**Magic Years Nursery**

Policy Pack 2022



**Our Vision**

Magic years is creating strong roots for future growth through inspired education and play.

***"Play, learn and achieve together"*  
  
Our Mission Statement**

* To provide a happy, caring environment where children are safe.
* To provide families with accessible, affordable, high-quality education and childcare.
* To help children to develop their confidence and independence.
* To provide high quality education and care where children develop the skills they need for learning in all areas of the Early Years Foundation Stage.
* To provide an exciting and stimulating environment to foster a positive attitude to learning.
* To ‘lay the foundations’ for their future learning.
* To promote close relationships with families and share the education of their children.

**Values and Ethos**

Magic Years is a Good rated nursery providing education and care for children and their families.  
The stimulating environment of the purpose built nursery gives children opportunities to enjoy learning and the innovative and exciting curriculum is a prominent factor in the children’s high level of achievement.  
At Magic years we promote creativity and give children the opportunities to be imaginative and critical thinkers.  
We strive to help children develop confidence and independence and develop a positive attitude to learning.  
We provide a happy, caring atmosphere where children feel safe and can develop and learn.  
We promote high standards of behaviour and help children to understand of each other’s feelings.  
Children learn to care for and respect themselves and others, to be sensitive to the needs and feelings of others and to inequalities associated with race, gender and ability.  
We work closely with parents and carers as we believe that the child’s learning and achievement is something we should all be a part of.

At Magic years we have consistent quality of teaching, we treat everyone with respect, we don’t discriminate, we listen to everyone’s opinion, we are carrying and compassionate about other’s feelings and views, we are flexible and mould to each other’s needs.

**Magic Years Nursery**

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3. British Values & Prevent Duty

4. Privacy Notice for Parents & Children

5. Information, Records and General Data Protection Regulation/ Confidentiality Policy

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**Magic Years Nursery**

**Arrival and departure policy**

At Magic Years nursery we operate a 8.00am — 6.00pm schedule

At Magic Years Nursery we give a warm welcome to every child and family on their arrival and departure, as well as ensuring the safety of children, parent/carers, visitors, employees, volunteers and students.

It is a policy of Magic Years Nursery to give a warm welcome to each child on their arrival to the nursery.

On arrival at the nursery, you will be expected to hand over your child to a member of staff. You are required to sign your child in, and put the time of arrival. When you collect your child, you will then have to sign your child out and indicate the time. It is very important that each and every parent sign in/out as this is a safeguarding issue, for example; in a case of an emergency, each and every child would be accounted for,

Parent are required to inform the staff members of any information relevant to their child's well-being and also if there are any specific instructions for that day.

The nursery staff must be informed if anyone other than the parent/carer or the persons mentioned as authorised to collect your child changes. You would then need to give the nursery a password which you would have issued to the person collecting the child and if the child is being collected after the session's closing time, you will incur a charge.

The following procedures set out action to be taken at the time and subsequently. The Nursery closes promptly each day at 6.p.m. and parents and other responsible adult should be on the premises by this time.

When completing the induction formalities, staff will discuss with parents the importance of being on time, and the importance of contacting the nursery if there are any problems with transport, etc.

If the parent or other responsible adult listed on the registration form are unable to collect the child, the parent should give details to the staff of the person who will be collecting their child. This must include their name, physical descriptions and any other information staff or parent may deem appropriate or a password which then be shared with the staff on duty, password is provided by parent on completion of application form.

The nursery will not release a child to anyone other than the known parent unless an agreement has been made at the time of arrival. In the case of any emergency such as a parent being delayed and arranging for a designated adult to collect a child, the parent should inform the designated person of the agreed procedure and contact the nursery about the arrangements as soon as possible. If in any doubt the nursery will check the person's identity by ringing the child's parent or their emergency contact number (please refer to the late collection policy).

If your child is not collected on time, our legal liability relating to the staff/child ratio will be infringed as two members of staff must remain at the nursery until the last child has been collected.

Any parent/carer who is late in collecting their child will have to pay a charge which helps to cover the additional staffing costs incurred for this reason. If you have made no contact with the Nursery within 30 minutes after closing time, the manager or senior member of staff will contact Newham Social Services.

Adults arriving under the influence of alcohol or drugs Please refer to the alcohol and substance misuse policy.

Arrivals and departures of visitors

For arrivals and departures of visitors the nursery requires appropriate records to be completed on entry and exit e.g. in the visitors' book. Please refer to supervision of visitors policy for further information.

Staff, Students and Volunteers

Staff, students and volunteers are responsible for ensuring they sign themselves in and out of the building, including on breaks and lunchtimes.

**Magic Years Nursery**

**Child Protection and Safeguarding Policy**

EYFS (2021) 3.4-3.8: Providers must be alert to any issues of concern in the child’s life at home or elsewhere. Providers must have and implement a policy, and procedures, to safeguard children. These should be in line with the guidance and procedures of the relevant local safeguarding partners (LSP). The safeguarding policy and procedures must include an explanation of the action to be taken when there are safeguarding concerns about a child and in the event of an allegation being made against a member of staff, and cover the use of mobile phones and cameras in the setting. To safeguard children and practitioners online, providers will find it helpful to refer to 'Safeguarding children and protecting professionals in early years settings: online safety considerations’. A practitioner must be designated to take lead responsibility for safeguarding children in every setting. The lead practitioner is responsible for liaison with local statutory children's services agencies, and with the LSP. They must provide support, advice and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required. The lead practitioner must attend a child protection training course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect. Providers must train all staff to understand their safeguarding policy and procedures, and ensure that all staff have up to date knowledge of safeguarding issues. Training made available by the provider must enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. These may include: • significant changes in children's behaviour • deterioration in children’s general well-being • unexplained bruising, marks or signs of possible abuse or neglect • children’s comments which give cause for concern • any reasons to suspect neglect or abuse outside the setting, for example in the child’s home or that a girl may have been subjected to (or is at risk of) female genital mutilation and/or • inappropriate behaviour displayed by other members of staff, or any other person working with the children, for example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images. Providers may also find ‘What to do if you’re worried a child is being abused: Advice for practitioners helpful ’16. Providers must have regard to the government's statutory guidance ‘Working Together to Safeguard Children’ 17 and to the ‘Prevent duty guidance for England and Wales’18. All schools are required to have regard19 to the government’s ‘Keeping Children Safe in Education’20 statutory guidance, and other childcare providers may also find it helpful to refer to this guidance. If providers have concerns about children's safety or welfare, they must notify agencies taking account of any advice from the LSP or local authority on appropriate training courses and statutory responsibilities without delay. This means the local children's social care services and, in emergencies, the police. Registered providers must inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). Registered providers must also notify Ofsted of the action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made. A registered provider who, without reasonable excuse, fails to comply with this requirement, commits an offence.

At Magic Years Nursery we work with children, parents, external agencies and the community to ensure the welfare and safety of children and to give them the very best start in life. Children have the right to be treated with respect, be helped to thrive and to be safe from any abuse in whatever form. We support the children within our care, protect them from maltreatment and have robust procedures in place to prevent the impairment of children’s health and development. In our setting, we strive to protect children from the risk of radicalisation and we promote acceptance and tolerance of other beliefs and cultures (please refer to our inclusion and equality policy for further information). Safeguarding is a much wider subject than the elements covered within this single policy, therefore this document should be used in conjunction with the nursery’s other policies and procedures.

**Legal framework and definition of Safeguarding**

• Children Act 1989 and 2004

• Childcare Act 2006

• Safeguarding Vulnerable Groups Act 2006

• Children and Social Work Act 2017

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

• Working Together to Safeguard Children 2018

• Keeping Children Safe in Education 2021

• General Data Protection Regulation 2018

• What to do if you’re worried a child is being abused 2015

• Counter-Terrorism and Security Act 2015.

