day, including soft toys and furnishings.
- This includes the suspension of learning experiences involving materials which are not easily washable such as malleable materials (dough, clay) and the suspension of the sharing of food (Self serving will be suspended, and instead staff will serve food individually to each child)
- Play food, play cutlery and crockery etc. should be removed or anything else which may be 'mouthed' by many children.
- Baking, food play and finger painting should be avoided.
- Equipment used by staff such as stationary, tablets etc. should be allocated to individual staff members where possible and cleaned regularly.
- The setting will reduce number of resources available, so that they are more manageable to clean and reduce contamination

- Shared resources will be washed and sterilised between each child (eg, pencils, scissors). Equipment should be restricted to each group, and resources should not be shared between groups.

Supplies Procurement & monitoring

- The setting should ensure an adequate supply of essential supplies and contingency plans such as additional suppliers are in place to minimize the impact of any shortages of supplies.
- Staff will be aware of the shortages of PPE and some food items, and will be encouraged to use ingredients and equipment appropriately, without compromising their safety or the safety of others. Staff will actively monitor stock supplies and inform relevant persons if stocks are running low, in order to restock within good time.
- Regular stock checks, monitoring and ordering of supplies will be maintained to meet the operational needs of the setting. In the event of a shortage from suppliers, alternative suppliers will be sought
- When PPE stocks are low, other options may be considered such as the use of washable tabards and facemasks. These items will be washed at a high temperature in accordance with relevant guidelines
- In case the supply of food is interrupted, procedures must be implemented to ensure the appropriate food alternatives are sourced and normal food safety and hygiene processes are followed. Alternatives may need to be ordered, or parents may be requested to provide packed lunches, or to help source any ingredients/supplies needed
- Additional dry/long life stock held as emergency supplies (Stockpile or bulk ordering)
- Amendments to nursery menu may need to be made to reflect ingredients/supplies we have at nursery

Nursery Pet

- Only staff to handle nursery pet
- Staff must wear gloves and aprons when handling nursery pet, grooming, feeding or cleaning rabbit equipment
- Staff to only handle nursery pet when changing enclosure (from indoor to outdoor hutch, during cleaning and grooming etc)
- Nursery pet is not to be handled by children, or left to roam in classroom (Time to run free in garden must be arranged daily)
- Pet bowls, bottles and toys, etc, must be washed daily. Outside of cage must be disinfected several times during the day (High contact points)

Responding to a suspected case on site

- If parents, staff or children test positive, they must inform the nursery immediately to allow the setting to send any affected staff/children home to be isolated and tested.

- If a child or staff members displays any sign of illness, or any symptoms of coronavirus, they will be sent home and asked to isolate until a negative test result is received.
- In the event of a child developing suspected coronavirus symptoms whilst attending the setting, they should be collected as soon as possible and isolate at home in line with the current NHS and Government guidance, as well as nursery policies.
- Whilst waiting for the child to be collected they should be isolated from others in a previously identified room (handover room). If possible, a window should be opened for ventilation.
- If they need to go to the bathroom while waiting to be collected, the bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.
- The staff member responsible for the child during this time should be a staff member from their 'group'. PPE including face mask/face visor, gloves, and apron must be worn by staff member.
- The person responsible for cleaning ideally should be the person dealing with the unwell child and should continue to wear their PPE. This should then be disposed of according to current government guidelines.
- In the event of a staff member developing suspected coronavirus symptoms whilst working at the nursery, they should return home immediately and isolate at home in line with the NHS / Government guidance. They should also follow current testing advice for themselves and their household.
- The area used for waiting, should be thoroughly cleaned immediately if the area cannot be left unvisited. If the area can be left unvisited it must be cleaned after 72 hours. The person responsible for cleaning the area should wear appropriate PPE
- Emergency PPE kit will be kept and stocked (gloves, aprons, masks, and goggles/face visor) for suspected cases
- Government guideline must be followed, if a suspected case is on site, including notifying Public Health England, obtaining tests, and isolation periods.
- If a member of staff has helped someone who displayed symptoms they do not need to go home unless they develop symptoms themselves. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell, and dispose of any PPE used in an appropriate manner.
- If clinical advice is needed, staff/management parent or guardian should go online to NHS 111 (or call 111)
- All staff, children and their families will have access to COVID-19 testing

Monitoring of Policy

The information set out within this policy is current at the time of writing. This policy will be reviewed and updated by the setting manager/director, and new government legislation and policies will be incorporated appropriately as and when required.

This policy is written in conjunction with all previous nursery policies and procedures

Premises Policy

Learning Stars has a policy of improving the interior decoration of the nursery, increasing levels of light and heat, which can have a major impact on the behaviour of children.

- The Learning Stars policy is to paint internally in pale pastel colours which are considered the most soothing colours.
- Paint chips and similar damage will be regularly repaired. Graffiti appearing on the outside walls will also be removed immediately.
- Research has suggested that at least 50% of Nursery central heating systems at some time during the year produce heat and humidity levels that are outside the normally acceptable limits for working environments. As such, Learning Stars will monitor light and heat daily throughout the year and take appropriate action. Broken heating and lighting will be fixed within 1 working day.
- The premises and interior design of the nursery are designed to appeal to the children and all furniture and fittings are child sized and accessible.
- Bathrooms are kept clean throughout the day.
- The children are encouraged to value the premises and enjoy helping the team with cleaning surfaces after they have finished their meal, putting their dishes into the dishwasher and mopping the floor after messy play.
- The Montessori philosophy requires a prepared environment where all activities, resources etc are prepared to a high standard i.e. No broken equipment, missing pieces etc.
- Children are encouraged to tidy up after themselves

Key Holders Policy

Statement of intent

Learning Stars understands that it is important to maintain a high level of security at the setting and, as such, access to the nursery building and grounds is limited to a certain number of authorised staff who are identified key holders. This policy outlines the authorised keyholder, and to provide clear guidelines of practice for the school's key holders.

Roles and responsibilities

Management is responsible for:

- Maintaining a record of keyholders
- Storing all keys, including spare keys, securely.
- Ensuring that individuals are appropriate for the key holder role and that any risks are managed.
- Ensuring that the procedures in this policy are adhered to at all times.

The key holder is responsible for:

- Adhering to the procedures outlined in this policy.
- Maintaining responsibility for the keys issued to them.
- Reporting loss or theft of keys to Management
- Returning all keys to Management when they are no longer needed.

Name of key holders

At Learning Stars, there are seven authorised key holders:

- Rumana Ali – Manager
- Zahrah Ahmed - Deputy Manager
- Khayra Benaouda – Admin
- Nazira Wadood - Room Leader
- Leena Hussain – Room Leader
- Merita Baraliu – Housekeeper

Temporary key holders may be identified at the discretion of Management and must adhere to the guidelines outlined within this policy.

General principles

- All nursery spare keys are stored in a locked cabinet in the office
- Management will issue all keys to authorised individuals and will keep a record of this found in the appendices of this policy.
- Key holders maintain full responsibility for any key in their possession
- The key holder will sign the policy to agree that they are responsible for the key in their possession
- Management will ensure that all individuals who are authorised to be key holders are responsible to do so
- Management will keep a copy of each key in the locked cabinet in the school office – this is the only copy that is permitted
- Management will review the needs of each authorised person annually to ensure that the key holder still needs access to the key. If access is no longer needed, management may decide to recall the key.
- Key holders will not copy a key or lend the key to any other individual, including staff members who are not authorised , etc.
- Key holders will not change any locks
- Any key holders, who are found to have lent a key to another individual, copied a key, or changed any locks within the setting (without authorisation), may be subject to a charge to replace keys or to cover the cost of changing locks.
- Key holders will report any lost keys to management immediately, who will then assess the level of security risk and respond accordingly, e.g. by changing locks.
- Key holders may be subject to a charge to cover the full cost of the replacement of a key following loss or theft

Procedures for temporary key holders

- At the discretion of management, it may be decided that a temporary key holder is necessary to maintain the security of the school, such as a member of staff other than those identified in this policy.
- Management will assess the risk of the individual to ensure they are responsible to undertake a key holder role before providing them with authorised use of the key.
- Management will record the name of the temporary key holder, as well as the start and end date of their authorisation within the policy
- The temporary key holder will sign the entry in the policy, recognising responsibility for the key in their possession.
- The temporary key holder is required to return the key by the specified termination date of their authorised use
- If keys are not returned or are damaged, stolen or lost, the temporary key holder may be subject to a charge to cover the full cost of replacement.

Alarms

- Key holders who need out-of-hours access to the nursery premises will be provided with the codes to the alarms installed within the school
- Key holders are instructed not to pass on this information to any other individual, including other members of staff
- Houra Qadir (Director) will be the primary key holder in the case of an emergency and will attend the nursery out-of-hours when the alarm system is activated.
- All other key holders are required to be capable of attending the nursery within an hour if Director is unavailable
- In the event of a serious alarm, keyholders are instructed to not enter the premises but to first make contact with Director or Management. In the unlikely event of no contact, keyholder must immediately contact the police.
- Keyholders will adhere to the following process when setting/ unsetting the alarm:
- The key holder will ascertain that there is nothing in close proximity which is likely to activate the system or block the effectiveness of the system
- The key holder will check that they have all necessary equipment to re-enter the premises and re-set the alarm if required, e.g. keys, alarm tag
- The key holder will ensure that they are able to set the alarm correctly and use the appropriate codes; if they are unable to do so, they will contact the management, or another key holder, for advice and instructions
- If the alarm cannot be set, the key holder will remain on the premises until the problem has been rectified

Name	Signed on Agreement	Date
Rumana Ali		
Zahrah Ahmed		
Khayra Benaouda		
Nazira Wadood		
Leena Hussain		
Merita Baraliu		

Storage of Buggies Policy

Learning Stars recognizes that when children come in to the nursery, they may use scooters, bikes or buggies, and in order to promote and encourage children to be active and care for their environment, we must provide a safe, covered storage area for the children's bikes/scooter and buggies. For the safety and security of the buggy shed, and for the buggies stored within, any parent who wishes to store their buggy, Bicycle or scooter will be asked to sign to agree to the terms and conditions of using the buggy shed.

Any buggy, scooter or bike stored in buggy shed:

- Must be folded and stored in a non-impeding way. If buggy is not foldable please speak to a member of management.
- Must be labelled, clearly with the child's name, for identification purposes.
- Must be stored appropriately, ensuring it doesn't cause a trip hazard, or block access.
- Must be stored in an appropriate place, and not to be left by door, as this blocks access.
- Only buggies / scooter's / bicycle's needed for the day are to be stored in the buggy shed, and nothing should be left overnight. Anything left behind may be removed
- Any valuable belongings should not be left in/on buggy / bicycle / Scooter.
- Litter such as food waste, drinks cartons, crisp packets, must be disposed off and not be left in buggy shed.
- Buggy shed door must be closed after each use, to protect the items stored from intruders
- Learning Stars accepts no liability for any lost or damaged buggies / scooters / bicycles stored in the buggy shed. All items stored are left at owners risk.

Any buggy / scooter / bicycle found breaching the above terms and conditions, will be charged a £5 fine.

Fire and Evacuation Policy

At Learning Stars we make sure the nursery is a safe environment for children, parents, staff and visitors through our fire safety policy and procedures.

The Nursery Manager (or in the absence of the Manager the Person in Charge) is responsible the nursery premises are compliant with fire safety regulations, including following any major changes or alterations to the premises and seeks advice from the local fire safety officer as necessary.

Fire/Emergency Evacuation Drills

The Nursery Manager/Person in Charge has overall responsibility for the fire drill and evacuation procedures. These are carried out and recorded for each group of children every week or as and when a large change occurs, e.g. a large intake of children or a new member of staff joins the nursery. These drills will occur at different times of the day and on different days to ensure evacuations are possible under different circumstances and all children and staff participate in the rehearsals.

Fire Safety Checks

The Nursery Manager/Person in Charge checks fire detection and control equipment and fire exits in line with the timescales in the checklist below.

Management Checks

The Nursery Manager/Person in Charge should carry out these checks as part of their normal procedures, and immediate action taken to rectify any issues.

Daily Checks –

- Passageways leading to emergency exits unobstructed.
- Emergency exits unlocked.
- Waste and cardboard tidy and away from potential sources of ignition.

Weekly Checks –

- Fire Alarm System – tested by activation of call points to set off bells / sounders. Different call points to be tested each week until all have been tested.
- Fire Drill – full evacuation of premises to be completed and assessment made of drill and any points raised

Monthly Checks –

- Emergency Exits – all doors to be opened to ensure mechanism operates correctly.

- Fire Extinguishers – all extinguishers to be accounted for, and visibly inspected for any signs of damage
- Emergency lights – checked visually

6 Monthly Checks –

- Emergency Lights – Discharged and tested by approved maintenance engineer.

Annual Checks –

- Fire Alarm System – Tested by approved maintenance engineer
- Fire Extinguishers – Tested by approved maintenance engineer

Registration

An accurate record of all staff and children present in the building must be kept at all times and children/staff must be marked in and out on arrival and departure. An accurate record of visitors must be kept in the visitor's book. These records must be taken out along with the register and emergency contacts list in the event of a fire.

