

POLICIES & PROCEDURES

**WELFARE OF
CHILDREN**

December 2014



**Lower Covey Montessori Nursery
Chapel Lane
Yetminster
Sherborne
Dorset
DT9 6LJ**



CONTENTS

| | Page Number |
|--|-------------|
| 1. Admissions Procedure | 5 |
| 1.1. Admissions Procedure | 5 |
| 1.2. Settling-in | 5 |
| 1.2.1. Policy Statement | 5 |
| 1.2.2. Aim | 6 |
| 1.2.3. Procedure | 6 |
| 2. Behaviour Management | 7 |
| 2.1. Anti-Bullying | 7 |
| 2.1.1. Procedure | 7 |
| 2.1.2. Suggested further reading | 8 |
| 2.2. Behaviour Management | 8 |
| 2.3. Biting | 9 |
| 2.4. Restraint | 9 |
| 3. Complaints | 10 |
| 3.1. Complaints | 10 |
| 3.1.1. Policy Statement | 10 |
| 3.1.2. The Aims of the Policy | 10 |
| 3.1.3. Complaints Procedure | 10 |
| 3.1.4. Implementation | 11 |
| 3.1.5. Review | 11 |
| 3.1.6. Training | 11 |
| 3.2. Whistleblowing | 12 |
| 3.2.1. Policy Statement | 12 |
| 3.2.2. Procedure | 12 |
| 4. Daily Routines | 12 |
| 4.1. Animals | 12 |
| 4.1.1. Animals in the setting | 13 |
| 4.1.2. Animals brought in to the setting | 13 |
| 4.1.3. Visiting Animals | 13 |
| 4.2. Arrival of children policy | 13 |
| 4.3. Collect/departure policy | 14 |
| 4.4. Dental Hygiene | 15 |
| 4.5. Hand washing | 15 |
| 4.6. Large outdoor equipment | 16 |
| 4.7. Meal Time Routines | 16 |
| 4.8. Nappy Changing and toilet training policy | 17 |
| 4.9. Sandpits | 18 |
| 4.10. Skipping Ropes | 18 |
| 4.11. Sleep Routines | 19 |
| 4.12. Sun protection | 19 |
| 5. Data Protection | 20 |
| 5.1. Policy Statement | 20 |
| 5.2. Procedure | 21 |
| 5.3. Additional Clause(s) | 21 |



Continued.

| | Page Number |
|---|-------------|
| 6. Early Years Nutrition | 21 |
| 6.1. Healthy Eating | 21 |
| 6.1.1. Policy Statement | 21 |
| 6.1.2. Background | 21 |
| 6.1.3. Policy | 22 |
| 6.1.4. Training | 23 |
| 6.1.5. Monitoring | 23 |
| 7. Equal Opportunities | 23 |
| 7.1. Language Policy | 23 |
| 7.2. Equal Opportunities Policy | 24 |
| 7.3. Staff Equal Opportunities Policy | 24 |
| 8. First Aid | 25 |
| 8.1. General Statement | 25 |
| 8.2. Arrangements for Securing the Health and Safety of Workers | 25 |
| 8.2.1. First-aid Personnel | 25 |
| 8.2.2. Legal Indemnity of First Aiders | 25 |
| 8.2.3. First-aid Boxes | 26 |
| 8.2.4. Portable First-aid Kits | 26 |
| 8.2.5. Recording Accidents | 26 |
| 8.2.6. First-aid Supplies | 26 |
| 9. Food Safety | 26 |
| 10. Hygiene | 27 |
| 10.1. Policy Statement | 27 |
| 10.2. Procedure | 27 |
| 10.3. Potentially Infectious Spillages | 28 |
| 10.4. Training | 29 |
| 10.5. Policy Review | 29 |
| 11. Illness and Accidents Policy | 29 |
| 11.1. Policy Statement | 29 |
| 11.2. Procedure | 29 |
| 12. Medicines | 30 |
| 12.1. Administration of Medication Policy | 30 |
| 12.1.1. Aim | 30 |
| 12.1.2. Procedure | 30 |
| 12.2. Asthma | 32 |
| 12.2.1. Policy Background | 32 |
| 12.2.2. Policy Aim | 32 |
| 12.2.3. Policy | 32 |
| 12.2.4. Medication Arrangements | 33 |
| 12.2.5. Review | 34 |
| 12.2.6. Training | 34 |
| 13. Outings | 34 |
| 13.1. Lost Child Policy | 34 |
| 13.1.1. Policy Statement | 34 |



| | |
|--|--------------------|
| 13.1.2. Procedure | 34 |
| <i>Continued.</i> | |
| | Page Number |
| 13.2. Outings Policy | 35 |
| 13.2.1. Policy Statement | 35 |
| 13.2.2. Procedure | 35 |
| 13.3. Transporting Children | 35 |
| 13.3.1. On Foot | 36 |
| 13.3.2. By Car | 36 |
| 13.3.3. By Train | 36 |
| 13.3.4. By Coach | 36 |
| 13.4. Volunteer Policy | 37 |
| 13.4.1. Policy Statement | 37 |
| 13.4.2. Procedure | 37 |
| 14. Safeguarding | 37 |
| 15. Security | 37 |
| 15.1. Policy Statement | 37 |
| 15.2. Procedure | 37 |
| 15.2.1. Objectives | 37 |
| 15.2.2. Appointment of Staff | 38 |
| 15.2.3. Risk Assessment | 38 |
| 15.2.4. Visitors | 38 |
| 15.2.5. Special Considerations | 38 |
| 15.2.6. Arrival and Departure of Children | 38 |
| 15.2.7. Staff Training | 39 |
| 15.2.8. IT Security and Confidential Information | 39 |
| 15.2.9. Reporting and Recording Breaches of Security | 39 |
| 15.3. Uncollected Child | 40 |
| 15.3.1. Policy Statement | 40 |
| 15.3.2. Procedure | 40 |
| 15.4. Visitors | 40 |
| 15.4.1. Policy Statement | 40 |
| 15.4.2. Procedure | 40 |
| 16. Special Educational Needs | 41 |
| 16.1 SEND Code of Practice | 41 |



1. Admissions Procedure

1.1. Admissions Procedure

A prospectus is available to parents on request and can be either collected from the setting, downloaded from our website, posted or emailed to prospective parents. This booklet contains information on the setting, photographs and contact details.

We actively encourage parents to visit the setting while sessions are in progress so they can see how we operate and the interaction between the staff and the children. We recommend that parents make an appointment for these visits so they do not have an impact on the running of the setting.

We request that parents complete an application form, on processing this families are either placed on a waiting list or offered a place if there are vacancies in the setting. We do not charge for being on the waiting list; however there is a registration fee of £30.00 to reserve your sessions. If more than four weeks prior to the child's start date, a deposit of £100.00 will be required – this will be refunded after the child starts. We request that parents keep us informed if they take a place at another setting and no longer wish to remain on our list, in this case deposits are non-refundable.

Before admission we will require parents/carers to complete a comprehensive pack of documentation. This provides us with permission for events such as outings and the taking of photographs and detailed information on your child enabling us to provide continuity of care where possible, as well as meeting your child's individual needs.

On admission, it is our policy to offer two two-hour sessions free of charge to assist with the settling in of your child into the setting. These sessions are only available once payment of two weeks fees in advance has been received and need to be pre-arranged with Fiona Roberts or Thomas Guppy to ensure we are available to provide the additional support your child may require.

See our [settling in policy](#) for more details.

All children are welcomed to attend our sessions and we make no discrimination. Children and families are all valued, regardless of their ethnicity, culture, religion, disability, sex, social and economic background, etc. We demonstrate a commitment to working with parents to provide an environment that is suitable for their child's individual needs, this includes supporting children in developing independent toileting, and we will not exclude children using nappies.

1.2. Settling-in

1.2.1. Policy Statement

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



1.2.2. Aim

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

1.2.3. Procedure

In order to help children settle comfortably in our setting we use the following procedure:

- Before your child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within our setting, information days and evenings and individual meetings with parents.
- We allocate a key person to each child and his/her family before she/he starts to attend. The key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process. We monitor how the child settles in as to whether the key person may change.
- We may offer a home visit by the person who will be the child's key person, to ensure all relevant information about the child can be made known.
- We use pre-start visits and the first session at which a child attends to explain and complete with his/her parents the child's registration records.
- Parents are advised to arrange times for a settling-in visit when the child is normally at their most content, ie not hungry or in need of a sleep. We recommend that parents stay with their child on the first settling in session; during this session we will advise you when to leave your child with their key worker and join us for a coffee or chat away from them. Parents will be informed immediately if staff are unsuccessful at settling their child and other strategies will be tried.
- Children are encouraged to bring in a comfort object (clearly labelled with their name) if it will enable them to settle.
- Some children take longer to settle. This can be for a variety of reasons; maybe they have not been left before or have had an unhappy previous experience when parted from their main carers. The key person will work with the parents to try different settling techniques. These might include leaving items of clothing that smell of a main carer, photographs of their family, tapes of their family singing lullabies or talking in their home language etc.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- Some children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- We judge a child to be settled when they have formed a relationship with their key person; for example the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.



- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from setting.
- Within the first four to six weeks of starting we discuss and work with the child's parents to create their child's record of achievement.

2. Behaviour Management

2.1. Anti-Bullying

We will not permit any form of bullying in this setting.

Bullying can be:

- **physical:** pushing, kicking, hitting, biting etc
- **verbal:** name-calling, sarcasm, rumour spreading and teasing
- **emotional:** excluding, ridicule, humiliation, tormenting
- **racist:** taunts, graffiti and gestures.

Being bullied can result in the victim having depression, low self-esteem, shyness, poor academic achievement, isolation and in extreme cases threatened or attempted suicide.

If a bully is left unchecked they will learn they can get away with violence and aggression. A bully has a higher chance of acquiring a criminal record and not being able to have good relationships when they become an adult.