The Nursery aims to take a child centred and coordinated approach to safeguarding. Promoting and safeguarding the welfare of children, in relation to this policy is defined as:

• Protecting children from maltreatment

• Preventing the impairment of children’s health or development

• Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care

• Taking action to enable all children to have the best outcomes

**Policy intention**

to safeguard children and promote their welfare we will:

• Create an environment to encourage children to develop a positive self-image

• Provide positive role models and develop a safe culture where staff are confident to raise concerns about professional conduct

• Encourage children to develop a sense of independence and autonomy in a way that is appropriate to their age and stage of development

• Provide a safe and secure environment for all children

• Promote tolerance and acceptance of different beliefs, cultures and communities

• Help children to understand how they can influence and participate in decision-making and how to promote British Values through play, discussion and role modelling

• Always listen to children

• Provide an environment where practitioners are confident to identify where children and families may need intervention and seek the help they need

• Share information with other agencies as appropriate.

The nursery is aware that abuse does occur in our society and we are vigilant in identifying signs of abuse and reporting concerns. Our practitioners have a duty to protect and promote the welfare of children. Due to the many hours of care we are providing, staff may often be the first people to identify that there may be a problem. They may well be the first people in whom children confide information that may suggest abuse or to spot changes in a child’s behaviour which may indicate abuse.

Our prime responsibility is the welfare and well-being of each child in our care. As such we believe we have a duty to the children, parents and staff to act quickly and responsibly in any instance that may come to our attention. This includes sharing information with any relevant agencies such as local authority services for children’s social care, health professionals or the police. All staff will work with other agencies in the best interest of the child, including as part of a multi-agency team, where needed.

**The Nursery aims** to:

• Keep the child at the centre of all we do, creating a culture of value, dignity and respect for the individual in the Nursery and encourage this in the children.

• Maintain an “it could happen here” mentality, with an understanding that safeguarding is everyone’s responsibility

• Develop the children’s awareness and understanding of inappropriate expectations and behaviours from themselves and their peers.

• Ensure every member of staff is suitable to fulfil the requirements of their role and acts as good role models for the children at all times.

• Ensure staff are trained at least annually to understand the child protection and safeguarding policy and procedures, are alert to identify possible signs of abuse and early indicators of potential radicalisation and extreme, understand what is meant by child protection and are aware of the different ways in which children can be harmed, including by other children through bullying or discriminatory behaviour.

• Ensure staff know the Nursery’s procedures for recording and reporting incidents or concerns

• Make any child protection referrals in a timely way, sharing relevant information as necessary in line with procedures set out by the Haringey Safeguarding Children’s Partnership and statutory Ofsted and government guidance

• Ensure that information is shared only with those people who need to know in order to protect the child and act in their best interest

• Regularly review and update this policy with staff and parents where appropriate and make sure it complies with any legal requirements

• Where appropriate, based on Ofsted guidance, we notify Ofsted of any incident or accident which affects the wellbeing of children, always within 14 days of the incident taking place, as well as the action taken in regards to the allegations.

**A Safe and Secure Environment**

• To ensure the safety of all children and staff, comprehensive risk assessments are completed in a timely and accurate manner throughout the nursery

• The Manager and Deputy Manager are responsible for ensuring appropriate arrangements are made to ensure the correct ratio of adults and children is maintained according to the welfare requirements

• Staff members are supervised at all times to protect their own and the children’s safety and wellbeing.

• The layout of the nursery allows for constant direct supervision. Where an adult needs to be away from the group with a child, such as the pre-school bathroom, the door is always left open and another adult such as a Manager is available to help supervise.

• In regards to toileting and personal care, nappy changes take place in an open and visible area that will not compromise staff and will ensure the safety and dignity of the child. Where a child is able to use the toilet, they will be given as much independence as possible and encouraged to complete their personal care themselves.

• We take security steps to ensure that we have control over who comes into the Nursery so that no unauthorised person has unsupervised access to the children. We record all visitors’ details and if an unexpected visitor turns up they will not be allowed into the building without authorization from the Manager.

• During the covid-19 pandemic, the Nursery was taking additional steps to maintain the health and safety of the environment. There was separate Covid-19 policy and Operational Plan.

**Types of abuse and particular procedures followed**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by harming them or by failing to act to prevent harm. Children may be abused within a family, institution or community setting by those known to them or a stranger. This could be an adult or adults, another child or children.

**What to do if you’re worried a child is being abused**

The signs and indicators listed below may not necessarily indicate that a child has been abused, but will help us to recognise that something may be wrong, especially if a child shows a number of these symptoms or any of them to a marked degree.

**Indicators of child abuse**

• Failure to thrive and meet developmental milestones

• Fearful or withdrawn tendencies

• Aggressive behaviour

• Unexplained injuries to a child or conflicting reports from parents or staff

• Repeated injuries

• Unaddressed illnesses or injuries

• Significant changes to behaviour patterns. Softer signs of abuse as defined by National Institute for Health and Care Excellence (NICE) include:

• Low self-esteem

• Wetting and soiling

• Recurrent nightmares

• Aggressive or poor behaviour

• Withdrawing communication

• Habitual body rocking

• Indiscriminate contact or affection seeking

• Over-friendliness towards strangers

• Excessive clinginess

• Persistently seeking attention.

**Peer on peer abuse**

We are aware that peer on peer abuse does take place, so we include children in our policies when we talk about potential abusers. This may take the form of bullying, physically hurting another child (biting, hairpulling), emotional abuse, or sexual abuse. Staff understand that abuse is abuse and should never be tolerated or passed off as “part of growing up”; We will report this in the same way as we do for adults abusing children, and will follow the Nursery’s reporting procedures and take advice from the appropriate agencies.

**Recording suspicions of abuse and disclosures**

Staff should make an objective record of any observation or disclosure, supported by the nursery manager **Laura Sava who is also the Designated Safeguarding Lead** (DSL). This record should include:

• Child's name and address

• Age of the child and date of birth

• Date and time of the observation or the disclosure

• Exact words spoken by the child

• Exact position and type of any injuries or marks seen

• Exact observation of any incident including any other witnesses Name of the person to whom any concern was reported, with date and time; and the names of any other person present at the time

• Any discussion held with the parent(s) (where deemed appropriate).

These records should be signed by the person reporting this and Laura Sava, the manager and DSL (in her absence by the senior member of staff on duty – Farjana Ahmed or Fathimuthu Jaleel), dated and kept in a separate confidential file.

If a child starts to talk to an adult about potential abuse it is important not to promise the child complete confidentiality. This promise cannot be kept. It is vital that the child is allowed to talk openly and disclosure is not forced or words put into the child’s mouth. As soon as possible after the disclosure details must be logged accurately.

It may be thought necessary that through discussion with all concerned the matter needs to be raised with the Haringey HSCP. Staff involved may be asked to supply details of any information/concerns they have with regard to a child. The nursery expects all members of staff to co-operate with MASH (Multi-Agency Safeguarding Hub), the LADO, Ofsted and the police in any way necessary to ensure the safety of the children.

Staff must not make any comments either publicly or in private about the supposed or actual behaviour of a parent or member of staff.

**Physical abuse**

Action needs to be taken if staff have reason to believe that there has been a physical injury to a child, including deliberate poisoning, where there is definite knowledge or reasonable suspicion that the injury was inflicted or knowingly not prevented. These symptoms may include bruising or injuries in an area that is not usual for a child, e.g. fleshy parts of the arms and legs, back, wrists, ankles and face.

Many children will have cuts and grazes from normal childhood injuries. These should also be logged and discussed with DSL Laura Sava, the Deputy DSL, Farjana Ahmed or Fathimuthu Jaleel -toddler room leader.

