



Fledglings Pre- School

Fledglings Policy and Procedure
January 2026.

Every Child Matters

Our policies have been created in line with the Government's aim for every child, whatever their background or their circumstances, to have the support they need to reach their full potential. The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Health and Safety

Toys and Equipment

It is our policy to purchase toys and equipment from recognised early years suppliers to ensure that they comply with current health and safety legislation and carry a kite mark.

Equipment and resources require wiping over regularly with a solution of sanitiser. All equipment is washed on a rota basis. This is monitored by the Room Leaders and Managers. Should toys and equipment be donated to the nursery – they will need to be checked over by a manager before going into either of the playrooms.

Room Safety

Children are to be encouraged to pick up pieces of equipment dropped on the floor. Sand is a particular hazard and should be swept up as soon as it is spilt on to the floor. It is the responsibility of everyone to do this and everyone should be aware of his or her immediate surroundings and be prepared to take action to maintain a safe environment.

- The use of scissors is always supervised by an adult.
- Children are encouraged to carry chairs with the legs pointing down.
- Ensure that the classroom doors and safety gates are closed at all times. They should only be opened and closed by members of staff.
- Children are to be handed to the adult collecting them. For reasons of security we will not allow children to leave with anyone who is not known to us unless prior arrangements and a satisfactory way of identifying the person has been arranged with the parent/carer. Children are not to be picked up by anyone under the age of 16 unless written parental permission has been given. Always check with the Nursery Manager or Deputy.
- Hot drinks are not allowed in the rooms when the children are there unless in secure, contained flask.
- Dressing up clothes and shoes are only to be worn outside at the discretion of the Senior staff.
- Packed lunches are stored in the fridge in the classroom, fridge temperatures are to be taken every day. If the nominated person for taking the fridge temperature is absent, the Nursery Manager must herself complete / make arrangements for this task to be completed. The fridge temperature record sheets are kept in the filing cabinet in the office once completed.

Hazardous Substances

All cleaning products, some of which are hazardous substances, are purchased from a variety of reputable companies (Yorkshire Purchasing Organisation, Four Seasons Cleaning & Hygiene Supplies, Tesco). We hold in the office the COSHH Safety Data Sheets for all

hazardous substances stored and used on site. Substances are stored in a locked cupboard. Hazardous substances are subject to risk assessment.

Personal Protective Equipment

Vinyl gloves and an apron are to be worn when changing soiled children. Hands are to be thoroughly washed (including nails) and aprons and hats are to be used when preparing food.

First Aid and Accidents

It is our policy to administer first aid in emergency situations. Staff are trained in paediatric first aid. All accidents are recorded on Famly and reported back to Parent/Carer. Permission for first aid is sought in the first instance from the Parent/Carer via the child's information sheet. In case of accident, staff wear personal protective equipment (gloves, aprons). All accidents are entered onto the Accident Form on Famly. Ensure the witness signature is obtained and the Parent/Carer informed and asked to acknowledge the form on Famly. The Nursery Manager/Deputy should be informed of any accidents logged. Incidents are to be recorded on Famly and management should be notified.

Should a child have to go to A&E, an ambulance will be called and a member of staff (usually the manager or senior person on site) will accompany the child and stay with them until their parent/carer has arrived and has been updated on the child's wellbeing. The child's parents will be informed immediately and advised to meet the ambulance at the appropriate hospital. If not on site – Bhavani Mehta should be informed as soon as possible. The nominated person to call the emergency services is Bhavani Mehta. In Bhavani's absence, the Manager, Deputy Manager or Admin Manager should take on this responsibility. This incident should be reported to Ofsted using the online platform asap.

LifeVac Use Policy

1. Policy Statement

Fledglings Preschool and Nursery is committed to ensuring the highest level of safety and care for all children, staff, and visitors. While every effort is made to prevent choking incidents through appropriate supervision and risk management, there remains a small risk that a choking emergency may occur.

To support our existing first aid response, Fledglings Preschool and Nursery has approved the use of a LifeVac anti-choking device as an emergency, last-resort intervention when standard first aid measures (back blows and abdominal/chest thrusts) have failed or cannot be safely performed.

2. Purpose

The purpose of this policy is to:

- Provide clear guidance on the safe and appropriate use of the LifeVac device.
- Ensure that staff are trained and competent in its use.

- Promote a rapid and effective response to choking incidents.
- Support compliance with health, safety, and early years standards.

3. Scope

This policy applies to:

- All children attending Fledglings Preschool and Nursery.
- All staff members, students, and volunteers on the premises.
- All areas of the nursery, including playrooms, dining areas, outdoor spaces, and during off-site activities.

4. Legal and Regulatory Framework

This policy aligns with:

- Early Years Foundation Stage (EYFS) Statutory Framework
- Health and Safety at Work Act 1974
- First Aid Regulations 1981
- Resuscitation Council UK guidelines
- LifeVac manufacturer's safety instructions

5. Training and Competence

- Only staff members who have received approved Pediatric First Aid training and are currently certified may use the device.
- Training will include recognition of choking, correct use of the LifeVac, and post-incident procedures.
- Refresher training will be provided as necessary or following manufacturer updates.

6. Storage and Maintenance

- The LifeVac device will be stored in the middle office in the medicine cupboard unit.
- Replacement parts (e.g. masks) will be ordered promptly as required.

7. Procedure for Use

In the event of a choking emergency:

1. Assess the situation – confirm that the child is choking.
2. Perform standard first aid:
 - Encourage the child to cough if possible.
 - Deliver up to 5 back blows.
 - If unsuccessful, perform up to 5 abdominal (or chest) thrusts.
3. If the obstruction is not cleared:
 - Retrieve the LifeVac device immediately.
 - Assemble and apply following the manufacturer's instructions.
 - Continue until the obstruction is cleared or emergency services arrive.
4. Call 999 as soon as possible during the emergency.

8. After Use

- Emergency services must assess the child, even if they appear well.
- Parents/carers must be informed immediately.

- The incident must be recorded in the Accident/Incident Report Book.
- The Manager must review and, where required, complete a RIDDOR report.
- A debrief will be held with staff to review the incident.
- The device should be cleaned or replaced according to the manufacturer's guidance.

9. Parental Communication

Parents and carers will be informed that Fledglings Preschool and Nursery holds and may use a LifeVac device in emergencies. Consent will be included in the nursery's registration or medical consent forms.

10. Review and Monitoring

This policy will be reviewed annually or after any incident involving the LifeVac. Updates from health authorities, the manufacturer, or internal reviews will be incorporated promptly.

Medication and Sickness

In accordance with the EYFS, if a child requires prescribed medication, parents/carers are to discuss this with a senior staff member. Arrangements will be made for safe storage and administration. Written permission will need to be obtained (on Famly) before we can administer medicine, which should be in a fully labelled container. Inhalers must be labelled and stored safely in the child's room in the high cupboard over the sink. It is the policy of Fledglings Preschool & Day Nursery that should children require antibiotics, they should have received the first 24 hours dosage at home. Children who are teething may by prior arrangement with the nursery be given a dose of Calpol to relieve teething pains. Parents will need to complete a medication form and discuss this with the Manager first. Over the counter medication will not be administered to children (separate policy re. chloramphenicol).

For sickness and diarrhoea and high temperature, the children are to remain at home until there have been no symptoms for at least 48 hours (sickness and diarrhoea) / 24 hours (high temperature). Children should be well enough to participate in all activities at Fledglings. Managers are entitled to refuse admittance to children they consider to be unfit for nursery.

RECOMMENDED PERIOD CHILDREN TO BE KEPT AWAY FROM NURSERY

ILLNESS	EXCLUSION	COMMENTS
Covid 19	Child returns to nursery once they are well and no temperature.	
Chickenpox	7 days from onset of rash	It is necessary to wait until all spots have healed or scabbed
Conjunctivitis	Until treated with medication	Medicine must be brought to nursery to be administered by staff, over2s may have over the counter medication advised by a doctor.

		Receipt for purchase must be sent to nursery and drops will be administered when dosage is every 4 hours AND the first two doses have been given at home
Diarrhoea and/or vomiting (with or without a specified diagnosis)	Until diarrhoea and vomiting has cleared for a minimum of 48 hours .	Period of exclusion varies according to length of time illness takes to clear.
German Measles	6 days from onset of rash	Child is most infectious before the diagnosis is made and most children should be immune due to immunisations.
Hand, foot and mouth disease	Child stays at home if feeling unwell.	
Head Lice	Until treated and live head lice eradicated	Recommended treatment - medication or wet combing method
Impetigo	Until lesions are healed	Antibiotic treatment is necessary. (Approximately 1 week)
Influenza	Until child is fully recovered and no longer needs medication or Calpol.	
Measles	5 days from onset of rash.	
Mumps	5 days from onset of swollen glands	Child is most infectious before diagnosis is made
Rashes	Please be aware that any child who presents with a rash must be taken out of nursery and seen by a doctor as soon as possible. Such rashes, viral or otherwise are deemed infectious and the child will not be able to attend nursery. This is to ensure the safety and wellbeing of other children and any expectant mothers in the setting.	
Ringworm	3 days after treatment has been initiated	Anti-fungal treatment by GP necessary
Scabies	Until treated	
Scarlet fever	Up to 5 days from commencing antibiotics.	
Slapped Cheek Syndrome	5 days after diagnosis made by GP	Pregnant ladies may need to take additional advice from their GP

Threadworms	Until 1 weeks treatment with medication from GP	
Tonsillitis	Until child is fully recovered and no longer needs medication or Calpol. Usually 7 days.	
Whooping cough	Five days from commencing antibiotic treatment.	
Other Illness	Exclusion period will depend on illness and guidance from GP.	

Emergency Procedures	<p>Should an incident occur that interrupts the daily routine for example;</p> <ul style="list-style-type: none"> • A child is sick or has diarrhoea over a large area of the floor; • A child has a fit or is seriously injured requiring an ambulance; • A member of staff is taken ill; • A child is missing. <p>Children should be taken away from the situation. This could be into the book corner, the adjoining room, or outside as appropriate. All available staff on the premises must be called to assist. Staff must be deployed with the safety of the children paramount, e.g. one reading a story in the book corner whilst the rest of the staff are deployed to deal with the incident.</p> <p>In the case of a missing child, staff should alert the main school, the senior member of staff should co-ordinate a search. If the child is not found quickly the police should be called. The nursery owner should be contacted if she is not on the premises.</p> <p>Children not collected at the end of the day will be cared for in the Nursery whilst efforts are made to contact all emergency contact numbers. Should we not be successful, we will contact the LSP (Local Safeguarding Partnership) for advice.</p>
Minimum Temperatures	The Workplace (Health, Safety and Welfare) Regulations 1992 (http://www.hse.gov.uk/contact/faqs/temperature.htm), which applies to all workplaces, sets out requirements on minimum temperatures in workplaces. Regulation 7 requires that temperatures shall be "reasonable" and the accompanying HSC Approved Code of Practice defines this as "normally at least 16°C" (60°F) (para 43) during "the length of time people are likely to be there" (para 49).
Maximum Temperatures	There are no legally-prescribed maximum temperatures for school premises or other workplaces. The Workplace Regulations and accompanying HSC Approved Code of Practice require, however, that all reasonable steps are taken to achieve a reasonably

comfortable temperature by, where necessary, special ventilation measures including provision for fans. DfES Guidance 0029/2000, *Standards for School Premises*, includes specific standards for ventilation in school buildings.