If we have any concerns that a child in this setting is being bullied or is bullying, the key person for the child will discuss the matter with the parents immediately. They will work with the parents to support the child to resolve the problem.

2.1.1. Procedure

If your child is being bullied:

- we will reassure them that the bullying is not their fault
- **tell them that we care about them and are committed to resolving the issue**
- we will give them lots of praise, encouragement and responsibilities to help them feel valued
- we will work with you to help the child to develop techniques to deal with the bully — assertiveness, walking away etc.

If your child is the bully:

- we will reassure your child that we still care about them but it is their behaviour we don't like and we will work with them to help change this,
- we will work with your child to find ways to make amends for their actions,
- we will develop a reward structure for good behaviour,
- we will discuss the matter with you, not in front of your child, to see if there are any problems that may have triggered the bullying.

If you have any concerns regarding your child please discuss them with your child's key person in the first instance as soon as possible. It is much better to deal with



these problems before they become major issues. If you feel the matter remains unresolved and you require further support please ask for an appointment with the setting manager.

2.1.2. Suggested further reading

Preventing Bullying: A Parents' Guide
You Can Beat Bullying: A Guide for Young People

2.2. Behaviour Management

We aim to work with the children to enable them to develop self-discipline and self-esteem in a safe environment of mutual respect and encouragement. We promote positive behaviour and have developed strategies for dealing with unwanted behaviour. We work closely with parents to support children who may be demonstrating unwanted behaviour, sharing strategies and providing additional one-to-one time for the child if they are in need of extra emotional support.

To promote positive behaviour we have implemented the following:

- We have developed some simple rules for the setting. These are explained to everyone in the setting. We involve the children in helping to agree rules wherever possible.
- All adults in the setting ensure that the rules are applied consistently, so that children have the security of knowing what to expect and learning right from wrong.
- All staff try to provide a positive role model for the children with regard to friendliness, care and courtesy. Modelling polite manners such as saying "please" and "thank you".
- Staff in the setting praise and encourage desirable behaviour such as kindness, turn taking and willingness to share.
- We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.

When children behave in undesirable ways we will follow the procedure outlined below:

- Children who misbehave will be given one-to-one adult support in talking about what was wrong and why and how to behave more appropriately. Where appropriate this might be achieved by a period of time away from the situation with an adult.
- In cases of serious misbehaviour, such as racial, bullying or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame. Parents will be informed.
- In any case of misbehaviour it will always be made clear to the child or children concerned that it is the behaviour and not the child that is unwelcome.
- Staff will not shout or raise their voices in a threatening way.



- Physical punishment, such as smacking or shaking, will be NOT be used or threatened. Such behaviour from any member of staff in the setting would be classed as gross misconduct, which could lead to instant dismissal.
- Children will not be sent out of the room by themselves, neither will they be turned to face the wall.
- Techniques intended to single out and humiliate individual children such as a “naughty chair” will not be used.
- Staff will make themselves aware of and respect a range of cultural expectations regarding interactions between people.
- Staff will be aware that some kinds of behaviour may arise from a child's special needs. They will work with the SENCO to develop strategies to support the individual child's behaviour.

Other relevant policies regarding behaviour include, anti-bullying, biting and restraint.

2.3. Biting

Biting can be an uncomfortable subject for parents of both the biter and the child who is bitten. We hope that this policy will explain how we deal with biting in this setting. Please do discuss any concerns you may have regarding this issue with your child's key person or any member of the nursery management team.

If your child is known to bite we would prefer to know in advance, it doesn't mean they will be excluded.

Children bite for a variety of reasons. This may be because they are teething, frustrated, exploring using their mouth, asserting their independence and wanting to gain control, maybe of a toy or they could be stressed. It may also be because they want to gain attention.

We will work with you and your child to establish when and why they are biting. We will observe the child closely to see if certain conditions or situations trigger the behaviour and then work with them to try and avoid the incidents occurring. This may involve altering the child's routine, giving them more one-to-one attention, purchasing additional resources so sharing is not such a major issue, or if it is because a child is teething, provide suitable teething resources.

We will ensure that if a child is bitten that they are comforted and given lots of attention. We will ensure that any first aid is applied correctly if required and the incident will be recorded in the setting's incident book and parents asked to sign it.

If your child bites then we will remove them from the situation. We will explain to them, according to their age and understanding that biting is unacceptable behaviour. For younger child this may be by the tone of voice and facial expressions rather than lots of words. It may be necessary for the member of staff dealing with the incident to exclude the child from an activity and use “time out” until they are calm enough to return. We will also encourage the child to apologise to the child they have bitten and work with them to develop strategies to help them deal with the reasons.

Many children go through a stage of biting, please don't be alarmed it doesn't last forever!

2.4. Restraint



Staff at Lower Covey Montessori Nursery are not permitted to use any form of corporal punishment. In some exceptional circumstances it may be necessary to physically restrain a child in order to prevent:

- personal injury to themselves,
- personal injury to another child or adult,
- immediate danger of death to themselves,
- immediate danger of death to another child or adult,
- serious damage to property.

Under these circumstances staff will not be in breach of the law.

The setting staff will make the judgement to physically restrain a child only when there is a real or potential danger. The child will only be restrained by holding them until the danger has passed and they will be released as soon as it is safe to do so. The child will then be spoken to, preferably in a quiet area. They will be calmed and reassured by the staff. An explanation will be given to the child as to why they were restrained using language appropriate to their understanding.

A Physical Intervention Form will be completed with witnesses and parents will be informed, sign and receive a copy of the form on the same day or as soon as possible.

Any occasions when physical restraint is used will be recorded on a Physical Intervention Form and will be completed by the member of staff responsible for the restraint and include witness's signatures. Parents will be requested to sign the form and be provided with a copy.

3. Complaints

3.1. Complaints

3.1.1. Policy Statement

Lower Covey Montessori Nursery encourages parents and carers to share any concerns they may have regarding the running of the setting as soon as a problem or issue arises. In this respect the setting believes that dealing with a complaint at an early stage is the best way to prevent a problem from escalating.

The setting would rather know about problems at an early stage so that it can investigate and put into place any necessary adjustments and improvements.

Parents should be aware of the complaints procedure and urged to use it in order to try and minimise concerns escalating before they are resolved.

3.1.2. The Aims of the Policy

The aims of this policy are:

- to set out the procedures to be used for making a complaint to the provision, either verbally or in writing,
- to establish the procedures to be followed by the provision when dealing with a complaint,
- to set out the procedures to be used when a complaint has been made directly to Ofsted about the provision.



3.1.3. Complaints Procedure

- All concerns and complaints will be dealt with courteously and promptly.
- Confidentiality of those concerned in the complaint (adults and children) will be maintained, with only those who 'need to know' being aware of their identity.
- Parents will be given a clear procedure as to how to complain which usually involves:
 - talking to the child's key person about their concern, or
 - talking to their manager if the concerns are about the key person, and agreeing a course of action.
- If no agreement can be made then the parent should put the complaint in writing to the provider who must then record the complaint and investigate it, keeping the parent informed. At all times the provider should seek to resolve the concern and agree a course of action with the parent.
- Written complaints must be investigated and the outcome reported back to the complainant within 28 days.
- Verbal complaints will also be considered and resolved promptly to reach a satisfactory outcome for both the complainant and the provision.
- The parent may wish to complain to Ofsted and providers should ensure that parents have the necessary information to do so.
- Any complaint received from Ofsted will be dealt with accordingly within the time-frame set by Ofsted and written records will be kept of all investigations and outcomes. Where appropriate the provider will agree the appropriate course of action with Ofsted.
- Written records of complaints must include the date of the complaint, how it was made, the details of the complaint itself, who the complainant was, the EYFS requirement to which it relates, how the complaint was dealt with and by whom, actions proposed or taken, whether the record has been shared with the complainant and when and they must be signed and dated by the staff member who completed the record.
- Parents or carers who have English as an additional language will be provided with an appropriate version of the complaints procedure in their preferred language.
- Parents or carers with sensory disabilities or special communication needs will be given the appropriate assistance to be able to understand the complaints procedure and register a complaint if they so wish.

3.1.4. Implementation

All staff are responsible for the implementation of this policy. Overall responsibility for ensuring the policy is implemented, monitored and reviewed rests with the manager of the setting.

3.1.5. Review

This policy will be reviewed annually.

3.1.6. Training

All new staff should be made aware of this policy on induction.



As any member of staff may receive a complaint, particularly a verbal one, all staff will be trained in the provision's complaints procedures and how to deal with parental concerns and complaints.

In addition, all staff are supported through appropriate training or advice necessary to deal with complaints or access issues.

3.2. Whistleblowing

3.2.1. Policy Statement

This policy is designed to provide guidance to all those who work with or within the setting who may from time to time feel that they need to raise certain issues relating to the setting with someone in confidence.

Workers who in good faith raise genuine concerns under this policy will not under any circumstances be subjected to any form of detriment or disadvantage as a result of having raised their concerns.

3.2.2. Procedure

This policy will apply in cases where staff genuinely and in good faith believe that, within the setting:

- a criminal offence has been committed, is being committed or is likely to be committed,
- a person has failed, is failing or is likely to fail to comply with any legal obligation to which he or she is subject,
- a miscarriage of justice has occurred, is occurring or is likely to occur,
- the health and safety of any individual has been, is being or is likely to be endangered,
- the environment has been, is being or is likely to be damaged,
- information tending to show any matter falling within any one of the preceding paragraphs has been, is being or is likely to be deliberately concealed.

There is no need for an employee to prove that the breach or failure that they are alleging has occurred or is likely to occur. A reasonable suspicion will suffice, ie where the employee reasonably believes that the information disclosed is substantially true. Employees should, however, note that they are not entitled to make a disclosure if in so doing they commit a criminal offence.