Children and babies may be abused physically through shaking or throwing. Other injuries may include burns or scalds. These are not usual childhood injuries and should always be logged and discussed with the DSL Anne-Marie Lawrence.

**Female Genital Mutilation**

This type of physical abuse is practised as a cultural ritual by certain ethnic groups and there is now more awareness of its prevalence in some communities in England including its effect on the child and any other siblings involved. Symptoms may include bleeding, painful areas, acute urinary retention, urinary infection, wound infection, septicaemia, incontinence, vaginal and pelvic infections with depression and posttraumatic stress disorder as well as physiological concerns. If staff have concerns about a child relating to this area, it is their responsibility to immediately contact the police. Nursery staff must not conduct any type of physical examinations themselves.

**Breast Ironing**

Practitioners should be aware of breast ironing – the process by which young pubescent girls’ breasts are ironed, massaged, flattened and/ or pounded down over a period of time in order for the breasts to disappear or delay their development entirely. If staff have concerns about a child relating to this area, they must seek advice from the DSL, Laura Sava, who will make a referral to the Newham safeguarding team. If you are concerned that the girl is in immediate danger, contact the police by calling 999. Nursery staff must not conduct any type of physical examinations themselves. Skin Bleaching This practise cuts across all ages, races, beliefs, ethnicities and ideologies. It usually takes the form of pills, creams or lasers to lighten the skin. Skin bleaching is not illegal in the UK, however excessive skin bleaching and high levels of particular ingredients in products sold illegally can be dangerous. As such, it can have harmful side effects; both physical and emotional.

**Fabricated illness**

This is also a type of physical abuse. This is where a child is presented with an illness that is fabricated by the adult carer. The carer may seek out unnecessary medical treatment or investigation. The signs may include a carer exaggerating a real illness or symptoms, complete fabrication of symptoms or inducing physical illness, e.g. through poisoning, starvation, inappropriate diet. This may also be presented through false allegations of abuse or encouraging the child to appear disabled or ill to obtain unnecessary treatment or specialist support.

**Procedure:**

• All signs of marks/injuries to a child which have occurred outside of Nursery, will be recorded as soon as noticed by a staff member

• The incident will be discussed with the parent at the earliest opportunity,

• Such discussions will be recorded and the parent will have access to such records. If there are queries regarding the injury, the local authority children’s social care team will be notified in line with procedures set out by the MASH

• Concerns regarding FGM or if a girl is in immediate danger as a result of breast ironing, police should be called on 999

**Sexual abuse**

Action needs be taken if the staff member has witnessed an occasion(s) where a child indicated sexual activity through words, play, drawing, had an excessive preoccupation with sexual matters or had an inappropriate knowledge of adult sexual behaviour or language. This may include acting out sexual activity on dolls/toys or in the role play area with their peers, drawing pictures that are inappropriate for a child, talking about sexual activities or using sexual language or words. The child may become worried when their clothes are removed, e.g. for nappy changes. The physical symptoms may include genital trauma, discharge and bruises between the legs or signs of a sexually transmitted disease (STD). Emotional symptoms could include a distinct change in a child’s behaviour. They may be withdrawn or overly extroverted and outgoing. They may withdraw away from a particular adult and become distressed if they reach out for them, but they may also be particularly clingy to a potential abuser so all symptoms and signs should be looked at together and assessed as a whole. If a child starts to talk openly to an adult about abuse they may be experiencing the procedure below will be followed.

**Procedure:**

● The adult should reassure the child and listen without interrupting if the child wishes to talk

● The observed instances will be detailed in a confidential report

● The observed instances will be reported to the DSL Laura Sava, Nursery Manager

● The matter will be referred to Mash

**Emotional abuse**

Action should be taken if the staff member has reason to believe that there is a severe, adverse effect on the behaviour and emotional development of a child, caused by persistent or severe ill treatment or rejection. This may include extremes of discipline where a child is shouted at or put down on a consistent basis, lack of emotional attachment by a parent, or it may include parents or carers placing inappropriate age or developmental expectations upon them. Emotional abuse may also be imposed through the child witnessing domestic abuse and alcohol and drug misuse by adults caring for them. The child is likely to show extremes of emotion with this type of abuse. This may include shying away from an adult who is abusing them, becoming withdrawn, aggressive or clingy in order to receive their love and attention. This type of abuse is harder to identify as the child is not likely to show any physical signs.

**Procedure:**

• The concern should be discussed with the DSL Laura Sava

• The concern will be discussed with the parent

• Such discussions will be recorded and the parent will have access to such records

• If there are queries regarding the circumstances the matter will be referred to MASH and a referral may need to be completed

**Neglect**

Action should be taken if the staff member has reason to believe that there has been persistent or severe neglect of a child (for example, by exposure to any kind of danger, including cold, starvation or failure to seek medical treatment, when required, on behalf of the child), which results in serious impairment of the child's health or development, including failure to thrive. Signs may include a child persistently arriving at nursery unwashed or unkempt, wearing clothes that are too small (especially shoes that may restrict the child’s growth or hurt them), arriving at nursery in the same nappy they went home in or a child having an illness or identified special educational need or disability that is not being addressed by the parent. A child may also be persistently hungry if a parent is withholding food or not providing enough for a child’s needs. Neglect may also be shown through emotional signs, e.g. a child may not be receiving the attention they need at home and may crave love and support at nursery. They may be clingy and emotional. In addition, neglect may occur through pregnancy as a result of maternal substance abuse.

**Procedure:**

• The concern will be discussed with the parent

• Such discussions will be recorded and the parent will have access to such records

• An assessment form may need to be completed

• If there are queries regarding the circumstances the matter will be referred and a referral may need to be completed

**Mental Health**

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

**Monitoring attendance of children**

Management are required to monitor all absences in order to safeguard children, and demonstrate this during inspections, so please help our team by letting us know of any planned or unplanned absences as soon as possible. This information is recorded and will enable us to monitor absences and any causes for concern.

**Disclosures Made to Us**

Where a child makes a disclosure to a member of staff, that member of staff:

• Offers reassurance to the child

• Listens to the child and gives reassurance that she or he will take action.

• The staff member does not question the child – the golden rule is ‘observe and listen but do not probe’.

**Recording and Reporting Suspicions of Abuse and Disclosures (including domestic violence)**

The staff member immediately makes a record of:

• The child or parents name; address, date of birth, gender, ethnicity, first language, religion, address of nursery attended, any special needs;

• Details of who has parental responsibility;

• Names (if known) of all other household members;

• Any important recent or historical events in child’s life

• The date, time and location of the observation or the disclosure;

• As best as possible makes an objective record of the observation or disclosure;

• The exact words spoken by the child or parent;

• The name of the person to whom the concern was reported, with date and time and their relationship to the child;

• The names of any other person present at the time;

• Where the child is now, their current emotional/physical condition

• Details of alleged perpetrator if relevant

• Details of any other agencies known to be involved with the child/ family already

• Information regarding potential knowledge of and agreement to the referral (gaining parental permission if relevant)

Records are signed and dated and kept in a separate confidential file in a locked filing cabinet.

The member of staff will discuss the incident with The Designated Safeguarding Lead, Deputy or most senior member of staff and a decision will be made about who should be notified. If a child’s safety is at risk the MASH team in Newham will be contacted immediately. We will take advice from them regarding information then given to parents/carers, and whether to inform any other external bodies, including the police, social services and/or Ofsted etc.).

In a case where a child is not in immediate danger we try to discuss the matter with parents/carers before making any referrals. However, it is the welfare of the child which is paramount and this is at the forefront of all our actions. We are aware that many children have suffered because of lack of communication between agencies, and that government guidance now encourages the full sharing of information. We shall therefore use our professional judgement in sharing information with the agencies that ‘need to know’, being open and honest with parents/carers and children as to why we feel we need to share the information.

