



**Barking &
Dagenham
Abbey
Nursery**

Abbey Nursery Parent Handbook 2022

Abbey Nursery, North Street, Barking IG11 8JA

020 8724 | 07971 111 447

AbbeyNursery@lbbd.gov.uk | www.AbbeyNursery.com

Contents

Admissions	4
Policy	4
Procedure.....	4
Settling to Nursery	5
Policy	5
Procedure.....	5
Home visit.....	5
First settling day at nursery	6
Outline of what will happen on the settling days	6
Parent/Carers Partnership.....	7
Policy	7
Procedure.....	7
Arrival and Departure	9
Policy	9
Procedure.....	9
When your child arrives.....	9
When your child leaves.....	9
Health and Safety:.....	10
Policy	10
Preventing accidents	10
Security	10
Fire safety	10
Activities and equipment.....	10
Natural materials including food play	11
Hygiene	11
Food and Drink.....	12
Policy	12
Baby feeding and weaning	12
Procedure.....	13
Recruitment.....	14
Policy	14
Procedure.....	14
Agency Practitioner.....	14
Dealing with Racial Harassment	14
Personal Care Nappy Changes	16
Policy	16
Procedure.....	16
Safeguarding.....	17
Policy	17
Working in partnership.....	17
Allegations made against a member of Staff	18
Support to families.....	18
Early Years Prevent	19
Policy	19
Procedure.....	19
Reporting Concerns.....	19
Visitors to the Nursery	19
Video and Photographs.....	20

Policy	20
Sickness and Emergency	21
Policy	21
Minimum periods of exclusion for illness and communicable diseases (as shown in the table below)	21
Procedure.....	23
Sickness	23
Medication	24
Care Plans	24
Minor Accidents	24
Major Accidents	25
First Aiders.....	25
First Aid Treatment	25
Curriculum Development	26
Early Years Foundation Stage	26
Ofsted Definition of Teaching	27
Our Principles.....	27
Play experiences will	28
Children who may require extra support	28
Assessment Process	28
Termly	28
Reports.....	29
Procedure.....	29
Outdoor Play Procedure	29
Toys and Equipment.....	31
Policy	31
Equality and Diversity:	32
Policy	32
Procedure.....	32
British Values	34
Prevent Strategy.....	35
Special Educational Needs.....	36
Policy	36
Partnership with Parents/Carers	36
Key Person.....	37
Management Behaviour.....	38
Policy	38
Visits and Outings	39
Policy	39
Late Collection of Children.....	40
Policy	40
Procedure.....	40
Practitioner Development and Training.....	41
Policy	41
Student Placements.....	42
Policy	42
Complaints	43
Policy	43
Procedure.....	43

Fees and Charges	44
Fees	44
Lunch Charges	44
Contact Details.....	45
Abbey Nursery.....	45
The health and safety co-ordinators are:	45
SENCO	45

Admissions

Policy

The nursery follows the local authority's vision for the promotion of equality and celebrating diversity, through the admission procedure and the services that are offered. The nursery is committed to eliminating discrimination on the grounds of class, age, disability, colour, ethnic origin, national origin, race, faith, gender, sexual persuasion, or marital status.

The Nursery is widely advertised in places that are accessible to all sections of the community. Admission to Abbey Nursery will be through open, fair and clearly communicated procedures.

Places will be offered according to the following criteria:

- Children who are looked after or have day care as part of their care plan.
- Children of families living within Barking and Dagenham.
- Children who are able to access two-year-old funding.
- Children who live in neighbouring boroughs.

Up to 20% of places will be available to the children of parents who:

- Live and are employed as key workers in Barking and Dagenham
- Live outside the borough but are employed as key workers in Barking and Dagenham

As well as the admission conditions above, we will take account of the following points when deciding which children to offer places in the nursery.

- The availability of spaces, taking account of the number for Practitioners compared to the number of children, ages of the children and the regression conditions
- The date the application was received, the waiting list will operate a first come first served
- Circumstance affecting the child's or their family's welfare
- We will normally give priority to children whose parents work full time

Procedure

To begin the applications procedure, you will need to complete the nursery interest form online: a link can be found on our website, www.abbeynursery.com. You will then be sent an email inviting you to attend the nursery for a visit.

Once you have decided you would like to send your child to Abbey Nursery, you will be sent further information on how to pay a deposit for a paying place. You will also complete and submit online registration documents and a parent/carer agreement. Once the nursery management team has received this, you will then receive a date for a home visit and to start setting your child to nursery.

Please note a two-week deposit is required to secure a place, this is held on account until one month's notice is given in writing to leave.

Settling to Nursery

Policy

The nursery provides a warm and welcoming environment where babies and children settle quickly and easily. The nursery also wants parents/carers to have confidence in their child's wellbeing and in their role as active partners with them. Consideration will be given to the individual needs and circumstances of children and their families.

- All nursery practitioners will work in partnership with parents/carers to settle the child into the nursery environment.
- The nursery is happy for parents/carers to contact us at any time during the day to ask questions about their child's progress.
- A key person will be allocated to each child and their family before the child starts to attend.
- Regular written information about the nursery will be provided.
- Parents/carers will be expected to agree to the settling-in programme which will include staying with the child for sufficient time for the child to feel settled and for the parent/carer to feel comfortable about leaving them (usually takes about 3-5 days).
- Settling times at the nursery will always be when all practitioners have arrived and finish before early shift leave; settling will not be done when lunch breaks are being taken or at beginning/end of day where we have less practitioners.
- No child will be taken on an outing from the nursery until they are completely settled.

Procedure

Home visit

After a child has been offered a place at nursery, arrangements will be made for practitioners to visit the child at home. This meeting will provide an opportunity for the child to meet their key person in the security of the home. A home visit bag with some toys may be taken along for the child and provide an opportunity for the key person to interact and get to know the child. The manager/deputy will be able to discuss their child's interests and levels of development with the parent/carer. The manager/deputy will also have an opportunity to talk to the parent/carer about what the nursery has to offer their child (possibly while looking at photographs) and also discuss any concerns that the parent may have.

When going on a home visit, the **two** practitioners should take the following with them:

- a mobile phone so that they can keep in contact with the nursery.
- a home visit bag with selection of toys or/and some photographs of the nursery
- child's initial application form/waiting list form and home visit pack containing contract, registration form, what to bring on my first day, copy of room routine, copy of menu and settling in forms (first day of settling should be organised at home visit).

On return to the nursery, practitioners should make sure that all information is put on a personal file set up for child and their key person must inform their colleagues of the settling period for your child.

First settling day at nursery

In addition to the home visit, the parent/carer should visit the nursery with their child. This will allow them to familiarise themselves with the environment, nursery routines, other practitioners, and some of the other children. This session should be an enjoyable experience for child and parent/carer.

At this time:

- The child and parent/carer will be shown around the nursery and any routines can be explained to the parent/carer.
- They will hand back the contract and their registration form
- The child will have an opportunity to explore the nursery and play with the resources at their leisure and meet some of the practitioners and children.
- The key person will discuss further about the upcoming days of the settling-in programme with the parent/carer (this programme will be recorded and agreed by the parent/carer).