No smoking policy

The nursery operates a strict no smoking policy – please see 'Smoking, Alcohol, Drugs and other Substances Policy'

Emergency Evacuation Procedure

In the event of a Fire or Emergency Evacuation:

- If you see a fire or need to alert an emergency evacuation for any other reason – activate the Fire Alarm by pressing the nearest red call point.
- Immediately evacuate the building under guidance from the manager.
- Room Manager/Person in charge of the room responsible for evacuation of all children and visitors. Take Register out with you.
- Check ALL areas of room are clear including toilets
- Using the nearest accessible exit and lead the children out, assemble at Eccola Café.
- Close all doors behind you wherever possible
- Nursery Chef or anyone in the upper floors will support with bringing babies down during an evacuation.
 - Children or Adults with mobility needs will be supported out safely
 - Do not stop to collect personal belongings on evacuating the building
 - Do not attempt to go back in and fight the fire
 - Do not attempt to go back in if any children or adults are not accounted for
 - Wait for emergency services and report any unaccounted persons to the fire service/police.

If you are unable to evacuate safely:

- Stay where you are safe
- Keep the children calm and together
- Wherever possible alert the manager of your location and the identity of the children and other adults with you.

The Manager/Person in Charge:

- Call the Fire Service
- Check Fire Panel to identify location of fire
- Take Nursery Mobile Phone, Colleague register, keys, visitor book and First Aid Kit to Assembly Point
- If possible close all windows and doors behind you
- Do not re-enter the building
- When at the Assembly Point check all colleagues and visitors have been evacuated, check with Room Managers/persons in charge of rooms that all children have been evacuated
- Meet and liaise with Fire Service when they arrive, advise the fire service of anyone missing and possible locations and respond to any other questions they may have.

Calling the Fire Service:

- dial 999 and ask for the fire service
- Give clearly and accurately your address – 85 Wembley Park Drive, Middlesex, HA9 8HE

If it is deemed not safe to re-enter the building

- Colleagues and children to proceed to designated “SAFE PLACE” – Eccola Cafe
- One colleague to stay at nursery to inform any parents of situation
- Manager/Person in Charge to contact children’s parents to arrange collection as soon as possible

Handling / Keeping Animals Policy

Learning Stars promotes the safety and wellbeing of all children and colleagues. We ensure that any animals on the premises are safe to be in the proximity of children and do not pose a health risk. We recognise that pets can help meet the emotional needs of children and adults. Caring for pets also gives children the opportunity to learn how to be gentle and responsible for others and supports their learning and development. Certain procedures must be followed to ensure the safety of the children. Children must be encouraged to treat all animals with respect, learning how to handle them correctly. Children must wash their hands after any contact with animals and understand the reasoning behind this. The nursery will ensure all activities involving pets and animals are safe and secure through close supervision and the use of robust risk assessments.

- When choosing pets, Learning Stars ensures that these animals are child friendly and suitable to be kept.
- A full documented risk assessment will be completed, including considerations for children with any allergies
- All pets are homed appropriately and securely, with care and concern given to size of cage/tank/etc with adequate space to move freely
- Only nursery colleagues have responsibility for cleaning out the animals and its necessary cages/hutches/enclosure (where applicable)
- Protective equipment such as gloves and aprons are used when cleaning
- We ensure all pets have had all of their relevant vaccinations, and are registered with the vet
- Pets will be fed in accordance to their needs and arrangements for their care at weekends organised
- Pets will not be allowed near food, dishes, worktops or food preparation areas. Children will wash their hands with soap and water after handling animals, and will be encouraged not to place their hands in their mouths. Practitioners will explain the importance of this to the children to enable them to make healthy choices moving forwards
- Children will be encouraged to leave their comforters and dummies away from the animals to ensure cross-contamination is limited.

Handling Animals

- When handling the pets at Learning Stars the most important issue is the maintenance of good hygiene. When handling the pets:

- Do not consume food or drink
- Cover any open cuts or abrasions on the exposed skin of hands and arms with waterproof adhesive dressings
- Wash your hands with soap and water before and directly after handling animals.
- Keep animals away from the face.

- Careful handling of the pets is most important; the pets should be restrained sufficiently so that they cannot damage themselves or the handler.
- The pets should be handled daily if possible (unless breeding or nursing when they should be disturbed as little as possible). In this way they will normally become quite tame and accustomed to being handled.
- Gloves should not normally be worn unless it is known that an animal for one reason or another is likely to bite or scratch. In this situation a pair of rubber gloves which does not particularly reduce dexterity, is a sensible precaution.
- Only people confident to handle the animal, will handle them. Children will be seated before attempting to handle.

Physical Injuries

- There is always the danger of bites and scratches, therefore the teachers must ensure that the pets are docile friendly and gentle in the presence of children.
- Teachers must ensure that the children do not poke their fingers in the pet's cage, as small fingers poked towards the mouths of normally non-aggressive animals may be interpreted as an offering of food and obligingly bitten.

Diseases, Parasites And Allergies:

- The likelihood of diseases being passed on from pet animals is low. However allergic reactions to mammals, birds and a few other animals cannot be discounted. These might result from handling the pets or just from being near them and be detected by the development of skin rashes, irritation to the eyes and nose or breathing difficulties. Teachers must be aware of said and act accordingly if allergic reactions occur
- Washing hands immediately before and after handling animals will prevent the spread of disease or parasites, and cross contamination
- Teachers must watch for the development of allergic reactions in pupils who come into contact with the animals.
- Children known to have allergic reactions to specific animals must, of course; have restricted access to those that may trigger a response. In most cases, an allergic reaction will subside once the animal and the affected person is kept apart; in extreme cases, seek medical advice.
- If parent/carer or staff member notices an allergic reaction to a pet, they must inform the Nursery Manager ASAP and complete relevant paperwork. If an allergy is confirmed, contact with animal will be restricted.

Bringing Pets And Other Animals [Bugs Or Insects] Into Nursery

- In addition to the above policy it is important that suitable arrangements are made in advance for the well-being of animals for the short time they are to be on the premises

- If it should ever arise that a variety of animals will be together, consider carefully the possibility of unwanted interactions. Animals must be housed properly and separately whilst on the premises; any containers used to transport them must be appropriate and retain the animal securely.

- The Nursery ensures that any animal that is brought to the nursery is not a danger to the children in the classroom. Careful research must be done before allowing any animal into the setting.

Animal Health

- If animals are not kept in scrupulously clean conditions, or come into contact with other animals from dubious sources, it will no longer be possible to guarantee that the animals will remain in a disease-free condition.

- During holiday time it is preferable that the animals remain at Nursery and suitable arrangements made for their normal feeding, watering and cleaning. However, this is not always possible as Learning Stars therefore the pets have to be taken out of Nursery at holidays. They should not be sent home with pupils and whoever takes them home must ensure all of the following considerations can be satisfied:

- It can be guaranteed that the animals will be looked after as well as usual.
- Whoever is caring for the animals must have all the necessary information, equipment, food, skills, etc.
- Steps will be taken to ensure that the Nursery's pets will not be able to come into contact with pet animals (cats, dogs, rodents or other mammals).
- That pets cannot come into contact with wild rodents (mice, rats, etc) while off the Nursery premises.

Cleaning and Hygiene

- This is clearly important, both for the health of the pets and for those people looking after them. Hands should be washed *before* and, of course, after cleaning the pet's cage. Rubber or plastic gloves should be worn.

- After removing soiled litter material, cages should be scrubbed with hot water and liquid detergent.

- Frequency of cleaning the pets. Generally, this should be done at least every 10 days. Pets produce a little more urine; therefore, the pets must be cleaned at least once a week. Your nose is always a good guide - cages which are even slightly offensive should already have been cleaned! Arrangements must be made for cages to be cleaned as regularly as normal at holiday times.

- Soiled litter should be sealed in strong plastic bags and placed with other waste in dustbins.

Smoking, Alcohol, Drugs and Other Substances Policy

PURPOSE

Children's health and wellbeing is of the utmost importance to Learning Stars. This policy has been developed to protect all staff, children and visitors from exposure to second-hand smoke; effects of alcohol and drug addiction. Exposure to second-hand smoke increases the risk of lung cancer, heart disease and other serious illnesses. Exposure to alcohol and drugs inhibits the ability of the person and affects their ability to work.

POLICY

It is the policy of Learning Stars Montessori that all areas within our Nursery are smoke free and all staff has a right to work in a smoke free environment. Smoking is prohibited in all enclosed and substantially enclosed premises in the workplace. This policy applies to all staff, trainees, consultants, parents and visitors. The use of drugs and the consumption of alcohol is not permitted on the Learning Stars premises and it is not permitted for anyone to come to the workplace after consuming either alcohol or drugs. If a member of staff comes to Nursery with the effects of alcohol or drugs s/he will be asked to leave the premises.

IMPLEMENTATION

Overall responsibility for policy implementation and review rests with the Manager. However, all staff are obliged to adhere to, and support the implementation of the policy. The Manager shall inform all staff and visitors of the policy and their role in the implementation and monitoring of the policy. The Manager will also ensure new staff members read the policy during their induction.

NON-COMPLIANCE

We comply with health and safety regulations and the Welfare Requirements of the EYFS in making our settings a no-smoking environment. Smoking and passive inhalation of smoke has proved to be a health risk and therefore in accordance with current legislation, the nursery operates a strict no smoking policy within its buildings and grounds. It is illegal to smoke in enclosed places. Local disciplinary procedures will be followed if a member of staff does not comply with this policy. Those who do not comply with the smoke free law may also be liable to a fixed penalty fine and possible criminal prosecution.

HELP TO STOP SMOKING; TAKING DRUGS OR ALCOHOL

The NHS offers a range of free services to help smokers give up. For more information on the effects of passive smoking please visit: <http://smokefree.nhs.uk/why-quit/secondhand-smoke/> or call the NHS Smoking Helpline on 0800 169 0 169 for details. Alternatively, you can text 'GIVE UP' and your full postcode to 88088 to find your local NHS Stop Smoking Service. In relation to drugs and alcohol you can contact your doctor who will put you in contact with the right help.

Key Notes:

- Smoking includes the use of e-cigarettes / Vapes
- This policy applies to staff, students, volunteers, Parents, Carers and any visitors to the premises.
- When working directly with children, practitioners must not be under the influence of alcohol or any other substance which may affect their ability to care for children.
- Staff are not permitted to drink during their lunch hour and must have regard to the quantity of alcohol they consume the evening before working.
- Should a senior member of staff suspect a practitioner is under the influence of a substance that may affect their ability to care for children; they will be removed from working directly with children and asked to leave the premises.
- Learning Stars does not tolerate any use of drugs, alcohol, or smoking within the premises. Possession, use of or being under the influence of non-medical drugs or alcohol on company premises or during working hours will be considered gross misconduct.
- Practitioners taking any medication should seek medical advice and only work directly with children if that advice is that the medication is unlikely to impair their ability to look after children. The management expect that staff should be able to share with them any unexpected side effects of medication; in these circumstances the member of staff will be removed from working directly with children and if required given sick leave.
- If a staff member smokes, they must do so away from the nursery premises

Human Resources & Safe Recruitment



Human resources and safe recruitment

Safe Recruitment Policy

At Learning Stars we have a very comprehensive recruitment procedure to ensure that we have a team of staff that support the philosophy and values of the nursery. Our aim is to provide a safe and loving environment for the child where every child's individuality is nurtured, and the teachers in the nursery are key to this philosophy. The safety of the children is also of paramount importance and again it is imperative that we are not lax in any way with regards to the children's safety. Therefore we recognise the importance of the right teachers and our process ensures that we build a team that adds to the Learning Stars philosophy.

Learning Stars ensures that people looking after children in our nurseries are suitable to fulfil the requirements of their roles. There are effective systems in place to ensure that colleagues, and any other person who is likely to have regular contact with children are suitable to do so.

Disclosure And Barring Service Responsibilities

Learning Stars ensures that employees are checked using the Disclosure and Barring Service (DBS) checks process. It is a condition of employment, that colleagues consent to an enhanced check being carried out via the DBS, the results of which will be analysed as part of its safer recruitment processes and procedures and ongoing suitability.

Any one working at Learning Stars for more than two weeks will be subject to a DBS {Criminal Records Bureau} check. This is an Ofsted requirement and must be adhered to. Any staff/people who have not been DBS checked must be supervised at all times. This includes volunteers, work experience people, trades people and new staff. Until clearance has been given by the police or Ofsted a new member of staff cannot be left alone in a room with children.

Agency Staff - Any staff supplied by an agency should be vetted and checked by the Agency.

Parent Helpers - Any parent helping at the nursery will be subject to a DBS check; this will be the responsibility of the Manager of Learning Stars. References will be sought and all other documentation from a previous employer {if applicable}. If it is deemed inappropriate for the person to work with children, Learning Stars will inform the parent that's/he cannot help at the nursery.

Robust Recruitment Practices

Learning Stars addresses issues to do with child protection and safeguarding and promoting the welfare of children at every stage of the recruitment process. It is important that applicants for positions working with children are aware of our commitment to safer recruitment and safeguarding children in general. Ensuring that safeguarding features highly in all our processes, policies, procedures and practices, sends a clear message to applicants, existing staff, students and volunteers. Recruitment and the checks, which are undertaken as part of this process are our first chance to make robust efforts to prevent unsuitable

individuals from working with children. This means thorough checks are carried out on all people as part of the recruitment process, and references are always taken up.

All colleagues who are part of the recruitment process for recruiting staff and volunteers to work with children receive appropriate training. All new colleagues are conversant with Learning Star's safeguarding policies and procedures, and receive training on this subject as part of our commitment to ensure that safer recruiting policies and procedures are actively adhered to in all aspects of the recruitment process.

Maintaining A Safer Culture

There must be continued vigilance with safeguarding issues. It is important that all staff have appropriate training, induction, probation and appraisal so that they understand their roles and responsibilities and are confident about carrying them out. Everyone should feel confident that they can raise issues or concerns about the safety or welfare of children and know that they will be listened to and taken seriously. On-going training is essential to maintaining a safe workforce.