Staff should be aware that the policy will apply where a disclosure is made in good faith and where they reasonably believe that the information disclosed and any allegation contained in it are substantially true. If any disclosure is made in bad faith (for instance, in order to cause disruption within the setting), or concerns information which staff do not substantially believe is true, or indeed if the disclosure is made for personal gain, then such a disclosure may constitute a disciplinary offence.



4. Daily Routines

4.1. Animals

Animals can provide children with lots of learning opportunities, eg:

- caring for animals and being responsible for them,
- learning about how animals grow and the environment they need,
- increasing their vocabulary.

However, animals also present some health and safety issues. With this in mind we have developed this policy.

4.1.1. Animals in the Setting

- Animals' "homes" are cleaned out regularly to avoid any unpleasant smells and to prevent infection.
- The children are allowed, under close supervision, to help feed the animals if appropriate, and food is stored in appropriate containers.
- The children are informed of the "rules" of caring for the animals.
- The setting only keeps animals that are child-friendly.
- Children are permitted to hold animals provided that the setting deems it safe.
- Animals are monitored and the length of time for which they are handled limited to ensure that they do not become stressed, thereby reducing the risk of stress biting.
- Children are permitted to handle the animals only under staff supervision.
- The animals' cleaning materials are stored out of the reach of children.
- Children are supervised in hand-washing after handling the animals, and the reasoning for this is explained to them.
- We will advise parents of new animals in the setting via our newsletter.
- Animals are regularly checked and taken to the vet if there are any concerns.
- The setting is sensitive in how to tell the children if an animal dies, working with parents to ensure that the children are given emotional support in the setting and at home.

4.1.2. Animals Brought into the Setting

Sometimes animals are brought into the setting, eg a guide dog. The setting ensures the safety of the children by:

- checking that the animal is child-friendly,
- carrying out a risk assessment,
- informing parents prior to the visit,
- checking for allergies.

4.1.3. Visiting Animals

This might include trips to local farms.

- A risk assessment is carried out prior to the visit and the farm or zoo's risk assessment is also obtained.
- Children are supervised in hand-washing.



- Parental permission is sought before any trip off the Nursery premises.

If your child has an allergy to any animals, eg long fur, please let us know. It would also be helpful to know if your child has any fears regarding different animals and if anything has triggered this fear, eg a bite by a dog.

If you have any concerns regarding this policy please contact us to discuss the matter.

4.2. Arrival of children policy

The arrival of the children at the start of each session is very important. This can have an impact on the whole session for the child.

We will work with each individual family where possible to establish a settling routine for each child. This will be based on their previous experiences at being left in the care of others and will be regularly reviewed as they settle and develop.

Each child's key person will discuss the child's individual needs with their parent/carer. Parents are welcome to stay until they are confident that their child is settled. We also invite parents to contact the setting throughout the day for an update if they are at all concerned.

We have established a routine for the children when they arrive — this helps them to settle and develop a sense of belonging.

On arrival parents will be greeted by a member of staff and will be required to sign their child in on the signing in and out sheets. A member of staff will register the child on the daily register. Parents are then encouraged to support their child, if necessary, to find their coat peg (labelled with their name and photograph), hang up their coat and bag and change into their nursery footwear (where appropriate).

Children in the Montessori Classroom are then asked to find their name from the basket and a happy or sad face and attach it to the "who is in the nursery today" display board.

Thereafter, children are encouraged to join in the activities by their key person. They can choose from a range of quiet activities.

Parents are encouraged to share information on their child during this time. For example if their child has had a bad night, went to bed late the previous night, or has been upset over an incident. This enables us to tailor the care we provide to meet your child's individual needs.

If you have any concerns about your child settling or need to adapt their arrival routine please do not hesitate to contact us.

4.3. Collection/departure policy

Providers must only release children into the care of individuals named by the parent. Except where there is a reasonable excuse, we must obtain verbal permission from parents where children are to be picked up by another adult.

We will only release your child from our care to adults who have permission to collect him or her. We will therefore need you to provide us with a list of people authorised to



collect your child. It would be helpful, if they are not known to us, to include a description or a photograph for us to keep on file. It would also be helpful to know what your child calls the people, so that during the day we can prepare them for the arrival of their “Gran”, “Grandad” or “Auntie”.

We operate a password system where you can send someone not authorised to collect your child but who is able to give us the password and provide identification. Please discuss with us if you would like to use this system.

It is important that you arrive at the contracted time to collect your child. Even very young children learn our routine and know when their parents are due. They can become distressed if you are late. We know sometimes delays are unavoidable, especially if you are relying on public transport. If you are delayed for whatever reason, please contact us and let us know when you expect to arrive. We will normally be able to accommodate the additional care; however, if we are unable to do so, we will contact other adults from the authorised list and arrange for them to collect your child. We will reassure your child that you are on the way and if necessary organise additional activities and a meal.

If we have not heard from you and you are very late we will try and make contact with you. We will also attempt to contact the emergency numbers provided. If we are unable to make contact with anyone we will inform Social Services and follow their advice. We reserve the right to make an additional charge for late collection.

If you have any concerns regarding this policy please do not hesitate to contact us.

4.4. Dental Hygiene

Recent research shows that 38% of five-year-olds in England had experienced tooth decay.

As an Ofsted Registered Childcare setting we are very aware of the need to follow good oral hygiene practices and to help children develop good eating habits such as avoiding food and drinks with high sugar content.

We would like to support you in training your child to clean his or her teeth regularly by helping him or her clean his or her teeth after meals whilst in our care in the Montessori Classroom. We would therefore request that you provide us with a suitable toothbrush, toothpaste and a small plastic washbag. These will be stored in the setting's bathroom and staff will help your child clean his or her teeth regularly. We will advise you when the toothpaste is running low or the toothbrush needs replacing.

We also ensure that the children in our care are not given food containing high levels of sugar. We do not permit fizzy drinks and will wean children from drinking from bottles with teats as continued sucking of juice can damage teeth. We will work with you to encourage your child to drink from a beaker or trainer cup.

We will also have a special dental hygiene day annually when we will promote good dental hygiene and invite the local children's dentist to visit us to do some special activities.

Further information and support can be found on the website www.stop-the-rot.co.uk.



If you wish to discuss this policy or your child's dental hygiene requirements, please do not hesitate to contact us.

4.5. Hand washing

We understand the importance of good practice with regard to hand washing in order to stop the spread of infection.

We support the children to wash and dry their hands correctly. Staff help the children to practice the skills and pictures above the wash basins provide a reminder to them when they are more independent.

Children are asked to wash their hands:

- Before eating,
- After going to the toilet,
- After playing outside,
- After touching animals.
- Before taking part in cooking activities

We plan lots of activities with the children where we talk about germs and why we need to wash our hands.

If you have any concerns regarding this policy please do not hesitate to contact us.

4.6. Large outdoor equipment

It is well known that exercise is vital to aid the physical development of young children and to encourage them to continue a healthy lifestyle into their adult years. We encourage the children in our care to join in all sorts of different physical activities and provide a range of resources to make it fun and enjoyable.

The Early Years Foundation Stage (EYFS) Framework states that "children must have opportunities to play indoors and outdoors". We have a well resourced outdoor play space, and also make good use of other local outdoor play areas, including Vecklands Woods.

In our outdoor area we have a range of large play equipment. Whilst this provides lots of opportunities for developing new physical skills and enjoyment it also presents some hazards to young children, who often have little understanding of dangers or their own physical limitations. Children need to learn about danger and risk-taking, but in order to make the outdoor area as safe an environment as possible and to reduce the risk of possible accidents we have put the following procedures in place:

- All children will be supervised by a responsible adult at all times.
- Children will be taught the dangers of the equipment in a way that is suitable for their stage of development and understanding.
- Children will be encouraged to take turns and share equipment.
- The equipment will be checked/cleaned before use for animal faeces.
- The equipment will be checked for wear and tear/damage regularly and withdrawn from use if faulty.
- Children will be encouraged to participate but will not be made to do any activity that they are uncomfortable with.



If you have any concerns regarding your child using any piece of equipment outdoors please discuss them with us.

4.7. Meal Time Routine

Meals and snacks are a very important part of the day here at Lower Covey Montessori Nursery. Children can benefit greatly from the experience of sharing meal times with their peers and the staff. We have developed a routine for the children so that they can be involved in the preparation of meals and snacks. This helps them to develop a sense of responsibility and independence as well as learning about numbers, etc.

All children are taken to the bathrooms prior to meals and snacks, and supported if required to wash their hands. We talk to the children about why we wash our hands before meals so that they understand the importance of this routine. The children then sit up to the table. In the Montessori Classroom, children set their own tables, collecting a knife, fork, plate, name tag, napkin and their own personal mug.

Wherever possible, children are given choices at meal and snack times. In the Montessori Classroom, a snack bar is open for morning snack. The children can freely choose what they would like to eat. Staff support the children with this and with eating their meals. They are able to sit with the children and help them to cut up food and provide assistance for those less able to feed themselves. We provide a range of cutlery and beakers with or without lids to enable children to be as independent as possible.

Conversation is encouraged around the table during meal times and children are also supported to develop good table manners — saying “please” and “thank you”, eating with their mouths closed, etc.

In the Montessori Classroom, when the children have finished they are supported to return their plates to the table. Once again this encourages responsibility and independence.

We believe that meal times should be enjoyable and provide opportunities for social interaction, learning and development of independence.

If you have any concerns about our meal time routine or how your child will cope with it please do not hesitate to contact us.

4.8. Nappy changing and toilet training policy

We accept babies and children in nappies. We will need you to provide us with the following:

- Nappies
- Any cream that you use on your child
- Baby wipes (if your child is sensitive to the standard ones that we provide)

We have a changing mat, which is wiped over with disinfectant between each use. Used/soiled nappies are disposed of in nappy sacks and then in lidded bins. These are emptied several times each day to the outside bins.