Thermometers

The Workplace Regulations also require that a sufficient number of thermometers should be available, at a convenient distance from any part of the workplace, to enable temperatures to be measured in any part of the workplace. They do not, however, require a thermometer to be provided in every room.

Procedure to be taken if temperature drops

In the event that the temperature within the children's play areas becomes cool. The Manager or Deputy will take a record of the temperatures of the playrooms. If these fall below the legal requirement of 16c then the Manager or Deputy will ensure they take all reasonable steps to rectify the problem. The steps are as follows;

- If the heating is broken, contact the heating engineers or school office for contractors details as soon as the problem becomes evident
- Source portable heating appliances that are out of reach of the children and are safe for use
- Ensure that staff and children are moved to the warmest area of the nursery and add layers of warm clothing.
- With non-mobile children ensure temperature is maintained through blankets and extra clothing
- Take regular checks of room temperatures and record these
- Manager and owner to be contacted if she is not on the premises explaining that we are unable to maintain temperature and are having to close the Nursery.

After contact with Senior Management and where the temperature cannot be raised to 16c (60F) then the Nursery Manager or Deputy Manager will contact parents to pick their children up from Nursery.

Procedure to be taken in extreme temperature conditions

Where the temperature within the setting becomes too warm, the Manager or Deputy should keep records of the room temperatures. In cases of severe heat in playrooms, the following steps should be taken;

- Ensure that children are wearing cool clothing
- Utilise the Air Conditioning units
- Ensure there is adequate ventilation within the rooms, open windows and doors if the AC is not functioning (when opening doors ensure they are secured safely and are not fire doors)
- Ensure that cool liquid drinks are readily available for staff and children
- Where applicable source fans or air conditioning units to use within the rooms ensuring that these are safely positioned and risk assessments are conducted on them.

The person responsible for monitoring and updating the Health and Safety policy is Bhavani Mehta. All policies are reviewed and updated annually, or according to new legislation, whichever is sooner.

Where do I start?

Water Interruption

Call United Utilities 0345 672 3723 urgently.

Identify a “Person-in Charge” who will be responsible for ongoing management of the emergency drinking water.

Immediately:

- Secure a supply of potable (drinkable) water by:
- Using commercially bottled water.
- Obtain water from another unaffected approved public water supply in a covered sanitised container such as Moss Hey or The Valley.

Food Preparation and Cooking

- Restrict menu to items that need little or no water to prepare.
- Use commercially bottled water, or water from another unaffected approved public water supply.

Hand Washing

- Heat potable water and place into an insulated container with a spigot that allows clean, warm water to flow over the hands. Provide liquid soap in a dispenser and paper towels as usual.
- Follow-up with an alcohol-based hand sanitiser.
- Use disposable gloves to change nappies and wash hands with potable water (as described above) and follow-up with an alcohol-based hand sanitiser when complete.
- Wash children’s hands with potable water (as described above) or use an alcohol-based hand sanitiser after drying your hands.
- Disinfect the diapering area between children with your usual sanitiser following manufacturer’s concentration and contact time
- Wash your hands.

Water for Cleaning and Sanitising

- Use single service utensils where possible; or
- Use potable water (as described above) to clean and sanitise equipment and utensils.

Note:

Food preparation in a facility must be discontinued when cleanliness of the physical facility jeopardizes food safety.

Water to Flush Toilets

- Create an Emergency “Toilet Room” within the facility that has an alternate source of water available for manual flushing. Non potable water may be used for this purpose but the water containers must be clearly marked with “**Non potable water. This water is unsafe to drink.**”
- Flush the toilet by throwing bucket of water into the toilet bowl all at one time. This will clear the bowl.

The nursery must cease operation and close if:

- There is no water available for drinking or hand washing
- Food cannot be safely prepared and served
- Proper cleaning and sanitising cannot be achieved

- The water interruption has made safe operation of the facility impossible

Important: If your water has been interrupted, even for a short time, you should confirm the safety of the water supply before you resume use.

Safeguarding

Prevent Duty

Prevent Duty Guidance defines radicalisation as being the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

This guidance defines extremism as the holding of extreme political or religious views.

As part of our prevent duty:

- We offer a broad and balanced curriculum that promotes respect, tolerance and diversity
- We encourage children to share their views and (at a developmentally appropriate level) recognise that they are entitled to have their own different beliefs which should not be used to influence others
- We embed children's Personal, Social and Emotional development across our curriculum and endeavour to equip children with confidence, self-belief, respect and tolerance
- We set high standards and expectations and enthuse and motivate children to aspire to do their very best.
- We supervise children at all times if they use the internet in the setting
- We support children in developing strategies to seek adult support if they are upset or concerned about anything that they may see on the internet or at other times.

Absence Policy

At Fledglings Preschool and Nursery, we value regular attendance as it helps children feel settled, secure, and fully benefit from the learning and play opportunities we provide. We understand that children may sometimes need to be absent for family reasons, holidays, or unexpected circumstances. This policy outlines how absences should be reported and how we support families to maintain good attendance.

1. Reporting Absence

Parents or carers must inform the nursery by 9:00am on the day of absence if their child will not be attending. Absences can be reported by telephone, text, or email to the nursery office. When reporting an absence, please include:

- Your child's full name
- The reason for absence
- The expected date of return (if known)

If we have not heard from parent/carer by 9:30am, a member of staff will contact them to check on their child's wellbeing and confirm the reason for their absence. This helps us ensure the safety of all children in our care.

2. Planned Absence and Holidays

Parents and carers are asked to give at least two weeks' notice of any planned absence, such as family holidays or special occasions. You can inform us via the Famly app, email or phone.

3. Monitoring Attendance

Regular attendance supports children's learning, development and sense of belonging at Fledglings. The nursery monitors attendance to ensure each child is accessing their entitled sessions and to identify any patterns of absence. Persistent or unexplained absences will be followed up by the nursery manager. Where appropriate, a meeting may be arranged with parents or carers to discuss any issues and offer support. If there are safeguarding concerns regarding a child's attendance or wellbeing, the nursery will follow its Safeguarding and Child Protection Policy.

4. Exceptional Circumstances

We recognise that families sometimes experience difficulties that may affect attendance. Parents and carers are encouraged to speak to the nursery manager in confidence if they are facing challenges. The nursery will aim to offer understanding, flexibility, and appropriate support wherever possible.

Missing child

This policy sets out our procedures for maintaining safety and dealing with the unlikely event of a child going missing.

- Staff sign all visitors in and out of the Nursery in the visitor's book
- All staff must ensure that any gate to any outside area is bolted when children are playing outside.
- Parents or staff mark children in and out on Famly.
- When out of the nursery regular head counts will be done.

In the event of a child going missing from the Nursery the following procedure will be put in place:

1. The missing child should be identified and the last known whereabouts recorded.
2. All staff will be informed that a child is unaccounted for and manager will be informed.
3. All staff will be involved in looking for the child, however we will ensure that adequate supervision of the other children is paramount. (Staff will gather the children for a story in the book corner).
4. The Manager or Deputy Manager will count and name-check all the children present against the register.
5. Staff will carry out a search of the whole building and the outside area reporting back to the Manager
6. Police will be notified after 5 minutes if the child hasn't appeared.
7. The parents/carers will then be informed.
8. A detailed investigation will follow and staff will be asked to complete a written report stating when they last saw the child and where they have been working.
9. Ofsted to be notified.
10. In the event of a child being lost on the outing the Nursery manager must be informed immediately. The security procedure at the venue must be followed. All adults in the party must help in the search. All adults should be informed of the clothes and looks of the child. If a child is not found in 5 Minutes the police MUST be notified.

Missing child on an outing

11. Then follow points 7-10 on missing child policy.

Safeguarding Policy

The Early Years Foundation Stage (EYFS) places clear duties on providers to keep children safe and promote their welfare. It makes clear that to protect children in their care, providers must be alert to any safeguarding and child protection issues, including protecting children and young people from being drawn into terrorism, at home or elsewhere (EYFS). Fledglings Pre-school will take action to protect children from harm and will be alert to harmful behaviour by other adults in the child's life.

The purpose of this document is to assist all staff to safeguard and protect children who are at risk of abuse or neglect and promote their well-being. This policy and procedures should be read in conjunction with:

- Working Together to Safeguard Children 2015
- Keeping children safe in education 2020

The safeguarding of children is everyone's business and settings have a responsibility under Section 175 of the Education Act 2002 to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

This includes

- Preventing the impairment of children's health or development
- Protecting children from maltreatment
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care.

The Children Act 1989 defines a child as being up to the age of 18 years. This policy and the following procedures apply to all paid staff, volunteers and Directors working within Fledglings Preschool and Nursery.

Fledglings Pre-school is required to report any suspicion of child abuse. The layout of the nursery is arranged to ensure that staff and children are visible at all times. We promote an **open and transparent** safeguarding culture at Fledglings Nursery.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Types of abuse and neglect **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or career fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as

they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Domestic abuse: Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. It can seriously harm children and young people and witnessing domestic abuse is child abuse. It is important to remember domestic abuse:

- can happen inside and outside the home
- can happen over the phone, on the internet and on social networking sites
- can happen in any relationship and can continue even after the relationship has ended
- both men and women can be abused or abusers.

The following signs may or may not be indicators that abuse has taken place, but the possibility should be considered. This is not an **Possible Signs & Symptoms** exclusive list and many of the signs and symptoms could fall into more than one category. Guidance on recognising signs & symptoms of Abuse can be found in Working Together to Safeguard Children 2015.

Also, students with learning difficulties often exhibit some of these signs which are not necessarily signs of abuse but symptoms of their condition. However, it must also be remembered that disabled children are 3 times more likely to experience abuse or neglect than non-disabled peers.