**Early Help**

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

• is disabled and has specific additional needs

• has special educational needs (whether or not they have a statutory Education, Health and Care Plan);

• is at risk of modern slavery, trafficking or exploitation;

• is at risk of being radicalised or exploited

• is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse

• has returned home to their family from care

• is a privately fostered child.

The aim is to identify a child or family who would benefit from help as problems emerge or when needs are not being met as early as possible to provide support to prevent needs form escalating and improve outcomes for the child and family. If we identify that a family or child is in need of support, we will get guidance from our Local Safeguarding partners, such as MASH and Early help Hub and Newham Connect, and conduct an Early Help Assessment, to identify what action could benefit the family. We would aim to do this with the family and child’s involvement where possible.

If a family denies consent for an assessment and we are concerned, we will consider how to best meet the needs of the child and contact our local services to make a referral. We will record our concerns, the children’s needs, our view on the parents capacity to meet their child’s needs and any external factors we are aware of which may influence the family or parents capacity. We can then signpost the parents to who to contact for a referral, advice or support.

**Staff, Volunteers and Visitors**

Our policy is to provide a secure and safe environment for all children at all times.

• All staff, students and volunteers at Magic Years Nursery have an enhanced clearance from the Disclosure and Barring Service (DBS) including a barred list check, and when relevant, also a foreign police check. Staff should not be left alone with children, and must always be within hearing and ideally visual distance.

• All staff receive a thorough induction, as well as regular training throughout the year on topics such as Safeguarding, British Values and Prevent Duty and Health & Safety. We ensure that all staff are aware of the procedures for reporting and recording their concerns in the setting, whether that be in relation to a child at the setting or another member of staff. During induction, staff attention will be drawn to the key contacts notice in the office to enable them to report any safeguarding concerns, independently, if they feel it necessary to do so.

• We have a named person within the nursery who takes lead responsibility for safeguarding and coordinates child protection and welfare issues, known as the Designated Safeguarding Lead (DSL). The DSL liaises with Newham Lado, undertakes specific training, and receives regular updates to developments within this field. The Designated Safeguarding Lead is: Laura Sava. The Deputy Designated Safeguarding Lead is Farjana Ahmed or in her absence Fathimuthu Jaleel.

• We provide adequate and appropriate staffing resources to meet the needs of all children

• Applicants for posts within the nursery are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry out checks before posts can be confirmed. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information

• We give staff members, volunteers and students regular opportunities to declare changes that may affect their suitability to care for the children. This includes information about their health, medication or about changes in their home life. This information is also stated within every member of staff’s contract

• We abide by the requirements of the EYFS and any Ofsted guidance in respect to obtaining references and suitability checks for staff, students and volunteers, to ensure that all staff, students and volunteers working in the setting are suitable to do so

• We ensure we receive at least two written references BEFORE a new member of staff commences employment with us

• Volunteers, including students, do not work unsupervised

• We abide by the requirements of the Safeguarding Vulnerable Groups Act 2006 and the Childcare Act 2006 in respect of any person who is disqualified from providing childcare, is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern

• We have procedures for recording the details of visitors to the nursery and take security steps to ensure that we have control over who comes into the nursery so that no unauthorised person has unsupervised access to the children

• All staff have access to and comply with the whistleblowing policy which will enable them to share any concerns that may arise about their colleagues in an appropriate manner

• Magic Years Nursey operates an open door policy; Management are available to discuss any concerns or questions staff have about children or any aspect of their roles & responsibilities All staff will receive regular supervision meetings where opportunities will be made available to discuss any issues relating to individual children, child protection training and any needs for further support

• Staff are aware that they may not be under the influence of alcohol or any other substance which may affect their ability to fulfil their role.

• The use of cameras is only permitted for the attainment of evidence of the children’s development for their profiles or for nursery displays and these are only to be taken on the nursery’s cameras with parental consent previously sought at registration.

• The deployment of staff within the nursery allows for constant supervision and support. Where children need to spend time away from the rest of the group, the door will be left ajar or other safeguards will be put into action to ensure the safety of the child and the adult.

• All visitors/contractors will be supervised whilst on the premises, especially when in the areas the children use.

Please see separate ICT and internet policy for staff policies relating to ICT, internet, phone and camera usage at Magic Years.

**Allegations against Employees, students or volunteers of the nursery or any other person working on the nursery premises**

If an allegation is made against a member of staff, student or volunteer or any other person who lives or works on the nursery premises regardless of whether the allegation relates to the nursery premises or elsewhere, we will follow the procedure below.

The allegation should be reported to Laura Sava, the Designated Safeguarding Lead or Farjana Ahmed, the Deputy Safeguarding Lead in her absence. If this person is the subject of the allegation then this should be reported to the owner, Aman Sadhu/Narinder Nandra

• The LADO will be informed immediately by the DSL for advice and guidance. The contact number is displayed in the office and in this policy

• A full investigation will be carried out by the appropriate professionals (LADO, Ofsted) to determine how this will be handled

• The DSL will follow all instructions from the LADO, Ofsted and ask all staff members to do the same and co-operate where required

• Support will be provided to all those involved in an allegation throughout the external investigation in line with LADO support and advice

• The nursery reserves the right to suspend any member of staff during an investigation, although suspension should be is the last resort

• All enquiries/external investigations/interviews will be documented and kept in a locked file for access by the relevant authorities

• Unfounded allegations will result in all rights being reinstated

• Founded allegations will be passed on to the relevant organisations including the local authority children’s social care team and where an offence is believed to have been committed, the police, and will result in the termination of employment. Ofsted will be notified immediately of this decision.

• The nursery will also fulfil their legal responsibility and notify the Disclosure and Barring Service (DBS) to ensure their records are updated. This is the responsibility of the DSL.

• All records will be kept until the person reaches normal retirement age or for 21 years and 3 months if that is longer. This will ensure accurate information is available for references and future DBS checks and avoids any unnecessary reinvestigation

• The nursery retains the right to dismiss any member of staff in connection with founded allegations following an inquiry

• Counselling will be available for any member of the nursery who is affected by an allegation, their colleagues in the nursery and the parents.

**E-Safety (Please also see separate ICT, internet and mobile phone policy)**

Our nursery is aware of the growth of internet use and the advantages this can bring. However, it is also aware of the dangers and strives to support children, staff and families in using the internet safely.

**Prevent Strategy (Please also see separate British Values & Prevent Duty policy)**

The Prevent Duty Guidance (March 2015) highlights the responsibility of early years providers to focus on delivering the Early Years Foundation Stage with regard to keeping children safe and promoting their welfare. Through focusing on a child’s personal, social and emotional development, we as a nursery, ensure that (in an age-appropriate way) we teach our children to learn right from wrong, learn to value other people’s views and understand about similarities and differences between themselves and others.

• Staff are encouraged and understand that it is their duty to challenge negative stereotypes and attitudes and teach the children this too. This is not limited to the children attending the nursery but also to any visitors, parents, staff, students and extended family that enter our nursery or look after our children.

• Staff are made aware of how to identify any children who are vulnerable or at risk and aware of how and when to intervene as appropriate. Staff know to report any concerns to the Designated Safeguarding Officer.

• All Practitioners are aware of the possible additional impact on the mental health of children and also their peers.

The Nursery is taking additional steps to maintain the health and safety of the environment. All Practitioners are aware of the possible additional impact on the mental health of children and also their peers.