All staff use plastic gloves and aprons when changing children's nappies to reduce the risk of spreading any infections. If your child is allergic to these please let us know.

We are happy to take a child in cloth nappies. Please discuss the type of nappy system that you use with us and we will work with you to develop a programme for your individual child.

Children's nappies are regularly checked and changed if required, and immediately if soiled.

We believe that changing a nappy should provide lots of opportunity to communicate with your child and as their understanding grows provide time to discuss basic hygiene issues, preparing them for potty training.

When your child starts to show signs that they are becoming aware of their bodily functions we will arrange a convenient time to meet with you and discuss your plans on potty/toilet training your child. It is unusual for a child to be ready to be potty trained much before their second birthday and for some children it can be a lot later. Please do not be concerned if your child shows no signs of being ready yet. It is very important that we work together to potty train your child and pick a suitable time to do it, when we can both dedicate time. If we start the training and your child is not ready then we can stop and start again when they are. Some children take to potty training overnight; for some it is a longer process. The most important thing is that we work together to give your child the support and reassurance they need during this period. We will provide you with daily feedback on how we are progressing with the training.

In order to help your child become independent in going to the toilet we provide the following equipment:

- potties,
- toilet trainer seat,
- steps for the toilet and the wash basin,
- books on potty training.

Please let us know if you wish to discuss your child's potty training.

If you have any concerns regarding your child's nappy changing or toileting please do not hesitate to contact us.

4.9. Sandpits

Sandpits can provide great play and learning opportunities. They are ideal for:

- creative play — providing a giant building site or a beach scene,
- constructive play, using buckets and spades and other resources,
- a medium to practise early writing skills and develop fine motor skills.

However, sandpits can also pose several health and safety risks.

This setting will:

- use only sand that is suitable for play and purchased from a recognised source,
- regularly ensure that the sand is changed



- ensure that the sandpit has adequate drainage to prevent the sand from becoming waterlogged; insects can live in damp sand and might bite or sting children,
- dispose of spilt sand,
- ensure that the sandpit is covered to prevent it being used as a litter tray by cats and other visitors to the garden. Toxoplasmosis can be spread from cats to humans through dirty sandpits, and can harm an unborn child, but is usually a mild illness in children and adults. It causes a rash, swollen glands, fever and feeling unwell,
- ensure that children are closely supervised whilst playing in the sandpit,
- teach children about keeping the sand low to avoid it getting in their own and others' eyes.

If you have any concerns about this policy please do not hesitate to contact us.

4.10. Skipping ropes

Physical exercise is important to aid children's physical development and to support confidence, but it is vital that any equipment is used safely to avoid accidents.

This setting sometimes uses skipping ropes with the children. They are a very good way of helping children develop a sense of timing and co-ordination, and can also help with numeracy through counting. When mastered, focus can be given to learning skipping rhymes, which aid language skills.

In schools across the country there have been several serious incidents involving skipping ropes and this setting has therefore decided to follow the guidance from the British Heart Foundation's booklet *Active Playgrounds, A Guide for Primary Schools*, which can be downloaded at www.bhf.org.uk/youngpeople/uploaded/bhf_active_playgrounds.pdf.

Children will be:

- checked to ensure that they are wearing appropriate footwear and clothing for the activity,
- shown how much space they need to skip and swing the rope without it touching anyone else,
- kept away when not skipping to avoid them moving into the skipping rope area,
- allowed to use skipping ropes only in appropriate weather; eg after heavy rain the outdoor area can sometimes be slippery, and summer lunch times are too hot for outdoor physical activities,
- encouraged to regularly have a drink to avoid dehydration and overheating; water will be available outside,
- given the correct length rope for their height; the setting has a sufficient number of different length ropes,
- given support with learning to skip. The setting will explain to them at the start of each lesson about the dangers of using the rope inappropriately.

If you have any concerns regarding this policy please contact us.

4.11. Sleep Routines

We will discuss with you in detail the sleep routines you have established for your child and how we can best accommodate them into the routines and working day of the setting. These discussions will need to be ongoing as the sleep needs of your child will change as he or she grows and develops.



As a working parent you, too, need your sleep at night so it is vital that we work in partnership with you to provide a sleep routine for your child that fits your requirements. We will need to know how many naps your child normally has, for how long and at what times during the day.

- When is the latest we can let your child sleep until without it affecting their night time routine?
- Do you want us to wake your child after a certain length of time or can we let him/her sleep on?
- Do you have a routine to settle your child that you would like to share with us?
- Do they have a dummy or comforter?
- Where does your child prefer to sleep?

We will regularly check your child when he or she is sleeping. We will record these checks and the total time slept on the record sheet.

If you have any concerns over your child's sleep routine please do discuss them with us and we can make arrangements to change times, etc if necessary/possible.

4.12. Sun protection

The welfare requirements within the Early Years Foundation Stage state that, wherever possible, there should be access to an outdoor play area, and this is the expected norm for providers. In a provision where outdoor play space cannot be provided, outings should be planned and taken on a daily basis (unless circumstances make this inappropriate, eg unsafe weather conditions).

This setting encourages the children to access our well-resourced outdoor play space as much as possible, but during the summer months we are aware of the need to protect the children from the harmful rays of the sun. We have therefore developed this policy.

The setting will provide shade outside for the children so they can access the outdoor space all day. This is in the form of pop-up gazebo's and pop-up tents to allow instant shade in a different area if required, as well as natural shaded areas ie trees and willow structures.

We encourage the children to access the outdoor space more in the cooler times of the day when the sun's rays are less powerful, ie before 11am and after 3pm. During these times we will organise more outdoor activities and during the lunchtime period will arrange more activities indoors.

The setting requests that all parents provide a hat for their child to protect their head against the sun. (We would recommend legionnaire-style hats as these also provide protection to the child's neck, where the skin is especially vulnerable to being burned). The setting has spare hats that children can borrow if they forget their own. Staff may also choose to wear hats when working outside with the children as we feel this sets a good example for them.

During the summer months, parents are asked to contribute towards the cost of suncream which is factor 30 or above. The setting will request written parental permission in writing to apply this suncream to the child periodically throughout the



day, to provide continual protection. Parents who choose to supply their own suncream should provide this clearly labeled with the child's name.

Water and other drinks are always readily available to the children throughout the year, but in the warmer months we place greater emphasis on the children having a regular fluid intake, as small children can dehydrate very quickly.

We will discuss sun protection with the children at the start of the summer, using age-appropriate language. This will involve storytelling, singing songs and painting pictures. We will write to all parents at the beginning of the summer term each year, reminding them of our sun protection policy and their responsibility to provide us with sun-screen, permission and a hat for their child.

If your child is particularly sensitive to the sun and needs additional protection (eg some children need to wear sunglasses as their eyes are sensitive to the light) please let us know and we will work in partnership with you to provide this.

If you have any concerns regarding this policy please contact the setting.

5. Data Protection

5.1. Policy Statement

Lower Covey Montessori Nursery aims to fulfill its obligations under the Data Protection Act 1998 to the fullest extent.

5.2. Procedure

Members of staff are allowed to have access to all personal data about them held under the Data Protection Act 1998. This Act requires the provider to respond to requests for access to personal data within 40 days.

The Data Protection Act 1998 gives data subjects the right to have access to their personal data at reasonable intervals, with some exceptions, such as certain information relating to job applications. Should a member of staff request access to his or her personal data at any other time, the request must be addressed to Julie Partridge. The request will be judged in the light of the nature of the personal data and the frequency with which they are updated. The member of staff will then be informed whether or not the request is to be granted. If it is, the information will be provided within 40 days of the date of the request.

In the event of a disagreement between a member of staff and Julie Partridge regarding personal data, the matter should be taken up under our formal grievance procedure.

5.3. Additional Clause(s)

In the interests of openness and fairness, we will provide copies on request, of personal records held manually to members of staff on 1st April each year. The procedure which applies to computerised data will apply to such manual files.

The person responsible for carrying out this policy is **Julie Partridge**.



6. Early Years Nutrition

6.1. Healthy Eating

6.1.1. Policy Statement

The aim of this setting is to provide those children attending the setting with a high quality nutrition service and with food that is nutritious and well prepared.

6.1.2. Background

Research has shown that the provision of a nutritionally balanced diet is a vital part in the healthy growth and development of children. This setting recognises this link and complies fully with current relevant nutritional standards including Section 3: Welfare Requirements of the Early Years Foundation Stage statutory framework and Healthy School Lunches for Pupils in Nursery Schools/Units — Guidance for School Caterers on Implementing National Nutritional Standards.

We also understand that high standards of food hygiene in early years settings are critical. Lapses in food hygiene can lead to outbreaks of food poisoning which for small children can be very serious, even fatal. To ensure high standards of food safety this setting therefore complies fully with all food hygiene and safety standards and regulations including The Food Hygiene (England) Regulations 2005.

6.1.3. Policy

This organisation believes that the provision of high quality and nutritionally balanced meals, snacks and drinks is a key element in the effective care of children in early years settings. In addition, the organisation considers that mealtimes represent an important social occasion for children which they should look forward to. Thus the organisation will endeavour to ensure that mealtimes are as enjoyable as possible and that children are taught appropriate ways to behave when eating.

In this setting the manager will:

- ensure that staff have basic knowledge about childhood nutrition and the importance of diet in child development,
- ensure that any meals, snacks or drinks provided are healthy, balanced and nutritious,
- ensure that those responsible for the preparation and handling of food are properly trained, equipped and competent,
- implement food safety policies by having effective management of food safety systems,
- ensure that all food is stored, prepared, cooked and served in a hygienic and competent way in compliance with all food safety legislation and best practice,
- notify Ofsted of any food poisoning affecting two or more children looked after on the premises,
- obtain, record and act on information from parents about a child's dietary needs,



- ensure that all staff are aware of their responsibilities under food hygiene legislation including registration with the relevant Local Authority Environmental Health Department,
- keep careful records of all food hygiene activities conducted,
- take note in a child's records of any food allergies they have and communicate this to kitchen and food handling staff, who will ensure that all foods are appropriately labelled if they contain a severe allergen (eg nuts) and are not given to affected children.