It is vital that our recruitment procedures are applied robustly whenever someone is recruited to work with children. To enable safe environments for our children cared for by people who have children's safety and welfare at heart. We are committed to safeguarding children in our care and we will not be complacent. We know that some people seek access to children in order to abuse and that abused children very often do not disclose the abuse at the time.

The following process is always followed following successful interview :

- Police checks (DBS)
- References
- Check of all qualifications
- Trial period (up to 3 months)
- Regulated work not approved until all checks complete (no lone working, supervision at all times, no regulated work e.g. changing nappies)
- Ongoing appraisal of all teachers to ensure that the values of the nursery and the spirituality of the child are constantly at the forefront of their thinking

We also encourage parental feedback about the staff and ensure any concerns are dealt with promptly.

Staff Appraisal Policy

Staff appraisal/reviews will take place three times a year (each term) and will consist of a one to one meeting between the member of staff and Management.

Each member of staff will be invited to discuss the following points at the meeting.

- Immediate improvements which could be made in relation to the individual's job
- Immediate improvements which could be made to the nursery
- Long term improvements which could be made either to the individual's job or the nursery
- Developments of the individual's job in the coming year
- New areas of work or responsibility that the individual would like to take on
- Any difficulties the individual is experiencing in their work
- The objectives from the previous appraisal and areas of improvement

The Manager and member of staff will complete the appraisal/review form, and a copy will be given to the staff member.

If as a result of the meeting specific action is considered relevant, a date for this action to be completed will be set, and the member of staff will be informed of this. Where necessary a date for a further meeting will also be set.

Copies of staff appraisal notes will be kept in the appropriate personnel file and a copy will be given to the member of staff for his/her personal teacher's file

Staff Disciplinary Policy

The primary purpose of this disciplinary policy and procedure is to encourage and support a genuine and permanent improvement in the conduct and job performance of all staff. The disciplinary procedure does not apply in an employee's trial period, but only once successful trial has been completed.

The underlying principles of this policy and procedure are :

- Save for exceptional circumstances, no formal disciplinary action will be taken against you until the case has been investigated;
- You will not be dismissed for a first disciplinary offence, except in the case of gross misconduct
- At every stage in the procedure you will be advised of the nature of the complaint against you and will be given the opportunity to state your case before any disciplinary decision is made
- At all formal stages of the procedure you will have the right to be accompanied by a colleague
- You will be offered the right to appeal against any formal disciplinary action taken
- This Policy and Procedure may be implemented at any stage if the alleged misconduct warrants such action
- The Nursery may choose to suspend you with pay whilst a case is being investigated

Gross Misconduct

The Nursery may at any time terminate your employment immediately without warning in the event of what is deemed gross misconduct. Below is a non-exhaustive list of examples of what would be deemed gross misconduct.

- The use of abusive language that offends other employees, or parents, visitors and students
- Any conduct detrimental to the interests of the nursery, its relations with its parents or public or damaging to its public image, shall be a disciplinary offence.
- Failure to declare any court or police action against you whilst you are employed by Learning Stars Montessori.
- Smoking is prohibited on the Nursery premises and failure to adhere to this policy may result in instant dismissal.
- Theft or the authorized possession of property belonging to the nursery, its employee or parents
- Assault on any employee or parents/visitors or person associated with the nursery
- Breach of confidence i.e. the divulging of confidential information relating to the nursery, its employees or parents
- Dishonesty.
- Being under the influence of drugs or alcohol whilst on duty.
- Serious or persistent breach of safety rules
- Physical assault and / or physical or verbal abuse towards a child including unnecessary harshness

- Breach of the Race Relations and Sex Discrimination Legislation which includes any discrimination in any way against a person on the grounds of colour, religion, ethnic or national origin, sex or marital status etc

The Disciplinary Process

When you are issued with a warning, you will be informed of the period for which the warning will remain in place. A copy of the written warning will be kept in your personnel file. If your conduct or job performance reaches an acceptable level after the specified period, the warning will be disregarded for disciplinary purposes, but will be kept on your personnel file. There are a number of stages to the disciplinary procedure.

Stage 1 – Formal Verbal Warning

In the case of minor misconduct or unsatisfactory job performance or if there is no improvement after an informal warning has been issued, you will be given a formal verbal warning, a note of which will be held on your personnel file. You will also be reminded that if there is no improvement within a specified period, further disciplinary action will be taken. The period of the warning may vary but would normally be effective for 6 months and disregarded for disciplinary purposes thereafter.

Stage 2 – First Written Warning

If the breach of nursery's standards is more serious, or there is no improvement in your conduct or job performance, or another breach of nursery's standards occurs, you will receive a first written warning. This will include the reason for the warning, give details of how you should improve and remind you that if there is no improvement within the specified period, further disciplinary action will be taken.

The warning will normally be disregarded for disciplinary purposes after twelve months.

Stage 3 – Final Written Warning

If the breach of the Nursery's standards is very serious, or there is still no improvement in your conduct, attendance or job performance or another breach of nursery's standards occurs a final written warning will be given. This will include the reason for the warning, giving details of how you should improve, and remind you that if there is no improvement within the specified period, you may be dismissed. The warning will be disregarded for disciplinary purposes after eighteen months

Stage 4 – Dismissal

If there is no satisfactory improvement in your conduct, attendance or job performance or if a further breach of the nursery's standards occurs, you will be dismissed. You will be informed in writing of the decision to dismiss you, given details of the reason for the dismissal, your termination date, the appropriate period of notice or amount of pay in lieu of notice, your right of appeal and details of the appeal process.

A decision to dismiss will only be taken by the Manager and dismissal will only be applied when sound judgement indicates no reasonable alternative.

If you are dismissed under this policy your employment will terminate on the date specified in writing. Your employment will NOT be suspended pending the outcome of any appeal procedure. Should an appeal reverse the decision to dismiss you, you will be reinstated with no break in service and any monies owing to you will be paid.

Any of the above stages of disciplinary action may be omitted, depending on the seriousness of the misconduct.

All records relating to disciplinary action will be kept in accordance with the provisions of the Data Protection Act 1998 ad GDPR 2018.

Staffing Policy

Children aged 0-2 years

There will be at least 1 practitioner to 3 children. At least 1 practitioner will hold a full and relevant level 3 qualification and have suitable experience of working with children under two. The room leader for the under twos room must have suitable experience of working with under twos. At least half of all the other practitioners in the room will hold a full and relevant level 2 qualification or be training towards a level three qualification and will have received induction training on the care of babies.

Children aged 2-3 years

There will be at least 1 practitioner to 4 children. At least 1 practitioner will hold a full and relevant level 3 qualification. At least half of all the other practitioners in the room will hold a full and relevant level 2 qualification or be training towards a level three qualification.

Children aged 3 and over

There will be at least 1 practitioner to 8 children. At least 1 practitioner will hold a full and relevant level 3 qualification. At least half of all the other practitioners in the room will hold a full and relevant level 2 qualification or be training towards a level three qualification.

Arrangements

There will always be 2 practitioners present when children are on the nursery premises. Colleagues must not engage in lone working and the Manager is responsible for planning staffing rotas to ensure that children are adequately supervised and deciding how to deploy staff to ensure children's needs are met. All colleagues are responsible for ensuring that children are always adequately supervised and for maintaining staffing ratios at all times.

Learning Stars will endeavour to ensure that there are sufficient practitioners available to cover breaks, holiday, and sickness in order to ensure that ratios and qualification requirements are always met. This will be done by using regular lunch cover and bank staff, who all receive a full induction when starting with us. We also employ additional colleagues to carry out meal preparation, maintenance and cleaning of the premises.

There may be times in the event of an emergency where the Manager will need to re-group children, reorganise rooms or re-deploy practitioners to ensure adult to child ratios are met and/ or to meet the individual needs of all children. In such instances, we will continue to ensure that the children benefit from a consistent experience.

Practitioners or students under the age of 17 will not be included in the adult to child ratios and will be supervised at all times.

Suitable people

Learning Stars will endeavour to ensure that all practitioners looking after children are suitable to fulfil the requirements of their role. Learning Stars has a comprehensive safer recruitment policy and ensures that all practitioners working within the nursery have

completed an Enhanced disclosure (DBS) prior to commencement of employment. (see safer recruitment policy)

Key person

Each child is assigned a key person and a buddy key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents/carers (see Key Person policy).

Paediatric first aid qualification

All of our practitioners are paediatric first aid trained (PFA) and receive regular updates and training to maintain the qualification and ensure they are confident to deliver first aid if necessary

Safeguarding

All colleagues will attend child protection training and receive initial basic child protection training during their induction period. This will include the procedures for spotting signs and behaviours of abuse and abusers/potential abusers, recording and reporting concerns and creating a safe and secure environment for the children in the nursery (see Safeguarding policy).

We have named persons within the nursery who take lead responsibility for safeguarding and co-ordinate child protection and welfare issues, known as the Designated Safeguarding Officer (DSO) who is the Nursery Manager. The Deputy Nursery Manager must be trained and take the lead in the Nursery Manager's absence. Another senior practitioner must also be trained and take the lead in the Nursery Managers' and Deputy Managers' absence, there is always at least one designated person on duty during all opening hours of the setting. In exceptional circumstance when this is not possible a named contact will be available to give advice.

Training and development

All colleagues receive induction training to help them understand their roles and responsibilities. Induction training includes information about emergency evacuation procedures, safeguarding, child protection, Learning Star's equality diversity and inclusion policy and health and safety issues. Colleagues have access to regular supervision (see Staff Appraisal policy), providing them with support coaching and training. Supervision should foster a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues.

Staff Code of Conduct

Learning Stars has a positive equal opportunities policy as an Employer and service provider, the aim of which is to ensure that no person receives less favourable treatment and to provide equal opportunities to all in employment, irrespective of their gender, race, ethnic origin, disability, age, nationality, national origin, sexuality, religion, beliefs or marital status.

Respect - Positive Behaviours

If you can follow these positive behaviours then you will be positively contributing towards a respectful workplace and making Learning Stars a great place to work. If you experience any behaviour that you believe are inappropriate, please speak to management.

Remember: Behaviours drive how we act towards others and how they react to us.

There are positive behaviours that we expect from all colleagues and they can expect from us and it's all built around RESPECT:

- I won't get involved in the 4B's (bickering, backbiting, blaming & bullying) and I will challenge inappropriate behaviours in a respectful way
- I will recognise that we employ a Diverse workforce and treat all colleagues with equal respect regardless of their role, work pattern, gender, age, sexual orientation, ethnic group, colour, disability, religion, faith or beliefs
- I will be committed to finding solutions to problems and to resolving issues constructively, (rather than complaining about them or blaming someone for them)
- I will act promptly in my work with others. This will include being on time for my shifts or any meetings as well as giving others notice of my plans and any changes to my plans. If I have an issue to raise I'll do this promptly
- I will recognise that every one of us is key to the success of Learning Stars. I'll thank others for their contribution, and I can expect thanks for mine. I will endeavour to earn respect for what I do and how I act
- I'll act in a courteous way by trying to understand others' points of view as well as helping others to understand mine. If I question something it will be done respectfully
- I will build trust with my colleagues through the Learning Star's Values of being open, honest and fair. I can expect to be part of an organisation where colleagues work with each other not against each other

Respect - Key Principles

Learning Star's is committed to supporting the right of all colleagues to be treated with dignity and respect whilst at work and when representing the nursery in any capacity.

Learning Star's commits to ensure:

- All colleagues have a right to a working environment free from harassment and bullying. We will NOT tolerate or condone such behaviour.
- Management guidance is available for colleagues to seek support in order to resolve concerns about harassment and bullying. We are committed to treating all colleagues equally and with respect and to providing a supportive working environment.
- It provides protection for colleagues who consider they are being harassed or bullied.
- It treats all reports of harassment and bullying seriously without prejudice to the colleague or his/her career.

Conduct In The Workplace

Conduct is defined as the expected behaviour of an individual in the course of their employment. The guidance contained in this document is not exhaustive and there is a general requirement for all colleagues to act in good faith and in a manner, which it is reasonable for any employer to expect. All colleagues should be aware that they will be seen as representatives of the nursery. It is therefore important that they present a professional and caring image to customers and colleagues. All children need to feel safe, secure and happy. This involves colleagues being responsive to children's needs, whilst maintaining professionalism. This includes giving children cuddles and changing children's nappies or clothes and when carrying out intimate care routines.