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| --- | --- |
| LADO – NICK PRATT | 02033733803 |
| MASH | 9AM-5PM – 02033734600  02084302000 – OUTSIDE OPENING HOURS |
| Domestic and sexual abuse service | 02033737819 – safeguarding.adultsadmin@newham.gov.ik |
| Early Help | 9AM-5PM – 02033734600  02084302000 – OUTSIDE OPENING HOURS |

**Magic years Nursery**

**British Values and Prevent Duty Policy**

EYFS (2021): 3.7: Providers must have regard to the government's statutory guidance ‘Working Together to Safeguard Children’ 17 and to the ‘Prevent duty guidance for England and Wales’18. All schools are required to have regard to the government’s ‘Keeping Children Safe in Education’20 statutory guidance, and other childcare providers may also find it helpful to refer to this guidance. If providers have concerns about children's safety or welfare, they must notify agencies with statutory responsibilities without delay. This means the local children's social care services and, in emergencies, the police. All schools, registered early years childcare providers and registered later years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into extremism”. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to the statutory guidance.

**British Values**

British values are, according to Ofsted, 'fundamental British values': four values introduced to help keep children safe and promote their welfare – as is the duty of all providers following the EYFS; specifically to counter extremism. These four values are:

- Democracy: making decisions together

- Rule of law: understanding rules matter as cited in Personal Social and Emotional development

- Individual liberty: freedom for all

- Mutual respect and tolerance: treat others as you want to be treated

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

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values were reiterated in 2014. At magic years Nursery, embedding these values in our everyday practice and ensuring they are regularly re-inforced is the responsibility of every member of staff.

**Democracy: making decisions together**

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

• The Manager and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other’s views and values and talk about their feelings. For example, when they do or do not need help, demonstrating democracy in action by sharing views on what the theme of their role play area could be with a show of hands or what the children would like for lunch the following week. The older children to be involved in taking decisions in the room.

• Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

**Rule of law: understanding rules matter as cited in Personal Social and Emotional development**

As part of the focus on managing feelings and behaviour:

• Staff can ensure that children understand their own and others’ behaviour and its consequences, and learn to distinguish right from wrong.

• Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

**Individual liberty: freedom for all**

As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:

• Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.

• Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss how they feel about moving to Big School.

**Mutual respect and tolerance: treat others as you want to be treated**

As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:

• Manager and staff create an ethos and environment of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.

• Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.

• Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other’s opinions.

• Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children’s experiences and providing resources and activities that challenge gender, cultural and racial stereotyping. This is not limited to the children attending the nursery but also to any visitors, parents, staff, students and extended family that enter our nursery or look after our children.

**Prevent Duty**

From 1 July 2015, all schools and childcare providers must have due regard to the need to prevent people being drawn into extremism. The government has defined extremism in the Prevent strategy as: “vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs." Childcare and Early Years Providers subject to the Prevent duty will be expected to demonstrate activity in the following areas:

• assessing the risk of children being drawn into terrorism.

• demonstrate that they are protecting children and young people from being drawn into extremism by having robust safeguarding policies.

• ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board.

• make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism

• expected to ensure children are safe from terrorist and extremist material when accessing the internet

If we suspect a child to be vulnerable and/ or at risk Staff are made aware of how to identify any children who are vulnerable or at risk, for example as a result of:-

• unauthorised and un-notified absences from Nursery

• changes in behaviour

• any comment a child makes which may give cause for concern;

Any suspicion of risk must be reported to the Prevent Duty Lead – Farjana Ahmed, or in her absence, Fathimuthu Jaleel. They will immediately report to the and Prevent Strategy and Channel Programme Guidance Liaison. The advice of these two bodies will then be followed.

At all stages written documentation will be taken concerning allegations and conversations with all parties involved, this documentation will include dates, times, locations and names of potential witnesses. All related documentation will be kept in a locked confidential file in the Nursery office.

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| LADO – NICK PRATT | 02033733803 |
| MASH | 9AM-5PM – 02033734600  02084302000 – OUTSIDE OPENING HOURS |
| Ofsted | 0300 123 1231 |
| Non-emergency police | 101 |
| Government helpline for extremism concerns | 020 7340 7264 |
| Newham social care team | [020 3373 8403](https://www.google.com/search?q=newham+social+care+contact&rlz=1C1GCEA_enGB997GB997&oq=newham+social+care+contact&aqs=chrome..69i57j0i22i30j0i390l5.9046j0j15&sourceid=chrome&ie=UTF-8) |

**Magic years Nursery**

**Privacy Notice: How we use children and parents’ information**

At Magic years Nursery, we take our privacy responsibilities seriously and as such we will only use your personal information to manage our responsibilities towards your child.

Data Protection Principles We will comply with data protection law. This says that the personal information we hold about you must be:

1. Used lawfully, fairly and in a transparent way

2. Collected only for valid purposes that we have clearly explained to you and not used in any way that is incompatible with those purposes

3. Relevant to the purposes we have told you about and limited only to those purposes.

4. Accurate and kept up to date

5. Kept only as long as necessary for the purposes we have told you about

6. Kept securely

The categories of children’s information that we collect, hold and share include:

• Personal information (such as name, address, date of birth, gender, parent and emergency contact details)

• Characteristics (such as ethnicity, language, nationality, country of birth and funded hours eligibility)

• Sensitive “special category” information (such as assessment information, relevant medical information, special educational needs information, accident and incident records and special dietary and other requirement records)

• Attendance information (such as sessions attended, number of absences and reasons for absence)

The categories of parent’s information that we collect, hold and share include:

• Personal information (such as name, address, contact details and NI details)

• Characteristics (such as ethnicity, language, nationality, country of birth and funded hours eligibility)

• Sensitive “special category” information (such as notes of conversations and meetings where deemed relevant to the Nursery’s safeguarding duties

Why we collect and use this information We use this data:

• to support children’s learning

• to monitor and report on children’s progress

• to provide appropriate pastoral care

• to assess the quality of our services

• to comply with our Statutory obligations as set out by Ofsted

• to comply with the law regarding data sharing

Collecting children’s and parents’ information

Whilst the majority of information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulation, we will inform you whether you are required to provide certain information to us or if you have a choice in this.

Storing children’s and parents’ data

Records of key personal information (name, date of birth, home address & parent contact details), attendance records, accident and incident records and complaints made to Ofsted will be kept securely for seven years. Records of serious accidents and incidents will be maintained for 21 years.

Children’s developmental records will be passed to parents/carers on leaving Magic years nursery.

Any information which is not required once a child and their family have left Magic years will be removed, for example by shredding or deleting. This could include forms regarding medication requirements, special diets and outings permissions.

Who we share children’s information with

• other settings a child may attend

• schools that the child attends after leaving us

• our local authority – the London Borough of Newham

• Ofsted and the Department for Education (DfE)

• the child’s health visitor as part of the 2 year old integrated check

• external agencies in the case of referrals, such as speech & language, occupational therapist

Why we share children’s information

We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so. We share pupils’ data with the Department for Education (DfE) and Ofsted on a statutory basis.

The National Pupil Database (NPD)

The NPD is owned and managed by the Department for Education and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Department. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

We are required by law, to provide information about our pupils to the DfE as part of statutory data collections such as the early years’ census. Some of this information is then stored in the NPD. The law that allows this is the Education (Information about Individual Pupils) (England) Regulations 2013. To find out more about the NPD, go to <https://www.gov.uk/government/publications/national-pupildatabase-user-guide-and-supporting-information>.

The Department may share information about our children from the NPD with third parties who promote the education or well-being of children in England by:

• conducting research or analysis

• producing statistics

• providing information, advice or guidance The Department has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data.