In this setting:

- the weekly snack and meal menu will be on display,
- the weekly menu will provide children with a varied, healthy and nutritionally balanced diet,
- all children will be offered suitable foods, including children with special dietary requirements and allergies,
- early session children who do not receive breakfast at home will be offered this when they arrive, in agreement with parents or guardians,
- milk or water will be served with morning and afternoon snacks,
- **Most dairy products used will be full fat**
- water will be available at all times,
- milk or water will be served with the main meal,
- children will be allowed to have second helpings of fruit or milk-based desserts if available,
- children will still receive dessert if they refuse their main course,
- parents or guardians will be advised if their child is not eating well,
- advice will be given to parents or guardians about suitable food to bring from home, including suitable party foods and healthy options for packed lunches,
- **we ensure during the settling in process that we obtain as much information as possible in regards to children with special dietary requirements, food allergies and/or special health requirements. In some cases we will ask parents to recommend alternative food or purchase their own.**
- practitioners will sit with children while they eat and will provide a good role model for healthy eating,
- withholding food will never be used as a form of punishment or coercion and food will not be used as an incentive for good behaviour,
- children will be encouraged to develop good eating skills and table manners and will be given plenty of time to eat.

6.1.4. Training

In this setting all staff, including supervisory and those responsible for catering budgets, will be trained to have a basic understanding of the nutritional and other food related needs of children.

Those staff responsible for food handling and preparation will have basic food hygiene training and specific catering staff will have appropriate competencies supported by up-to-date qualifications.

6.1.5. Monitoring

This policy will be reviewed annually and updated as necessary.



7. Equal Opportunities

7.1. Language Policy

The setting is committed to valuing the language and cultures of all children in this setting and their families.

It will endeavour to promote a positive attitude towards bi and multilingualism and provide opportunities for the development of the child's home language.

The setting understands that:

- young bilingual learners may need time to observe, tune into the new language and try out things that are unfamiliar,
- children need to have books and stories that have some link with different cultures, clear illustrations, repeated actions and language patterns and offer visual support in the form of pictures, puppets and real objects

The setting needs to keep activities practical and needs to repeat key vocabulary and phrases.

The setting will work to the practice guidance for the Early Years Foundation Stage, which states:

“Show particular awareness of, and sensitivity to, the needs of children learning English as an additional language, using their home language when appropriate and ensuring close teamwork between practitioners, parents and bilingual workers so that the children's developing use of English and other languages support each other.”

The organisation supports the children's learning of English as an additional language by:

- providing dual language books,
- providing books stories in other languages and about other cultures,
- displaying welcome signs in different languages,
- providing setting literature in different languages,
- staff learning key words in the child's home language,
- finding ways of communicating with non-English speaking parents,
- asking parents to make tapes of songs, stories, etc in their home language,
- inviting parents to contribute words for displays in their language,
- inviting parents to help with story-telling sessions.

The organisation will work closely with families to ensure the needs of their child are met.

7.2. Equal Opportunities Policy

This setting is committed to promoting understanding of the principles and practices of equality and justice. The setting encourages equal opportunities and operates an equal access policy.

All children, irrespective of their race, colour, family structure and social, cultural and religious backgrounds are welcomed. The setting welcomes all children with disabilities and special needs and encourages full integration within the daily life at Lower Covey Montessori Nursery.



The setting respects and celebrates cultural diversity and acknowledges its responsibility to promote positive images and role models to the children in its care. Activity programmes will reflect the multicultural nature of our society in an environment where gender stereotyping is not an option.

Staff will be expected to create an atmosphere that allows children to feel valued and enable them to develop a high self-esteem. It is the responsibility of all members of staff to ensure that the statements in this policy are complied with. Members of staff who are found to be in breach of this policy will be subject to disciplinary action.

Any signs of direct or indirect discrimination resulting in one person being treated less favourably than another must be challenged. The setting expects that unacceptable conduct of an anti-discriminatory nature, from staff or any adult, which has been observed by another member of staff, would be reported.

The activities and play materials in the setting help the children to broaden their knowledge and understanding of people and cultures in our society and the world at large. For example, as well as celebrating Christian festivals, the setting bases activities on religious and cultural celebrations from across the globe, and the children play with dolls and other toys which reflect race, culture, or physical ability which is different from their own. All children in this setting are given the opportunity to play with all the toys (subject to health and safety with children under three years of age). No toys are just for girls or just for boys.

All children in this setting are provided with the opportunity to reach their full potential. Sometimes this may involve staff adapting an activity to suit the individual ability or stage of development of a child, providing additional or different resources or by providing additional staff support and attention.

7.3. Staff Equal Opportunities Policy

The organisation's staff equal opportunity policy is that in the recruitment, selection, training, appraisal, development and promotion of staff, the only consideration must be that the individual meets, or is likely to meet the requirements of the post. Providing the requirements are being met, employees will not be discriminated against on the basis of their sex, sexual orientation, race, colour, ethnic origin, nationality, disability, marital status, caring or parental responsibilities, age, or beliefs on matters such as religion and politics.

The organisation is committed to providing a working environment in which the rights and dignity of all its staff are respected, and which is free from discrimination, prejudice, intimidation and all forms of harassment including bullying.

This policy means that all staff of Lower Covey Montessori Nursery have the right to work in an environment free from discrimination, prejudice and all forms of harassment or bullying.

8. First Aid

8.1. General Statement

The setting is committed to providing sufficient numbers of first-aid personnel to deal with accidents and injuries at work.



The setting will provide information and training on first aid to employees to ensure that statutory requirements and the needs of the organisation are met.

Should employees have concerns about the provision of first aid within the organisation, they should inform a responsible person so the organisation can investigate and rectify the situation if necessary.

The person responsible for the implementation of this policy is ***Fiona Roberts***.

8.2. Arrangements for Securing the Health and Safety of Workers

8.2.1. First-aid Personnel

First-aid personnel are employees who have volunteered for the role and have been assessed as suitable. The organisation will ensure that a first aider suitably trained in paediatric first aid is on duty at all times when children are in the premises. The organisation will also nominate an appointed person to take charge if a first aider is unavailable in exceptional circumstances. The organisation understands that the appointed person does not need to be a qualified first aider, but will be given a clear indication of the responsibilities required and will be appropriately trained.

First aiders are qualified personnel who have received training in accordance with HSE requirements. First-aid personnel will be provided with refresher training at regular intervals to keep their skills up to date.

The setting will ensure there are sufficient first-aid personnel within the workplace to adequately cover every shift. Notices will be displayed giving the location of first-aid equipment and the names and locations of relevant personnel.

8.2.2. Legal Indemnity of First Aiders

It is unlikely that first-aid personnel giving assistance to a colleague will become subject to legal action because of deterioration in the colleague's condition. However, the setting can guard against this possibility by providing, through its insurance policies, indemnification for any member of staff who assists an employee who becomes ill or is injured.

8.2.3. First-aid Boxes

First-aid boxes will be provided within the workplace as required to ensure there are adequate supplies for the nature of the hazards involved. All boxes will comply with BSI standard BS8599. Only specified first-aid supplies will be kept. No creams, lotions or drugs, however seemingly mild, will be kept.

BSI-approved first-aid kits of the appropriate size and type will be placed in strategic locations as indicated by a first-aid risk assessment.

First-aid boxes will display the:

- name of the person responsible for upkeep,
- contents of the box and replenishing arrangements.

First-aid boxes will be maintained and restocked when necessary by authorised personnel. These personnel will be aware of the procedure for re-ordering supplies.



8.2.4. Portable First-aid Kits

Portable first-aid kits will be available for staff members required to work away from the normal workplace, where access to facilities may be restricted, such as:

- work with potentially dangerous tools and machinery away from base location,
- staff travelling in vehicles on a regular basis,
- staff whose work takes them to isolated or remote locations,
- staff participating in sporting or social events arranged or supported by the organisation.

8.2.5. Recording Accidents

All accidents, however minor, will be recorded. The organisation will provide an accident book in which all incidents will be noted. **The accident book will be housed in each room.**

It is the responsibility of employees to ensure they complete an entry in the accident book as soon as possible after an injury. When the injured person is unable to enter an account into the accident book, the first aider or witness (where relevant) should do so. When an accident results in admittance to hospital or inability to continue work, the relevant manager must be informed immediately.

8.2.6. First-aid Supplies

For the purposes of maintaining first-aid supplies, first aiders should keep a record of supplies used, by whom and for what reason.

9. Food Safety

It is the policy of Lower Covey Montessori Nursery to ensure that all food and drink prepared and consumed on its premises is prepared to the highest standard to prevent any type of illness in the children in its care and their staff.

This policy subscribes to the four basic principals of food hygiene to:

- ensure food areas are clean and a good standard of personal hygiene is maintained,
- cook all food thoroughly,
- keep food at the right temperature,
- prevent cross contamination.

The employer will:

- adhere to its [Cleaning Policy] with regard to all food preparation and eating areas,
- implement and maintain a suitable food safety management system in line with Hazards Analysis and Critical Control Points (HACCP),
- provide training for its staff with regard to food safety, food hygiene and personal hygiene,



- work with parents so that all foodstuffs provided by parents are within these policy guidelines.

Employees will:

- maintain a high standard of personal hygiene at all times,
- inform their line manager if they know or suspect they are suffering from or carrying any disease which may contaminate food, and not to work with food if suffering from such illness,
- bring promptly to the attention of their line manager any breach or suspected breach of procedures or any action of any person which they feel may compromise the hygienic nature of any food preparation, storage or service.

The person responsible for carrying out this policy is *Fiona Roberts* and she will review this policy on a regular basis.