Physical Abuse – Unexplained injuries, bites, bruises or burns, particularly if they are recurrent – Improbable excuses given to explain injuries – Refusal to discuss the causes of injuries – Untreated injuries – Disclosure of punishment which appears excessive – Withdrawal from physical contact/aggressive behaviour – Arms and legs kept covered in hot weather (excluding for reasons of cultural dress – Fear of returning home – Fear of medical help – Self-destructive tendency – Running away

Emotional Abuse – Physical, mental, emotional or developmental lag – Domestic violence – Disclosure of punishment which appears excessive – Over-reaction to making mistakes or fear of punishment – Continual self-deprecation – Sudden speech disorders – Fear of new situations – Inappropriate responses to painful situations – Neurotic behaviours – Self-harm – Fear of parents being contacted – Extremes of passivity or aggression – Drug or solvent abuse – Running away – Compulsive stealing, scavenging

Sexual Abuse – Sudden changes in behaviour – Displays of affection which are inappropriate – Alleged promiscuity or sexualized behaviour – Fear of undressing – Regression to younger behaviour – Inappropriate internet use and possible ‘grooming’ concerns – Genital itching or other genital/anal pain/injury – Distrust of familiar adult – Unexplained gifts of money, mobile phones etc. – Depression and withdrawal – Apparent secrecy about social activities or the identity of “special friends” – Wetting or soiling, day, and night – Sleep disturbances or nightmares – Chronic illness, especially throat infections and sexually transmitted disease

Neglect – Constant hunger – Poor personal hygiene – Constant tiredness – Poor state of clothing – Frequent lateness or non-attendance at setting – Untreated medical problems or unmet special needs – Low self-esteem – Neurotic behaviour – Poor social relationships – Deterioration in setting performance – Running away – Compulsive stealing or scavenging

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation, or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or

young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practice FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

What to do if you suspect that abuse may have occurred

- You must report the concerns immediately, on the same working day, to the designated Safeguarding Lead or their deputies.
- Clearly document EXACTLY what has been said, noticed or witnessed.

The role of the designated person is to:

- Obtain information from staff, volunteers, children, or parents and carers who have child protection concerns and to record this information.
- Assess the information quickly and carefully and ask for further information as appropriate.

Fledglings Pre-school will record details of any child arriving with an obvious injury/bruise in the safeguarding Notes of Concern Form. This entry will be witnessed by a member of staff. In cases of unusual, unexplained or repeated injuries, we will consult with Parents. In the case of obvious non-accidental injury or allegations of abuse made against a carer SMBC protocol and procedures will be followed.

LSP/ Stockport Contact Centre will be contacted for advice /referral 0161 217 6028 or the Safeguarding Designated Officer, Jill Moore
Fledglings has robust and rigorous safeguarding procedures and takes its responsibilities of child protection seriously.

FGM

Female Genital Mutilation is a form of child abuse and as such is dealt with under the nursery safeguarding children policy. The nursery uses the World Health Organisation definition as written below.

“Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs where for cultural or non- therapeutic reasons@ (World Health Organisation- 1997). The nursery has taken information from several documents to write this appendix. These include the Government Home Office guidelines and Ofsted guidelines for “inspecting safeguarding”. The UK government has written advice and guidance on FGM that states;

“FGM is considered as child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child it is a violation of the child’s right to life, their right to their bodily integrity, as well as their right to health. The UK Government has signed a number of international human rights laws against FGM, including the convention on the Rights of the child”.

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

Designated senior staff for safeguarding are aware of the guidance that is available in respect of FGM, and should be vigilant to the risk of it being practices. Key questions which this appendix addresses are:

- Are designated senior staff for safeguarding aware of the issue and have they ensured that staff in the nursery aware of the potential risk?
- How alert are staff to the possible signs that a child has been subject to female genital mutilation or risk of being abused through it?
- Has the nursery taken timely and appropriate action in respect of concerns about particular children? In light of this information, Fledglings attempts to implement these procedures.
- A robust attendance policy
- FGM discussion by safeguarding lead with parents of children from practising communities who are at risk.
- Promotion and awareness of FGM in our nursery i.e through practitioner memos
Indication that FGM has taken place:
 - Prolong absence from school with noticeable behaviour changes – especially after return from holiday.
 - Spend long periods of time away the class during the day.
 - A child who has undergone FGM should be seen as a child protection issue.

Much like FGM (Female Genital Mutilation), Breast Ironing is a harmful cultural practice and is child abuse.

Breast Ironing

Breast Ironing, also known as “breast flattening”, is the process whereby young pubescent girls breasts are ironed, massaged and/or pounded down through use of hard or heated objects. This is done for the breasts to disappear or delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage and therefore kept in education.

Breast ironing is practised in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further. In the vast majority of cases breast ironing is carried out by mothers or grandmothers and the men in the family are unaware.

Breast Ironing in the UK

Concerns have been raised that breast ironing is also found to be amongst African communities in the UK, with as many as a 1,000 reported cases of young girls being subjected to breast ironing.

Professional working with children and young people must be able to identify the signs and symptoms of girls who are at risk of or have undergone breast ironing.

The Indicators

Breast ironing is a well-kept secret between the young girl and her mother/grandmother. Some indicators that a girl has undergone breast ironing are as follows:

- Unusual behaviour after absence from nursery including depression, anxiety, aggression, withdrawn etc;
- Reluctance in undergoing normal medical examinations.
- Some girls may ask for help, but may not be explicit about the problem due to embarrassment

Breast Ironing = Physical Abuse

Breast ironing is a form of physical abuse that has been condemned by the United Nations and identified as Gender-based Violence. Although, countries where breast ironing is prevalent have ratified the African Charter on Human Rights to prevent harmful traditions practices, it is not against the law.

There is no specific law within the UK around breast ironing, however, it is a form of physical abuse and if professionals are concerned a child may be at risk of or suffering significant harm they must refer to their Local Safeguarding Children's Board Procedures.

Health Consequences & Outcomes

Due to the instruments which are used during the process of breast ironing, for example spoon/broom, stones, pestle, breast band, leaves etc, combined with the insufficient aftercare, young girls are exposed to significant health risks. Breast ironing is extremely painful and violates a young girls physical integrity. It exposes girls to numerous health problems such as, abscesses, itching and discharge of milk, infection, dissymmetry of the breasts, cysts, breast infections, severe fever, tissue damage and even the complete disappearance of one of both breasts. In some extreme cases, breast ironing can even be related to the onset of breast cancer. Breast ironing can also have a massive impact on young girls social and psychological well-being.

County Lines

County lines is a form of criminal exploitation where urban gangs persuade, coerce or force children and young people to store drugs and money and/or transport them to suburban areas, market towns and coastal towns (Home Office, 2018). It can happen in any part of the UK and is against the law and a form of child abuse.

Children and young people may be criminally exploited in multiple ways. Other forms of criminal exploitation include child sexual exploitation, trafficking, gang and knife crime.

County lines gangs are highly organised criminal networks that use sophisticated, frequently evolving techniques to groom young people and evade capture by the police.

Allegations made against a member of staff Staff should be alert to the possibility that a child may be harmed by a professional colleague or volunteer. Should an allegation be made or it is suspected that an employee or volunteer has harmed or ill-treated a child, Bhavani Mehta, Jane Edmondson and Angela Woodward (designated officers) should be informed. Stockport LA procedures will be followed.

The incident will be recorded as follows:

- The time, place and details of the allegation or suspicion.
- The DO will contact LADO LSP (MAASH) as soon as possible and wait for instructions as to how to proceed.
- Investigation will NOT take place until instructed to do so by LADO.
- The child concerned should be reassured that they were right to report the matter and that they are not to blame for the incident.
- The child will be cared for by a trusted adult. Medical aid will be sought if necessary without delay.
- Parents will be informed of the allegation at the earliest opportunity and will be given the LA procedures flow chart.
- Report will be sent to Ofsted as soon as possible. (Within 14 days)

The alleged perpetrator may be suspended until such time the child protection enquires are complete.

- The senior nominated officer, with guidance from the LADO will then determine which of the following categories the allegation may represent:
- Acceptable professional behaviour – this may include exercising appropriate discipline.
- Unacceptable professional behaviour, which constitutes misconduct or gross misconduct, but falls short of abuse. This may require action in accordance with the nursery's disciplinary procedures.
- Abusive behaviour.

The Senior officer will contact the Local Safeguarding Partnership/ Safeguarding Designated Officer for support and guidance 0161 474 5657 / 07866999583 (Gill Moore)

The nominated officers for Safeguarding are Jane Edmondson, Angela Woodward and Bhavani Mehta.

Please see the Local Authority cards in the staff room and office for further information and advice.

Lockdown Policy

Lockdown procedures should be seen as a sensible and proportionate response to any external incident which has the potential to pose a threat to the safety of children and adults in the setting.

Lockdown procedures may be activated in response to any number of situations, but some of the more typical might be:

1. A reported incident or disturbance in the local community (with the potential to pose a risk to children and adults in the setting)
2. An intruder onsite (with the potential to pose a risk to children and adults in the setting)
3. A warning being received regarding an environmental risk locally, of air pollution (smoke plume, gas cloud (etc)
4. A major fire in the vicinity of the setting
5. The close proximity of a dangerous animal

Partial lockdown

A partial lockdown is a precaution aimed to keep children and staff safe while remaining indoors. This may be as a result of a reported incident/civil disturbance in the local community with the potential to pose a risk to children and staff in the setting.

It may also be as a result of a warning being received regarding the risk of air pollution, etc. In a partial lockdown staff and children should remain in the building and all doors leading outside should be locked. No-one should be allowed to enter or leave the building; however the setting can continue as usual.

What usually happens during partial lockdown?

All outside activity to cease immediately, children and staff return to building. (Manager to alert the staff).

Count the children as they come inside, checking the total with the register. All staff and children should remain in the building and external doors and windows should be locked.

- Free movement may be permitted within the building dependent upon circumstances
- In the event of an air pollution or chemical, biological or radiological contaminants issue, air vents, fans, heating and air conditioning systems should be closed or turned off. Seal up all the cracks around external doors and any vents into the room – aim to minimise possible access points of pollutants

Full lockdown

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

Immediate action:

- All children and staff should return to/stay in the building
- External doors should be locked
- Internal doors locked

Children to assemble behind drawn curtain room 1 and sit quietly on the carpet, room 2 to assemble in the Nest sleep area.

TRY TO KEEP THE CHILDREN QUIET

- Turn off lights, computer monitors
- Turn off mobile phones (or at the least turn onto silent so they cannot give away your position)
- A register should be taken and headcount completed of all staff and children at the setting
- Children should not be released to parents during a lockdown and staff should not leave the premises

Manager to use nursery phone to text parents to ask them to stay away until we have the 'all clear'

Mobile phone should be on silent, mute office phone.

If the incident is being dealt with by the authorities and we are not directly affected and have been told to do so by the police, we will leave the curtain area and return to the rooms in the hope to reduce the stress on the children as much as possible.

We remain within the nursery building (not venturing into the garden) until the 'all clear' has been given by the authorities.

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

- CCTV surveillance on the outdoor areas, front door and corridor.
- Key pad entry system
- A member of staff is located on the door during drop-off and collection times
- The front door is locked after these busy times and visitors ring the bell for entry
- The two doors to the garden are always locked
- We have a password and ask for a description of anyone collecting a child who we haven't seen before. Parents are told to inform us if anyone other than themselves are collecting/dropping off
- Outside lights so we can see when it gets dark

A text message to parents will be sent home as soon as possible following any serious incident to inform parents of context of lockdown and reassure them that we are safe and they are now able to collect their children from nursery.