To promote good practice and minimise the risk of allegations within our nurseries we expect our colleagues to:

- Put our children first, their safety, welfare and ongoing development is the most important part of their role
- Understand when it is appropriate to cuddle children and give cuddles only when sought by children needing comfort to support their emotional development. This should be in view of other children and practitioners
- When changing children's nappies or soiled/wet clothing, doors should be left open, where appropriate (staying visible to other practitioners but maintaining a child's privacy)
- Avoid inappropriate behaviour such as over tickling, over boisterous play or inappropriate questions such as asking children to tell them they love them. Colleagues are expected to report any such observed practice to the Nursery Manager
- Be respectful of colleagues and the children and families in the nursery and do not use inappropriate language or behaviour, including during breaks
- Behave as a positive role model for the children in their care by remaining professional at all times and demonstrating caring attitudes to all
- Work as part of the wider team, cohesively and openly

- Be aware of their requirements under the EYFS Statutory Framework and the nursery policies and procedures designed to keep children safe from harm whilst teaching children and supporting their early development
- Be aware of and adhere to all policies and procedures.
- React appropriately to any safeguarding concerns quickly and concisely in accordance to the nursery / Local authority procedures and training received
- Not share any confidential information relating to the children, nursery, colleagues or families using the facility
- Maintain the public image of the nursery and do nothing that will pull the nursery into disrepute
- Ensure that parental relationships are professional and external social relationships are not forged. If a relationship exists prior to the child starting at the setting, discussions with management will be held to ensure the relationship remains professional. No staff should be linked to parents on social media during their time at nursery
- Be professional when using social media platforms and not engage in unacceptable/inappropriate conversations in private or public forums with parents.
- Report to management immediately any changes in personal life that may impact on the ability to continue the role. These may include (but not limited to) changes in police record, medication, people living in the same premises, any social service involvement with their own children.
- Be honest and act with integrity;
- Communicate in a polite and respectful manner;
- Be aware of different cultures and customs and respect the diversity within the society;
- Respect and protect the dignity of customers and colleagues;
- Accept responsibility for one's own work and its proper performance;
- Observe health and safety policies and safe working practices at all times;
- Work effectively and constructively, individually and as part of a team;
- Declare any potential conflict of interest to the Manager;
- Use the resources available in an effective, efficient and timely manner;
- Attend work punctually and regularly;
- Dress appropriately and in accordance with our guidelines (see Uniform below);
- Obtain the appropriate approval for any absence;
- Deal with customers and colleagues in an ethical and lawful manner;
- Carry out reasonable requests or instructions from Managers;
- Take responsibility for one's own learning and development;

Also colleagues will be expected NOT TO:

- Act inappropriately with fellow colleagues or customers;
- Use persistent offensive, abusive, intimidating behaviours or remarks towards or about other colleagues;

- Use malicious or insulting language towards or about other colleagues;
- Stereotype;
- Have physical contact that is objectionable or causes offence or unnecessary bodily contact;
- Carry out or be involved in name calling or ridicule of colleagues or customers;
- Exclude a colleague from the team, isolate or deny job opportunities;
- Use offensive non-verbal conduct, e.g. the display of written unwelcome or insulting/offensive comments, distasteful or sexually/racially offensive pictures or material in the workplace

Monitoring Colleague behaviour

Within the nurseries we:

- Conduct regular peer observations, during which we will look at interactions with children and their peers
- Have regular one to ones/reviews with all colleagues in which ongoing suitability will be monitored and recorded
- Use our whistleblowing policy that enables team members to discuss confidentially any concerns about their colleagues
- Operate colleague suitability forms and ensure colleagues are aware that any changes to their suitability to work with children are reported immediately to management
- Ensure all new colleagues are deemed suitable with the appropriate checks as detailed in the safeguarding policy.

Some behaviours that may cause concern and will be investigated further:

- Change in moods
- Sudden change in religious beliefs / cultural beliefs (may be a sign of radicalisation)
- Changes in the way of acting towards the children, parents or the other members of the team (becoming more friendly and close, isolation, avoidance, agitation etc.)
- Sudden outbursts
- Becoming withdrawn
- Secretive behaviours
- Missing shifts, calling in sick more often, coming in late
- Standards in work slipping
- Extreme changes in appearance.

Procedures to be followed:

If we have a concern about changes in colleagues behaviour within the nursery, an immediate meeting will be called with the individual and a member of management to ascertain how the person is feeling. We will aim to support the colleague wherever possible and will put support mechanisms in place where appropriate.

Ultimately we are here to ensure all colleagues are able to continue to work with the children as long as they are suitable to do so, but if any behaviours cause concern about the safety or welfare of the children then the procedure on the safeguarding policy will be followed as in the case of allegations against a team member and the Local Authority Designated officer (LADO) will be called. All conversations, observations and notes on the colleague will be logged and kept confidential.

Uniform

All colleagues are expected to have the highest standards of personal presentation and personal hygiene. It is of paramount importance that all colleagues appear presentable and professional and so we have some guidelines on appropriate clothing for work.

All staff must ensure they are dressed appropriately for the work environment. This includes suitable clothing, footwear, and outerwear, which ensures that you are able to work without compromise to children's learning and development. The dress conduct is smart casual, and below it is outlined what is or isn't suitable.

- **Skirts-** Skirts are allowed as long as they are knee length or longer, and you are wearing tights or leggings underneath.
- **Trousers-** No denim (black Jeans are allowed), leggings/tights are allowed if under a knee length skirt or dress.
- **Dresses-** must be knee length or longer.
- **Shirts-** Shirts must have good coverage and must cover cleavage and torso, Smart casual shirts allowed
- **Outerwear-** Please ensure you have appropriate outerwear for the weather. Ofsted require children to have access outdoors at least two times per day, therefore staff must have weather appropriate clothing. *"There's no such thing as bad weather, there is a thing called bad clothing"*
- **Footwear-** Staff must have a pair of comfortable indoor shoes that are 'croc' clog style and are completely waterproof, meaning they can be immersed in water and sterilised
- **Personal hygiene-** Staff must ensure that their personal hygiene is kept high. Please ensure you look and smell fresh and ready for the day ahead. We understand that at times, you may become hot and sweaty, and may need to refresh yourself, so deodorant and fragrance sprays will be available in the staff toilets downstairs. Neglect of personal hygiene is a serious matter. Your duty to your colleagues,

parents and children is to maintain the highest standards of personal hygiene at all times.

- **Staff Tag/ID**- Staff must always wear their staff lanyard that is provided. One lanyard will be provided free of charge each year, however any lost or broken lanyards will be charged at £5 each.
- **Tabard**- Staff will be provided with one Tabard free of charge which must be worn at all times. Any lost or damaged Tabards will be charged at £15 each.
- At times, we may need to make adjustments to the uniform guidelines, but we will notify all staff with good notice. These changes may be due to weather, events or training purposes.

When dressing for work, please dress comfortably with note to the guidelines above. Please ensure you look and smell ready, and that all parts of your body are appropriately covered. Management reserve the right to send colleagues home unpaid if their personal hygiene and clothing continues to compromise the high standards of Learning Stars. Management will act with the utmost of sensitivity in these situations. If staff dress inappropriately and ignore warnings, disciplinary action may be taken.

Duty To Inform

You have a duty to inform Learning Stars of any changes in personal circumstances, including changes of name, address or immigration status (right to work in the UK) and all changes should be notified to your Nursery Manager. Learning Stars has a legal obligation to ensure it provides Government departments, such as, HMRC with accurate information and failure to provide us with the correct name, address or immigration status upon request could result in your employment with Learning Stars being terminated.

Criminal Offences

Where a colleague is charged with, or has been convicted of a criminal offence (including receipt of summons) they must inform their Nursery Manager, in writing, as soon as possible. Notification about criminal proceedings or a conviction will not necessarily lead to disciplinary action being taken. Following disclosure, the Manager will determine what, if any, action will be taken after considering the facts of the case and the relevance of the charge or conviction to the job undertaken. Where the charge or conviction has a bearing on areas such as a current DBS disclosure or its duty of care for areas such as safeguarding, the Society has the right to suspend the colleague with immediate effect whilst the charge is investigated. For further information on disqualifiable offences please refer to the statutory guidance: Disqualification under the childcare act 2006

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act2006/disqualification-under-the-childcare-act-2006>

Drugs and Alcohol

No illegal substances or Alcohol are permitted or to be used on the Nursery premises, or when representing Learning Stars on business off site. Colleagues must not be under the influence of alcohol or any substance, which may affect their ability to care for children. (See Policy 'Smoking, alcohol, drugs and other substances')

Medication

If practitioners are taking medication which may affect their ability to care for children, those practitioners should seek medical advice. Those practitioners should only work directly with children if medical advice confirms that the medication is unlikely to impair that Colleagues ability to look after children properly. Colleagues medication on the premises must be securely stored, away from any area accessed by children. (see Medication Policy)

Smoking

Learning Stars complies with health and safety regulations and the Statutory Framework for the Early Years Foundation Stage in making the setting a no-smoking environment. Smoking is not permitted in any part of the nursery premises including the grounds.

Practitioners should provide children with positive role models at all times and are not permitted to smoke:

- a) While wearing a staff Lanyard or any clothing bearing the company logo. Staff are also not permitted to smoke in any clothing that will come into contact with the children or parents. This precaution is to safeguard children's health and well-being by reducing environmental smoke exposure to children (passive smoke).
- b) Whilst on nursery outings
- c) Whilst in sight of children
- d) On the perimeters of the nursery boundary. (See Policy 'Smoking, alcohol, drugs and other substances')

Serious Illness / Disease

Your Wellbeing is paramount, and we want to ensure that we are able to offer support to all Colleagues should they become ill or contract a disease which may impact their day to day ability to carry out their duties or have consequences for their personal safety when fulfilling their duties. If you become ill, please talk to the manager.

Personal Relationships

The Society recognises that colleagues who work together may form personal friendships and in some cases close personal relationships. Whilst it does not wish to interfere with these personal relationships, Colleagues are reminded that it is necessary to behave in an appropriate and professional manner at whilst at work.

Social Networking

Please refer to the Social Media Policy for information on the use of Social Networking sites. All colleagues will be given a copy of the current policy on induction, and copies are available on request.

Bullying And Harassment

Definition Harassment/bullying is misconduct of a physical, verbal or non-verbal nature which is unwelcome to the recipient and which has the purpose or effect of affecting a colleague's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment. Such conduct is often related to sex, sexual orientation, marital status, gender reassignment, race, religion, colour, nationality, ethnic or national origin, disability, HIV positive/AIDS status or age.

Bullying/harassment generally arise where a colleague has made it clear that they find certain behaviour unwelcome and that behaviour has continued unchanged. It is important to remember that even though the conduct may only be unwanted or offensive to one individual it can still amount to harassment. The intention of the person bullying or harassing is less important than the impact on the recipient. It does not include behaviour of a mutually acceptable nature, nor does it include justifiable management action. It can involve persistent conduct or a single incident if it is sufficiently serious. We would ask all colleagues to consider whether their actions could be offensive to others before they carry out those actions (e.g. swearing / telling rude jokes / making rude or insulting comments about colleagues).

Malicious Complaints

Malicious complaints have no place in a work environment committed to dignity and respect for all. Complaints found to have been made maliciously will be treated seriously and may result in disciplinary action.

Retaliation Or Victimisation

'A Colleague who brings a complaint of harassment will not suffer victimisation for having brought the complaint'. All employees of the Society should be aware that retaliation or victimisation, including dismissal or any other adverse action against a colleague, resulting from the colleague lodging a complaint, participation in the investigation of a complaint, or for representing or providing support to a complainant will result in the nursery's disciplinary procedure, up to and including dismissal.

Whistleblowing

Whilst we expect all our colleagues, both internal and external, to be professional at all times and hold the welfare and safety of every child as their paramount objective, there may be occasions where this may not be happening. It is vital that all colleagues talk through any concerns they may have with their Manager at the earliest opportunity to enable any problems to be resolved as soon as they arise. Please refer to the Whistleblowing policy

It is impossible to give an exhaustive list of the activities that constitute misconduct or malpractice.

But broadly speaking, the nursery would expect you to report any of the following:

- Criminal offences
- Failure to comply with legal obligations
- Fraud
- Bribery
- Actions which endanger the health, safety or welfare of colleagues, children or the public
- Actions which cause damage to the environment
- Abuse of Society property
- Actions that conceal any of the above

Staff sicknesses

If staff are unwell when they are due to come to work, they are required to contact management/nursery by 7:30am on the day, or as soon as possible in extreme situations. This allows us to find cover in order to meet ratio requirements. Staff must then contact nursery by 3pm of the same day, to let management know whether they will be at work the following day. These days of absences will not be paid for and will be deducted from your pay. If staff fail to follow this procedure and turn up to work the following day, they will not be paid for their shift, as we would have already arranged cover.

These absences can only be for a maximum of three consecutive days, after which Statutory sick pay applies. Staff will only be permitted to have six absences within 12 months. If staff

exceed this amount, they may face disciplinary procedures. If suffering from underlying health issues, managements discretion applies.

Appointments

Medical and dental appointments should be made outside of working hours, or as close to the beginning or end of staff's shift, to minimise disruption to Learning Stars. When this is not possible, staff may complete a "Short Term Leave Request" form, to request the time off, although this is subject to approval by management, and will be unpaid. Please note, a maximum of FOUR short term request forms can be granted within 12 months.

Lateness

Learning Stars does not tolerate Lateness under any circumstances, unless in extreme situations, such as Tube/Bus strikes. If staff feel they may arrive late, they must call nursery/managers as soon as possible to inform them. If staff are late more than three times, this may lead to disciplinary action, and any lateness will be deducted from pay.

Emergency Leave

Emergency leave, which is unpaid, may apply if staff have to deal with a sudden and unexpected emergency. In this event, staff must speak to a member of management as soon as possible, with a view of agreeing arrangements. All requests for emergency leave will be considered on an individual basis and although we have the right to refuse requests for emergency leave, Learning Stars will not refuse such request unfairly or unreasonably.

More information can be found in the colleague handbook

Staff Break Policy

At Learning Stars, we value the staff's wellbeing and understand the importance of breaks during the working day to maintain mental, emotional, and physical wellbeing and continued productivity. This policy outlines the break entitlements and clarifies how breaks should be taken during the day.

Lunch Breaks

Staff working on site are entitled to one unpaid lunch break up to a maximum of one hour. Lunch breaks should be taken towards the middle of the staffs shift, as to balance out the working day and to give enough rest time during the day. For example, staff working 8am to 5pm shift should take a break at 12pm (4 hours work - 1 hour lunch - 4 hours work). Below are some guidelines as to when a staff member should go on lunch based on shift worked. Please note, these are guidelines and does not necessarily mean lunch break will be at stated time. Staff working shorter than 8-hour shifts, may be sent on lunch break at a time that best suits the classroom. Lunch breaks can start as early as 11am, during busy periods.