Outline of what will happen on the settling days

- **Day one** – the child and parent/carer spend time together in the setting. The parent/carer will need to have brought the items recorded on their, 'What to bring on my first day' information sheet. They will also need to have returned any signed forms that the nursery did not receive on their first visit to the nursery. The child is told that the parent/carer will not leave and will stay as planned.
- **Day two** – as the child demonstrates that they are comfortable in the setting, consideration will be given to the parent/carer leaving the room for short periods and going to another part of the premises. The child should know and understand exactly when this will be and where the parent/carer will be. If the child shows signs of distress or wants to check where the parent/carer is, then this should be addressed as appropriate.
- **Day three** – when the child has demonstrated that they are comfortable with this, consideration can be given to making the periods longer and to the parent/carer leaving the premises following the same pattern described in day two.
- **Day four and five** – the programme for these two days will have been agreed with the parent/carer at the end of the third day.
- **Child's first full day** – parents/carers separate from their child as planned. It is considered that most children will be happy to be left after this five-day programme but there is a need for flexibility according to individual children's progress.
- For their own peace of mind, parents/carers are always welcome to ring to ask about their child during the settling-in period or at any time.
- During the first four weeks of starting nursery, parents/carers will have the opportunity to discuss their child's progress with their key person.

Parent/Carers Partnership

Policy

Parents are the children's first and most enduring educators. When parents/carers and nursery practitioners work together in partnership, the results have a positive impact on a child's development and learning. Working in partnership requires discussion and a commitment to sharing information.

The nursery will respect and value the views and ideas of the family. Parents/carers will be kept fully informed about the everyday activities in the nursery and should be encouraged to contribute their own particular skills to enrich the programme in line with the guidance Development Matters in the Early years Foundation Stage September 2021 (EYFS).

- All parent/carers are welcome to visit the nursery at any time.
- All parents/carers will have easy access to the nursery's policies and procedures and Parents handbook.
- Parents/carers are involved in the shared record keeping about their child, both formally and informally. Parents/carers will have access to their children's records.
- Parents/carers are able to discuss their child's progress with their key person.
- Practitioners will be available to offer advice and support.
- Information about nursery activities, events and any changes in routines are regularly provided.
- Parents/carers' comments and suggestions are encouraged and must be recorded in the child's learning journey every term.

Procedure

- A key person and secondary key person system is in operation at the nursery; this enables the setting to work together with parents/carers from the moment a child begins. The key person is the first link between home and nursery and makes a vital contribution to the quality of the child's experience at nursery. This key person system ensures personal attention to the needs and development of each individual child and family. It enables the relationship between parents/carers and the nursery to develop further as there are regular opportunities to share information about the child's progress and any concerns or anxieties the child or parents/carers may have.
- To initiate partnership with parents/carers there will be a home visit, before the child starts to settle to nursery
- There is a settling-in programme worked out and agreed to by the parent/carer and key person.
- Parents/carers meetings are held at least twice yearly so that parents/carers and key persons can exchange information about their child's development and learning.
- Regular newsletters are distributed to parents/carers that include information about current issues and developments within the nursery.

- A compliments/WOW Sheets/suggestions box is provided for parents/carers to express their thoughts and feelings more discreetly if they wish.
- The nursery will hold a parent evening twice per year, for parents to come in and informally meet their child's key person and other practitioners who may be caring for their child.
- A meeting will be arranged for parents/carers to discuss the Development Checkpoint which will be completed and shared with parents each term.
- The parent/carers meetings will be recorded to ensure parents/carers comments, ideas and suggestions are Implemented, to support their child in the next step of their learning and development.

Arrival and Departure

Policy

It is our policy to give each child a warm welcome when they arrive. Your child needs to start their day in a warm welcoming environment.

We will record the arrival and departure times of your child, practitioner, visitors for fire-safety and security reasons. We will use these records when we must evacuate the building in case of an emergency and when carrying out fire drills.

Procedure

When your child arrives

- You must mark the register immediately on arrival to record the time your child has entered the building. You are also expected to give any specific information about the child at the same time.
- If you ask us to give your child medicine during the day, a practitioner will make sure that they follow the medicine consent procedure and will store any medicine safely according to the instruction on the labels.
- Some medication may require the nursery to contact your child's health visitor to complete a care plan before they can start; please contact the nursery manager if your child is on long term medication such as medication for Asthma.

When your child leaves

- We will not hand over any child to anyone other than the known parent or carer unless you have given permission in writing.
- If someone other than you is going to collect your child at the end of the session, a photograph of that person must be stored in your child's records. We will then use this to identify the adult who will be collecting your child. We will also give you a new password each time someone new collects your child.
- We will give you any medicines for your child when you arrive.
- When your child leaves, you must mark the register immediately to show the time that your child left the premises.
- **The day-care nursery session end at 12:50pm and 6pm.** If your child has not been collected by this time, we will charge an extra fee of £1 a minute.
- **The term time nursery sessions end at 12:00 noon and 4pm.** If your child has not been collected by this time, we will charge an extra fee of £1 a minute.

Our Term time nursery is accessed to the right of the main door – the gate is open for 15 minutes at the start of each session from 9am to 9:15am and 1pm to 1:15pm. Please drop your child off between this time. Any late arrivals will be turned away and asked to come back for the next session. If your child needs to be collected early from a session, then please keep them at home for that session as this can be very distracting for your child and other attending the nursery.

At the end of the session, the gate will open 15 min before the end of the session (11:45 am and 3:45pm). Please arrive early to collect your child.

Health and Safety:

Policy

The health and safety of all children and adults visiting, working, or playing at the nursery is very important, it is our policy to provide a suitable safe and healthy environment. We have a non-smoking policy on the premises. Everyone who visits the nursery must consider health and safety issues at all times.

The health and safety co-ordinators are:

- **Nicola Solly – Senior Nursery Manger**
- **Joanne Mooney – Nursery Assistant**
- **Vikki-Anne O’Brien – Nursery Assistant**

Health and Safety Co-ordinators have an overall responsibility to maintaining the nursery standards of health and safety. They will receive health and safety training regularly to make sure that their knowledge is kept up to date. We have current public and employer’s liability insurance cover.

Preventing accidents

We check premises and equipment every day for safety and carry out risk assessments regularly. It is our policy to make sure that all children and adults are aware of dangers and possible risks.

Security

Systems are in place to prevent unauthorised access to the premises and for the safe arrival and departure of children. Children will be always supervised throughout the day and will always be within sight of the practitioners.

Fire safety

Fire doors are clearly marked, never blocked, and easy to open from the inside. All smoke detectors and alarms and firefighting equipment meet the British Standards European Norm (BSEN). They are fitted in appropriate high-risk areas of the building and are checked as recommended by the manufacturers. A fire drill will be carried out once a month.

Activities and equipment

Before we buy equipment and resources, we check them to make sure that they are safe for the ages and developmental stages of the children who will use them. All materials, including paint or glue, are non-toxic. All gas and electric appliances meet the relevant safety standards. It is our policy to provide and maintain safe and healthy working conditions, equipment, and systems of work for all nursery employees, and to provide any information, training, and supervision they may need.

Natural materials including food play

We offer hygienic play, which is natural material that children can explore and investigate. We also offer food play which supports children's healthy eating habits, exploration and trying of new foods and textures.

Hygiene

Dining and toileting areas are cleaned and checked regularly to maintain a high standard at all times. We store all food appropriately, and practitioners who prepare and handle food will receive appropriate training and will follow all food safety and hygiene regulations.

Food and Drink

Policy

We want mealtime to be happy, social occasions for children and practitioners. The children will sit in small groups with an adult and will be able to serve their own food and drink and to feed themselves (if appropriate). At mealtimes, children will have an opportunity to learn about healthy eating and to explore new foods. Practitioners will support fussy eaters and support them to try new foods. Practitioners will act as positive role models for the children by showing them good table manners. Nutritious food that will meet each child's dietary needs will be provided.