After lockdown has taken place:

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

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

Mobile phones and Social networking and all electronic devices with imaging and sharing capabilities.	<p>We believe our staff should be completely attentive during their hours of working, to ensure all children in the nursery receive good quality care and education. This is why mobile phones are not to be used during working hours.</p> <p>We also feel that restrictions need to be placed on staff when they access social networking sites. The nursery has a high reputation to upkeep and comments made on sites such as 'Facebook' could have an impact on how parents using the nursery view the staff. Staff to ensure their Facebook profile is set to 'private'.</p> <ul style="list-style-type: none">• Personal electronic devices with imaging and sharing capabilities eg: mobile phones, camera/phones, I pads, etc are not allowed to be taken into the nursery classrooms.• Mobile phones must not be used unless on a designated break and then this must be in the staff area• Mobile phones must be stored safely in staff lockers at all times during the hours of the working day.• Staff must not post any reference to the company on any internet site. This includes the use of the company name.• Staff must not post anything onto social networking sites such as 'Facebook' that could be construed to have any impact on the nursery's reputation.• Staff must not post anything onto social networking sites that would offend any other member of staff or parent using the nursery.• If staff choose to allow parents to view their page on social networking sites then this relationship must remain professional at all times.• Parents MUST not use their phones during drop off and collection at nursery. This ensures efficient handover procedure is taking place.
Smart Watches	<p>Smart watches should be set to 'Aeroplane mode' during working hours. The receiving and sending of any media /messages during working hours is prohibited. The Company reserve the right to ask to check your watch (spot check) as part of our Safeguarding procedures.</p>
E-Safety	<p>Children cannot independently access the internet at our premises. Our network has firewalls and anti-virus software installed. Company laptops are password protected and do not leave the premises with children's photographs on them. You must sign in the office communication book when taking a laptop off the premises and ensure any sensitive information is kept password protected. Parents sign a permission to use photographs form for Facebook, website and within the nursery environment. The nursery mobile phone which contains photographs of the children which has been used to upload to Facebook or the website is controlled by the Nursery Manager and does not leave the premises.</p> <p>Company iPads are only to be used for photographing and for observations of the children with regard to their on-line Learning Journals. The devices can also be used for gathering information for activities with small groups of children and the streaming of</p>

appropriate music for sleep-time and activities. Personal use is not permitted the Company reserves the right to spot check browser history following staff use.

Music - Alexa

Please utilise Alexa appropriately. Music must be always suitable for the children.

Whistleblowing Policy

Fledglings are committed to delivering a high quality service. In line with that commitment we encourage employees and volunteers with serious concerns about any aspect of the nursery's practice to come forward and voice those concerns. This policy provides individuals with protection from victimisation or punishment should they raise a genuine concern about misconduct or malpractice within the setting.

This policy is not a substitution or alternative to the nursery's Grievance Procedure or Complaints Policy. It is intended to encourage individuals to be open and honest within the nursery and feel that it is safe and acceptable to raise any concerns. These concerns may be about something that is:

- A criminal offence e.g. theft, fraud, false claims etc.
- A failure to comply with legal standards and regulations
- Concerns regarding staff practice or behaviour during and outside working hours
- A miscarriage of justice
- A health and safety risk
- A deliberate concealment of information about any of the above

An employee or volunteer who, acting in good faith, wishes to raise a concern should report the matter to Bhavani Mehta who will advise the employee or volunteer of the action she will take. Concerns should be investigated and resolved as quickly as possible.

Confidentiality will be maintained wherever possible and the employee or volunteer will not suffer any personal detriment as a result of raising any genuine concern about misconduct or malpractice within the Nursery.

**Disciplinary Policy & Procedures
Objectives and guiding principles**

Certain issues may initially be tackled by holding an informal counselling interview and may not necessitate formal disciplinary action within the procedure. In such cases a note will be placed on the individual's file noting that such an interview has taken place. More serious cases of misconduct or issues concerning capability to perform within job roles will be dealt with in the following manner.

Stage 1: In the first instance the employee concerned will be given a verbal warning. This warning will be recorded and a copy maintained in the employee's personnel file.

Stage 2: If further action becomes necessary, a written warning will be given. This warning will be recorded and a copy maintained in the employee's personnel file.

Stage 3: If the employee continues to fail to meet the required standards, a final written warning will be issued indicating that further behaviour of a similar nature within a specified time period could result in dismissal.

Stage 4: In the event of continued failure to meet the required standards, the employee will be dismissed and notice of termination of employment will be given as provided in the employee's terms of employment.

The procedure may be implemented at any stage dependant on the offence committed by the employee in each particular case.

Levels of authority	Nursery managers have the authority to suspend an employee pending investigation. The Senior Management only has the authority to dismiss an employee.
Gross misconduct	In the case of gross misconduct, the nursery reserves the right to dismiss an employee without notice (or payment in lieu of notice) if, after investigation and consideration of any mitigating circumstances, the management are satisfied that there is sufficient justification for so doing. Appendix B sets out some actions and activities that would constitute gross misconduct.
Duration of warnings	Under normal circumstances, warnings will be valid for the following periods of time, although these may vary according to the nature of the occurrence and may therefore be determined by mutual agreement at the time of issue. Verbal Warning: 6 months First Written Warning: 6 months Final Written Warning: 12 months
Appeals	On expiry, warnings will be disregarded for future disciplinary purposes but not destroyed. They will remain in the main personnel file of the employee concerned. An employee has the right to appeal against disciplinary action. Such an appeal should be made in writing to the next level of management not previously involved (where possible); detailed reasons for the appeal must be given. If no appeal is made within 3 working days of disciplinary action being taken, then it will be assumed that the employee accepts the decision.
Staff Grievance and Discipline Policy – Abridged	Should a member of staff have a grievance, initially it is discussed with the Nursery Manager who will try to resolve it. Should further action be needed a third party agreed by both parties will be involved. If a staff member does not follow the procedures and policies recommended by Fledglings Pre-School & Nursery, initially they will be interviewed by the Nursery Management who will offer guidance, support sessions and further training. After a mutually agreed period of time, if no improvement transpires, a written warning will be given followed by a second written warning four week's later. If the situation is not improved after this period, six weeks written notice terminating the employees contract will be given.

Fire Safety and Emergency Evacuation It is the policy of Moss Hey Primary School and Fledglings to hold regular fire drills (at least once per term). The vacating procedure is as follows:

- All children become silent and stop what they are doing
- Staff should lead children through external classroom doors, walking to the left hand gate then lead the children around to the large school playground (if a fire alarm sounds during a school hall session, the fire exit from the hall is through the blue side door onto the main playground from Fledglings' corridor – do not re-enter the nursery classroom)
- One member of staff needs to check the toilet area, and then stand at the top of the concrete ramp to ensure that no one approaching the building is allowed to enter.
- Admin/housekeeping staff to go and assist in Room 2 to help with evacuation of sleeping children if required there is an evacuation cot for movement of very young or sleeping children.
- The person in charge in each room should take the register and the nursery mobile phone with them
- All persons must leave the premises. For those with a disability, the route outdoors is down the ramp from Room 2.
- Assembly point – furthest point of playground adjoining school field
- On arrival at assembly point – registers should be checked
- Missing persons immediately reported to Manager or Fire Officer
- Children remain SILENT
- No person is permitted to re-enter the building until Manager or Fire Officer gives approval
- When approval has been given, staff and children re-enter the building, children are instructed to sit on the carpet and the register is re-taken. Staff can explain to children what happened and the importance of the fire drill.
- Person in charge should log the incident in the fire log book, which is kept in the office.

Registers MUST be marked and held by staff AT ALL TIMES. If the fire alarm is sounding, visitors and parents/carers must not enter the nursery building. If parents/carers/visitors are in the building, they should follow the staff and children's evacuation procedure.

Lifting and Bending

Always follow the following principles when working with children;

If you have to lift a child, remember to bend at your knees and keep your back straight.

When working at low level, sit or squat to reach the child's level, do not stoop or bend from the waist for prolonged periods.

When lifting heavy/awkward articles, eg. water trays, ALWAYS ask for assistance. Reduce the risk in lifting and handling tasks. Where it is not possible to put design controls in place, the correct manual handling practices should be used. We have a regular maintenance programme for equipment to ensure it is always safe and serviceable. All staff should always be aware of risks around them and report and/or, if appropriate, remove to maintain a safe environment.

Security Policy

The main entrances of the Nursery building are locked; only staff will be given the door codes to enable them to enter once DBS check is complete, other visitors are required to telephone the nursery or ring the doorbell to gain admittance. Both entrances to the nursery are monitored by CCTV cameras to ensure the children's safety. Visitors to the nursery are required to enter their name and time of

arrival in the book situated in the corridor area. The classrooms may be entered by waiting for admittance by a staff member. Doors to be kept closed at all times. Safety gates are used on the nursery door that lead onto the play area from Room 2. The play area is monitored by CCTV to deter Vandals. Staff are required to wear name badges at all times.

CCTV Policy

We currently use CCTV cameras to view and record individuals on and around our premises. We recognise that information that we hold about individuals is subject to data protection legislation. The images of individuals recorded by CCTV cameras in the workplace are personal data and therefore subject to the legislation. We are committed to complying with all our legal obligations and seek to comply with the best practice suggestions from the Information Commissioners Office (ICO).

We believe that CCTV use is necessary for legitimate business purposes including:

- To prevent crime and protect buildings and assets from damage, disruption, vandalism and other crime;
- For the personal safety of staff, children, visitors and other members of the public and to act as a deterrent against crime;
- To support law enforcement bodies in the prevention, detection and prosecution of crime;
- To assist in day-to-day management, including the health and safety of staff and others;
- To assist in the resolution of disputes which arise in the course of disciplinary or grievance proceedings;
- To assist in the defence of any civil litigation, including employment tribunal proceedings.
- Staff performance monitoring

This list is not exhaustive and other purposes may be or become relevant.

In order to ensure that the rights of individuals recorded by the CCTV system are protected, we will ensure that data gathered from CCTV cameras is stored in a way that maintains its security and integrity. This may include encrypting the data, where it is possible to do so.

We may engage data processors to process data on our behalf. We will ensure reasonable contractual safeguards are in place to protect the security and integrity of the data.

Data recorded by the CCTV system will be stored digitally. The data will not be retained indefinitely but will be deleted once there is no reason to retain the recorded information.

Exactly how long images will be retained for will vary according to the purpose for which they are being recorded. For example, where images are being recorded for crime prevention purposes, data will be kept long enough only for incidents to come to light.

Separate risk assessments are undertaken daily indoors and outdoors with regard to safe equipment, checking of resources. Specific risk assessments are carried out when required for example, outings, staff and child welfare.