Staff Start Time	Lunch Break Start Time
7:30am	11:30am
8am	12pm
8:30am	12:30pm
9am	1pm

Staff lunch breaks should be allocated based on shifts worked and should be assigned in order of attendance. For example, staff starting at 7:30am should take a lunch break before staff starting at 9am. Duration of lunch break depends on the duration of the shift, that the staff member is working (see below table)

Hours Worked	Lunch Break Entitlement
Less than 6 hours	No break unless required
6 – 7	30 Minutes
7 - 8	1 Hour
8 +	1 Hour + Additional Breaks at Managers Discretion

Key Notes:

- All staff entitled to a break, must take one during the day. Staff are not permitted to skip a break in order to leave earlier.
- Room leaders must organise and schedule breaks in advance for all team members, so that team will know when members of their team will be unavailable, and to maintain ratio. In some instances, we may schedule lunch breaks to avoid any negative impact on the setting.

- All apprentices will be required to take a one hour lunch break regardless of shift pattern
- For staff wellbeing, Staff are not expected to work during their lunch break and should avoid performing any work related activities during their break.

Tea Breaks

Staff are not permitted to take additional breaks, including tea breaks. If staff require tea during their working hours, they must prepare this during their lunch break, or before their shift starts. If staff are preparing tea to be drunk during their shift, this must be in a suitable secure travel mug, as to avoid spilling and hurting the children. Any staff found taking time out from their working day to prepare or drink tea, must make up the time lost, and may face disciplinary action.

Prayer Breaks

Learning Stars welcomes staff from all faiths and cultures, and values that staff may want to pray during their working day. In order to be fair, any staff who wish to pray, must do so during their lunch break. Some faiths may require prayers at certain times, and in this case, staff must adjust their lunch break in order to factor this in. For example, if staff wish to pray at 4pm, they must reduce the time of their midday lunch break, to allow for the remainder of the break to be taken at 4pm (in order to pray).

Toilet Breaks

Staff are permitted to take reasonable toilet breaks, during their working hours. Staff should endeavour to take toilet breaks during their lunch break, as they are required to be in ratio. If staff have a medical condition that requires them to take more toilet breaks than usual, they will be required to discuss this with their line manager.

Smoking Breaks

Staff are not permitted to take additional breaks, and this includes smoking breaks. If staff wish to smoke, they must do so during their lunch break. If staff wish to smoke during their working hours, and has a valid reason to do so, they must speak with their line manager.

Additional Breaks

Staff are not permitted to take any other additional breaks, unless authorised by management. In order to safeguard the staff's wellbeing and productivity, if staff feel unwell, or feel they may require a break (outside of their usual lunch break), they must discuss this with the management team. Staff may be able to start their lunch early, take a quick break, or go home unpaid. This must be discussed and arranged with management beforehand. In some circumstances, staff may be asked by management to take a break. It is within our policy that all staff breaks are unpaid for, however in some circumstances, unplanned breaks may be paid. This is at Managements discretion.

Babysitting Policy

We do not provide a babysitting service outside our normal operating hours, and we discourage our staff from babysitting children from our setting. 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.

- The nursery is not responsible for any private arrangements or agreements that are made: such agreements are between the staff member and family. We will not be held responsible for any health and safety or other issues that may arise from these private arrangements. 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. Parents must also inform the nursery if a member of staff is collecting child from nursery.
- 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 nursery 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 nursery.
- All staff are bound by contract of the Confidentiality Policy and Data Protection Act that they are unable to discuss any issues regarding the nursery, other staff members, parents or other children. This would be considered a breach of conduct.
- The nursery 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.
- 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.
- We have a duty to safeguard all children whilst on their premises and in the care of our staff during Nursery opening hours. This includes having a number of trained and experienced staff on the premises at all times who follow our policies and procedures. This duty does not extend to private arrangements between staff and parents/cares outside of nursery hours.
- Parents/carers should be aware that other adults accompanying the babysitter may not have the relevant DBS check clearance, and it may not be appropriate for them to care for children.

Whistleblowing Policy

At Learning Stars we expect all our colleagues to be professional at all times and hold the welfare and safety of every child as their paramount objective. We recognise that there may be occasions where this may not happen and we have in place a procedure for staff to disclose any information that suggests children's welfare and safety may be at risk. We expect all colleagues to talk through any concerns they may have with the manager at the earliest opportunity to enable any problems to be resolved as soon as they arise.

Whistleblowing encourages and enables staff to raise serious concerns within the nursery, rather than overlooking a problem or 'blowing the whistle' outside. Staff are often the first to realise that there is something seriously wrong with the nursery. However, they may not want to express their concerns as they feel that speaking up would be disloyal to their colleagues or to the nursery.

Our Commitment

Learning Stars is committed to the highest possible standards of openness, and accountability. In line with that commitment we expect staff, and others that we deal with, who have serious concerns about any aspect of the nursery's operation to come forward and voice any concerns.

Who the Policy applies to

- The policy applies to all employees, permanent and temporary, bank staff, volunteers and work experience students.
- NB. Other procedures are available to employees e.g. the Grievance procedure which relates to complaints about your own employment. This policy also does not replace the Complaints Policy which is for the use of Parents/Carers of children who use the nursery.

The Aims of the Policy

- To provide avenues for staff to raise concerns in confidence and receive feedback on any action taken.
- To ensure that staff receive a response to their concerns and are aware of how to pursue them if they are not satisfied.
- To reassure staff that they will be protected from possible reprisals or victimisation if they have a reasonable belief that they have made a disclosure in good faith.

What Types of Concern are Covered?

- Behaviour which has harmed, or may harm a child.
- Where there is a possibility that a member of staff has committed a criminal offence against a child or related to a child that has not been disclosed.

- Behaviour towards a child or children in a way that indicates that s/he is unsuitable to work with children.
- Conduct which is an offence or a breach of law.
- Failure to comply with a legal obligation.
- Miscarriage of justice
- Health and safety risks, including risks to the public as well as other staff.
- Damage to the environment.
- Actions which are unprofessional, inappropriate or conflict with a general understanding of what is right and wrong.
- Concealment of any of the above

Safeguards and Victimisation

- Learning Stars recognises that the decision to report a concern can be a difficult one to make. If what you are saying is true, you should have nothing to fear because you will be doing your duty to your employer and those for whom you provide a service.
- Learning Stars will not tolerate any harassment or victimisation (including informal pressures) and will take appropriate action to protect you when you raise a concern in good faith.

Confidentiality

- All concerns will be treated in confidence and every effort will be made not to reveal your identity if you so wish. At the appropriate time, however, you may need to come forward as a witness.
- This policy encourages you however to put your name to your concern whenever possible. Please note that:
 - Staff must disclose the information in good faith.
 - Staff must believe it to be substantially true.
 - Staff must **not** act maliciously or make false allegations.
 - Staff must **not** seek any personal gain.

The Public Interest Disclosure Act has the following rules for making a protected disclosure:

- You must believe it to be substantially true
- You must not act maliciously or make false allegations
- You must not seek any personal gain.

It is not necessary for the colleague to have proof that such an act is being, has been, or is likely to be, committed; a reasonable belief is sufficient.

Disclosure procedure

- As a first step, you should raise concerns with the Manager. In all cases that fit the criteria above, the Manager will contact the Local Authority Designated Officer (LADO) who is responsible for all the management and oversight of individual cases and must be informed of all allegations or concerns relating to staff or volunteers that fit the criteria above.
- If this information relates to child protection/safeguarding then the nursery safeguarding policies should be followed
- Where you reasonably believe one or more of the above circumstances listed above has occurred, you should promptly disclose this to your manager so that any appropriate action can be taken. If it is inappropriate to make such a disclosure to your manager (i.e. because it relates to your manager) you should speak to another senior colleague
- Employees will suffer no detriment of any sort for making such a disclosure in accordance with this procedure. For further guidance in the use of the disclosure procedure, employees should speak in confidence to the nursery manager
- Any disclosure or concerns raised will be treated seriously and will be dealt with in a consistent and confidential manner and will be followed through in a detailed and thorough manner
- Any employee who is involved in victimising employees who make a disclosure, takes any action to deter employees from disclosing information or makes malicious allegations in bad faith will be subject to potential disciplinary action which may result in dismissal
- Failure to report serious matters can also be investigated and potentially lead to disciplinary action which may result in dismissal
- Any management employee who inappropriately deals with a whistleblowing issue (e.g. failing to react appropriately by not taking action in a timely manner or disclosing confidential information) may be deemed to have engaged in gross misconduct which could lead to dismissal
- We give all of our staff the telephone numbers of the Local Authority Designated Officer (LADO- 0208 937 4300), the local authority children's social care team, the Local Safeguarding Children Board (LSCB- 0208 937 4300 or 0208 863 5259) and Ofsted so all staff may contact them if they cannot talk to anyone internally about the issues/concerns observed
- If the allegation is against the Manager or Director, advice from another member of Management should be sought, or alternatively, you can call the LADO directly, or Ofsted on 0300 123 3155, email them at whistleblowing@ofsted.gov.uk or write to them at: WBHL, Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD

Working Together Policy

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

- Work together at all times and help each other out as much as possible
- Never talk derogatorily about a member of staff to anyone behind that person's back (Gossiping)
- Sort out problems promptly so that they are not allowed to fester
- Treat other staff in the manner in which they themselves would like to be treated
- Show all children equal care and attention
- Ensure that all children in their care receive lots of love and kindness
- Ensure that no child is singled out for special attention or lack of it
- Ensure that they do not discuss a child's appearance, development, behaviour or the feelings of the staff in a negative manner in front of the children
- Nurture and protect the spiritual development of the children
- Nurture and protect the spirituality of the staff
- Ensure that all Learning Stars values are in place and adhered to in accordance to the specifications of the values policy

Work Experience Policy

Learning Stars recognises that qualifications and training make an important contribution to the quality of the care and education provided by early years settings. As part of our commitment to quality, we welcome placements to Nursery work experience students as well as students undertaking early years qualifications and training. We aim to provide for students on placement with us experiences that contribute to the successful completion of their studies and that provide examples of quality practice in early years care and education.

Prior to accepting any pupil or student the Nursery insists that :

- The Nursery or college certifies that the pupil or student that wishes to attend work experience is particularly interested in working with young children
- The Nursery or college certifies that the pupil or student is not carrying any infectious illness and does not have head lice
- The Nursery or college agrees the hours that the pupil or student is to attend the Nursery, and the pupil or student is aware of these timings, and can attend at these times
- The Nursery or college certifies that the pupil has not been suspended from Nursery or college at any time

Procedures

The nursery manager is responsible for ensuring placements are treated with respect and are given a positive view of childcare as a profession. All normal health and safety rules apply to placements during their time at nursery.

- Students on long term childcare courses who are over the age of 14 or short-term Nursery work experience placements will be considered
- We will accept no more than three students at any one time. Where more than one student is present they will be allocated different base rooms for the majority of their time. However from time to time it may be beneficial for them to spend time together and share new knowledge and practice.
- All students aged 16 and over will have an enhanced Disclosure and Barring Service (DBS) check before their placement begins
- Under no circumstances will a work experience or student placement be counted in ratios
- Students will be supervised at all times by a colleague assigned to them and will not be left alone with the children
- Students will be supported to understand nursery policies
- We require students to keep to our confidentiality policy

Recruitment of work experience/student placements

- Recruiting students and work experience students will adhere to the same standards regarding equality of opportunity as those followed when employing paid colleagues

- Student from Nurseries/colleges can apply directly to the nursery manager for a placement.
- Management will advise the student of a suitable time to visit the nursery manager for an interview to take place as this will also provide 'real life' experience.
- Before the interview takes place the nursery manager will give the student a tour of the nursery. This will give them time to adjust to the environment and feel more at ease it what may be a daunting process. After this, the interview should take place, followed by a half an hour visit in a nursery classroom room under supervision and guidance by a room leader.
- The manager will review the interview responses and speak with the practitioners in the nursery classroom for feedback before making a decision on suitability.
- The manager must see the original DBS certificate obtained by the Nursery/college that the student is attending and must have been obtained within the last three years. The manager must record the details.
- The nursery manager then informs the student if they can have a placement and completes any relevant documents.
- The manager will follow the childcare recruitment process including: Disclosure and Barring Service (DBS) enhanced check (if this has not been obtained by the Nursery/college), Right to work documentation, Health declaration, Suitability declaration and Young person's risk assessment (where appropriate)
- A letter of confirmation of the placement will also be required from the Nursery/college

Induction

- On the first day of placement the manager will take the work experience/student through the main policies, fire procedures, and guidelines of the nursery.

Support and Supervision

- On the first day of placement the work experience placement/student will be introduced to their mentor who will take main responsibility for their supervision and support throughout their placement.
- Students will be offered support and guidance throughout their placement and offered constructive honest feedback in respect of their performance. Colleagues will respect individual students' needs and abilities and will aid their development
- an accurate evaluation of ability and performance for both students and training providers will be provided and the setting will support students who are experiencing difficulties with action plans if needed

What makes a successful Work Placement?

- The 'hands on' nature of a placement also called 'work shadowing' is a key factor. This enables the colleague to observe employees carrying out their daily tasks.
- Not simply following about another employee, but being actively engaged in tasks and interacting with the children in a positive manner.