10. Hygiene

10.1. Policy statement

This setting puts the wellbeing of the children in its care at the very core of its services. The organisation is keen to ensure that it provides a high-quality environment that is appropriate for its purpose, and that the premises are kept in a clean and hygienic condition for all children and users.

10.2. Procedure

It is the responsibility of all staff to ensure that the setting is kept clean and hygienic at all times. Staff will be expected to tidy up and keep the setting clean within the reasonable limits of their role and to report any areas where the setting may be falling below its set standards.

An adequate number of sinks for hand-washing will be provided along with disposable soaps and paper towels.

All staff will be expected to display high standards of personal hygiene and to wash their hands regularly throughout the day and especially after going to the toilet or before touching food. All care staff should help the children to keep clean throughout the day and to wash their hands appropriately, especially after using the toilet or before eating.

All staff must wash their hands regularly throughout the day and especially:

- before preparing and eating food for mealtimes, snack times or as part of a food-related activity,
- when any visible contamination or soiling occurs,
- between handling raw and cooked food,
- after handling waste food or refuse,
- after tending children with cuts, abrasions or suspected infections,
- after wiping their own or a child's nose,
- after changing a nappy,
- after handling body fluids,
- after going to the toilet, either with a child or by themselves,
- after eating, coughing or sneezing,



- after handling cleaning chemicals.

Staff should always ensure that toys and equipment are inspected regularly at the end of each session and cleaned on a regular basis. Unhygienic toys should be discarded. A termly toy audit and deep clean will be arranged where old and worn-out toys will be replaced.

Play sand and play dough will be replaced when necessary.

Staff will be made aware of their key role in preventing disease and accidents, and enhancing the appearance of the setting.

Staff will be asked to work to a written cleaning schedule which clearly states the items and areas in the setting which are to be cleaned daily, weekly, monthly, termly and annually. The schedule will also include the standards of cleanliness expected.

All staff will be provided with detailed work method statements, agreed with their managers, giving easy-to-follow instructions on specific items or areas to be cleaned.

Staff will be requested to pay particular attention to kitchen areas and toilet areas and make these priority areas for cleaning.

In the event of illness amongst the children the cleaning staff will be informed and asked to intensify cleaning for a given period.

Staff will undertake regular risk assessments and managers will make regular inspections to ensure the work schedule is being followed to the standard required and that the setting is being kept clean and hygienic.

Staff will be expected to keep all cleaning materials safely and securely and out of the way of children. They will also be expected to ensure that all of their cleaning work practices include appropriate health and safety safeguards.

All staff will be trained to recognise their role in maintaining good standards of cleanliness and hygiene.

10.3. Potentially Infectious Spillages

Staff should treat every spillage of body fluids or body waste — such as blood, vomit, faeces and urine — with caution as potentially infectious.

As with ordinary spillages, potentially infectious spillages must be cleaned up immediately. When potentially infectious spillages occur staff should clean using a product which combines both a detergent and a disinfectant, is effective against bacteria and viruses, and is suitable for use on the affected surface. They should use disposable paper towels, wear protective disposable gloves and discard the waste safely.

Mops should never be used for cleaning up blood and body fluid spillages.

10.4. Training

In this setting, managers will ensure that all new staff read the policy on hygiene and infection control as part of their induction process. Existing staff should be provided



with regular training which should include sessions on hygiene and infection control topics.

10.5. Policy review

This policy will be reviewed and updated annually.

11. Illnesses and Accidents Policy

11.1. Policy Statement

It is the policy of this nursery that children in our care are kept safe at all times.

The nursery understands its duty to promote the good health of the children, take necessary steps to prevent the spread of infection, and take appropriate action when they are ill. In this respect the nursery is fully compliant with Section 3: Welfare Requirements of the Early Years Foundation Stage (EYFS) statutory framework.

11.2. Procedure

In this nursery we realise that all children have minor illnesses, such as minor coughs and colds, from time to time that do not prevent them from attending. In these circumstances nursery staff should allow children to attend.

The nursery is also aware that some children have longer term illnesses and conditions that, while serious, do not affect their day to day life and that living a “normal” life and attending early years care is an important part of their coping with that illness. These cases will always be discussed with the parents/guardians at the enrollment stage and, if accepted at the nursery, a suitable plan of care will be agreed which may involve the administration of medication.

However, the nursery is also aware that some children will have minor or serious illnesses from time to time that should prevent them from attending. It is therefore the policy of the nursery that children who have anything more than a minor illness should be kept at home. This is particularly important in the case of any infectious illness that might be spread.

Children with the following signs or symptoms will be excluded from the nursery:

- diarrhoea and/or vomiting,
- doubtful rash,
- conjunctivitis,
- infectious illness, eg chicken-pox, mumps or measles,
- fever or temperature.

Parents/guardians should be advised that their children may not return to the nursery until 48 hours after they have been symptom free.

If a child arrives at the nursery ill, the senior member of staff will take the decision as to whether the child is fit to attend or not. If not, the parent will be asked to take the child home.

If a child becomes ill while at the nursery or has an accident then a qualified first aider will be asked to see the child immediately and the child's parents/guardians should be called and asked to collect the child. While waiting for the



parents/guardians the child will be monitored and comforted and given the chance to rest in a quiet area. If the child's condition worsens such that it causes concern to the first aider and staff then suitable medical treatment should be arranged in the form of a GP, an ambulance or transport to Accident and Emergency as appropriate and the parents/guardians informed.

In the event of an illness or accident requiring hospital treatment, the person in charge will try to inform the parents/guardians immediately and arrange to have the child taken to hospital. The person who takes the child should stay with the child until the parents/guardians arrive.

If the parents/guardians do not arrive or are unable to be contacted, the member of staff should stay with the child until the appropriate treatment has been given and follow the advice of a responsible doctor. Where appropriate they should return with the child to the nursery where he or she would be cared for until the arrival of the parents/guardians.

In all cases the first aider will complete a detailed report of what happened and action taken.

Any illness, accident or injury to a child will be recorded in the accident book and, in the case of a serious injury, an appropriate report made to Ofsted as required by the Early Years Foundation Stage (EYFS) statutory framework. Reports should be made via the Ofsted Contact Centre on 08456 404040.

12. Medicines

12.1. Administration of Medication Policy

12.1.1. Aim

This organisation puts the well-being of the children in its care at the very core of its services. The organisation is keen to help children to attend, where appropriate, even if they are taking medication and to enable this to happen staff are trained to administer medication on site.

12.1.2. Procedure

In order for medication to be administered the following procedure must be adhered to by parents and staff for the health and well-being of all children in the setting.

The setting requires written and signed consent in advance from parents which clearly shows the date, dosage and expiry date of any medication to be given. Lower Covey Nursery keep a written record of each time medicine is administered to a child and inform parents on the same day, or as soon as reasonably practical.

Any medication left with staff for administration must be in its original container and bear its original label. The label must be legible and have the name of the child on it. Prescription medicine should only be administered if they have been prescribed by a doctor, dentist, nurse or pharmacist (medicines containing aspirin should only be given if prescribed by a doctor). If prescription medicines have not been prescribed for the child requiring the medicine then staff must not under any circumstances administer it.



When administering medication staff should:

- wash their hands,
- refer to the permission to administer medication form and to the administration record and carefully check that all details are correct,
- be certain of the identity of the child to whom the medication is being given,
- check that the prescription on the label of the medication is clear and unambiguous,
- check the name of the medication matches the permission/administration form,
- check the name of the child on the label matches the permission/administration form,
- check the dose and method of administration,
- check the expiry date,
- check that the child is not allergic to the medication,
- administer the medication as instructed on the label and as specified in the permission to administer medication form,
- keep clear and accurate, signed records of all medication administered, withheld or refused,
- monitor any children taking medication and report any side effects immediately to the person in charge,
- inform parents/guardians that the medication has been given when they pick up their children.

All medication should be kept securely in the cupboard provided or the fridge if required. Unused or surplus medication should be returned to the parent/guardian.

If a child refuses to take their medication, staff should never attempt to force or coerce compliance beyond reasonable measures. They should note the refusal in their records and follow any agreed procedures set out in the individual child's health care plan. Parents should be informed of the refusal on the same day.

If a refusal to take medicines results in an emergency, the setting's emergency procedures should be followed.

The organisation will administer certain non-prescription medication but insist that any request for this is accompanied by a permission form which is signed by the parent/guardian. Staff can administer non-prescribed medication for a maximum of three days, after which time they will no longer be able to continue giving the medication. At any time during the three days, if the staff deem that the child's health has deteriorated or they have concerns for his/her health, the parent/guardian should be contacted and asked to collect the child (or make arrangements for the child to be collected by another named person) and refer them to their GP.

Written permission is required for emergency treatment of chronic illnesses, such as asthma where inhalers may need to be given on a long-term basis.

The management of the setting is responsible for ensuring that there are enough staff who have appropriate first aid training to cover all working shifts. The off duty rota should always be planned with first aid and medicines administration in mind.

In an emergency situation the first aider should be called, an ambulance called for and parents informed immediately.



The management should monitor staff to ensure the procedures are being carried out, and that they are clear to all. Staff will be asked to feedback at meetings any areas of concern or to identify training needs that they may have.

The policy will be reviewed yearly and amendments and changes will be made as appropriate.

12.2. Asthma

12.2.1. Policy Background

This setting understands asthma to be a common disease involving the respiratory system in which the airways constrict and become inflamed, causing symptoms such as wheezing, shortness of breath, chest tightness, and coughing. These episodes may be triggered by such things as exposure to an environmental stimulant such as an allergen, environmental tobacco smoke, cold or warm air, perfume, pet dander, moist air, exercise or exertion, or emotional stress. In children, the most common triggers are viral illnesses such as those that cause the common cold. This airway constriction responds to medication such as bronchodilators, which is often administered via an inhaler.