Risk Assessments

It is our policy that before we take children on outings, the outing is planned for and risk assessed. We will consult with the parent/carer and obtain full written permission. High staff:child ratios will be used. A register of all children will be taken. During the

course of the visit, regular headcounts will be taken. Emergency contact numbers are included within the register. A mobile phone will be taken by the Manager/person in charge.

Students and Volunteers	As Fledglings is used for training purposes by local colleges, we often have student nursery practitioners working here on practical placement. Their placement days and names will be posted on the staff photograph board. All students /volunteers will wear identification badges. Students are not permitted to be given sole responsibility of a group of children indoors or outdoors. Students / Volunteers are not permitted to change wet or soiled children, unless under supervision. Confidential records are not available to students or volunteers. Students / Volunteers are given an information leaflet that highlights the nursery routine. They are made aware of and given a copy of our policies. Staff members who are undertaking vocational training are not classified as students.
Confidentiality	Fledglings staff have access to confidential records, assessment and reports regarding children. Parents may view their children's records at any time by prior arrangement. Children's records / behaviour are not a matter for discussion at any time by our staff, unless the Nursery Manager has been informed and the discussion takes place on Nursery premises. Children are photographed as part of our assessment and recording procedure by Fledglings practitioners only. Also students may take photographs (not of children) to provide evidence for their portfolios. Permission is sought from parents for use of these photographs.
Sun Protection Policy (Sun Smart)	Staff will receive training regarding sun protection. We will actively encourage all children to wear hats when playing outside in sunny conditions. Nursery will provide hats. Children will also be encouraged to bring one in from home. When a child starts at Fledglings we will request parental permission to enable staff to apply sunscreen to their child as required. Fledglings has a stock of factor 30 children's sunscreen, children are able to bring in their own sunscreen if preferred.
Staff Recruitment and Selection	Any vacancy is advertised online, inviting applications. Candidates are short-listed using a person specification. Short-listed candidates are invited for an interview. The successful candidate will be offered an initial contract of six months, during which they will be inducted, supervised and supported by the rest of the staff team and the Nursery Manager. All Fledglings employees who are caring for children unsupervised, undergo a statutory DBS check. These checks are repeated every five years to ensure their validity. Staff are to sign a declaration annually to confirm that their suitability to work with children has not changed and sign each and every day to confirm their suitability.
Recruitment Procedure	All prospective candidates will be asked to submit an application form containing questions about their previous employment and academic history along with their curriculum vitae. Applicants will then be contacted either by email, letter or phone to let them know if they have been successful in reaching the next stage, a face to face interview. Candidates that are invited along to an interview and asked to bring with them: <ul style="list-style-type: none">• Either current driving licence, passport or full birth certificate

- A utility bill or statement, showing name and address within 3 months
- Documentation showing their national insurance number (NI card, P45 or P60)
- Documents confirming any educational or professional qualifications referred to in their application form.
- Eligibility to work in the UK
- Their criminal history (disclosing anything that will show up on a DBS)

Where an applicant claims to have changed his/her name by deed poll, the correct documentation will be requested.

Where possible, references will be checked before the interviewing stage.

During the interview, detailed enquires will be made regarding any gaps in their employment and reason for leaving employment.

Successful candidates will receive a letter stating their job offer is conditional, **dependant on the return of 2 satisfactory written references and an enhanced DBS check.**

Induction
Once offered a position, the staff will be on a 6-month probation period, during this time the staff will be trained in all areas and completed a complete induction programme.

New employees will undergo an induction period, during which time they will read the employee handbook, nursery policies and procedures and will be trained by a “mentor” who will introduce them to the way in which the nursery operates.

Documents given to staff during their induction

- Staff policy and procedure handbook (includes whistleblowing, code of conduct etc)
- New starter staff details form
- Personal information form
- P46 form if required
- Certificates
- Health and safety declaration consent pack
- Employee disclosure form
- Fire drill procedure
- Security
- Intimate caregiving procedures
- Set up on Family and Citation

All staff members will be invited to and attend an annual ongoing suitability interview as well as an appraisal/performance review. Staffs are responsible for notifying the manager, in person, if any circumstances arise that may affect their suitability to work with children, which includes any health concerns or incidents that have occurred outside the nursery.

Enhanced DBS checks	<p>In accordance with the recommendations of the DFEs in “safeguarding children; safer recruitment and selection in education settings” the nursery carried out several -pre-employment checks in respect of all prospective employees for all positions.</p> <p>Due to the nature of the work, the nursery will apply for Disclosure and Barring certificates from the Disclosure and Barring service (DBS). The nursery will cover the cost of the first check. The nursery will always request an enhanced disclosure as described below:</p> <ul style="list-style-type: none">• An enhanced disclosure will contain details of all convictions on record including current and spent convictions (including those which are defined as “spent” under the rehabilitation of offenders Act 1974) together with any details of any cautions, reprimands or warning held on the Police National Computer. It may also contain non-conviction information from local police records which a chief police officer thinks may be relevant in connection with the matter in question.• If the individual is applying for a position working with children, it will also reveal whether he/she is barred from working with children by virtue of his/ her inclusion on the lists of those considered unsuitable to work with children maintained by the DFES and the department of health.
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The nursery's policy is to observe the guidance issued or supported by the DBS on the use of disclosure information. In particular, the nursery will:

- Store disclosure information and other confidential documents in locked cabinets, access to which will be restricted to specific members of staff
- Not retain disclosure information or any associated correspondence for longer than necessary. In most cases the nursery will not retain such information for longer than 6 months although the nursery will keep a record of the date of the disclosure and the disclosure number which will be recorded on their personal information forms.

Once the member of staff has received her DBS certificate, they will be permitted to sign up to the update service.

Healthy Eating Policy

At Fledglings Preschool we recognise the key role we have in influencing the food choices of children. We meet the EYFS nutrition guidance with regard to food and drink. At Fledglings, we care about the children's health and provide opportunities for children to try a wide range of healthy snacks and nutritionally balanced meals. As children's teeth are growing, we provide milk or water to drink as needed. We request that parents/carers do not bring in any additional food, sweets or drinks, except from special/cultural dietary needs. We want the children to enjoy the pleasures of food, eating together and sharing. We are happy to discuss special dietary requirements the children may have and look at possible alternatives. We would need to take into consideration the small size of the nursery kitchen and discuss how needs can be managed in addition to and the health and safety of all the children at Fledglings.

We recognise the key role we have in influencing the food choices of children. We meet the EYFS guidance with regard to food and drink. At Fledglings we care about the children's health and provide opportunities for children to try a wide range of healthy snacks and nutritionally balanced meals. As children's teeth are growing, we provide milk or water to drink as needed. We request that parents / carers do not bring in any additional food, sweets or drinks, except from special / cultural dietary needs. We want the children to enjoy the pleasures of food, eating together and sharing.

All children are offered breakfast, a hot lunch and tea. Drinks (milk and water) are supplied by the nursery as are morning and afternoon snacks that typically consist of fruit, toast, crackers, or breadsticks. Children have access to a personal labelled water bottle freely all day. This is provided by the nursery to ensure cleanliness and safe content. Children between 12 and 24 months should be offered full fat milk to drink, older children can be offered either semi-skimmed or full fat milk. Staff are encouraged to eat with the children, however this must be the food that is supplied by the nursery not food brought in. Our menus are displayed on the parent's information board and comply with Allergy Labelling legislation.

Allergies and Special Requirements

- Children who suffer from specific allergies will have this recorded on their information forms.
- This information will be passed onto the child's key worker for discussion and clarification with the Parents.
- These records will have the relevant details of the allergy, its causes, and any treatment needed if required.
- If medication is required, this will be administered under the medication policy
- All medication will be safely stored in an appropriate place
- The Nursery Manager, Deputy or Lead practitioners will administer medication and take any emergency action should the situation require it
- Named staff will be trained in administering specific medication, i.e. Epipens
- All information on children with any allergies will be passed onto ALL staff members. This will include supply staff and students
- Information will also be passed onto staff at change over periods, for example: duty morning staff to afternoon duty staff
- Notices informing staff will be placed in appropriate places i.e. children's record sheets, diaries, registers, food preparation areas, kitchens etc.
- During meal times, a practitioner MUST be sat next to the child with allergies and be closely monitored.
- Each day, any children who has dietary needs must be noted on the class notice board in each room so that every staff member is aware.
- No foodstuffs are to be used in malleable play that may cause allergic reactions
- **NO OTHER FOOD ITEMS SHOULD BE KEPT IN THE CLASSROOMS.**

Personal and Intimate Care Policy Statement of intent Fledglings Pre-school believes that the intimate care of children cannot be separated from other aspects of their learning and development. We do not discriminate against children who have not reached a stage where they can manage their own personal hygiene and as such welcome all children to participate in the nursery, and provide appropriate support for each on an individual basis.

Aim To safeguard the rights and promote the welfare of children and young people. To provide guidance and reassurance to staff whose contracts include intimate care. To assure parents and carers that staff are knowledgeable about personal care and that their individual concerns are taken into account. To remove barriers to learning and participation, protect from discrimination, and ensure inclusion for all children and young people as pupils and students.

'Intimate Care' can be defined as care tasks of an intimate nature, associated with bodily functions, bodily products and personal hygiene, which demand direct or indirect contact with, or exposure of, the sexual parts of the body. Help may also be required with changing colostomy or ileostomy bags, managing catheters, stomas or other appliances. In some cases, it may be necessary to administer rectal medication on an emergency basis.

'Personal Care' generally carries more positive perceptions than intimate care. Although it may often involve touching another person, the nature of this touching is more socially acceptable, as it is less intimate and usually has the function of helping with personal presentation and hence is regarded as social functioning. These tasks do not invade conventional personal, private or social space to the same extent as intimate care and are certainly more valued as they can lead to positive social outcomes for people. Children and young people may require help with eating, drinking, washing, dressing and toileting.

Method

We work with parents and children to establish a preferred procedure for supporting the children in our care with their personal and intimate care. Where these procedures may require specialist training we seek out training for the staff who will be involved in a child's care, ensuring that the child's key-person and at least one other member of staff accesses this training. Where possible the child's key-person is responsible for undertaking the care of an individual child. When this is not possible a staff member who is known to the child will take on that responsibility.

Children are always asked by the member of staff caring for them, for permission to assist them, and children who want to perform their own care are encouraged to do so with adult support when appropriate. Children will be cared for with dignity and respect for their privacy. Either of the toilet areas can be used, including the nappy changing area that can be screened off as appropriate depending on the level of privacy and space required in the individual case.

Toilet Training

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

We ask that parents let us know as soon as they start to think about potty training in order to maintain consistency. Potty training is a shared job and it is important that your child gets the same messages at home and at nursery.

We are happy to work with parents to support potty/toilet training once the child has started using the potty/toilet at home.