Decisions on whether DfE releases data to third parties are subject to a strict approval process and based on a detailed assessment of:

• who is requesting the data

• the purpose for which it is required

• the level and sensitivity of data requested: and

• the arrangements in place to store and handle the data

To be granted access to pupil information, organisations must comply with strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data. For more information about the department’s data sharing process, please visit: https://www.gov.uk/data-protection-how-we-collect-and-share-research-data For information about which organisations the Department has provided pupil information, (and for which project), please visit the following website: <https://www.gov.uk/government/publications/national-pupil-database-requests-received>

To contact DfE: <https://www.gov.uk/contact-dfe>

Data collection requirements:

To find out more about the data collection requirements placed on us by the Department for Education (for example; via the school census) go to <https://www.gov.uk/education/data-collection-and-censuses-forschools>

How we use particularly Sensitive Information

Special categories” of particularly sensitive personal information require higher levels of protection. We need to have further justification for collecting, storing and using this type of personal information. We have in place an appropriate policy document and safeguards which we are required by law to maintain when processing such data. We may process special categories of personal information in the following circumstances:

• In limited circumstances, with Employee or Parent explicit written consent.

• Where we need to carry out our legal obligations or exercise rights in connection with Employee employment.

• Where it is needed in the public interest, such as for equal opportunities monitoring or in relation to our occupational pension scheme.

Less commonly, we may process this type of information where it is needed in relation to legal claims or where it is needed to protect an a Child or a Parents’ interests (or someone else’s interests) and the Child or Parent as is appropriate is not capable of giving consent, or where the Parent has already made the information public.

Change of purpose

We will only use your personal information for the purposes for which we collected it, unless we reasonably consider that we need to use it for another reason and that reason is compatible with the original purpose. If we need to use Your personal information for an unrelated purpose, we will notify the Employee, Child or Parent, as is appropriate in the circumstances, and we will explain the legal basis which allows us to do so. Please note that we may process a Child’s or a Parent’s personal information without their respective knowledge or consent, as relevant to the circumstances, in compliance with the above rules, where this is required or permitted by law.

Requesting access to your personal data

Under data protection legislation, parents have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child’s educational record, please provide a written request to the Nursery Director, who is also our Data Protection Officer. The Manager will arrange a meeting within 10 working days of receiving the request. You also 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; and

• claim compensation for damages caused by a breach of the Data Protection regulations Contact If you have a concern about the way we are collecting or using your personal data, we request that you raise your concern with us in the first instance. Aman Sandhu – Nursery Director and Data Protection Officer Email: info@magicyearsnursery.com Tel: 02075118195 Alternatively, you can contact the Information Commissioner’s Office at <https://ico.org.uk/concerns/>

**Magic Years Nursery**

**Information, Records and General Data Protection Regulation/ Confidentiality Policy**

EYFS (2021) - 3.69-3.72: Providers must maintain records and obtain and share information (with parents and carers, other professionals working with the child, and the police, social services and Ofsted as appropriate) to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met. Providers must enable a regular two-way flow of information with parents and/or carers, and between providers, if a child is attending more than one setting. If requested, providers should incorporate parents’ and/or carers comments into children’s records. Records must be easily accessible and available. Confidential information and records about staff and children must be held securely and only accessible and available to those who have a right or professional need to see them. Providers must be aware of their responsibilities under the Data Protection Legislation and where relevant the Freedom of Information Act 2000. Providers must ensure that all staff understand the need to protect the privacy of the children in their care as well the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality. Parents and/or carers must be given access to all records about their child, provided that no relevant exemptions apply to their disclosure under the DPA. Records relating to individual children must be retained for a reasonable time after they have left the provision.

**Information and Record Keeping**

The EYFS sets out requirements in respect to record keeping and staffing. Parents, children and staff have a right to expect that Magic years Nursery will hold information about them in confidence. Confidentiality is central to trust between parents and nursery staff. Handling of confidential personal information must:

• Comply with all the requirements of the **General Data Protection Regulation (GDPR), May 2018**

• Promote, support and protect the privacy, dignity and rights of nursery service-users

• Command the support of service-users, the public, staff, students, volunteers and partner services • Promote the care and the welfare of children and families and the effective operation of the nursery Magic years Nursery Ltd is registered with the Information Commissioner’s Office (ICO)

The Nursery’s Data Protection Office is Aman Sandhu.

**General principles of the GDPR and holding Personal Information**

• Used lawfully, fairly and in a transparent way.

• Collected only for valid purposes that we have clearly explained to You and not used in any way that is incompatible with those purposes.

• Relevant to the purposes we have told You about and limited only to those purposes.

• Accurate and kept up to date.

• Kept only as long as necessary for the purposes we have told You about.

• Kept securely.

At Magic years Nursery, we will only ask you for personal data that we have a lawful basis for holding, and this is recorded in our Information Asset Register. In all cases, Management and staff must restrict the amount and type of information requested to what is necessary in the particular circumstances.

The GDPR provides the following rights for all individuals. Please make a written request to the Nursery Manager (who is also our designated Data Protection Officer) should you wish to exercise any of these rights at any time.

• The right to be informed

• The right of access

• The right to rectification

• The right to erase

• The right to restrict processing

• The right to data portability

• The right to object

• Rights in relation to automated decision-making and profiling

**Children and Parent Information and Records**

Magic years records information about children in order to fulfil our legal obligations and keep children safe whilst in our care. Records of key personal information (name, date of birth, home address & parent contact details), attendance, funding documentation and complaints will be kept securely for seven years. Records of serious incidents will be maintained for 21 years.

We may also collect, store and use the following “special categories” of more sensitive personal information:

• Information about a Child’s race or ethnicity, spoken language and nationality.

• Information about a Child’s health, including any medical condition, health and sickness records.

• Information about a Child’s accident or incident reports including reports of pre-existing injuries.

• Meeting notes with Parents relating to incident forms, child protection referral forms, child protection case details and other reports and complaints deemed relevant Children’s developmental records are maintained by their allocated Key Person. Their responsibility includes meeting the children’s individual needs, supporting their sense of belonging to the setting and maintaining a close relationship with the parents. These records will be passed to parents/carers on leaving the Nursery.

Any information which is not required once a child has left the Nursery will be removed, for example by shredding or deleting. This could include forms regarding medication, special diets and outings permissions.

All personal records are held securely on the Nursery premises and are available and accessible to those who have the right or professional need to see them (in compliance with the GPDR 2018). The Nursery will seek parental consent to share records and information with third parties, if this is deemed in the best interest of the child.

**Policies and Procedures**

Parents/Carers are welcome to view the Nursery’s policies and procedures at any time. These are in compliance with the EYFS, which governs the way in which we work. Copies of our policies and procedures can be made available for parents on written request to the Nursery Manager. Where possible, policies will be translated to accommodate individual needs.

**Confidentiality at Magic years**

At Magic years Nursery, we keep data and information secure in the following ways:

• Personal, Sensitive and other Confidential records are kept in a locked filing cabinet in the Manager’s office

• Parents have access to files and records of their own children, but not to those of any other child, and also have rights as defined by the GDPR

• We will not hold personal or sensitive information for any longer than is required, and have secure methods of disposal. Our retention schedule and disposal methods are recorded in our Information Asset register, which is reviewed regularly by Nursery Management

• All staff, students and volunteers have been made aware of GPDR and the Nursery’s Confidentiality Policy as part of their Induction. This is refreshed at least every 2 years, to ensure everyone is clear on their obligations to maintain privacy and confidentiality

• Management and staff must control access to personal information on a strict need-to-know basis when sharing information with other staff and external other agencies. This extends also to issues regarding employment, whether that is paid or unpaid.

• Staff do not discuss personal information given by parents/ carers with other members of staff, except where it affects planning for the child's needs

• Staff must always be able to justify decisions about information sharing or disclosure in accordance with this policy.