This setting believes that children who suffer from asthma should have the opportunity of being able to play a full and active role in life and should not suffer from exclusion or discrimination in any way due to their condition.

12.2.2. Policy Aim

The aim of this policy is to enable this setting to ensure that children suffering from asthma have effective care and support while attending the setting.

12.2.3. Policy

This setting recognises that asthma is a widespread and serious but controllable condition and that children with asthma can and do participate fully in all aspects of life.

Children with asthma will be welcomed and included in all of the activities of the setting.

We recognise that pupils with asthma will need immediate access to reliever inhalers at all times.

We will keep a record of all pupils with asthma and the medicines they take.

We will ensure that the whole setting — including the physical, social, sporting and educational environment — is favourable to children with asthma.

We will ensure that children with asthma are not stigmatised or treated differently or discriminated against and we will help all children attending the setting to better understand asthma.

All staff (including bank staff and support staff) who come into contact with children with asthma will know what to do in the event of an asthma attack.



We understand that children with asthma may occasionally experience bullying and we will have procedures in place to prevent this.

The setting will work in partnership with all interested parties including parents/carers and doctors to ensure the policy is planned, implemented and maintained successfully.

12.2.4. Medication Arrangements

The setting understands that in the case of an asthma attack immediate access to reliever medicines, usually an inhaler, is essential.

In order for medication to be administered the following procedure must be adhered to by parents and staff.

The setting requires written and signed consent in advance from parents which clearly shows the date and the dosage of any medication and the circumstances in which it should be given.

Any medication left with staff for administration must be in its original container and bear its original label. The label must be legible and have the name of the child on it.

In this setting:

- reliever inhalers will be accepted into the setting as described under Medication Arrangements, above,
- inhalers must be properly labelled for use by the child for whom they are prescribed; this label must display an expiry date which will be checked by staff when they accept the medication,
- reliever inhalers will be kept in the medication cabinet, which is designed to be accessible in the event of an emergency,
- parents/carers will be asked to ensure that the setting is provided with a labelled spare reliever inhaler in case the first one runs out,
- where a child requires their inhaler staff will check that the correct inhaler is given to them and, where possible, allow them to administer it themselves. Where the child is too young or cannot administer the inhaler themselves they will be helped by a registered first aider, who will be on duty at all times, or by another member of staff specially trained in helping with medication,
- any administration of medication will be recorded and reported to the parents/carers when they collect their child.

Medicine that has not been prescribed for a child must not under any circumstances be given. Staff in the setting will never give medication to a child when it is prescribed to another.

12.2.5. Review

This policy will be reviewed annually.

12.2.6. Training



All new staff will be made aware of this policy on induction. Staff training regarding healthcare issues, including asthma, will be a regular feature of staff development programmes. Staff will be asked to attend general training in the administration and monitoring of medication and to meet specific needs concerning administration, or other health-related matters.

13. Outings

13.1. Lost Child Policy

13.1.1. Policy Statement

The safety of the children is paramount and the setting will make every effort to ensure that whilst on outings all children are closely supervised to ensure they remain safe and within the group. Please see our Outings Policy for the procedures we have in place.

13.1.2. Procedure

In the extremely unlikely event that a child was to become detached from the group and become 'lost' then we have the following procedure in place.

All staff and helpers to be alerted and a search made of the immediate and surrounding areas.

Depending on location, others alerted, for example if in a shop then the shop staff.

If the search proves negative then the setting manager, parents, police and Ofsted are to be informed.

Staff must ensure the welfare, both physical and emotional, of other children in their care.

Outing leader to provide the police with details of the child and incident.

The manager or the deputy will be responsible for gathering all relevant information and liaising with the required authorities and parents.

Parents are kindly requested to inform the manager or deputy if there is any risk of abduction from an estranged parent.

Staff are unable to prevent a parent taking their own child unless they have been given copies of any legal injunction preventing the parent having access.

13.2. Outings Policy

13.2.1. Policy Statement

Outings are a significant part of a child's learning and development, providing them with opportunities to explore the natural world and understand more about their community. However their safety on outings is of the utmost importance.

13.2.2. Procedure



We have developed the following procedures to enable the children to experience a wide variety of outings safely.

All outings are well planned. This involves a member of staff visiting the venue prior to the visit and carrying out a full risk assessment of both the journey and venue. This risk assessment is recorded and any identified hazards highlighted. Plans are then put in place to eliminate or minimize the risk to children and staff.

Parental permission is sought for routine trips out to local shops, parks and the village church during the initial contract signing. Further permission is always sought for day trips, for example Forest School.

Staff are trained in how to supervise the children more closely during outings. The required ratio of staff to children is always enhanced for outings, ie more staff are available to support smaller groups of children.

Volunteers, in the form of parents, extended family and friends are welcome to join us on the trips.

Children are transported in vehicles that have been correctly insured for the purpose and driven by named drivers. If public transport is to be used parents will be informed.

A checklist of essential records and equipment has been devised for outings, ensuring that emergency situations can be dealt with effectively.

13.3. Transporting Children

In order to develop the children's knowledge and understanding of the world it is important to take them on trips outside the setting. We will always seek parental permission for trips that involve taking the children on transport.

Sometimes we might go on foot, eg to the local shops, park or library. If we are travelling further afield we will need to use transport.

Our priority will be to ensure that the children have a safe, enjoyable and educational trip. We have therefore developed the following procedures.

For all outings children will be escorted by a higher staff ratio than is normal within the setting. Staff will be allocated individual children to be responsible for. (See the [Outings Policy](#) for additional information.)

13.3.1. On Foot

Depending on the age and abilities of the children they will either be in buggies - the setting will have ensured that they are correctly strapped in – or walking by foot. Older children may hold hands with staff. Children are encouraged to learn about road safety at every opportunity. Should the need arise to use a five-point harness or wrist straps the setting will be happy to either supply or have parents supply their own harness for outings.

13.3.2. By Car



If children are to be transported in staff cars the following procedures will be observed:

- The member of staff will have a full, clean driving licence, which is available for you to see on request.
- The member of staff will ensure that the car is in roadworthy condition by having it regularly serviced by a reputable garage.
- The car will comply with all legislation and its MOT and tax will be up to date.
- The car will be insured for business use and/or will be under the business insurance and the certificate will be available for you to see.
- Children will not be taken into petrol stations whilst on outings; cars will be filled prior to the trip.
- All car seats will be correctly fitted, and be age- and stage-appropriate for the children using them. The children will be correctly strapped into them.
- Child safety locks will be in use on all the cars where applicable.
- Each member of staff will carry a setting mobile phone in case of emergency, but will not answer it whilst driving.
- **Staff will always carry identification for themselves and a register for the children in case of emergency.**
- Staff will always carry a first-aid kit in the car in case of emergency.
- Children will never be left unattended in a car.
- Our cars will have contact details of the setting displayed for the unlikely event of an accident or unconscious driver.

If your child suffers from travel sickness please let us know immediately.

13.3.3. By Train

Children will stand back from the edge of platforms, well behind the safety lines. Staff will ensure that everyone is on/off the train together to ensure that no one is left behind.

If the setting is taking large groups, support will be requested in advance at the railway station. Again, trips will be arranged outside of rush hours to avoid overcrowding.

13.3.4. By Coach

The setting will only hire coaches that are fitted with correct seat belts suitable for young children, and that can also take car seats. The setting always asks to have a copy of the company's insurance and other relevant documents.

The setting welcomes parents to support it when taking children on outings. If you have any concerns regarding this policy please contact us.

13.4. Volunteer Policy

13.4.1. Policy Statement

We welcome volunteers to support the work of the setting. Often the help given by volunteers enables us to do additional activities with the children that might otherwise have not been possible.

13.4.2. Procedure



We have put in place the following procedures in relation to volunteers within the setting to ensure that the safety of the children is not compromised:

- Volunteers are asked to complete a CRB check or to provide an original CRB clearance that has been carried out within the last 12 months.
- Volunteers are asked to provide details of two people (not relations) who can provide a written reference as to their suitability to be working with children.
- Volunteers are to only support the work of the staff and are not to be included in child:staff ratios.
- Volunteers are not to be left unsupervised with any children.
- Volunteers are not to attend to any child's personal needs (ie nappy changing, toileting).
- Volunteers will be provided with support from a named member of staff who has been given responsibility for them.
- Volunteers will be provided with clear guidelines as to their role and any responsibilities.
- Volunteers are asked to sign a confidentiality statement. They may well be given information by parents or children that is confidential.

14. Safeguarding Children

Please refer to our Safeguarding Policies and Procedures.

15. Security

15.1. Policy Statement

The setting recognises its duty to provide an environment where children, staff and authorised visitors will feel safe and secure.

15.2. Procedure

15.2.1. Objectives

- Protection and safeguarding of children, staff and authorised visitors.
- Avoidance of theft, loss or damage to goods, property, equipment, resources or records.
- Maintenance of parental confidence.
- Compliance with Legislation.

15.2.2. Appointment of Staff

This will be rigorous.

It is a statutory requirement that before formal appointment, all staff who are to work with children must undergo a satisfactory check by the Criminal Records Bureau (CRB).



References will always be asked for and will always be taken up. The identity of referees will be checked and verified.

15.2.3. Risk Assessment

The setting's security risk assessment covers all areas and involves all staff. Issues covered in the risk assessment include:

- emergency evacuations and alarms,
- fire,
- child safety indoors and outdoors,
- IT and Internet security issues,
- petty theft,
- serious criminal offences including violence, intruders and abduction of a pupil.

15.2.4. Visitors

It is important to prevent unauthorised entry to the premises at all times.

While sessions are in process, entry for visitors is restricted to a single point, manned at all times. When this is not possible, the outside door is kept locked and visitors should ring the entry bell to gain admittance.

Visitors are monitored and are always escorted while on the premises.