Initially your child will slowly be encouraged to use the toilet/potty at home. If your child successfully uses the potty/toilet on a regular basis and is beginning to understand when they feel they need to go, only then will parents be able to request potty training to begin at Preschool. **Once your child has had three consecutive dry days at home whilst potty training, then we can introduce this at nursery.**

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

No child will be potty trained until fully settled and secure within the nursery environment.

Children will be encouraged not forced.

Each child will be individually monitored and parents will be informed of the child's progress.

We will ask you to ensure there is always **3 full sets of spare, labelled clothes** in your child's bag in case your child needs to be changed on more than one occasion.

Parents will be asked to dress their children in sensible clothing, easy to take on and off independently, no dungarees, belts or tricky buttons.

Children will be reminded to go to the potty/toilet every 20-30 minutes by their keyperson/buddy and a record will be kept on their toileting throughout the day.

Accidents will be dealt with sensitively, although children will be encouraged to undress and redress themselves, staff will be there to offer support and offer reassurance.

If your child is in underwear and has persistent accidents (3 or more) in one day, we will put a pull-up or nappy back on them to save further upset, anxiety and stress for your child.

If persistent accidents continue, we will advise that you may need to delay potty training for a short while and resume at a later date.

Staff will always give positive praise and encouragement after each visit to the potty/toilet, reward charts may also be used.

Sleeping Policy

We operate a Safe Sleep Policy that specifies the "back to sleep" position. Our Policy requires that the key person discuss the safe Sleep policy with a child's parent or guardian before admission. Parents must sign a statement that they have received a copy of the

policy and that the policy has been discussed with them. All key persons working in our nursery are required to receive induction training on the Safe Sleep Policy.

When introducing or sharing the policy with our parents the following will be discussed:

- Ask about the baby's sleep position at home.
- Explain the nursery "back to sleep" policy that is implemented to reduce the risk of SIDS.
- Tell the parents that even though most babies will be fine, there is a higher risk of SIDS when an infant is placed to sleep on their stomach or side.
- Some babies have medical conditions that require stomach sleeping. If the parent insists that their baby is placed on his\her stomach or side to sleep, they will be asked to provide a note from the baby's doctor that specifies the sleeping position; this note will be placed in the sleep area above where the child sleeps.
- If parents have further questions about SIDS and infant sleeping positions, they will be given the phone number for the FSIDS and the National Back to Sleep Campaign.
- Review of the baby Safe Sleep Policy.
- Lullaby Trust UK.

Sudden Infant Death Syndrome (SIDS) is the unexpected death of a seemingly healthy baby for whom no cause of death can be determined based on an autopsy, an investigation of the place where the baby died and a review of the baby's medical history. In the belief that proactive steps can be taken to lower the risk of SIDS in childcare settings and that parents and childcare professionals can work together to keep babies safer while they sleep, this Nursery will practice the following Safe Sleep Policy:

All key persons will receive training on our Infant Safe Sleep Policy and SIDS risk reduction.

- Babies will always be placed on their backs to sleep unless there is a signed sleep position medical waiver on file. A copy of the waiver will be placed in the baby's sleep area. If the child is under 6 months of age, this waiver must be signed by the child's doctor; a parent's signature is accepted for children over the age of 6 months.
- FSID recommends that babies are placed on their backs to sleep, but when babies can easily turn over from the back to the stomach, they can be allowed to adopt whatever position they prefer to sleep. We will follow this recommendation: please discuss with your key person your preference when the baby turns onto his\her side or stomach.
- FSID recommends that using a dummy at the start of any sleep period reduces the risk of cot death. If a dummy forms part of your child's sleep routine, it will always be used at sleep times. FSID recommends that the dummy should be stopped when the baby is between 6 and 12 months old. (The key person will work with parents to phase out dummies sensitively, taking into account children's emotional needs.)
- Visual supervision is required at all times. At least every 10 minutes the key person or any member of staff will visually check on the child; looking for the rise and fall of the chest and if the sleep position has changed. These checks will be recorded on the safe sleep chart and initialled by the member of staff undertaking the check. We will be especially alert to monitoring a sleeping baby during the first few weeks the baby is in our nursery.
- Steps will be taken to keep babies from becoming too warm or over heating by regulating the room temperature, avoiding excess bedding and not overdressing or over-wrapping the baby; room temperature will be kept between 68-72oF degrees (16-20oC).

- All babies must sleep in a cot or on an approved surface. Babies may not sleep in a nesting ring, car seat, bouncy chair etc.
- Laid feet to foot end of bed/cot, head not at the top.

Research from The Lullaby Trust UK, have advised that cot death can occur (rarely) when using car seats, bouncing chairs and buggies when the baby' head drops and causes suffocation. Car seats and buggies do not allow the child to move comfortable when sleeping and cannot be cleaned effectively. It needs to be clear from the onset and be included in the policy, the settings position on this.
- Babies heads will not be covered with blankets or bedding; babies cots will not be covered with blankets or bedding.
- Under 1's to be on a firm mattress
- Loose bedding, pillows, bumper pads, etc. will not be used in cots. We prefer not to use blankets; but will allow a small blanket, which will be tucked in at the foot and sides of the cribs.
- Clean sheet per child shown by picture of child washed weekly (more if needed).
- Sleeping children not to woken unless emergency or going home.
- Awake babies will be given supervised "tummy time".
- Toys and stuffed animals will not be allowed in the child's cot.
- A safety approved cot with a firm fitting mattress and tight-fitting sheet will be used. Cot mattresses will be cleaned daily and sanitised between children. Cots will be cleaned weekly. All babies will have their own bedding that is laundered weekly and changed as often as required.
- Only one baby will be in cot at a time, except in the event of an emergency or during a fire drill.
- No smoking is permitted on the premises and key persons who smoke will ensure that their clothes and breathe do not smell of smoke when caring for babies.
- To promote optimal growth, development, and well-being, Fledglings does not impose a limit on sleep duration. Children under the age of three will have uninterrupted rest or sleep time until at least 2pm each day. This rest period is crucial for essential brain development and aids in emotional regulation.
- All parents of babies cared for in this Nursery will receive a written copy of our safe sleep policy before admission.
- All parents of babies cared for in this Nursery will be asked to sign to confirm that they have received, read and understood the Nursery Safe Sleep and that their child's Key Person, Room Supervisor or Nursery Manager has discussed the policy with them.

Smoking

Fledglings operates a no smoking policy. This extends to the whole of the school premises, including outside. Staff are encouraged and supported to give up smoking.

Inclusion

We recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

We value the diversity of individuals and do not discriminate against children because of 'differences'. All children are treated fairly regardless of race, religion or abilities. All children and their families are valued within our nursery. We believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

It is important to us that all children in the nursery are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skills. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological wellbeing of all children. (See Safeguarding Children Policy)

Equality and Diversity

Fledglings is committed to providing equality of opportunity and anti-discriminatory practice for all children and families.

We aim to:

- Provide an environment in which children feel secure, can flourish and where all contributions are valued;
- Include and value the contribution of all families to our understanding of equality and diversity;
- Provide positive non-stereotyping resources and information about different ethnic groups and people with disabilities and gender roles;
- Improve our knowledge and understanding of issues of equality and diversity; and
- Make inclusion a thread which runs through all of the activities of the nursery.

Admissions

Our nursery is open to all members of the community.

- We advertise our services widely.
- We reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We base our admissions policy on a fair system.
- We do not discriminate against a child or family with a disability or refuse a child entry to the nursery because of any disability, ethnicity, religion, gender, social background.
- We ensure that all parents are made aware of our equal opportunities policy.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the nursery and in the curriculum offered.
- We take action against any discriminatory behaviour by staff, parents or children including but not limited to name calling, threatening behaviour or offensive remarks.

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and Barring Service. This ensures fairness in the selection process. All job descriptions include a commitment to equality and diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible
- Applicants from all backgrounds are welcomed. Applications are open to all who meet the criteria for each post.

Training

- We seek our training opportunities for staff and volunteers to enable them to develop inclusive and anti-discriminatory practices which help all children to flourish
- We review our practices to ensure that we are fully implementing our policy for equality and diversity

Curriculum

- The curriculum offered in the nursery encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

Valuing diversity in families

- We welcome the diversity of family life and work with all families
- We encourage children to contribute stories of their everyday lives
- We encourage parents/carers to take part in the life of the nursery and to contribute fully
- For families who have a first language other than English, we value the contribution their culture and language offer.

Food

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met
- We help children to learn about a range of food, cultural approaches to mealtimes and eating and to respect the differences among them

Welfare Policy

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them." We understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage.

We understand that we are required to:

- promote the welfare of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements.

**Development Matters- EYFS
at Fledglings**

Intent

To nurture and enrich each individual child through playful experiences in a warm, safe, magical, exciting and caring setting.

Implementation

Pedagogy (How)	Curriculum (what)
<ul style="list-style-type: none"> • Loving and caring • Learning through play • Understanding how children develop and learn using professional knowledge and practitioner expertise 	<ul style="list-style-type: none"> • The child - their stage of development and interests • Covering the seven educational programmes (EYFS) • Curriculum Variety including many opportunities such as annual themes, topics, cultural celebrations, special days and most importantly children's interest.

Impact

To develop happy, kind, confident, all rounded children who are willing to learn and LOVE to learn.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs and interests. Assessment in the EYFS takes the form of observation, and this involves the key-worker and other adults as appropriate. These observations are recorded in children's individual 'Learning Journey' booklets and online. They also contain information provided by parents and other settings.

Within the final term of the EYFS, we share a written summary to parents. Parents are encouraged to comment on their child's Learning Journeys.

Observation, Assessment and Planning Policy	We recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning. Parents will be invited to join our online platform, 'Famly' which practitioners will utilise to record observations and child achievements.
Progress check at age two	We will review children's progress between age two and three and provide parents/carers with a short written summary of their child's development in the prime areas. This will identify the child's strengths and identify any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child's future learning and development involving other professionals (for example, the provider's Special Educational Needs Co-ordinator) as appropriate. (Please see P18 Statutory framework for the EYFS for further information.
Learning Journeys	<p>All keyworkers are to keep up to date and correct recordings on the children in their group.</p> <p>All keyworkers will keep notes on individual children, including their stage of development and next steps for each child. Learning Journeys are to be kept on the premises at Fledglings.</p>
The Learning Environment	The Nursery is organised to allow children to explore and learn securely and safely through areas of continuous provision, which encourage children to become independent learners. There are areas where the children can be active, be quiet and rest. The rooms are arranged in provision areas, where children are able to find and locate equipment and resources independently. The nursery has a high quality outdoor area and a nature garden for Forest School activities. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children opportunities to explore, use their senses and be physically active and exuberant. We offer activities and supply resources for the children to access outdoors that help the children to develop in all 7 areas of learning.
Teaching and Learning Style	<p>We recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter-connected.</p> <p>We believe that the following features are important when delivering the EYFS</p> <ul style="list-style-type: none">• the partnership between staff and parents, so that our children feel secure at nursery and develop a sense of well-being and achievement;• the understanding that adults have of how children develop and learn, and how this affects their teaching;• the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;• the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;

- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents;
- the good relationships between our nursery and the settings that our children will move on to.