- A three weekly varied menu is provided by Zebedees (www.zebedees.co.uk/)
- This will avoid large amounts of fat, sugar, salt, artificial additives, preservatives and colouring.
- We also consider any religious dietary needs.
- Children will be given fresh drinking water throughout the day.
- Fruit and vegetables will be provided for snacks.
- All milk provided for children is whole and pasteurised.
- We will make arrangements for children with allergies where necessary.
- Practitioners involved in preparing and serving food and drink will be able to see records of children's dietary needs.
- Practitioners preparing food will hold a food hygiene qualification.
- The nursery kitchen will be inspected by Environmental Health, and we currently have a 5 rating.

Baby feeding and weaning

Breast milk is the best form of nutrition for infants. Breastfeeding is recommended for the first six months of life as it provides all the nutrients a baby needs.

- We provide facilities where mothers can feed their babies or express breast milk (or both).
- Breast milk must be provided in an adequate container labelled with the expressed by, used by dates and your child's name. This will be stored in the fridge until needed.
- You must provide formal milk and inform the practitioners of the required amounts.
- You must provide sterilised bottles for practitioners to make up feeds.
- We will wash used and empty bottles but will **not sterilise** them before we return them to you.
- All milk feeds will be discarded after one hour.
- Weaning will not start until babies are at least six months old; we aim for all babies to have started on solid food by the time they reach seven months.
- Nursery practitioners will work with you to make sure that we recognise and record all allergies accurately.
- Breast or formula milk will be the main drink for infants under one.
- We will not reheat baby bottles in the microwave.
- The water we give to babies under six months will be boiled and cooled first.

- We will encourage infants to drink from a cup or beaker from six months – these cups will not have a spring or valve as these do not encourage normal drinking habits and can damage teeth.
- We will not sterilise all cups and soothers before each use.
- We do not provide food containing gluten (such as Weetabix bread and pasta) or nuts, seeds, eggs, fish, citrus fruits, and unpasteurised soft cheeses for children under six months.
- We offer children a variety of flavours and textures, but we introduce each new food independently.
- When using packets of baby food, we will follow the manufacturer's instructions on serving and storing the food.
- If we heat food in the microwave, we will stir it well to make sure the heat is distributed evenly and check the temperature.
- If your child requires specialist milk, this must come to nursery sealed (unopened).

Procedure

We will encourage your children to eat a small amount of everything that we serve. If your child shows signs of distress at being faced with a meal they do not like, we will remove their food without any fuss. If your child does not finish their first course, we will start to give them small helpings of dessert.

- We will give your child utensils which are appropriate for their age and stage of development.
- Your child will have the opportunity to serve their own food and drink and feed themselves according to their ability.
- We will serve portions of food that take account of the age of your child.
- Fresh drinking water is constantly available for children.
- If your child is under two, we will give written information and feeding routines, the amount of food and food preferences every day.

Recruitment

Policy

The nursery follows the guidance set out in 'Statutory Framework for the early Years Foundation Stage 2021'. We follow the 'Safer Recruitment' process for the London Borough of Barking and Dagenham, and they are responsible for the hiring of practitioners. The post will be exempt from the Rehabilitation of Offenders Act 1974. All Practitioners will have had an enhanced DBS (Disclosure and Barring Service) check which will be repeated every three years.

Procedure

The council aims to follow their "Equality and Diversity in Employment Policy" to ensure fair and transparent process of recruitment.

Practitioners are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the nursery).

- All job descriptions will include a commitment to equality.
- We will advertise all posts.
- We will receive applications.
- We will interview candidates who meet our shortlisting criteria.
- We will obtain references and a full employment history.
- We will induct all practitioners to the nursery.
- We will only offer jobs to people who meet the conditions of the job description.
- All practitioners will challenge any language, action, behaviour, or attitude which is discriminatory in any way.
- We will provide equality training for all practitioners.
- All practitioners will co-operate with this and other policies.
- All practitioners will receive Safeguarding training.

Agency Practitioner

We will only use agency practitioners that follow the same employment guidance as the London Borough of Barking and Dagenham.

Dealing with Racial Harassment

Under the race relations act (1976), we must 'promote harmony and good relationships' between different groups in society, and monitor, review and eliminate racial discrimination. Racist incidents may vary in their degree or offence.

All practitioners should be aware of and work to overcome any offensive behaviour. The victims of any form of racist harassment must feel supported in the nursery. Practitioners should not make comments or express views that are racist. We will use a sensitive and informed approach to deal with any racist harassment.

Some examples of racial harassment are physical assaults, name-calling, insults or jokes, graffiti or written insults, threats as a result of a person's race or colour, or even patronising words or actions.

- We will take any allegations seriously and report it to the manager.
- We will investigate every incident and keep accurate records.
- The manager is responsible for making sure that incidents are recorded and handled appropriately and sensitively, i.e., initials will be used instead of the names of the people involved.
- If following an investigation, an allegation is found to be justified, we will tell the parents/carers of the victim and the person responsible of the racial harassment.
- Continued racial harassment may lead to exclusion, where our strategies have failed to change behaviour.
- If we find that adults are responsible for the racial harassment, we will report the matter to the manager immediately.

Personal Care Nappy Changes

Policy

No child who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent is excluded from participating in our setting. We work with parents towards toilet training unless there are medical or other developmental reasons why this may not be appropriate at the time. All children have the right to be safe and to be treated with dignity, privacy, and respect in relation to their bodies.

Adults working with children need to be sensitive to each child's individual needs and ensure children are being taught about their body and how to stay safe.

Procedure

- All practitioners are to change nappies according to the child's individual needs, or more frequently where necessary.
- Parents must provide all materials such as nappies, wipes, and cream for their child.
- Children in our day-care nursery will be changed regularly throughout the day.
- Children in our term time nursery will only be changed if required as we asked that they start the session with a clean nappy – this is to ensure that all the time is spent interacting with the children.
- Practitioners will never leave a child unattended on the changing mat, and if a child is difficult to change or too heavy for us to lift, the changing mat will be brought to the floor for changing.
- Practitioners will talk to your child during nappy changing time to make this an enjoyable event.
- When your child is ready to start toilet training, the nursery will work with parents in supporting your child during this time.
- We do not use a potty to train your child as we have child size equipment and there is no need; we do not recommend the use of a potty as this can be very confusing for the child.

Please talk to your child's key worker to discuss toilet training.

Safeguarding

Policy

We will always follow Ofsted and local authority standards in relation to references to “Safer Recruitment” for practitioners and volunteers. (See recruitment)

The nursery has a Nominated safeguarding Person who will co-ordinate any child protection issues. This person is: *Nicola Solly Senior Nursery Manager*. In her absence, the role will be allocated to the named duty manager who will ensure that you are aware of the London Child Protection Procedures for making referrals alongside guidelines set out by the authority in ‘Safeguarding our Children.’ The Nominated Safeguarding Person will also ensure that practitioners know and understand the procedures for reporting and recording any concerns and completing an online Multi Agency Referral Form (MARF) if required.

Records of concerns remain confidential and are shared only with those who need to know. OFSTED will be notified of any incident or accident and of any changes in the nursery arrangements which could affect the wellbeing of the children. If you believe that allegations or suspicions are not being dealt with properly, you have a responsibility to report this to Barking and Dagenham’s Lead Officer for Children’s Social Care. If a referral is made to Children’s Social Care and an online Multi Agency Referral Form (MARF) is completed, reference will be made to the London Child Protection Procedures in deciding whether to seek the permission of the child’s parents/carers before making the referral.

All parents/carers will be informed of how to register a complaint about a member of staff, students, or volunteers within the nursery, which may include allegations of abuse (*see Procedure for Safeguarding Children*).