• Any anxieties/ evidence relating to a child’s personal safety will be kept in a confidential file and will not be shared within the group except with the child’s key person or Nursery Management

• We respect the right for personal information not to be shared, unless in exceptional circumstances (as defined below)

• Information supplied for one purpose shall not be used for any other

• Management and staff must always consider whether information can be shared in anonymised form • Under no circumstances are staff allowed to take children, parents and personal staff data away from the nursery, or access it for personal use.

• Our data processors have demonstrated their compliance of GPDR Exceptional circumstances in which information may be disclosed without consent Disclosure of personal informal without consent may be justified where failure to do so may expose a child or others to risk of serious harm. Staff should always make every effort to gain consent but the health and the safety of the individual has priority over the right to confidentiality.

**Exceptional circumstances include:**

• Safeguarding children concerns

• The prevention, detection or prosecution of crime

**Keeping information safe**

• Staff must make sure that they protect personal information about children, parents and staff against improper use at all times

• Inappropriate use of personal information is often unintentional. Staff must not discuss identifiable children, families or other staff in circumstances that do not come within the normal limits or exceptional circumstances described earlier.

• Staff must not leave material containing personal data, either on paper or computer screen where it can be seen by unauthorised staff or other visitors to the office or nursery.

• Staff must keep all portable records containing personal data in recognised filing and storage places. This storage should be locked at times when access is not directly controlled or supervised

• Staff should switch off computers with access to personal information, or put them into a password protected mode, when not working on them

• From time to time, staff may need to keep personal identifiable data in places other than the recognised filing and storage places. Staff must keep all such material under the same secure conditions as other personal information.

• When records containing personal information are no longer needed, any paper copies must be confidentially disposed of, for example by shredding, to maintain the confidentiality of the information they contain

• All computers and laptops are password protected

• The Data Protection Officer is responsible for managing and resolve any personal data breaches Breach of Personal Data

A personal data breach means a breach of security leading to the accidental or unlawful destruction, loss, alteration, unauthorised disclosure of, or access to, personal data. This includes breaches that are the result of both accidental and deliberate causes. It also means that a breach is more than just about losing personal data

In the event of a suspected breach of personal data, the Data Protection Officer, Aman Sandhu must be notified immediately. She will document the breach, identify the likely impact, determine measures which need to be taken and notify relevant parties.

If necessary, she will notify the ICO, no later than 72 hours after becoming aware of the breach. If staff breach any confidentiality provisions, this may result in disciplinary action, and in serious cases, dismissal.

**Magic years Nursery**

**Child Collection Policy**

EYFS (2021) - 3.63: Providers must only release children into the care of individuals who have been notified to the provider by the parent, and must ensure that children do not leave the premises unsupervised. Providers must take all reasonable steps to prevent unauthorised persons entering the premises, and have an agreed procedure for checking the identity of visitors.

At Magic years Nursery, we believe the welfare and safety of all children in our care is of paramount importance. Only the authorised parents, carers or other named persons on the child’s personal details registration form will be allowed to collect the child.

For every child attending the Nursery, a list of emergency contact numbers are kept in the office. Full emergency contact details are also recorded on each child’s personal record form in their file. We also ask parents to provide us with a photograph of any other persons to collect which is kept in their child’s personal folder (physical or email). It is parent responsibility to ensure emergency contact details and information regarding persons authorised to collect from Nursery is kept up to date by providing written notification via email to the Manager.

If there is an occasion that a person unknown to the Nursery will be collecting the child then the parent must inform the Manager, detailing the name of the person collecting and both/ either a photo of the individual and password.

The Nursery will not allow a child to go home with an individual where we do not have explicit parental permission. The Nursery will not allow a parent/carer to leave the premises with the child if we believe the parent/carer is under the influence of alcohol or other harmful substances. If this occurs, we will contact the next person on the child’s collection list and request for them to collect the child instead. This event can be particularly challenging and we endeavour to maintain a professional position.

**Uncollected child procedure**

• A phone call must be made by the parent/carer to the Nursery before 5.45pm to inform the staff of how late the parent/carer thinks they will be.

• If alternative arrangements have been made for the child’s collection the parent must speak to the Nursery Manager or most senior member of staff. They must detail the name of the person collecting and both/ either a photo of the individual and password must be provided

• .If the parents/carers are not contactable, the other adults who are authorised to collect the child will be contacted using the numbers recorded within the child’s personal record and registration form.

• At least two suitably qualified members of staff will remain on the premises with the child until the person collecting the child arrives.

• **UNDER NO CIRCUMSTANCES** will a staff member take the child home with them or drop them off at home in the event they have been uncollected

• If the parents, carers or any other adult responsible cannot be contacted, we will take into consideration all the individual families circumstances and once a reasonable time has elapsed(1h after normal closing hours)Newham MASH team will be contacted, details below.

• If a parent is late, they will be charged a late collection fee of £20 for the first fifteen minutes and £10 for every 10 minutes thereafter. The money will go directly to the two members of staff who have to stay with the child (two adults is the minimum legal requirement).

• Children’s Services will aim to locate the parents or relative, if they are unable to do so the child will be admitted into the care of the local authority. • A full written report on the incident will be included in the child’s file

**Magic years Nursery**

**Missing Child Procedure**

At magic years Nursery, we believe the welfare and safety of all children in our care is of paramount importance. The following covers the procedures to be adopted in the unlikely event of a child going missing from Nursery care.

**Missing Child on Nursery Premises**

At Magic years Nursery, we supervise children effectively throughout the day, ensuring that at all times legal required ratios are maintained. In the unlikely event of a child going missing whilst on the Nursery premises, the following actions will be taken:

1. The most senior member of staff present arranges for the other children to be satisfactorily supervised and will check registers to ensure no other children are missing.

2. Doors and gates will be checked to identify if these have inadvertently been left open enabling a child to wander off.

3. The person in charge will be informed and will talk to staff to ascertain the last time that the child was seen and any information will be gathered quickly.

4. The surrounding area will be checked immediately to see if the child can be located, in particular areas, such as toilets, cupboards or other areas of a size capable of hiding a child.

5. Enquiries are made of any other adults in the vicinity.

6. Within an appropriate time lapse but no more than 10 minutes, if the child cannot be found, the person in charge will inform:-

a. The police and/or any other appropriate emergency service

b. The parents/carers of the child

7. At all times the welfare of the other children in the Nursery will be paramount and all efforts made to keep the children calm and happy.

8. The Manager and staff of the Nursery will liaise with the police and emergency services at all times and will co-operate fully and provide support as needed to the child’s family.

9. A full record of the incident will be written up by the Nursery Manager and will be stored confidentially in the Nursery office. Ofsted will be informed at the earliest possible opportunity but always within 14 days.

10. A full enquiry as to the nature of the incident will be carried out, with the co-operation of any children’s services or agencies as required.

**Missing Child on an Outing**

A full risk assessment is completed before undertaking any outing from the Nursery premises. Adult to child ratios are adhered to, and on many occasions are exceeded, to ensure that the children are appropriately supervised at all times.

We want the children to enjoy the outings we undertake, ensuring at all times that they feel secure and happy. Security and welfare of the children is our utmost priority. As detailed in our Outings policy, full risk assessment details are recorded at the Nursery in advance and Staff mobile phone is always taken.

**In the event that a child goes missing on an outing the procedure to be followed is as follows**:

1. The most senior member of staff present arranges for the other children to be satisfactorily supervised and will check registers to ensure no other children are missing.

2. Should the outing be taking place in a staffed environment (such as a farm, play centre etc.) the senior member of staff will immediately inform the manager of the facility and ask for co-operation in ensuring that all exits to the facility are manned and watched.