Playing and Exploring

“Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development.”

Through play, children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

Active Learning

“Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.”

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creativity and Critical Thinking

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the room to extend their learning. It is our policy to encourage children to be as independently creative as possible. We also like to discuss what we are doing and introduce new vocabulary, not every creative activity produces an ‘end product’ enjoying and achieving is the main focus of creative activities.

Areas of Learning

The EYFS is made up of three prime areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

**Special Needs -
Introduction**

Fledglings provide a caring stimulating learning environment for under fives. All children are valued as individuals and are offered experiences and opportunities regardless of differences in ability, culture or gender, which allows all children to achieve at their own level and help them to reach their full potential. Our SEND Local Offer is available on the SMBC early years information website.

Purpose of the policy

The purpose of a Special Needs policy is to provide information for staff and parents, setting out guidelines on admitting children with special needs, and the identification of areas of concern. Many children experience learning difficulties, early assessment together with learning strategies can soon overcome any difficulties. Jane Edmondson is The Special Educational Needs Co-ordinator known as the SENCO this role involves.

- Liaising with staff to identify children with special educational needs.
- Supporting staff with individual learning plans
- Maintaining a file on each child containing relevant information.
- Liaison with parents carers and external agencies.
- Ensure that all legal requirements are met.
- Ensure that progression is maintained and documented.
- Liaising with Bhavani Mehta.

Admission for Children with Special Educational Needs At Fledglings we welcome children with special educational needs, but need to be realistic when accepting children to ensure our setting is suited to the child's needs. We like to work closely with parents/carers and other professionals to gather as much information as possible.

Information to Gather

- We need to get a clear background about the child.
- We need to consider the needs and safety of the child for admission.
- We need to identify who is involved with the child.
- We need to know what support is available.

Things to consider

- Can the setting provide the right resources?
- Will the setting be appropriate for the child?
- We need to consider the needs and safety of the children attending the setting.
- Does the setting have appropriate staffing?
- Is there training available for staff?
- Can the needs of the child be met?

Staffing	At Fledglings each child has a key worker who is responsible for monitoring and assessing children's progress, recording concerns and successes.
Setting	At Fledglings we have a bathroom area where there are facilities for changing children, and we have a small ramp for wheel chair access.
Arrangements for monitoring reviewing and evaluation	<p>Our system of observation and record keeping, enables us to monitor children's needs and progress on an individual basis. The progress of all children is routinely monitored throughout the foundation stage. The key worker may notice a child is experiencing difficulty affected by a number of factors:</p> <ul style="list-style-type: none">• A child may not be achieving at their age and stage of development.• A child may have made little or no progress, even though they have had many different experiences.• A child may be gifted.• A child may be experiencing physical difficulties.• A child may have social emotional or behavioural problem effecting their performance and achievements. <p>If a key worker has concerns about a child's development they would need discuss their concerns with the nursery Senco who will give support in monitoring and recording the areas of concern for half a term, if there were no improvements the key worker would discuss the concerns with the parents of the child.</p>
What to do next	The key worker who works on a day to day basis with the child would discuss their concerns with parents informally, then the nursery Senco would become involved. Parents will be involved and kept informed throughout the process of identifying a child's additional needs.
Early Years Support	<p>If the identification that a child has special needs and would benefit from additional help:</p> <ul style="list-style-type: none">• The SENCO will collect and share information and co-ordinate the action to be taken.• The SENCO will support the Key worker to develop an Individual Educational Plan (IEP). The IEP will be discussed with key worker, parents, and other members of staff. Progress will be monitored continually and reviewed every half term informally with parents and key worker.• Should expected progress not take please we will involve outside agencies as appropriate.• The key worker who works day to day with the child and the SENCO are provided with advice or support from outside specialists.• Alternative interventions additional or different strategies to those already provided for the child through are put into place.• A new IEP is usually devised.• This will be monitored and reviewed every six months, to see if progress is being made.
Transfer to next Establishment	We will work with the receiving school in conjunction with the child's parents.

Complaints Procedures	Any complaints <ul style="list-style-type: none">• Discuss with SENCO's Jane Edmondson / Bhavani Mehta• Parents and partnerships• Staff will attend training provided by LEA and other professional bodies as appropriate.
Monitoring and review	The Manager and Deputy will carry out monitoring on the EYFS in conjunction with the key-workers. The practitioners and the Senco will ensure EYFS checkpoints are taking into consideration.
Behaviour Policy	<p>We aim to encourage socially acceptable behaviour and to teach children the difference between right and wrong. We reward good behaviour with praise and attention. If a child upsets, hurts or causes injury to another child, we attend to the injured child first, then explain that this behaviour is unacceptable. Should a child harass or bully another child, observations and notes will be taken by the Nursery staff who will intervene as necessary. At this stage, parents of the child(ren) concerned would be invited into Nursery to discuss strategies for dealing with this type of behaviour. Staff undergo regular behaviour management training.</p> <p>The child's keyworker will record continuous challenging behaviour. Should a child's behaviour become a cause for concern, we will consult with parents. We will request that any child whose behaviour is consistently violent towards a member of staff be removed from nursery temporarily. In the event of a child being persistently disruptive, parents will be contacted to collect the child from nursery. In extreme cases we reserve the right to ask for the child to be removed from nursery permanently. The named person for behaviour issues is Jane Edmondson.</p>
Outdoor Play Policy	<p>Fledglings preschool believes that young children thrive and develop best when they enjoy access to stimulating outdoor environments for learning through play. With this in mind our planning is structured to involve children in valuable learning opportunities both inside and outdoors, where they will experience a range of activities taking into account the principles of the Early Years Foundation Stage Practice Guidance.</p> <p>Children encouraged to play outdoors and are:</p> <ul style="list-style-type: none">• Children taken to the toilet then encouraged to put on their outdoor clothing.• Children are counted and then taken outdoors there are always two members of staff supervising outdoor play where appropriate• Children are to be encouraged to tidy up outside before lining up to return to the nursery.• There should always be a head count when returning to nursery.• When large groups of children are playing out – staff ratios must always be observed.• Nature Garden activities also follow the guidelines stated above.
Family - online platform	The online learning journals package used at Fledglings is designed to assist staff with time management and ensure that children's learning profiles are consistently updated. It is a tool to track progress and support ongoing development across all areas of the curriculum. Under no circumstances should login details be shared. Login details are considered to be:

- Username
- Password
- PIN Number

Staff and management must not use Famly whilst logged in on another account. I.E they must only use Famly while logged into their own account. Company i-pads should not be used for personal purposes.

Access and permissions

The nursery manager or a nominated member of the management team is responsible for allowing staff access to Famly.

Access is granted through Famly configuration screen. The email address used for a staff account must be managed responsibly.

If staff access their Famly account from outside the nursery, they are responsible for maintaining privacy of their account.

Parent access to Famly

The manager or a nominated member of the management team grants parents' access to Famly. The Manager or a nominated member of management is responsible for ensuring that the correct child profile is attached to each parent account.

Child access to Learning Journals

Child access should be supervised in accordance with the E-Safety policy. Staff and management accounts are equipped with "child view" function. This function is to be enabled if children are browsing profiles. Staff must supervise children's use of Famly.

Uploading photographs

If permission has not been given by a parent for images of their child to be shared, then they must not be included in photo evidence for observations of other children.

If another child is present in the photograph whose parents have not given permission then the photograph must not be uploaded to Famly, or the faces of irrelevant children must be obscured electronically prior to uploading.

Faults with Famly

In the event that Famly develops a fault which compromises the security of the privacy of the child profile the following procedure should be followed:

- Log out of the Famly account
- Inform management of the fault

- Management will then inform Famly by telephone and give a description of the fault
- Famly will not be used until the fault can be confirmed to have been rectified by a member of Famly staff
- Parents are to be informed and updated accordingly

Transition

At Fledglings we realise that transition from room to room or to new settings is a major event in the lives of young children and can be an anxious time for both the children and their parents/ carers. To make movement from room to room enjoyable at Fledglings, we have a policy of using both rooms for all children. Children move from their base room to spend short periods in the adjoining room(s), therefore becoming familiar with the room layout, routine and staff. Parents are given information regarding the move and asked to fill in a sheet about their child and the things they enjoy or dislike at home, wherever possible a member of staff from room 2 will exchange roles with a staff member from the pre-school each year so there is a familiar person in the room when children move through. We also need to ensure that the move from nursery to school is made as smooth as possible with as little disruption to the child as is feasible.

In order to make this happen we will;

- Try not to put too much emphasis on the move to school.
- Read books about going to school.
- Take part in tailored teaching sessions and home projects with 'Mrs Bhav' to support with school readiness.
- Encourage children who will attend the same school to play together.
- Find out as early as possible which school each child will attend.
- Encourage the receiving reception class teachers to visit.
- Arrange to meet with receiving teachers on an informal basis to share information
- Ensure that information is passed onto the receiving school in good time.

We will work with and reassure parents/carers at all times that anxiety about going to school is quite common for children and can affect their normal behaviour. We will support the children and their parent/carers in this important stage of their lives.

Equal Opportunities Statement

The company takes great care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual of a similar age, whether they be adult or child. Discrimination under age, sex, race, religion, colour, creed, marital status, ethnic or natural origin, or political belief has no place within the Company. Should any person believe that this policy is not being totally complied with it is their duty to bring the matter to the attention of the manager at the earliest opportunity.

Fledglings Preschool provides a caring, stimulating environment for the under fives. All children are valued as individuals and are offered experiences and opportunities regardless of differences in ability, culture or gender. No child will will be discriminated against on the grounds of sex, race, religion, colour or creed. Wherever possible those designated as disabled or disadvantaged will be considered for a place, taking into account their individual circumstances and the ability of the Company to provide the necessary standard of care. Resources and displays will reflect and promote our policy and represent race, gender and disability in a positive way.

All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies, racist and sexist attitudes will be challenged. Staff will be encouraged to undertake Equal Opportunities training. Any complaints to be reported to the Nursery Manager.

Help and advice will be given to people requiring translation of our policies from Stockport English Language and Interpreting Unit, Edgeley, Stockport. Tel : 0161 477 9000.

Staff Development

The nursery practitioners at Fledglings hold a recognised Early Years Qualification. New members of staff may be employed as trainees on the understanding that appropriate training is undertaken.

Support staff are encouraged to develop their skills and expertise by attending further training courses offered by local colleges, professional associations and Stockport MBC.