Working in partnership

- The nursery works within the London Child Protection Procedures adopted by the Local Safeguarding Children’s Board (LSCB).
- Barking and Dagenham Early Years’ Service has its own Child Protection Guidelines and Procedures based on the London Child Protection Procedures and the guidance developed by the Local Safeguarding Board (Safeguarding our children).
- A copy of Barking and Dagenham’s ‘Child Protection Guidelines and Procedures (Safeguarding our children) for Early Years and Childcare Providers’ is available for parents/carers.
- OFSTED (the registration authority) will be notified of any incident or accident and any changes in the nursery arrangements which could affect the wellbeing of the children.
- Contact details of Children’s Services Duty Assessment Team and the Multi Agency Safeguarding Hub (MASH) are available, so that the nursery and Safeguarding and Rights can work together.

- If a referral is made to Safeguarding and Rights, reference will be made to the London Child Protection Procedures in deciding whether to seek the permission of the child's parents/carers before making the referral.

Parents/carers should be the first point of contact. If a suspicion of abuse is recorded, parents/carers are informed at the same time as the report is made unless the nursery considers that this action would put the child at further risk of harm. This will definitely be the case where the parent/carer is the likely abuser; in these cases, the investigating officer will not inform parents/carers.

Allegations made against a member of Staff

The nursery will treat all complaints from parents/carers against a staff member seriously and confidentially:

- If an allegation is made against a member of staff, the member of staff receiving the allegation should immediately inform the nursery manager.
- The manager will discuss the content with the Group Manager for Early Years Foundation Stage and Childcare.
- The Nursery Manager will inform OFSTED and the LADO (Local Authority Designated Safeguarding Officer).
- The member of staff, whom allegations have been made against, may be suspended from duties if an investigation is required; this is in the best interests of the child and the member of staff.
- At no point will a child be questioned.
- Parents/carers will be informed of the outcome of the complaint in writing once the investigation is completed.
- Please also see complaints procedure.

Support to families

- The nursery believes in cultivating trusting and supportive relations among families, staff, and volunteers in the nursery.
- The nursery continues to welcome the child and the family whilst assessment/enquiries are being made in relation to need or abuse in the home situation.
- Child protection records kept on a child are shared with the child's parents/carers or those who have parental responsibility for the child. This information may be used in meetings or child protection conferences to form part of an assessment on the child and family.
- Whilst the care and safety of the child is paramount, the nursery will do all in its power to support and work with the child's family.

Early Years Prevent

Policy

OFSTED and local authority requirements are always adhered to in respect of the Counterterrorism and Security Act 2015 'Prevent Duty'. We are obliged to be aware of and report concerns relating to radicalisation and/ or extremism of its children, families, practitioners, student, and volunteers.

The nursery has a named person responsible for safeguarding; *Nicola Solly*. The named person will co-ordinate any concerns in respect of the 'Prevent Duty' and inform the Police Prevent Officer, Ofsted and Local Safeguarding officer of any concerns relating to the possibility of children, families, practitioners, students, or volunteers becoming involved in radicalisation and/ or extremism.

Procedure

Reporting Concerns

If the nursery has concerns relating to any families, practitioners, students, or volunteers, or they believe children may be vulnerable in regard to radicalisation and/ or extremism, they have a duty to report these concerns.

If there are associated safeguarding concerns, then the setting will follow the standard safeguarding procedures but will also inform the Police Prevention Officer of the concern. If there are no other associated safeguarding concerns, then the setting must notify the Police Prevention Officer. This can be done via email or by telephone. If contact has been made via telephone, then this needs to be followed up with an email so that the setting has a written record that the concern has been reported. This would also need to be reported to the Local Authority Designated Safeguarding Officer (LADO) and Ofsted.

Visitors to the Nursery

All professional visitors to the nursery will be required to show their identification badge to the duty manager, and sign in recording the time of arrival and the time of departure. During their time in the nursery, they will be required to wear an identification badge or a sticker with their name and company on. Their mobile phones and electronic equipment will be kept in the nursery office.

All parent and carer tours of the nursery will be arranged at a time that is convenient for the nursery. All other visitors to the nursery will require prior arrangements with the nursery management team.

Video and Photographs

Policy

- We will only use photographs of children at the nursery for display purposes, recording children's progress and evidence for Ofsted.
- We may also use video recording as part of ongoing training for the Practitioner team only but will not use it outside of the nursery.
- The manager will not allow you to take photographs or use video cameras at events or other nursery celebrations.
- You must give your permission before we can take their photographs or video recordings; you will give us your permission when you complete your online registration for your child.
- Mobile phones and cameras are strictly prohibited inside the nursery.
- Nursery practitioners are not allowed to use their mobile phones or personal cameras during any part of the day where they are in direct contact with children.
- Parents should also be aware that the use of mobile phones and cameras is prohibited in the nursery environment. Parents who use their mobile phones within the nursery will be asked by practitioner to either go outside to continue their call or put their mobile away.
- The nursery has two mobile phones that are used to take photos of your child which we will WhatsApp to you – Before we send the picture, we will ask you to confirm your child's name.

The numbers of these phones are:

Day Care: **0797 11 11 447**

Term Time: **07950 947 054**

- We would ask that you respect the privacy of your child and others and refrain from using your mobile in the nursery building or garden or when children are being brought to the door by staff members, this also includes facetimeing.

Sickness and Emergency

Policy

It is our policy to encourage and promote good health and hygiene for all children. We are responsible for monitoring children's sickness and infection diseases.

- The management team and the duty manager can access your contact details or those of other authorised people if your child becomes ill or has an accident.
- Children and practitioners are expected to wash their hands at the start of any nursery session and throughout the day.
- All visitors will be expected to wash their hands or use an antibiotic hand gel on entering the nursery.
- When your child starts at the nursery, we will discuss procedures for contacting you, or other authorised adults, if your child becomes ill or has an accident.
- Parents/carers must keep the nursery informed of any changes in personal details including telephone numbers, email address and doctors' details.
- We keep records of any accident that happens at the nursery.
- We would ask parents/carers to complete a home incident form for accidents that happen at home.
- We will discuss the policy for excluding ill or infectious children with you. We work according to Barking and Dagenham's 'Policy for the control of communicable diseases in schools and nurseries.'
(Please see the table below).
- Your child will not be allowed back until practitioners are convinced that your child has returned to good health.
- We will tell Ofsted about any infectious diseases which a qualified medical person considers to be notifiable. Doctors have a duty to tell the local authority about suspected cases of certain infectious diseases, such as meningitis, scarlet fever, viral hepatitis, and tuberculosis.
- We will not give your child any medication without a consent form completed by you. Parents/carers are expected to sign the consent form on a daily basis. Two practitioners will also sign and countersign to witness the medication being given.
- Coronavirus (COVID-19): any child or practitioner showing symptoms of COVID-19 will be required to take a COVID test before they can return to nursery. The nursery must be showing the negative result before allowing any child into the nursery following symptoms of COVID-19.
- Practitioners will take every precaution against contamination from body fluids of all kinds.

Minimum periods of exclusion for illness and communicable diseases (as shown in the table below)

A child should be excluded from nursery if they are unwell, for example, have a fever, are irritable, show an extreme lack of concentration, or feel sick. If you are in any doubt, contact your health visitor or GP for advice as appropriate.

The following table should be used as a guide only, along with detailed information in Barking and Dagenham's 'Policy for the control of communicable diseases in schools and nurseries.'