If a visitor enters the premises and refuses to leave, this behaviour may give rise to a criminal offence. Staff will request the person to leave the premises but should not place themselves in a position of risk. If violence is threatened, if there is a breach of the peace, or a likelihood of this, the police will be informed by an emergency call.

15.2.5. Special Considerations

Young children need a high level of care and security. No child should be left alone with an adult who has not been checked by the Criminal Records Bureau (CRB) and staff should ensure that any adult collecting a child has permission and authority to do so.

15.2.6. Arrival and Departure of Children

Our procedure for the arrival and departure of children is as follows:

- On arrival, all children should be signed in with the time of arrival.
- Staff and parents should be clear as to the moment when care is handed over to the setting.
- Any child arriving after the usual time should also be signed in.
- At leaving time, all children should be carefully supervised and only released into the care of their own parent, carer or authorised adult.
- If parents want another adult to collect their child, they should inform the setting in writing or verbally, the day before if possible.
- The setting will agree a password with parents who are sending another adult to collect their child, to enable staff to recognise the person.



- Where parents are allowed into the nursery room with the children, the provider must ensure they are not left alone with children (unchecked persons must not have unsupervised access to children).
- No person under the age of 18 will be allowed to collect a child from the setting.
- All children must be signed out on departure, with the time and staff member releasing them noted.
- Any children leaving early should also be signed out.

There is a separate procedure to follow if any child is not collected at the appropriate time.

15.2.7. Staff Training

The setting makes every effort to ensure that staff are trained and instructed in appropriate security measures. Staff should:

- be aware of the need to safeguard valuables and personal possessions,
- ensure that visitors and contractors are escorted at all times,
- politely challenge any unescorted people that they do not recognise,
- wear their identification badge/carry their access card at all times (where such badges/cards have been issued),
- ensure that windows, doors and storage areas are shut and locked at the end of each day.

15.2.8. IT Security and Confidential Information

Confidential information is stored on paper, in electronic form or in people's memories.

Written material should never be left lying around. The setting operates a clear desk policy.

Electronically recorded data is regularly backed up and stored on an external hard-drive.

Staff are reminded that their employment contract terms include a confidentiality clause, a breach of which would make them subject to the normal disciplinary procedures.

15.2.9. Reporting and Recording Breaches of Security

Any breach of security or potential breach of security should be reported immediately to a senior member of staff who should then launch a thorough investigation and take appropriate action.

15.3. Uncollected Child

15.3.1. Policy Statement



If a parent or authorised adult fails to collect a child at the appointed time, the setting still has a duty of care towards the child and should follow the procedure outlined below.

15.3.2. Procedure

If a parent fails to collect a child at the appointed time. Staff should:

- ensure that there are two members of staff still on duty,
- wait for 15 minutes after the appointed collection time before taking any action,
- contact the parent, where possible, or any other adults normally authorised to collect the child,
- contact either the police or the local authority social care for children, if no authorised person is able to collect the child after all reasonable attempts have been made to contact them,
- ensure that the child does not leave the premises with anyone other than the parent or the people authorised by them,
- not take the child to the child's home or to another house, nor transport them in a staff member's own car.

The provider may reserve the right to charge the parent for the additional time the child is at the provision, in increments of 15 minutes.

The Nursery Manager and Supervisors will endeavour to ensure that all contact information for parents and other nominated carers, eg grandparents, is kept up to date, including mobile phone numbers if possible.

15.4. Visitors

15.4.1. Policy Statement

It is our policy to encourage visits to the setting by various people who could help the children's learning and development, such as health professionals, police, fire fighters, as well as entertainers and storytellers.

Parents and students may also visit to act as helpers for various activities.

15.4.2. Procedure

All staff should follow the procedure below for all visitors.

- Visitors should be required to sign in, giving their name, and company if relevant, purpose of visit and time of arrival and departure.
- Visitors should not be left alone with the children at any time.
- Visitors should be made aware of basic health and safety precautions.
- Staff ratios should be maintained at all times, including when visitors are being escorted.
- All visitors are politely requested not to use their mobile phones whilst on the premises of Lower Covey Montessori Nursery. All visitors will be asked to take their calls outside of the main building in the car park area or to turn the device off whilst within the setting.

16. Special Educational Needs



This setting is committed to excellent provision for children with special educational needs (SEN).

We will have regard to the SEND Code of Practice 2014. We will ensure we have an up to date copy of the Code of Practice and we will make this document available to parents if required.

We will work closely with parents to listen to their views so as to build on children's previous experiences, knowledge, understanding and skills and provide opportunities to develop in the seven areas of learning:

- personal, social and emotional development
- communication and language
- literacy
- mathematics
- understanding of the world
- physical development
- expressive arts and design

We will observe and monitor individual children's progress throughout the Early Years Foundation Stage. If it appears a child is not making progress either generally or in a specific aspect of learning, we will present the child with different opportunities or encourage alternative ways of learning.

We will seek support from the area SENCO. We will continue to develop knowledge of special educational needs by attending training where possible and by reading literature provided to us by the SENCO's.

Please refer to our **SENCO** File for further information.

16.1 SEND Code of Practice

The 2014 SEND Code of Practice details the process for settings to identify and support those with special educational needs and disabilities, it is there to compliment and support previous legislation.

As set out in the SEND Code of Practice, Lower Covey Montessori Nursery is committed to promoting:

- Inclusion in experiences alongside peers
- Early identification of children's needs
- Early intervention to meet those needs
- The importance of children and parents and/or carers being central to decision making
- Multi-agency collaboration

Lower Covey will use the graduated approach support the EYFS observation, assessment and planning cycle, and will continuously review the links between the two and ensure that records are clearly linked to avoid unnecessary duplication of paperwork, making it clearer and easier to understand and review.

This approach will also be used to assess, plan, do, review cycle when working with a child with SEND with increasing frequency and detail as the adult gains a fuller understanding of the child's learning and progress. Lower Covey will work in



partnership with parents/carers, and if necessary, other organisations to support the child to progress.

The child's key person will always have responsibility for the child, however if a SEND is identified, then the key person will be expected to maintain close relationships with the setting's SENCO, Fiona Roberts, as well as the parents/carers, other management staff, and any outside organisations that may be working with the child.

Lower Covey Montessori Nursery promotes equality of opportunity for children with SEN, disabilities and or medical needs. We will not discriminate against, harass or victimise children and will make all reasonable adjustments to prevent children and families being put at a disadvantage (0-25 SEND Code of Practice 2014). We have a clear approach to identifying and responding to SEN without delay and to making effective provision for children that will improve their long-term outcomes. The principles that are observed by all staff at Lower Covey working with children and young people who have SEND include (Early Years: guide to the 0-25 SEND code of practice):

- Taking into account the views of the children, young people and their families.
- Enabling children, young people and their parents to participate in decision-making.
- Collaborating with partners in education, health and social care to provide appropriate support.
- Identifying the needs of children and young people.
- Making high quality provision to meet the needs of children and young people.
- Focusing on inclusive practices and removing barriers to learning.
- Helping children and young people to prepare for adulthood.

Where a child does not show progression or appears to be behind with expected levels of development, Lower Covey considers all information gathered from within the setting and beyond. This may include formal checks, practitioner and parent observations and any other detailed assessments of the child's needs. Lower Covey understands a delay in learning and development may or may not indicate that a child has SEND and that equally, withdrawn or difficult behaviour does not necessarily mean that a child has SEND. However, where there are concerns, the key person will work with parents or carers to observe and assess the need of the child. If it is thought to be housing, family or other domestic circumstances that may be contributing to behaviours or developmental delay, a multi-agency approach may be adopted.

Lower Covey has many strategies in place to regularly review children's progress, this ensures that any learning needs are quickly identified, supported and monitoring can be put in to place for progress and development. Lower Covey will initially work with parents or carers to plan and organise activities and strategies that we intend to adopt to address issues or concerns:

- Individual learning journeys. These allow key persons to monitor progress along with parent / carers;
- Development tracking. Key persons monitor children's progress on a weekly basis and record at the end of each term children's progress on an individual Child



Reflection form. This is then shared with parents and carers and their input is required.

- Clear records are maintained as required under the EYFS framework. These are available to parents at any time.
- Progress checks and Transition documents are completed for all children throughout their time at Lower Covey e.g. within their induction period, when they turn 2 years of age, prior to each Parent Open Evening, at times of transition to another setting or to school;
- Graduated approach. Working in partnership with parent / carers Lower Covey adopts a graduated approach with four stages of action: 1. Assess, 2. Plan, 3. Do, 4. Review. This response is carried out in the form of I.E.P's (Individual Education Plans) whereby targets are set for children over a short period of time, learning and development is supported by Lower Covey and parent / carers and reviews are carried out and further plans created or referrals made when necessary;
- ECAT. Along with the EYFS assessment process Lower Covey will also carry out an ECAT (Every Child's a Talker) assessment prior to referring children for additional support;

Lower Covey are required to have regard to the 0-25 SEND Code of Practice and have arrangements in place to support children with SEND and / or disabilities. These arrangements include a clear approach to identifying and responding to SEND. We recognise the benefits of early intervention and how this improves long-term outcomes for children. We are alert to children's emerging difficulties and respond early. In particular, we listen to parent / carers and understand when they express concerns about their child's development.

Lower Covey complies with all guidance within the Early Years Foundation Stage (EYFS) with regards to safeguarding, welfare and learning and development. Under the Dorset County Council 'Local Offer' Lower Covey has a responsibility to:

- Provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it.
- Make our provision more responsive to the local needs and aspirations by directly involving children and families with SEND.
- Take part in regular reviews of the Local Offer in order to identify gaps in provision and ensure that the Local Offer is responsive to the needs of local children and their families.

Lower Covey's SENCOs are responsible for:

- Ensuring that all practitioners at Lower Covey understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND.
- Advising and supporting colleagues.
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and;
- Liaising with professionals or agencies beyond the setting.

Named SENCO – Fiona Roberts

Named ENCO – Tom Guppy