Staff are encouraged to keep a Personal Development Portfolio. In service training and discussion takes place within the Nursery. A staff appraisal scheme is in operation, the nursery managers observe practice through Peer observation and give feedback to practitioners.

Admissions

Children are eligible to start at Fledglings from around age of 12 months. A waiting list system is in operation and places are offered as they become available. Children who already attend the setting take priority over the children on the waiting list.

Complaints

Complaints should be discussed with the Nursery Manager. We will follow up and act upon any complaints at the earliest opportunity.

If parents/carers are not satisfied with our complaints procedure, they should contact the OFSTED complaints line tel : 0300 123 1231.

The Statutory Framework for the Early Years Foundation Stage states that there are occasions when OFSTED must be informed.

- All providers must inform OFSTED, without delay, of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations. An early years provider who, without reasonable excuse, fails to comply with this requirement, commits an offence.
- Providers must notify OFSTED of any change in the facilities to be used for care that may affect the space and level of care available to children. An early years provider who, without reasonable excuse, fails to comply with this requirement, commits an offence.
- Providers must notify OFSTED and local child protection agencies of any serious accident or injury to, or serious illness of, or the death of, any child whilst in their care, and act on any advice given.
- Providers must notify OFSTED of any food poisoning affecting two or more children looked after on the premises. An early years provider who, without reasonable excuse, fails to comply with this requirement, commits an offence.
- Providers must inform OFSTED of any significant changes or events relating to the premises on which childcare is provided.

- Significant changes or events which must be reported to OFSTED include:
 1. significant changes to the premises, for example structural alterations or an extension;
 2. something which adversely affects the smooth running of the provision over a sustained period of time;
 3. changes to the outside of the premises such as adding a pond or taking down fencing.

It will be the responsibility of the owner to ensure OFSTED is informed as soon as possible.

**Appendix 2
Grievance Procedure**

Stage 1 If any employee has a grievance it should be raised orally with your immediate line manager who will endeavour to resolve the matter within 5 working days.

Stage 2 If the grievance cannot be cleared satisfactorily at this level it should be referred immediately in writing to the Manager who will endeavour to resolve the matter within 5 working days and whose decision is final.

An employee has the right to be accompanied by either a trade union official or work colleague to any grievance hearing.

Company rules and policies: Certain types of behaviour are regarded as constituting gross misconduct which following investigation could lead to summary (instant) dismissal from employment. During any investigation management reserves the right to suspend with pay. If an individual is dismissed for gross misconduct then such a dismissal will be without notice or payment in respect of arrears of contractual holiday pay.

Examples of what would constitute a gross misconduct offence include:-

- Theft or the unauthorised possession of property belonging to the nursery, its employees or customers.
- Assault on any employee or persons associated with the nursery.
- Breach of confidence i.e. the divulging of confidential information relating to the nursery, its employees or customers.
- Any conduct detrimental to the interests of the nursery, its relations with its customers or public or damaging to its public image, shall be a dismissible offence.
- Any behaviour that jeopardises the morale of the staff team.
- Dishonesty, including the use of any funds, expenses or allowances for any other purpose than that for which they have been delegated by the company.
- Signing in or out for another employee.
- Flagrant failure to follow Company documentary systems and procedures.
- Physical assault or abuse towards a child eg. hitting a child in chastisement or harsh disciplinary actions.
- Discrimination in any way against a person on the grounds of colour, religion, ethnic or national origin, sex or marital status eg. any behaviour which could constitute a breach of Race Relations and Sex Discrimination legislation.
- Being under the influence of drugs or alcohol whilst on duty.
- Serious or persistent breaches of safety rules.
- Fraud including falsification of work records and expense claims.

Further behaviour that could constitute gross misconduct is not limited by the above list.

General rules

There are also general rules concerning conduct at work or working practices which staff are requested to note. In certain cases failure to adhere to a particular rule may result in disciplinary action being taken within the company's disciplinary procedure. These rules are reproduced below.

- All employees are expected to exercise reasonable care, skill and application at work and are expected to achieve and maintain standards of quality of work as required by management.
- Good relations with our customers and the general public are of vital importance. All employees should adopt a helpful, considerate and co-operative attitude to our customers and the public.
- Whilst at work employees are expected to carry out any reasonable and lawful instruction from their line managers.
- Employees are expected to flexibly respond to management requests to undertake duties outside of their normal job specification.
- Employees are expected to undertake any training as required by management. On occasion this may involve attending training courses where an overnight stay away from home is necessary.
- Amendments to address, next of kin and contact details must be notified immediately to management for personnel and health and safety record purposes.
- During working hours you must devote your whole time and attention to the nursery and should not undertake any activities that may interfere with the proper performance of your duties with the company. Written permission must be obtained if you wish to engage in any other business or profession outside of normal working hours. Permission is unlikely to be granted if such activities could be considered prejudicial or in direct competition with the company.
- On leaving the company you shall not for a period of 3 months solicit or entice away any client or company who was, within the period of 3 months prior to the termination of your employment, a customer of the nursery provided that this restriction shall only apply to customers with whom you have had personal dealings. This clause only restricts your action where such action could be construed as likely to cause financial loss, loss of credibility or damage to the business of the nursery.
- The use of abusive language that offends other employees will not be tolerated and will result in disciplinary action.
- The company reserves the right to lay off employees when circumstances cause a reduction in work. On these occasions the provisions of Sections 12 to 18 of the Employment Protection (Consolidation) Act 1978 could apply.
- Private work may be carried out on The Company premises or in working time only with management approval.
- You are required to declare any court or police action against you whilst you are employed by The Company. Failure to do so could lead to dismissal.
- The Company is aware that pilfering takes place throughout industry, we, therefore, reserve the right to carry out spot checks or searches of employees or their vehicles within the nursery boundaries.
- Equipment must not be borrowed from nursery premises without management permission.

Timekeeping and Attendance

- Rules and regulations relating to entitlement to sick pay are outlined in your terms and conditions.
- Employees are required to attend for work at the time stated. Late attendance will be regarded as a breach of discipline and dealt with accordingly. Sickness or absence must be reported via telephoning the nursery, by 7.45am.
- Persistent absenteeism without legitimate reason will be treated as a disciplinary offence.

- In cases where an employee frequently has time off work or has a long period away from work for reasons of sickness, The Company reserves the right to have the employee subjected to a medical examination by a Doctor appointed by the nursery or at the nursery's expense.
- Anyone walking out during a dispute or disagreement without management permission will be deemed to be in breach of his / her contract of employment.
- Staff meetings are essential for effective communication between staff and management and your attendance at such meetings is in your own interest as well as being a condition of employment.

Health and Safety

- Employees are required to take care for the health and safety of themselves and others who may be affected by their acts or omissions.
- Employees must have regard for any duty or requirement imposed on their employer or any other employee by the safety legislation.
- Employees working away from nursery premises must comply with the Health and Safety requirements of the particular workplace.
- In the interests of safety, employees must use protective clothing or equipment where provided by The Company.
- All injuries sustained by employees whilst at work must be reported in the Nursery's accident log.
- Where employees are provided with the tools and equipment necessary to carry out their jobs, the employee will be expected to take all reasonable steps to care for the equipment, keeping it safe and secure and in good state of repair.
- Any personal electrical appliances brought on to nursery premises by an employee must be battery powered as the company is not prepared to inspect, service and certify personal appliances in order to comply with the Electricity at Work Regulations 1989.
- All employees are responsible for keeping their own work area tidy.
- The management accept no liability for the loss or theft of personal belongings or money. Employees must therefore take any steps necessary to ensure their safekeeping.

Data Protection

We process personal information to enable us to provide childcare, encourage and supervise educational play, to advertise our services, to maintain our own accounts and records and to support and manage our staff.

Type/classes of information We process information relevant to the above reasons/purposes. This may include:
processed

- personal details
- family details
- GP contact details
- lifestyle and social circumstances
- digital images of the child's progress
- financial details
- education and employment details
- goods or services provided

We also process sensitive classes of information that may include:

- physical or mental health details
- racial or ethnic origin
- religious or other beliefs
- trade union membership
- our employees
- the children in our care
- advisers, complainants, enquirers
- suppliers

Who the information is processed about

We sometimes need to share the personal information we process with the individual themselves and also with other organisations. Where this is necessary we are required to comply with all aspects of the Data Protection Act (DPA). What follows is a description of the types of organisations we may need to share some of the personal information we process with for one or more reasons.

Who the information may be shared with

Where necessary or required we share information with:

- family, associates and representatives of the person whose personal data we are processing
- healthcare, social and welfare advisers or practitioners
- business associates
- financial organisations and professional advisers
- credit reference agencies, debt collection and tracing agencies
- education, educators and examining bodies
- current, past or prospective employers
- employment and recruitment agencies
- schools
- local and central government
- persons making an enquiry or complaint
- suppliers
- service providers

We do not transfer any personal information outside the European Economic Area (EEA).

To ensure that personal information is not compromised, the following procedure is in place and should be followed:

- Company lap top computers must be checked for photographs of children, any photographs should be downloaded onto the company memory stick kept in the nursery office before the laptop can be taken from the premises

The people responsible for controlling information and monitoring Data Protection are Joanne Raven and Jane Edmondson.

We process personal data relating to those we employ to work as, or are otherwise engaged to work as, part of our workforce. We do this for employment purposes, to assist in the running of the business and/or to enable individuals to be paid.

The personal data we process may include, but may not be limited to, the following:

- data relating to your identity (including name, date of birth, gender, photographs, passport, National Insurance Number, immigration status, marital status, dependents),

- contact details (business and home address, telephone numbers, email addresses, emergency contact details),
- employment details (position, office location, terms of employment, performance and disciplinary records, sickness and holidays),
- background information (CV, previous experience, qualifications and certifications, criminal records check (for vetting purposes, where permissible and in accordance with applicable law),
- financial information (bank details, tax information, salary, benefits, expenses),
- IT information – information related to your access to our systems (login details, IP addresses, log files, access/times/durations of use, location).

The collection of this information will benefit us by:

- improving the management of workforce data across the business,
- enabling development of a comprehensive picture of the workforce and how it is deployed,
- informing the development of recruitment and retention policies,
- allowing better financial modelling and planning,
- ensuring compliance with our policies and procedures and our legal obligations,
- enabling monitoring of selected protected characteristics.

We will not share information about you with third parties without your consent unless the law allows or requires us to do so.

Under the data protection legislation you have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress,
- prevent processing for the purpose of direct marketing,
- object to decisions being taken by automated means,
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed,
- claim compensation for damages caused by a breach of the data protection legislation.

If you would like to find out more about our data retention policy and how we use your personal data, or if you want to see a copy of the information about you that we hold, please contact Bhavani Mehta.

If you have a concern about the way we are collecting or using your personal data, you should raise your concern with us in the first instance or directly to the Information Commissioner's Office at <https://ico.org.uk/concerns/>

Privacy Policy