Disease or illness	Minimum exclusion period
Acne	No exclusion is necessary.
Chickenpox	For five to seven days from the start of the rash, and until there is no more new spots.
Cold sores	While a sore is weeping and until the sores have healed.
Conjunctivitis (sticky eye)	Exclude until better or improving following treatment from their GP.
Coronavirus (COVID-19)	Children who have received a positive result will be required to isolate at home for 10 days from the date of the test. Parents/carers who are COVID positive are not permitted to drop off or collect children from nursery.
Coronavirus (COVID-19) Symptoms	Children and practitioners displaying signs of COVID will be required to take a test before returning with evidence provided to the nursery manager.
Diarrhoea and vomiting	Exclude until diarrhoea and vomiting has stopped for at least 48 hours.
Eczema	No exclusion is necessary unless the rash is infected.
Febrile convulsion	Exclude until the fever has settled and the child is well.
Fifth disease (Slapped cheek disease)	Exclude until the child is feeling well.
Flu (influenza)	Exclude until the child is feeling better and the cough has improved.
Glandular fever	Exclude until the child is feeling better.
Hand-foot-and-mouth disease	No exclusion necessary if the child is well.
Head lice.	No exclusion is necessary but contact their GP or health visitor for advice if you can see lice, as treatment is needed as soon as possible.
Hepatitis A	Exclude young children and those with poor hygiene for at least five days from the start of jaundice until they are feeling better.
Hepatitis B and C	No exclusion is necessary, but general precautions are needed to prevent contact with blood or body substances.
HIV or AIDS	No exclusion necessary, but general procedures are needed to prevent contact with blood or body substances.
Impaired immunity	Get medical advice.
Impetigo	Exclude until the child's skin has healed.

Measles	Exclude the child for five days after rash appeared.
Meningitis (not due to meningococcal infection.)	None once better.
Meningococcal disease.	None once better.
Molluscum Contagiosum (Caused by unclassified pox virus).	No exclusion is necessary.
Mumps	Exclude the child for five days after swelling appears.
Psoriasis	No exclusion is necessary as long as the child is not infected.
Ringworm (of the feet)	No exclusion is necessary.
Ringworm (of the scalp)	None once the GP has started appropriate therapy.
Ringworm (other areas)	None once the GP has started appropriate therapy.
Roseola	No exclusion necessary.
Rubella (German measles)	Exclude the child for five days from start of the rash.
Scabies	Exclude the child until they have been treated.
Scarlet fever	Exclude the child for three days from starting the antibiotics.
Threadworm	No exclusion necessary but treatment is recommended.
Pulmonary tuberculosis	Exclude the child until two weeks after the start of treatment and get advice from the consultant in communicable diseases control (CCDC).
Verrucae (warts)	No exclusion necessary but cover the Verrucae.
Whooping cough	Exclude the child until five days from starting appropriate antibiotics.

Procedure

Sickness

- If your child is sick, you need to keep your child at home and look after them, the nursery is not the place for sick children.
- Children who require paracetamol before coming to nursery will not be accepted as they are not well enough to attend.
- We will monitor children for signs and symptoms of communicable diseases such as chickenpox, measles, mumps, rubella, meningitis, hepatitis, diarrhoea, vomiting and fevers of 101 F (38 C) or over.
- If, in the opinion of a practitioner, your child is ill while at nursery, we will contact you and ask you to collect them as soon as possible.
- Our practitioner must be convinced that your child has returned to good health before allowing them to come back to nursery.

- During the times of pandemics, children and practitioners who show signs of a cough, and a fever will be required to take a test before they can return to nursery and proof of the negative result shown to the nursery manager.
- In the case of a serious accident or illness, we will contact you and your child's GP immediately, and take the appropriate action – in the unlikely event that we cannot contact you, we will call an ambulance and a practitioner will go with your child to hospital, taking all relevant details with them.
- Full fees are charged for sickness and holidays with no exceptions.

Medication

- Medication that is prescribed by a doctor must be in the original container with the chemist label noting your child's name and the dosage; a medication form will be completed to include dosage and times to be given.
- The nursery will give over the counter medication and creams, but they will not give any over the counter medication containing paracetamol. This medication must have a label with your child's name and date of birth.
- The nursery will only give over the counter medication for 7 days and only once within a rolling month.
- You must give us written permission (on a medication form) to give your child medication (this includes creams, ointments, and teething gels) – you will need to sign this every day that the medication is needed, noting down the dosage and times that the medication should be given.
- A practitioner will sign to acknowledge that they have received, and safely store your child's medication according to the directions on the container label.
- All medication we give to your child will be witnessed and signed for by two practitioners. We will also ask you to sign this form to say that you know that these doses have been given, when you collect your child.
- We will store medication safely and will hand it directly to you at the end of the session or day.
- When antibiotics have been prescribed for a sick child, they will need to have been taking them for at least 48 hours before returning to nursery; the nursery will not accept a child back into the setting unless the 48 hours has passed.
- Children who have vomited or have diarrhoea will be required to remain at home until at least 48 hours after the last bout of illness.

Care Plans

Some forms of medication will require your child to have a care plan which is completed with your child's health visitor, nursery manager and the parent. This will include but is not limited to asthma inhalers, EpiPen, diabetic medication. After your child has started with us and it is found that they now need one of the aforementioned medications, your child will need to remain at home until a care plan can be completed. Fees will not be charged during this period of a care plan being completed.

Minor Accidents

Practitioners will wear protective clothing (disposable aprons and gloves) if there is a chance, they may come into contact with body fluids.

- Your child's 'key person' will assess their injury and, if necessary, call the manager.
- The injury will be treated.
- Your child will be settled back into the playroom and observed.
- We will record the incident on an accident record sheet and ask you to sign it to show that we have told you about it.
- The nursery will contact you if your child receives an injury to the head.
- A health and safety officer regularly checks the accident record sheets to check for patterns in accidents that happen in the nursery.

Major Accidents

Practitioners will wear protective clothing (disposable aprons and gloves) if there is a chance, they may come into contact with body fluids.

We must follow the procedure set out below.

- The manager will assess the situation and decide whether your child needs to go to hospital immediately or whether the child can wait for you to arrive.
- If your child needs to go straight to hospital, we will call an ambulance.
- We will contact you and arrange to meet you at the hospital. A practitioner will go with your child to the hospital but will not sign for any treatment to be carried out.
- If your child can wait for you to come, we will contact you and make your child as comfortable as possible. A member of staff will stay with your child until you arrive. You can then decide whether to take the child to the hospital or not.
- We will record the accident on an accident record sheets; a corporate accident form may need completing but not always.
- We will tell Ofsted about serious accident and the local authority.

First Aiders

The majority of the nursery staff hold a paediatric first aid qualification, which is renewed every three years. Two nursery staff also hold first aid at work qualifications which is renewed every three years.

First Aid Treatment

The nursery staff will give your child basic first aid from the first aid boxes provided at nursery, as they are trained to do. If your child requires more complete treatment, you will be contacted to collect your child and/or an ambulance will be called.

Curriculum Development

Early Years Foundation Stage

Every child deserves the best possible start in life, and support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five can have a major impact on their future life chances. We believe in promoting Cultural Capital so that all children have the best possible start to their early education and future success by building on their existing knowledge. We intend to provide a curriculum that enhances and broadens experiences and opportunities for all, particularly for our most vulnerable children. Our curriculum is pitched so that it offers a range of experiences that engage, enthuse, and enlighten each individual child. Our intention is to provide a culture of curiosity through magical moments: to widen horizons, narrow the gap, tap into potential, and instil ambition.

A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early years learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

We will provide a wide range of activities and experiences following the child's interest in line with the guidance of the Early Years Foundation Stage (EYFS) curriculum 2021. The play-based first hand experiences providing in our educational programmes alongside the Early Years Foundation Stage (EYFS) Activities are planned with regard to the three characteristics of Effective Teaching and Learning in the EYFS:

- Playing and exploring – Children investigate and experience things.
- Active learning – Children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- Creating and thinking critically – Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Well-planned experiences based on children's spontaneous play, both inside and outside, form the basis for all curriculum developments and support young children to learn with enjoyment and challenge.