- Giving the colleague some small projects to undertake allows them to have achieved something by the end of it.
- The main feature that has an effect on the success of the placement is the partnership between the employer, the work experience or student placement organiser, the colleague, and where applicable, the mentor or organisation. If one element of this chain isn't working correctly then the whole procedure will break down.
- Communication is crucial in ensuring the success of the placement.

Conditions of Involvement

- Under the Management of Health and Safety at Work Regulations 1999, an employer has a responsibility to ensure that young people employed by them are not exposed to risk due to lack of experience, being unaware of existing or potential risks and/or lack of maturity.
- An employer must consider:
 - the layout of the workplace
 - the physical, biological and chemical agents they will be exposed to
 - how they will handle work equipment
 - how the work and processes are organised
 - the extent of health and safety training needed
 - risks from particular agents, processes and work
- The nursery manager is responsible for ensuring that a young person's risk assessment is carried out for each individual student under 18 years old before they start placement.
- Work experience and student placements have a right to the same safe working conditions as colleagues, and to know that they are adequately insured to do the task required of them. They should be kept informed about changes and developments and therefore feel that they are genuinely involved with and make a contribution to the nursery.
- All students on placement must adhere to the same codes of conduct as permanent colleagues and this also applies to time-keeping and dress codes. Confidentiality must be upheld at all times. All students are encouraged to contribute fully to the nursery routine and to spend some time in every area. Students must not be left alone with children and they should only be allowed to change nappies when supervised. They are not allowed to administer medication.

Learning Stars provides a rich and supportive environment for developing work experience and student placements but this cannot be to the detriment of the quality services that we provide. The decision to end a work experience or student placement should be at the discretion of Nursery Manager. The work experience or students role needs careful consideration and planning as well as support and time from a colleague. This ensures a rewarding experience for the student.

GUIDANCE FOR STUDENTS/VOLUNTEERS WHILST ON PLACEMENT

During your time as a student placement with Learning Stars, you may find the following guidance useful:-

Working With Children

Stimulation through conversation is the most essential part of your work. Some children will take time to get used to you, so talking to them is very important. Avoid direct questions, which tend to be ignored by a shy child. Tell them something about yourself or about the activity they are involved in to get the conversation going. Some children are in nappies, so you may be involved in changing them, and taking others to the toilet with supervision. Meal times are an important part of the day and we encourage good social skills, your help and encouragement is important.

Parents

Please be polite and friendly towards all parents and carers. Make eye contact and smile. Any queries about the children can be referred to any of the permanent staff. If the doorbell rings please allow a member of staff to answer, for security reasons.

Behaviour

Our behaviour management policy will be shown to you when you arrive on placement.

About The Nursery

Your hours of working will be discussed prior to placement. There will be half an hour allowed for lunch. You may wish to bring a packed lunch. You will be shown basic health and safety requirements and fire exits when you start. You will be allocated a mentor, (an experienced colleague) who will look after you and offer support during your stay.

Dress Code

You will need to wear clothes suitable for sitting on the floor and for messy play! Our uniform policy is trousers, suitable top and closed in shoes. Our uniform policy (within code of conduct policy) applies to placements and this will be explained to you before you join us. Mobile phones and personal cameras must be left in your locker and not taken into the children's rooms.

Adoption Leave Policy

If you adopt a child, or have a child through a surrogacy arrangement, you may be eligible for Statutory adoption Pay and Leave. This means you may have the right to 52 weeks of adoption leave and may also have the right to be paid for up to 39 weeks of the leave.

Statutory Adoption Leave

Employees can take up to 52 weeks Statutory adoption leave.

Leave can start:

- on the date the child starts living with the employee or up to 14 days before the expected placement date (UK adoptions)
- when an employee has been matched with a child to be placed with them by a UK adoption agency
- when the child arrives in the UK or within 28 days of this date (overseas adoptions)
- the day the child's born or the day after (parents in surrogacy arrangements)

Paid adoption leave is available to employed people who are adopting a child on their own or for one member of a couple who are adopting together. The couple can decide who'll take the paid leave. The other member of the couple, or the partner of the adopter, may be able to take paid paternity leave

Statutory Adoption Pay

Statutory Adoption Pay (SAP) for employees is:

- 90% of their gross average weekly earnings for the first 6 weeks
- £148.68 a week or 90% of their gross average weekly earnings (whichever is lower) for the next 33 weeks

Tax and National Insurance need to be deducted.

More information regarding Adoption Leave can be found in the Colleague Handbook.

Compassionate Leave Policy

'Compassionate leave' is a term used to describe time off work to cope with personal circumstances. There is a statutory right called 'time off for dependents' which gives you the right to unpaid time off in some circumstances. When this right doesn't apply, you must talk with management when time off is needed, who will find a suitable solution.

If you are an 'employee', you have the right to unpaid time off work to deal with emergencies involving a 'dependent' - a husband, wife, child or parent, or anyone living in your household as a member of the family. A dependent may also be anyone who reasonably relies on you for assistance. The right is not for long term care arrangements such as childcare or nursing a sick relative.

Letting your employer know about taking time off

You can take time off regardless of your length of service. If you do you should let your employer know as soon as you can, although you don't have to do it in writing or provide evidence.

How much time you're allowed to take off

You are allowed 'reasonable' time off. There's no set amount of time allowed to deal with an unexpected event involving a dependent - it will vary depending on what the event is. You're allowed to take a reasonable amount of time to deal with it and to make any arrangements that are needed.

There's no limit to the number of times you can take time off, provided it's for real emergencies. If we feel that you are taking more time off than we can cope with, we will warn you of this.

Keeping disruption to a minimum

Try to cause as little disruption to the nursery as possible. For example, if a carer is unavailable to care for your child, try to get other family members to care for them, if possible.

Problems not involving a dependant

You don't have the right to time off for every problem. Internet problems at home or problems with your dog don't count as neither involves a dependent.

Time off to care for people who don't count as a dependent (accompanying a friend to hospital for example) aren't covered.

More information regarding compassionate leave and emergency Leave can be found in the Colleague Handbook.

Maternity Leave Policy

Anyone working at Learning Stars, whether full or part time, expecting a baby have the right to receive Statutory Maternity Pay (SMP) as long as you meet certain conditions.

Health And Safety

Staff members who are pregnant should, in their own interests, contact their GP and discuss what work you are involved in. The GP can then make an assessment and inform the prospective mother of any risks. The same is advised if you return to work whilst still breastfeeding.

How Much Maternity Leave is Available?

Currently 26 weeks maternity leave is available to all employees regardless of length of service. This period is known as Ordinary Maternity Leave.

Any employee who has been with the nursery for 26 weeks before the 14th week prior to Expected Week of Confinement (EWC) – due date is entitled to 26 weeks additional maternity leave.

Statutory Maternity Pay

You can get SMP for up to 39 weeks, as long as you meet the conditions.

If you have the right to receive SMP, you'll get it even if you decide to leave your job before you start receiving SMP. You don't have to repay it if you decide not to go back to work or leave your job whilst getting SMP.

You can choose when you want your SMP to start; this will normally coincide with your Ordinary Maternity Leave. Unless your baby is born sooner, the earliest SMP can start is 11 weeks before the week your baby is due.

If you qualify for SMP, Learning Stars will pay you 90 per cent of your average weekly earnings for the first six weeks, then up to £148.68 (SMP) for the remaining 33 weeks You pay tax and National Insurance in the same way as on your regular wages.

Informing the Nursery

You should inform the nursery as soon as possible about your pregnancy and fill in the relevant Maternity form and advise us of details around your EWC (this always starts on a Sunday) and whether you intend to return to work or not. There are no negative financial implications if you decide you do not want to return to work. The notification to the nursery must be no later than the 15th week before the EWC. At 25 weeks your Doctor / Midwife will issue you with a MATB1 form – this should be given to the nursery immediately.

Returning to Work

You should notify us 6 weeks before the end of OML whether you intend to take AML. If you decide to return to work before the end of the 26 weeks OML then you must give us 8 weeks' notice.

If you decide to return to work before the end of the AML period then you need to give us 8 weeks' notice.

You may not return to work within the first 2 weeks after giving birth. This period is known as compulsory maternity leave.

Whilst on Maternity Leave

You are still bound by your contract and must respect the terms of the contract around confidentiality, conflict of interest etc.

Other

You may start your maternity leave up to 11 weeks prior to your EWC. If you are off sick for pregnancy related issues within 4 weeks of your EWC the Nursery has the right to start your maternity leave immediately, regardless of the date you have notified to us on the maternity form.

The Nursery will allow reasonable time off for ante-natal appointments etc. You must ensure that the Manager is informed in advance of these appointments.

Mothers of stillborn after the 24th week of pregnancy are also entitled to maternity leave.

More information regarding maternity Leave can be found in the Colleague Handbook.

Parental Leave Policy

As long as you meet certain conditions, if you're a parent of children under five, or disabled children under 18, you have a statutory right to take unpaid time off work to care for them.

If you've worked for Learning Stars for a year you can take:

- 13 weeks off work (in total, not per year) for each child, up to their fifth birthday (or up to five years after the placement date of an adopted child)
- 18 weeks for each disabled child, up to the child's 18th birthday

Parental leave is usually unpaid. It's different from maternity or paternity leave, which is related to the birth of a new baby, and from adoption leave, which applies when an employee adopts a child.

Are you entitled to parental leave?

You have the right to parental leave if you:

- have been employed by the same company for a year or more
- are an 'employee', with a contract of employment

And you:

- are a parent named on the child's birth certificate or
- are named on the child's adoption certificate or
- have legal parental responsibility for a child under five (18 if disabled)

Either parent has the right to parental leave. If you're separated and your ex-partner looks after the children, you have the right to parental leave if you keep formal parental responsibility for the children.

Foster parents do not have rights to parental leave.

One week blocks

Leave must be in blocks of full weeks, so if you want time off in odd days - for example, to take your child to the dentist - you should ask your employer if you can work flexibly or use your holiday allowance.

If your child has a disability, you can take time off in days instead of weeks, so you could use parental leave for regular hospital visits.

Four weeks per year

You can't take more than four weeks' leave for any one child in a year.

Giving notice

You must give at least 21 days' notice when you want to take parental leave. To help us, it's best to give this notice in writing.

Can we postpone your leave?

Unless you want to take parental leave immediately after the birth or adoption, your employer can postpone your leave for up to six months if we feel it would disrupt the business. If the postponement goes past the end of the entitlement period, you can still take the leave. To do this they must give you notice within seven days of you telling them that you wish to take parental leave.

More information regarding Parental Leave can be found in the Colleague Handbook.

Paternity Leave Policy

You may be entitled to Paternity leave or pay when your partner is having a baby, when adopting a child or having a baby through surrogacy arrangements. You may be eligible for:

- 1 or 2 weeks paid paternity Leave
- Paternity pay
- Shared Parental Leave and Pay

You may not get both leave and pay, and there are rules on how to claim and when your leave can start.

You can take statutory paternity leave if you:

- are an employee, with a contract of employment
- are the biological father of the child, or are the mother's husband or partner (including a mother's partner in a same-sex relationship) and
- have been with your employer for at least 26 weeks by the end of the 15th week before the beginning of the week when the baby's due and
- Will be fully involved in the child's upbringing and are taking the time off to support the mother or care for the baby.

Your employment rights are protected while on paternity leave. This includes your right to:

- pay rises
- build up (accrue) holiday
- return to work

You can get time off to accompany your partner (or the surrogate mother) to 2 antenatal appointments.

If you're adopting a child, you can get time off to attend 2 adoption appointments after you've been matched with a child.

Leave for antenatal appointments

You can take unpaid leave to accompany a pregnant woman to 2 antenatal appointments if you're:

- the baby's father
- the expectant mother's spouse or civil partner
- in a long-term relationship with the expectant mother
- the intended parent (if you're having a baby through a surrogacy arrangement)

You can take up to 6 and a half hours per appointment.

You can apply for leave immediately if you're a permanent employee. You'll need to have been doing a job for 12 weeks before you qualify if you're an agency worker.

How much paternity leave can I take?

You can take either one or two weeks. You can't take odd days off, and if you take two weeks they must be taken together.

You can choose to start the leave:

- on the day the baby's born
- a number of days or weeks after the baby's born
- from a specific date after the first day of the week in which the baby's expected to be born

Your leave can start on any day of the week (but not before the baby is born), but has to finish within 56 days of the baby being born or, if the baby's born before the week it was due, within 56 days of the first day of that week.

If your partner has a multiple birth, you're only allowed one period of paternity leave.

Provided you meet all the other conditions, you can still take paternity leave if your child is:

- stillborn after 24 weeks of pregnancy
- born alive at any point of the pregnancy

Informing Us of your intention to take paternity leave

To qualify for leave, you must tell your employer in writing at least 15 weeks before the beginning of the week when the baby's due:

- when the baby is due
- whether you want one or two weeks' leave

If you can't give the full notice period to us for a valid reason (e.g. if the baby arrives early), you should still give as much notice as possible. You may still receive leave and pay if you meet the other conditions. If there is no valid reason (e.g. you simply forgot) you will lose your entitlement.

How much you will be paid

If you take paternity leave, and meet the lower earnings limit (LEL), you'll be paid statutory paternity pay (SPP) during your leave. The amount of SPP is £148.68 or 90 per cent of your average weekly earnings if this is lower. You pay tax and National Insurance in the same way as on your regular wages.

You must give your employer 28 days' notice of the date on which you want paternity leave to start.

More information regarding paternity Leave can be found in the Colleague Handbook.

Ethos and Culture



Learning
Stars
Montessori

Ethos and Culture

Values Policy

Values are the backbone of our nursery as values create a base for us to work together with respect. Values create a sense of alignment between the teaching staff and give consistency and a positive approach to the children, enhancing the ability of the staff to nurture their spirituality and individuality.