There are seven areas of learning and development plus the characteristics of effective learning which are embedded across the developmental areas. These will shape the educational programmes within the nursery. These are divided into the two areas of Prime and Specific, all the sections are interconnected and as important as each other.

The 'prime' areas of learning and development are:

- **Communication and Language** - Listening, attention and understanding and speaking.
- **Physical development** - Gross motor skills and fine motor skills.
- **Personal, Social and Emotional Development** - Self-regulation, managing-self, building relationships.

The 'specific' areas of learning and development are:

- **Literacy** – Comprehension, word reading and writing.
- **Mathematics** – Number and numerical patterns.
- **Understanding the World** - Past and present people, culture and communities, the natural world.
- **Expressive Arts and Design** - Creating with materials, being imaginative and expressive.

Ofsted Definition of Teaching

Teaching should not be taken to imply a “top-down” or formal way of working. It is a broad term that covers the various ways in which adults help young children learn.

It includes interactions during planned and child-initiated play activities, communication and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing and narrative for what they are doing, facilitating, and setting challenges.

It takes account of the equipment provided, the attention to the physical environment, as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand, and can do, as well as take account of their interests, dispositions to learning (characteristics of effective learning), and use this information to plan the children's next steps in learning and monitor their progress.

As stated in the 2021 Birth to Five Matters, the nursery supports practitioners to develop the curriculum and its pedagogy to reflect contemporary issues of the day, such as the impact of the coronavirus pandemic, Black Lives Matter, ensuring sustainable development and growing up in a digital age. We believe equity, citizenship and rights education should be clearly reflected in the implementation of the EYFS curriculum and its pedagogic approach; we believe in listening to children's voices on these and other issues from as early an age as possible.

“Children entering the early years will now need the much-discussed twenty-first century skills and will grow up in the context of the fourth industrial revolution where digital skills are central. Practitioners need to take account of this wider, ever-changing context in early childhood education.” (*Birth to Five Matters; 2021*).

Our Principles

- All children have a right to positive learning experiences and high-quality carers.
- What children can do, not what they cannot do, is the starting point in children's learning.
- Learning should be fun. Children learn through play, using all their senses.
- Learning through first-hand experiences both in the inside and outside learning environment.
- Children need to be able to talk to adults and other children and share their experiences.

- Your child's needs, interest, home language, family, community, and culture are an essential part of the curriculum.

Play experiences will

- Be suitable for each individual child's age or stage of development; practitioners will follow the children's interest when planning activities.
- Be accessible to children of all cultures, races, languages, and disabilities.
- Be motivating and fun.
- Build on children's curiosity, interest, and fascination with the world around them.
- Develop children's confidence, ability to care for their own needs and allow them to choose their own activities and resources.
- Build on and value what children learn at home and use the parent/carers' knowledge and experience of their child's developmental progress.
- Include support for children with special needs, as set out in the 'Special Educational Needs Code of Practice;' and
- Provide opportunities for children of three years and above to make good progress towards the 'Early Learning Goals', which are achieved at the end of the reception year.

We will keep records of each child's progress and share these with parents and carers regularly. All children follow the Early years Foundation Stage. This is framework for the learning and development of all children from birth to age five. Please ask the manager if you would like to look at copies of these documents.

Children who may require extra support

The key person will discuss any cause for concern in a child's progress with the child's parents, especially in the 'prime' areas of learning. A strategy of support is agreed upon and consideration is taken as to whether the child may have Special Educational Need which requires additional support.

Assessment Process

During the settling period, the key person alongside the parent will complete an 'all about me' document and share information about the child and Communication and Language Developmental Checkpoints. At this stage, the key person will be able to discuss with parents/carers any concerns they may have about the child's learning and development. After the settling process and within 15 sessions of the child starting nursery, the key person will complete an on-entry assessment alongside the Developmental Checkpoints for Personal Social and Emotional Development and Physical Development. This will be shared with parents and comments added.

Termly

Towards the end of each term (September, January, and April), the key person will complete the following documents:

- Communication and Language Developmental Checkpoint
- Personal Social and Emotional Developmental Checkpoint

- Physical Developmental Checkpoint

These documents will be shared with parents and any concerns and agreed actions will be documented.

Reports

The child will then have a formal written report every 10 months - Review of Progress. The Two-Year Progress Check is completed at around 30 months or when it is required for the child's two-year developmental health check with the Local Health Visitor. In addition, the child will receive a Transition Report or Review of Progress when they leave to start school or another setting. All reports will be shared with parents and next steps in their child's learning will be agreed upon.

Procedure

Early Years Foundation Stage Statutory Framework (EYFS) September 2021 provides the statutory guidance and forms the basis for the principles and practice of all curricula. The Educational Programmes form the statutory basis of our curriculum. Our curriculum practice is developed as a result of our observation of the children's interest and stage of development.

All curriculum developments will be based on:

- Observing and reflecting on children's spontaneous play.
- Planning to resource a challenging environment and providing appropriate stimulating activities.
- Sharing children's achievements, needs and interests with parents and carers.
- Looking for next steps in children's learning and development.

Records will be kept and shared with parents and carers on children's achievements and progress will be noted on a regular basis including daily feedback, open evenings, and recorded observations in individual profiles.

Outdoor Play Procedure

Our setting offers access to our outside learning environment where children can choose to play inside or outside. The outside environment is an extension of the inside, and the inside is an extension of the outside environment. During some parts of the year when we are settling a lot of new children, we may limit the time children spend in the garden while children are adapting to the indoor nursery and routine.

The nursery recognises the importance of outdoor learning and believes that young children must have access to outdoor spaces. Outdoor learning plays a crucial role in helping children make sense of the world and grasp the basic concepts of science. Outdoor play is vital because it enables children to become independent learners. Children should enjoy learning and you can help them to develop that all-important disposition to learn by providing them with an environment in which they can explore, modify, and use themselves. Additionally, children who learn to play outdoors are much more likely to continue to enjoy outdoor activities such as walking, running, and cycling as they get older.

We ensure:

- There is suitable and age-appropriate equipment.
- All our children are suitably dressed for all weathers.
- Children and practitioners have adequate sun protection.
- Children will have sunhats when outside.
- The area is risk assessed.
- Adequate practitioner/children ratios at all times.
- The outside area is secure at all times.
- Our children are safeguarded when outside.

Toys and Equipment

Policy

Toys and equipment in the nursery provide opportunities for children, with adult help, to develop new skills in their play and exploration. The play equipment provided will:

- Meet all the relevant safety regulations and be well-made.
- Be appropriate for the ages and stages of the children.
- Offer challenges for children's developing physical, social, personal, and intellectual skills.
- Include a range of natural materials, which will encourage children to develop their investigative skills.
- Feature positive images of people, from all genders, ethnic and cultural groups, with or without disabilities; and
- With adult support, help children to develop their individual potential.

Equality and Diversity:

Policy

We welcome the cultural differences of families and their children. We take great care to treat everyone as a person, with the same rights and responsibilities as any other individual, whether they are an adult or a child. For families who speak a first language other than English, we value the contribution that their culture and language can offer. It is important that children learn, through positive experiences to value themselves and others so we will:

- Provide a secure environment where your child can develop and learn all contributions are valuable.
- Include and value the contribution of all families to the understanding of equality.
- Provide positive non-stereotyping information about individuals; and
- Make sure that all children are included in all the activities of the nursery, taking into consideration their religious beliefs.

We will also:

- Reflect the differences of our society in publicity and promotional materials; and
- Provide clear, concise information.
- Provide information in as many languages possible.
- Base our admissions policy on the admission conditions for our council nurseries.
- Not discriminate against any child with a disability or refuse children entry to the nursery because of any disability.
- Make sure the job vacancies are advertised and all applicants are judged against clear and fair conditions.
- Monitor the application process to make sure that it is fair and accessible; and
- Review all practices to make sure that this policy is put into practice. We will not accept any form of discrimination in the nursery. If you think anyone is or has been discriminated against, please tell the nursery manager as soon as possible.

Procedure

We will give your child opportunities to develop positive attitude to develop positive attitude to people who are different from themselves by:

- Helping them to feel valued and good about themselves.
- Making sure that they have equal access to learning.
- Reflecting the widest possible range of communities in the choice of resources.
- Celebrating a wide range of festivals.
- Working with you to make sure we meet your child's medical, cultural and dietary needs.
- Helping your child to understand that discriminatory behaviour and remarks are hurtful and unacceptable.

- Making sure that the resources and curriculum we offer include children with special educational needs and children with disabilities; and
- Make sure that children whose first language is not English have access to the curriculum and are fully supported in their learning.

British Values

The nursery actively promotes inclusion, equality of opportunity, the valuing of diversity and British values.

The fundamental British values of democracy, rule of law, individual liberty, mutual respect, and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2014 EYFS and are further clarified below, based on the Fundamental British Values in the Early Years guidance (Foundation Years 2021):

- Democracy, or making decisions together (through the prime area of Personal, Social and Emotional Development)
 - As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other's views and **princiand** talk about their feelings, for example, recognising when they do or do not need help.
 - Practitioners support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop inquisitive minds in an atmosphere where questions are valued.
- Rule of law, or understanding that rules matter (through the prime area of Personal, Social and Emotional Development)
 - Practitioners ensure that children understand their own and others' behaviour and its possible consequences.
 - Practitioners collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone.
- Individual liberty, or freedom for all (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
 - Children should develop a positive sense of themselves; staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example, through allowing children to take risks on an obstacle course, mixing colours, and talking about their experiences and learning.
 - Practitioners encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example, discussing in a small group what they feel about transferring into Reception Class.
- Mutual respect and tolerance, or treating others as you want to be treated (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
 - Practitioners create an ethos of inclusivity and tolerance where views, faiths, cultures, and races are valued, and children are engaged with the wider community.

- Children should acquire tolerance, appreciation, and respect for their own and other cultures; know about similarities and differences between themselves and others, and among families, faiths, communities, cultures, and traditions.
- Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting others' opinions.
- Practitioners promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural or racial stereotyping.

In our setting it is not acceptable to:

- actively promote intolerance of other faiths, cultures, and races
- fail to challenge gender stereotypes and routinely segregate girls and boys
- isolate children from their wider community
- fail to challenge behaviours (whether of staff, children, or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect, and tolerance for those with different faiths and beliefs.

Prevent Strategy

Under the Counterterrorism and Security Act 2015 Abbey Nursery also has a duty "to have due regard to the need to prevent people from being drawn into terrorism" (see Prevent Policy).

Special Educational Needs

Policy

We believe that all children have the right to a broad and well-balanced education with the same stimulating experiences. Each child's needs are unique, and we aim to help all children make good progress. Many children have a special educational need at some point during their education. These children may need extra or different help from that given to other children of the same age while at nursery.

We will:

- Identify any special educational needs a child may have, as early as possible.
- Make sure all practitioners are aware of the department for education and skills code of practice on identifying and assessing special needs.
- Employ a special educational needs co-ordinator (SENCO) who is trained in the care, education, and assessments of children with special needs.
- Monitor and assess the arrangements for children with special educational needs.
- Make sure that all practitioners are aware of their duties to not treat a disabled child less favourably and to make reasonable adjustments for disabled children (as required by the special educational needs and disability act 2001).
- Work with parents, carers, and children, including sharing information and assessing each child's specific needs to provide the care and education that meets these needs. It may include completing a common assessment framework (CAF) document. This is a tool used to assess the needs of a child and provide guidance by other professionals to support the child and family.
- Liaise with other agencies including the Early Years Inclusion Team, with parents' permission.
- Liaise with parents and carers and other professionals to make sure there is a smooth move from home to nursery.

We have our own special educational needs co-ordinator (SENCO).

The SENCO is **Vanessa Seaman**

The SENCO deputies are **Emma Townley, Nursery Officer** and **Lilian Milolo, Nursery Assistant**

They are responsible for the overall management of special educational needs in the nursery.

Partnership with Parents/Carers

Parents/carers are the children's first and most enduring educators. When parents/carers and nursery practitioners work together in partnership, the results have a positive impact on their child's development and learning. Working in partnership requires discussion and a commitment to sharing information.

The nursery will respect and value the views and ideas held by families. Parents/carers will be kept fully informed about everyday activities in the nursery and should be encouraged to contribute their own particular skills to enrich the programme in line with the guidance Development Matters in the Early years Foundation Stage September 2021 (EYFS).

- All parent/carers' parents/carers are welcome to visit the nursery at any time.
- All parents/carers will have easy access to the nursery's policies, procedures, and Parents' handbook.
- Parents/carers are involved in the shared record keeping about their child, both formally and informally. Parents/carers will have access to their children's records.
- Parents/carers are able to discuss their child's progress with their key person.
- Practitioners will be available to offer advice and support.
- Information about nursery activities, events and any changes in routines are regularly provided.
- Parents/carers' comments and suggestions are encouraged and must be recorded in the child's learning journey every term.

Key Person

A key person is a named practitioner who has responsibility for a small group of children, and they are there to help the child and family feel safe and secure at nursery. This role is important to both the child and family and a crucial relationship will start to be form during the first meetings and at the home visit. The key person will support the child and family to settle into the new nursery environment, communicate with the parents, share information with the rest of the nursery team, keep a record of the child's development and any concerns parents/carers may have with their development.

The nursery operates a secondary key person system to ensure your child needs are continuously met if their key person is away from nursery for any period of time.

Management Behaviour

Policy

It is our policy to promote positive behaviour, value co-operation and caring attitudes. We believe that individual children have a right to feel safe and secure and will develop best when they know how they are expected to behave. They should be free to play and learn without fear of being hurt or unfairly restricted.

- We listen to all children and treat them with care and respect.
- We will praise and encourage positive behaviour, actions, and attitudes.
- Practitioners will set a good example through actions and by the way they speak to the children and other adults.
- Practitioners will work consistently together as a team to promote positive behaviour.
- We handle unacceptable behaviour by distraction, discussion or by withdrawing the child from the situation.
- No child will be singled out, humiliated, or sent out of the room unaccompanied.
- We will not use corporal punishment (including slapping, smacking, or shaking).
- We will not accept any form of bullying.
- All practitioners will receive regular in-service training on how to handle children's behaviour.

The nursery has a named behaviour management co-ordinator *Vanessa Seaman Deputy Manager* who will make sure that:

- All practitioners are familiar with this policy.
- Practitioners are supported while working with children (include keeping any necessary records):
- We contact other settings or professionals to help children's development progress where necessary.
- They understand current law and research on handling children's behaviour; and
- This behaviour management policy is followed and reviewed every year.

Visits and Outings

Policy

Children need to develop a knowledge and understanding of the world around them. Often the best way to stimulate children's interest and curiosity is through outings and visits. The outings we organise will be safe and well supervised. We will make regular visits to the shops and local parks.

- We will carry out full risk assessments before each outing.
- We will always consider children's safety and comfort when planning trips.
- Practitioners and volunteers will receive training which will outline their role in relation to safety and control.
- We need your permission in writing for local trips of no longer than 1 ½ hours, where we will not travel on public transport – you will sign for this when registering your child to the nursery.
- For longer trips or outings, you will need to sign a form.
- Before the trip, we will explain to the children – ways of keeping together and staying safe.
- On outings, there will always be no more than four children to one adult, and children under 2 years will be three children to one adult; for those children who are left at the nursery, the child-to-adult ratio will meet the statutory framework of early years foundation stage.
- Practitioners involved in the trip will include a person in charge who will have a level 3 qualification. There will always be a first aider.
- The children will be appropriately supervised to make sure that no child gets lost and that no-one has unauthorised access to the children.
- We will give you advice on the equipment needed on the trip, which may include clothing or a packed lunch.