The values of the nursery were created by the team as a whole and therefore each member of staff is fully aligned to and buys into the value set at the nursery. It also gives us a base from which to guide the children. These values have not been imposed on but rather created by every member of the team and these are living values in our environment. The parents are aware of our nursery values and encouraged to continue these within the home environment to give the children a sense of consistency. Any parent has a right to challenge or add to our value set – we encourage parent participation.

We liken these values to a set of tyres in a car being out of alignment. The car will not run properly. The same applies to alignment of our values – if we are not aligned we will not run properly.

It is therefore important to keep these values alive in everything we do and in order to do this the staff need to :

- Be aware of and fully aligned to the values of the nursery
- Respect the values and ensure that they live by the value set in everything they do
- Encourage the children to respect the values in a nurturing way using empathy where possible – i.e. How did it make you feel when x wasn't kind, loving etc?
- Give feedback to their peers and superiors if they see a value not being respected and be open to receiving feedback
- Ensure all their behaviours are consistent with the values
- Recognise that they always represent the nursery when working and behave accordingly

Below is a non-exhaustive list of our values:

Responsibility

The price of greatness is responsibility

Respect

The first aim of education should not be to prepare young people for careers but to enable them to develop respect for life (Norman Cousins)

Honesty

If you tell the truth you don't have to remember anything (Mark Twain)

Integrity

This goes hand in hand with honesty and should be applied in every situation – easy or difficult.

Humility

To become truly great, one must stand with people, not above them

Trust

Trust is what you love. Continue to do it and it will take it to where you need to go.

Empathy

Learning is a result of listening, which in turn leads to even better listening and attentiveness to the other person. In other words, to learn from the child, we must have empathy and empathy grows as we learn (Alice Miller)

Love

In order to love others, all of us must first love ourselves

Kindness

Kindness is the golden chain by which community is bound together (Goethe)

Sharing

A smile is the light in your window that tells others that there is a caring, sharing person inside.

Caring

A smile is the light in your window that tells others that there is a caring, sharing person inside.

Co-Operation

As a community each member is valued as a unique individual, where it gives each person a sense of belonging whose combined efforts can be greater than that of any one member

Understanding

Life is the first gift; love is the second and understanding is the third.

Forgiveness

It takes one person to forgive. It takes two people to be re-united.

Fairness

Treat each person with fairness and equality. Be fair in your dealings and be fair to yourself.

Patience

Patience with others is love. Patience with self is hope.

Gratitude

Gratitude helps you to grow and expand; Gratitude brings laughter into your life and into the lives of all those around you (Eileen Caddy)

Unity

Where there is unity there is always victory

Happiness

Success is not the key to happiness. Happiness is the key to success. If you love what you are doing, you will be successful (Albert Schweitzer)

Peace

The prospect of true peace makes us turn our thoughts to the conquest of justice and love among community, to building a better world where harmony reigns

Equal Opportunities Policy – Incorporating Inclusion and Diversity

Equal Opportunities and Inclusion

Learning Stars Montessori nursery is committed to providing equality of opportunity for all staff, children and families whatever their ethnicity, faith and beliefs, culture, language, gender, disability or special need, socio-economic background or ability, and takes positive action to eliminate discrimination in all areas of their work. We are committed to providing equality of opportunity and anti-discriminatory practice for all staff, children and families.

Staff, children and their families will not be discriminated against or treated differently due to their:

- Age
- Gender
- Sexual Orientation
- Ethnicity
- Religious beliefs
- Ability or Disability
- Social Background
- Any other reasons

At our nursery, we benefit from the diversity of experience that our staff and pupils bring. We welcome differences and celebrate culture, respecting the needs of the individual, the group and the nursery community. We seek to share the different cultures represented here to inform and enrich. We recognise the importance of allowing all our pupils and their families equal access, as far as possible, to the facilities and activities we have to offer. High standards are possible for all and we seek to ensure that our expectations are challenging everyone, whatever their level of intellectual or physical ability, gender, race or religion. We try to extend this welcome to our staff, parents and guardians, pupils and the community. We are committed to actively promoting the value of “Difference” and this will be reflected in all our communication with each other as teachers, students, children and parents / carers. The activities provided for the children will encourage and support diversity and will encourage each individual child to meet their full potential. We will ensure that all children at Learning Stars are able to enjoy and play and all parents / carers are able to visit the nursery without discrimination.

We are committed to the principle that any behaviour, language or action that creates discrimination or disadvantage or are designed to be offensive to any group which experience discrimination, will be challenged directly and will not be tolerated.

Our pupils and families may have unequal starting points and may need special attention and provision in order to work with others on a more equal basis. We seek to provide these opportunities and raise awareness within the community of the needs that they have. It is important that we encourage the active involvement of our pupils and help them to understand their rights as well as the need to respect the rights of others. We actively engage

with our community to ensure that prejudice, discrimination and stereotyping are challenged and to provide a harmonious working environment in which everyone feels valued.

Learning Stars respects and values our multi-cultural society and ensures that there is equality of access, expression and quality for all who encounter our work.

Further to this, we intend to meet all individual needs, to ensure equality of access as much as possible.

Our complaints procedure, code of conduct and procedure for dealing with challenging behaviour will help us implement this policy.

Learning Stars promotes equality of opportunity and challenges all forms of prejudice throughout our work, with regard to the following:

- Recruitment of teachers, students and volunteers
- Training and staff development
- Monitoring and evaluation of work
- Programmes and activities
- Work with other organisations and agencies
- The physical environment
- Resources and equipment
- Communication and support

The Aims of the Policy

We aim to:

- ▶ Include and value the contribution of all families to our understanding of equality and diversity.
- ▶ Provide a secure environment in which all our children can flourish and in which all contributions are valued.
- ▶ Provide positive non-stereotyping information about different ethnic groups and people with disabilities.
- ▶ Improve our knowledge and understanding of issues of equality and diversity.
- ▶ Make inclusion a thread which runs through all the activities of the nursery
- ▶ Achieve the highest standards of teaching and learning for everyone, irrespective of ethnicity, religious belief, age, gender, ability and disability or social background
- ▶ Encourage respect for and understanding of the beliefs, doctrines and personal circumstances of individuals
- ▶ Involve, as far as possible, representatives from diverse groups within our catchment in nursery life
- ▶ consider, when defining nursery policy and procedure, the implications for different groups within our catchment
- ▶ Work with other nursery in order to share strengths and seek ideas for improvement
- ▶ Seek to promote the welfare in nursery of individuals who have specific physical, emotional, learning and religious needs

- ▶ Deal swiftly, effectively and firmly with comments and incidents that are detrimental to the well-being of others.

The legal framework for this policy is:

- ▶ Race Relations Act 1976
- ▶ EYFS Statutory Framework 2012
- ▶ Race Relations Amendment Act 2000
- ▶ Sex Discrimination Act 1986
- ▶ Children Act 1989
- ▶ Special Educational Needs and Disability Act 2001
- ▶ Equality Act 2012

Admissions

The nursery is open to every family in the community. The waiting list is operated on a first come, first served basis with priority for siblings. We recognise our role in admitting pupils from all sections of the community with a broad range of individual needs. We are committed to working actively with other services to avoid the need for permanent exclusion.

Families joining the nursery are made aware of its equal opportunities policy, which is regularly reviewed. The nursery is linked with Brent early years vacancy scheme and reports yearly on the number of vacancies available. All information regarding vacancies is available on our website: www.learningstars.co.uk. At Learning Stars Montessori, we offer a place if we have availability regardless of the family's ethnicity, culture, religion, home language, gender, learning difficulty or disability

- ▶ We advertise our service widely.
- ▶ We reflect the diversity of members of our society in our publicity and promotional materials.
- ▶ We provide information in clear, concise language.
- ▶ We base our **admissions policy** on a fair system.
- ▶ We do not discriminate against a child with a disability or refuse a child entry to our nursery because of any disability.
- ▶ We ensure that all parents are made aware of our equal opportunities policy.
- ▶ We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the nursery and in the curriculum offered.
- ▶ Where possible, a place will be left spare on each session to enable a place to be offered to a traveller's child.
- ▶

Access to Facilities

The nursery 's access plans are reviewed and updated annually. These aim to make the nursery more accessible and able to provide for the variety of physical and sensory disabilities that current and future pupils may have. Our improvement planning provides the

short-, medium- and long-term plan for adapting our nursery building to ensure it provides access for disabled people.

Children

Learning Stars aims to demonstrate through its work that it positively values and respects children whatever their ethnicity, faith and beliefs, culture, language, gender, disability or special need, socio-economic background or ability. Children of both sexes are positively encouraged by staff to participate in all activities, without any gender stereotypes.

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

Learning Stars will ensure that:

- All equipment will be chosen with the diverse needs of children in mind
- Displays will show and reflect positive images of the diverse society in which we live
- Books will be chosen to meet all the children's ages and abilities and to reflect the many differing cultures that are in our society
- Food tasting and discussions around different parts of the world will encompass all cultures, countries and religions
- Practises which unnecessarily separate children according to their gender, ability or race will be avoided and disability
- Use of language will be monitored – for examples statements such as “boys don't cry”, “you are too big to cry” will be avoided.
- Non stereotypical role models will be provided where and when possible
- Expressions of prejudice in children will be gently questioned and openly discussed. Parents will be involved if deemed necessary.

Employment

Any vacancies will be advertised across a range of cultures and ethnicities ensuring that a fair and non-discriminatory recruitment procedure is in operation. We will treat fairly all applicants for jobs and all those appointed. Commitment to implementing the group's Equal Opportunities Policy will form part of the job description for all workers.

- ▶ Posts are advertised and all applicants are judged against explicit and fair criteria.
- ▶ The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and Barring service (DBS). This ensures fairness in the selection process. All job descriptions include a commitment to equality and diversity as part of their specifications.
- ▶ We monitor our application process to ensure it is fair and accessible

Training

- ▶ We seek out training opportunities for staff and volunteers to enable them to develop practices which enable all children to flourish.
- ▶ We review our practices to ensure that we are fully implementing our policy for equality and diversity.

Families

The Nursery recognises that many different types of family groups can and do successfully love and care for children. The Nursery aims to offer support to all families, including same sex parents, single parent families, etc.

Valuing diversity in Families

- ▶ We welcome the diversity of family life and work with all families.
- ▶ We encourage children to contribute stories of their everyday life into the nursery.
- ▶ We encourage parents/carers to take part in the life of the pre-Nursery and to contribute fully.
- ▶ For families who have a first language other than English, we value the contribution their culture and language offer and encourage this by inviting the parent/carer to the nursery to sing songs and participate in our cultural days.
- ▶ We offer a flexible payment system for families of differing means.

Festivals

Our aim is to develop respectful awareness and a positive value towards of all the major events and celebrations in the lives of the children and families in the nursery, and in our society, and to welcome the diversity of backgrounds from which they come.

In order to achieve this:

- We aim to acknowledge all the festivals which are celebrated in our area and/or by the families involved in the Nursery.
- Without indoctrination in any specific faith, children will be made aware of the festivals which are being celebrated by their own families or others and will be introduced where appropriate to the stories behind the festivals.
- Before introducing a festival with which the adults in the nursery are not themselves familiar, appropriate advice will be sought from parents and other people who are familiar with that festival.
- We include the parents in celebrating all festivals by inviting them to Nursery to discuss the festival with the children
- Children and families who celebrate at home festivals with which the rest of the nursery is not familiar will be invited to share their festival with the rest of the group, if they themselves wish to do so.
- Children will become familiar with and enjoy taking part in a range of festivals, together with the stories, celebrations and special food and clothing they involve, as part of the diversity of life.

The Curriculum

All children will be respected and their individuality and potential recognised, valued and nurtured. Activities and the use of the Montessori equipment offer children opportunities to develop in an environment free from prejudice and discrimination. Management of resources within the Nursery will ensure that both girls and boys have full access to all kinds of activities and equipment and are equally encouraged to enjoy and learn from them.

Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.

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

We do this by:

- ▶ Making children feel valued and good about themselves;
- ▶ Ensuring that children have equality of access to learning;
- ▶ Reflecting the widest possible range of communities in the choice of resources;
- ▶ Avoiding stereotypes or derogatory images in the selection of materials;
- ▶ Celebrating a wide range of festivals;
- ▶ Creating an environment of mutual respect and tolerance;
- ▶ Helping children to understand that discriminatory behaviour and remarks are unacceptable
- ▶ Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- ▶ Ensuring that children whose first language is not English have full access to the curriculum and are supported in their learning.

Resources

These will be chosen to give children a balanced view of the world and an appreciation of the rich diversity of our multi-racial society. Materials will be selected to help children to develop their self-respect and to respect other people by avoiding stereotypes and by using images and words which reflect positively the contribution of all members of society.

Resources are prepared and selected that are free from gender or cultural bias, where possible. Regular audits of resources help ensure appropriateness and relevance. Where bias is identified, attention will be drawn to this and may be used as a teaching point to provoke discussion.

Special Needs

The Nursery recognises that children have a wide range of needs which differ from time to time and will consider what part it can play in meeting these needs as they arise.

Planning for Nursery meetings and events will consider the needs of people with special educational needs and disabilities.

We aim to make reasonable adjustments for children or members of staff with disabilities, so they are not placed at an unfair advantage through an accessibility audit and where possible we aim to adapt the environment.

Discriminatory Behaviour/Remarks

Any discriminatory language, behaviour or remarks by children, parents or any other adults are unacceptable in the Nursery.