Late Collection of Children

Policy

- All children will receive the highest standard of care possible at all times, and we will try to cause as little distress as possible if you are late in collecting your child.
- We will charge £1 per for every minute after 6pm that your child has not been collected by an authorised adult.

Procedure

If your child is not collected at the end of the day, we will do the following.

- We will check the message book for any information for any changes about the normal collection routines.
- We will tell the person in charge.
- We will do all we can to contact you using the information on your child's registration form.
- If this is unsuccessful, we will contact the adults who are authorised by you to collect your child from nursery – and whose phone numbers are recorded on the child's registration form.
- The person in charge and one other practitioner will stay behind with your child until they are safely collected.
- We will not allow your child to leave the premises with anyone other than those named on your child's registration form or emailed permission.
- If you do not contact us by 6.45pm, the person in charge will apply the procedure set out in the safeguarding children policy and contact the police as we have a child who has failed to be collected. In addition, we will contact social care and complete a Multi-Agency Referral form (MARF)
- Two practitioners will stay in the building until suitable arrangements have been made for collecting your child.
- We will write a full report of the incident.

Practitioner Development and Training

Policy

Our practitioners are very important to us. It is in the best interest of the nursery, the children and the individual that each practitioner is given the opportunity to develop their personal skills and to broaden their knowledge and skills when it comes to caring for children. Practitioners are offered training on all mandatory courses, which include, First Aid, Food Hygiene, Safeguarding and Health and Safety.

We will develop the practitioner's knowledge and experience by:

- Involving them in regular practitioner and team meetings.
- Involving them in planning activities for the children's individual needs and levels of development.
- Providing training courses where this is practical.
- Encouraging them to share their knowledge with their colleagues.
- Holding regular practitioner supervisions, at least once a month to provide support and an opportunity for discussion.
- Carrying out practitioner appraisals once a year.
- Tackling the professional development needs of individual practitioners in our training plan.

Student Placements

Policy

We welcome the chance to encourage training. We accept students on placements, and we recognise this as an opportunity to examine and revise our own practice. As part of our commitment to qualify, we offer placements to students working towards early years' qualifications.

All students on placements in the nursery will have the opportunity to learn, develop and to experience high-quality practice in early years' care and education.

- We tell our students how our nursery is managed, how the day is organised, and talk through the policies and procedures during the first session of their placement.
- Students must meet the 'suitable person' requirements of Ofsted and have current DBS disclosure.
- Students on a short-term placement will not be classed as a nursery practitioner.
- Students on a longer placement may be classed as a practitioner as long as the manager considers them to be competent.
- Students who are classed as a practitioner will be counted as part of the practitioner team when considering ratios of practitioner to children.
- All students on placements must follow the same codes of conducts as permanent practitioners; this also applies to time keeping and dress code.
- Students on short term placements will not be left alone with children and will be supervised during nappy changes.
- Students must keep to the confidentiality policy.
- We will limit the number of students we take on, so it does not affect the standards of care we are able to offer the children and families.

Complaints

Policy

We are committed to providing a quality service and the highest standard in care and education for you and your child. We will treat any concerns about our service seriously.

- You are welcome to comment on our service, and we are keen to learn any suggestions, using them to improve our service.
- The complaints procedure outlines the suggested process for making a complaint, including information on who to contact and how.
- The aim is to make sure that making a complaint is as easy as possible.
- We will deal with all complaints quickly and politely.
- We will keep dated records of any complaints made and related discussions.

Procedure

You and your child are entitled to expect us to pay careful attention to your needs and interests. We expect to be able to sort out most concerns informally.

- If you want to make a complaint, you should discuss it with your child's key person or a senior practitioner first.
- The manager will then investigate the complaint and report back to you within three working days.
- If you are not satisfied, or if the problem happens again, you should put any concerns in writing and ask for a meeting with the nursery manager.
- We will make an agreed written record of the discussion; everyone present at this meeting must sign the record and will receive a copy.
- If the matter cannot be resolved to your satisfaction, you have the right to raise the matter with Early Years Directorate of the Office for Standards in education (Ofsted).
- You also have the right to complain about a council service, which you can do here: <https://www.lbbd.gov.uk/complaints>
- You may contact Ofsted at any stage of this complaints procedure.

Their address and phone number are:

Early Years OFSTED

ARC Team, Piccadilly Gate, Store Street, Manchester M1 2WD

Phone: 0300 123 1231, Email: enquire@ofsted.gov.uk

Records

We keep a record of all the complaints made against the nursery, the children or the adults working in the nursery. These records include the date and the circumstances of the complaint and how the complaint was dealt with.

Fees and Charges

Fees

- Fees are payable on the 1st of each month by direct debit.
- Failure to make a payment on time by direct debit will result in a demand to clear the balance with a card payment.
- If a direct debit is returned unpaid, a charge of £1.00 will be added to your account.
- If payment remains outstanding for 10 working days, your child's place with the nursery will be terminated due to unpaid fees.
- Fees are variable (the list of the current charging structure is available from the nursery)
- The nursery will give at least one month's notice for any changes to the fee structure.
- To secure a place for your child, a deposit of two week's fees pro rata will be required. The deposit will be returned to you when your child leaves the nursery. However, if you have any outstanding fees on leaving the nursery, your deposit will be forfeited.
- If your child is absent (including absence for sickness or holidays) **fees must still be paid.**
- Fees will be charged for public holidays (e.g., Bank Holidays).
- Fees will not be charged for staff training days (three per year).
- Four weeks' notice must be given to the nursery manager, in writing, if you wish to reduce sessions or leave.
- The nursery will refund the charge for any days that it has had to close part or all of the nursery if it results in your child remaining at home.
- If you are late collecting your child an additional charge will be made. This time is charged at £1.00 per minute and will be paid directly to the nursery manager in cash.

Please be aware: If the payment remains outstanding, recovery action will commence which will mean a court summons being issued. We will proceed for judgement and then a warrant. Court costs ranging from £80.00 upwards will be added to the balance. Depending on the amount of the outstanding balance, we may send the debt to the bailiffs for collection or request a County Court Judgement. This will affect your credit rating. The Council will pursue all outstanding debts.

Lunch Charges

3 and 4-year-old children will now be charged £2.50 per day for lunch where they are at the nursery for a morning session or a whole day. This charge will apply on the days when they are accessing the nursery for free (it is included in our standard fees). If your child is off sick or goes on holiday, we will not refund the charge for lunches, as lunches are pre-ordered from an outside catering company. If you do not wish to pay lunch charges, we can offer afternoon only sessions when available.

Contact Details

Abbey Nursery

Address : North Street, Barking IG11 8JA

Email : AbbeyNursery@lbbd.gov.uk

Website : www.AbbeyNursery.com

Telephone : 020 8724 1274

Mobile : 0797 111 1447

Nearest Station : Barking

Nearest Bus : 368

The health and safety co-ordinators are:

- **Nicola Solly – Senior Nursery Manger**
- **Joanne Mooney – Nursery Assistant**
- **Vikki-Anne O'Brien – Nursery Assistant**

SENCO

- The SENCO is **Vanessa Seaman**
- SENCO deputies are
 - **Emma Townley, Nursery Officer**
 - **Lilian Milolo, Nursery Assistant**

They are responsible for the overall management of special educational needs in the nursery.