Our response will aim to demonstrate support for the victim(s), to help those responsible to understand and overcome their prejudices and to make it clear that such behaviour/remarks will not be tolerated.

We will keep a record of such incidents and analyse the type of incident

(SEE Zero Tolerance Policy)

Language

Basic information, written and spoken, will be clearly communicated in as many languages as are necessary and possible.

Bilingual/multilingual children and adults are an asset to the whole group. Parents will be encouraged to speak to children in their first language at home.

Children and parents who have English as a second or additional language will be valued, and their languages recognised and respected in the nursery.

English as an Additional Language

Supporting pupils with language needs is a priority. Specialist teachers enable us to provide focused support and to target new pupils whose first language is not English. In recent years, the range of languages spoken has increased and every attempt is made to secure advice and support from an adult who speaks the pupil's first language.

Food

Working in partnership with parents, children's medical, cultural and dietary needs will be met.

- ▶ We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
- ▶ We help children to learn about a range of food, cultural approaches to mealtimes and eating and to respect the difference among them.

Meetings

The Nursery will make every effort to ensure that the time, place and conduct of meetings enable most parents to attend so that all families have an equal opportunity to be involved in and informed about the Nursery.

- ▶ Meetings are arranged to ensure that all families who wish to may be involved in the running of the nursery
- ▶ Information about meetings is communicated in a variety of ways- written, verbal, in translation when applies- to ensure that all parents have information about access to the meetings.

Procedure

Responsibilities

It is expected that all staff, pupils and adults will pay due regard to the feelings of others and their needs and will implement this policy to the best of their ability. A spirit of fairness and openness will be encouraged, and negative stereotyping is prohibited.

Teachers

Teachers are responsible for:

- Ensuring the implementation of this policy to the best of their ability within the classroom and in their own dealings with staff, pupils and the Nursery community
- Contributing to discussions about equal opportunity issues
- Monitoring their own procedures and routines to ensure that pupils are treated equitably
- Referring incidents and concerns, where appropriate, to the Head.

Nursery Staff

All Nursery staff are responsible for:

- Setting an example to pupils in terms of their treatment of one another and by displaying tolerance and understanding towards the beliefs and cultures of others
- Ensuring that policies and procedures are implemented
- Being vigilant for incidents of racism, sexism and prejudice and acting upon them
- Encouraging pupils to try new activities that challenge stereotypical roles and prejudices.

Senior Leadership Team

The Management team is responsible for:

- Ensuring the place of equal opportunities within the Nursery improvement plan

- Recording and dealing with incidents of racism, bullying and other inappropriate behaviour
- Co-ordinating the curriculum in conjunction with room leaders to ensure equality of opportunity is represented in learning
- Ensuring that equal opportunities is covered within all subject policies and plans
- Providing opportunity for resources to be ordered to support this policy
- Monitoring performance by groups of pupils in their subject either through analysis or discussion with other senior staff
- Ensuring the application of the admissions policy
- Continuing to monitor and formulate accessibility plans
- Continuing to monitor the progress of actions identified in improvement plans
- Being instrumental in the review and evaluation of actions and their impact helping to identify positive actions to tackle disadvantage

Has it been Successful?

The following questions will be asked to ascertain the success of the policy

- How many positive comments have there been by adults visiting the nursery about the behaviour of the pupils?
- How much do pupils understand about one another's communities, their beliefs and lifestyles?
- Do the displays around the Nursery reflect the languages that the pupils speak?
- Do the resources available for class teacher reflect the experiences of the local community?
- Have we met the objectives set in accordance with the equality duty?
- Have we published information according to the requirements of the equality duty?

Anti-Discriminatory Policy

Learning Stars operates an anti-discriminatory policy. Discrimination will not be tolerated at Learning Stars.

Learning Stars respects and values our multi-cultural society and ensures that there is equality of access, expression and quality for all who encounter our work. We are committed to actively promoting the value of “Difference” and this will be reflected in all our communication with each other as teachers, students, children and parents / carers. The activities provided for the children will encourage and support diversity and will encourage each individual child to meet their full potential. We will ensure that all children at Learning Stars are able to enjoy and play and all parents / carers are able to visit the nursery without discrimination.

Further to this, we intend to meet all individual needs, to ensure equality of access as much as possible. We are committed to the principle that any behaviour, language or action that creates discrimination or disadvantage or is designed to be offensive to any group which experience discrimination, will be challenged directly and will not be tolerated.

Staff, children and their families will not be discriminated against or treated differently due to their:

- Age
- Gender
- Sexual Orientation
- Ethnicity
- Religious beliefs
- Ability or Disability
- Social Background
- Any other reasons

Anti-Bullying Policy

The aim of the Learning Stars anti-bullying policy is to ensure that children learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will be dealt with in accordance with the Montessori philosophy. Only when all issues of bullying are addressed will children be able to fully benefit from the opportunities available at the nursery. Although incredibly rare at this age, it is not something to be ignored and therefore this policy is written to cover the exceptional incident that may arise. Children at this age are not aware they are “bullying” and it is our responsibility as adults to guide them.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

- physical (hitting, kicking)
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from groups)

Children who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of unexplained tearfulness, lack of concentration or not wanting to join in. Children must be encouraged to speak to teachers about this.

Our staff must be alert to the signs of bullying and act promptly.

Managing Bullying

As children these young are not aware of “bullying” as such, we will deal with any incidents that could be deemed as “bullying” behaviour in accordance with our Learning Stars Behaviour policy, always ensuring we adopt a loving and supportive approach when dealing with any children.

Individuality Of Child Policy

Learning Stars operates an “**every child is as an individual**” policy. The Montessori Method of Education emphasizes the importance of children as individuals and thus the philosophy encourages teachers to work with the individual needs of each child. This is done in the following manner :

- An Individual Learning Plan is written for each child
- Teachers work with all children on a one - to one basis
- Group activities are carried out with the individual needs of each child at the forefront of the lesson
- All children are treated as individuals and therefore individual observations of each child are carried out by the child’s key teacher
- Each child has an individual EYFS outcomes booklet
- All children are disciplined within the guidelines of the Montessori method and philosophy and are spoken to as individuals
- Children’s self-esteem is of utmost importance to the staff of Learning Stars and therefore staff are encouraged to follow the needs of the child in preparing and implementing individual learning plans, group activities and all aspects of the child’s learning
- Children are allowed freedom to explore their environment and therefore staff are encouraged to stand back and allow the children the time and freedom to explore, with adult support and guidance when needed.

Religious Festivals Policy

Learning Stars is not associated with any specific religion and draws children from a variety of faiths, plus an increasing number of children from families that profess no faith.

In view of this Learning Stars does not celebrate any religious festival, instead hosting parties to help families to celebrate and share their culture as opposed to religion. However in line with the Brent multi faith policy, Learning Stars acknowledges all religious festivals by introducing the children to the name of the festival and the children in the nursery who may be celebrating said religious festival. The religious content of the festival is not discussed in detail.

As a result of this policy parents/carers will be reminded via the Learning Stars newsletter of the festivals that will be discussed at the nursery.

Childhood Spirituality Policy

Learning Stars will operate within the guidelines of the Montessori Method of Education and Philosophy. The philosophy includes:

- Individual needs of the child
- Holistic development of the child
- Spiritual development of the child

At Learning Stars, we take the spirit of the child very seriously and encourage all staff to be aware of the importance of nurturing and protecting the spirit of the child. It is important to remember that at this age children are pure, and it is the adult that taints this purity. We, at Learning Stars, will recognise this purity and try and learn from it rather than impose our own impurities on the child. Adults often label children as naughty or badly behaved – children do not know naughtiness at this age – they are experimenting, and it is our aim to channel this experimentation productively by allowing experiences within boundaries.

This is achieved in the following way:

- All children are treated as individuals
- The holistic development of the child is at the forefront of all activities
- Children are treated with respect and their dignity is protected
- Children are listened to and their opinions and ideas are respected
- Children are encouraged to express their feelings
- Values are an integral part of the Learning Stars environment and children are treated within the values guidelines
- Every child matters
- Every child is unique
- Children are treated as equals
- Children are allowed to share their own experiences
- Children are allowed to experiment within boundaries of adult supervision
- We never label a child as naughty and this word isn't in our dictionary

Our aim is that parents continue this nurturing at home so that there is continuity for the child, and this is an area of key focus when speaking to new parents.

Self Esteem Policy

Learning Stars recognises that staff in the nursery can have a major part to play in the raising of self-esteem in the children.

It is our continuing aim to :

- Make all children feel valued
- Ensure that all children always feel included
- Enable and encourage the children to share their experiences with each other and with staff
- Display a range of positive images which reveal people in non-stereotypical roles
- Celebrate diversity within the nursery and use resources that reflect diversity – including books
- Help children to appreciate and value each other
- Adhere to the Learning Stars values
- Value and encourage the spiritual development of each child

In order to implement this policy, it is important that all staff have a high self-esteem and believe completely in what the nursery is doing, in the way that it is providing education for children in our area

If any member of staff reveals through actions or attitude a lack of positive feeling for herself/himself or for our work then the Manager will invite the member of staff to discuss the situation and seek to resolve this issue through discussion.

While Learning Stars is very aware that its members of staff will themselves be encountering issues in their daily life which may cause problems and discomfort, the nursery must insist that the undertaking of the role of working at Learning Stars requires a positive attitude and approach on all occasions

Zero Tolerance Staff Abuse Policy

At Learning Stars we have a Zero Tolerance policy towards both verbal and physical abuse to our staff, students, visitors and children. We believe that all children, staff and volunteers within the Nursery have the right to be protected from verbal abuse (including swearing) and physical abuse or assault, whether directed at or by witnessing it being directed towards another person in or around the Nursery. We therefore intend to create an environment in which children, staff and volunteers are free from abuse and treated with respect and in which any suspicion of abuse is promptly and appropriately responded to.

We believe we have a strong partnership with our parents and an open-door policy to discuss any matters arising.

Types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the nursery. This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Shouting or aggressive tone of voice either in person or over the telephone
- posting offensive, threatening libellous or defamatory comments on Social Networking sites
- Physically intimidating, e.g. standing very close, shaking holding a fist towards another person
- The use of aggressive/rude hand gestures/exaggerated movements
- Physical threats
- Swearing
- Hitting e.g. slapping, punching, kicking or Pushing
- Spitting
- Racist or sexist comments

Procedure

In the unlikely event that a parent is seen in an aggressive or abusive manor at the nursery, our procedure is to:

- a) Direct the parent away from the children and into a private area such as the office or a vacant room.
- b) Ensure that a second Senior member of staff be in attendance, where possible whilst ensuring the safe supervision of the children.
- c) Maintain a calm professional manor, ask the parent to calm down and make it clear that we do not tolerate aggressive or abusive language or behaviour.
- d) Contact the police if the behaviour does not diffuse
- e) Once the parent has calmed down, the member of staff will then listen to their concerns and respond appropriately
- f) Notes will be taken detailing the date, time, reason and action taken and we may also notify Ofsted.
- g) Staff /Children/Parents may require support and reassurance following the experience, management will provide this and seek further support where necessary.
- h) Learning Stars reserves the right, in line with Safeguarding procedures to ban the abuser from the Nursery premises until further notice, Alternative suitable arrangements may therefore need to be made in relation to the drop-off and collection of the child.
- i) In some circumstances a child may be excluded from the nursery.

Review Dates

In order to ensure the policies and procedures are correct and up to date, they are routinely checked. If needed, policies will be revised to ensure they reflect true practice of the nursery.

Date	Check Completed by and Signed
September 2020	
September 2021	
September 2022	
September 2023	

Policy Sign-off

Staff Name: _____

<i>Policy Name</i>	<i>Sign</i>	<i>Date</i>
Mission Statement, Aims & Objectives		
Learning and Development		
Assessments		
Special Educational Needs and Disability		
Indoor and Outdoor Play		
Toys from Home		
Admissions Policy		
Arrival and Collection		
Door Opening and Closing		
Handover of Children		
Missing Child		
Uncollected Child		
Security Policy		
Lockdown and Emergency Procedures		
Recording and Monitoring		
Essential Records		
Confidentiality		
Data Protection/GDPR		
CCTV		
Photography		
Mobile Phone Policy		
Social Media		
Safeguarding and Child Protection		
Staff Ratio		
Outings		
Indoor Shoe Policy		
Food Safety		
Healthy Eating		
Mealtime		
Allergy, Dietary Requirements, Weaning		
Baby Bottle Feeding		
Sleep Policy		
Nappy Changing		
Potty Training		
Settling in And Transitions		
Accident/Incident		
First Aid and Emergency Treatment		
Sick Child		
Infection Control		

<i>Policy Name</i>	<i>Sign</i>	<i>Date</i>
Illness and Exclusions		
Head Lice		
Medicine		
Behaviour and Discipline		
Restrictive Physical Intervention		
Compliments and Complaints		
Key Person Policy		
Partnership with Parents		
Classroom Observation		
Health and Safety		
Risk Assessments		
Manual Handling		
Safe Environment		
Premises		
Fire and Evacuation		
Handling/Keeping Animals		
Smoking, Alcohol, Drugs		
Safe Recruitment		
Staff Appraisal		
Staff Disciplinary		
Staffing		
Staff Code of Conduct		
Babysitting		
Whistleblowing		
Working Together		
Work Experience		
Adoption Leave		
Compassionate Leave		
Maternity Leave		
Parental Leave		
Paternity Leave		
Values		
Equal Opportunities		
Anti-Discrimination		
Anti-Bullying		
Individuality of Child		
Religious Festivals		
Childhood Spirituality		
Self Esteem		
Zero Tolerance Staff Abuse		