3. The immediate area will be searched taking into account any spaces or areas that would attract a child i.e. bushes, trees, sheds and out houses, toilets, any exciting place that a child may want to explore e.g. animal pens at the farm. On undertaking this search it will be considered if there are any security staff or facility staff who can assist with a rapid review of the facility. Priority will be given to ensuring that any exits are manned.

4. If the Nursery Manager is not present on the outing then they will be contacted immediately by mobile phone.

5. Within an appropriate time lapse but no more than 10 minutes, if the child cannot be found, the person in charge will inform:-

• The police and/or any other appropriate emergency service

• The parents/carers of the child

• The Nursery

6. Arrangements will be made by the person in charge to transport the other children on the outing safely back to Nursery as soon as possible. At all times the welfare of the children will be paramount and all efforts made to keep the children calm and happy.

7. The Manager and staff of the Nursery will liaise with the police and emergency services at all times, will co-operate fully and will provide support as needed to the child’s family.

8. A full record of the incident will be written up by the Nursery manager and will be stored confidentially in the Nursery office. Ofsted will be informed at the earliest possible opportunity but always within 14 days.

9. A full enquiry as to the nature of the incident will be carried out, with the co-operation of any children’s services or agencies as required.

**Investigating and Reporting**

A full report will be written up following an investigation by the Manager into how the child went missing. All relevant information including the names of the person in charge, staff present and what they saw, the staff ratios and the full circumstances of the incident will be recorded. If necessary, where the incident was due to the negligence of a staff member, then the staff disciplinary procedure will be followed.

**Magic years Nursery**

**Whistle Blowing Policy**

EYFS (2021) 3.4-3.8: Providers must be alert to any issues of concern in the child’s life at home or elsewhere. Providers must have and implement a policy, and procedures, to safeguard children. These should be in line with the guidance and procedures of the relevant local safeguarding partners (LSP). The safeguarding policy and procedures must include an explanation of the action to be taken when there are safeguarding concerns about a child and in the event of an allegation being made against a member of staff, and cover the use of mobile phones and cameras in the setting. To safeguard children and practitioners online, providers will find it helpful to refer to 'Safeguarding children and protecting professionals in early years settings: online safety considerations’. A practitioner must be designated to take lead responsibility for safeguarding children in every setting. The lead practitioner is responsible for liaison with local statutory children's services agencies, and with the LSP. They must provide support, advice and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required. The lead practitioner must attend a child protection training course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect. Providers must train all staff to understand their safeguarding policy and procedures, and ensure that all staff have up to date knowledge of safeguarding issues. Training made available by the provider must enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way.. Providers may also find ‘What to do if you’re worried a child is being abused: Advice for practitioners helpful ’16. Providers must have regard to the government's statutory guidance ‘Working Together to Safeguard Children’ 17 and to the ‘Prevent duty guidance for England and Wales’18. All schools are required to have regard19 to the government’s ‘Keeping Children Safe in Education’20 statutory guidance, and other childcare providers may also find it helpful to refer to this guidance. If providers have concerns about children's safety or welfare, they must notify agencies taking account of any advice from the LSP or local authority on appropriate training courses and statutory responsibilities without delay. This means the local children's social care services and, in emergencies, the police. Registered providers must inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). Registered providers must also notify Ofsted of the action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made. A registered provider who, without reasonable excuse, fails to comply with this requirement, commits an offence.

**What is Whistleblowing?**

Whistleblowing encourages and enables staff to raise serious concerns within the nursery, rather than overlooking a problem or 'blowing the whistle' outside. Staff are often the first to realise that there is something seriously wrong with the nursery. However, they may not want to express their concerns as they feel that speaking up would be disloyal to their colleagues or to the nursery. If you believe that a child is or children are at immediate risk of harm, you should refer your concern to the local authority MASH team or report this to the police. If your concern relates to a staff member, you should refer to the LADO. Further information on the safeguarding of children can be found in ‘Working together to safeguard children’. If you tell Ofsted, they will always tell the relevant local authority.

Our Commitment

Magic years Nursery is committed to the highest possible standards of openness, and accountability. In line with that commitment, we expect staff, and others that we deal with, who have serious concerns about any aspect of the nursery's operation to come forward and voice those concerns.

Who does the Policy apply to?

The policy applies to all employees, permanent and temporary, agency staff, volunteers, extra-curricular staff and work experience students.

The Aims of the Policy

o To encourage you to feel confident in raising concerns and to question and act upon concerns about practice.

o To provide avenues for you to raise concerns in confidence and receive feedback on any action taken.

o To ensure that you receive a response to your concerns and that you are aware of how to pursue them if you are not satisfied.

o To reassure you that you will be protected from possible reprisals or victimisation if you have a reasonable belief that you have made a disclosure in good faith. What Types of Concern are covered?

o Behaviour, which has harmed, or may harm a child o Where there is a possibility that a member of staff has committed a criminal offence against a child or related to a child that has not been disclosed o Behaviour towards a child or children in a way that indicates that s/he is unsuitable to work with children

o Conduct which is an offence or a breach of law o Failure to comply with a legal obligation o Health and safety risks, including risks to the public as well as other staff.

o Damage to the environment

o Actions which are unprofessional, inappropriate or conflict with a general understanding of what is right and wrong

Safeguards and Victimisation

Magic years Nursery recognises that the decision to report a concern can be a difficult one to make. If what you are saying is true, you should have nothing to fear because you will be doing your duty to your employer and those for whom you provide a service.

Magic years Nursery will not tolerate any harassment or victimisation (including informal pressures) and will take appropriate action to protect you when you raise a concern in good faith.

Confidentiality

All concerns will be treated in confidence and every effort will be made not to reveal your identity if you so wish. At the appropriate time, however, you may need to come forward as a witness. This policy encourages you however to put your name to your concern whenever possible. Please note that: o Staff must disclose the information in good faith o Staff must believe it to be substantially true o Staff must not act maliciously or make false allegations o Staff must not seek any personal gain ·

How to Raise a Concern

As a first step, you should raise concerns with the Nursery Manager – Laura sava who is also the Designated Safeguarding Lead. The Manager will contact:- - the Newham Safeguarding Chidrens Partnership team if the concern relates to a child - Local Authority Designated Officer (LADO) if the concern relates to staff or volunteers

If the allegation is against the Manager, please seek advice from the Deputy Manager, Farjana Ahmed or Nursery owner, Aman Sandhu/Narinder Nandra.

Alternatively, the LADO should be contacted directly using the contact details above.

They will:-

o Provide advice and guidance to the setting o Will liaise with Children’s Social Care and other agencies

o Will monitor the progress of cases where necessary

o Will work to ensure that all allegations are dealt with appropriately

In an emergency call the police on 999

You can also contact Ofsted directly on 0300 123 3155 or email them at [whistleblowing@ofsted.gov.uk](mailto:whistleblowing@ofsted.gov.uk)

**Magic years Nursery**

**Health & Medication Policy**

EYFS 2021 - 3.45.The provider must promote the good health, including the oral health, of children attending the setting. They must have a procedure, discussed with parents and/or carers, for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill54. 3.46.Providers must have and implement a policy, and procedures, for administering medicines. It must include systems for obtaining information about a child’s needs for medicines, and for keeping this information up-to-date. Training must be provided for staff where the administration of medicine requires medical or technical knowledge. Prescription medicines must not be administered unless they have been prescribed for a child by a doctor, dentist, nurse or pharmacist (medicines containing aspirin should only be given if prescribed by a doctor). 3.47. Medicine (both prescription and non-prescription55) must only be administered to a child where written permission for that particular medicine has been obtained from the child’s parent and/or carer. Providers must keep a written record each time a medicine is administered to a child, and inform the child’s parents and/or carers on the same day, or as soon as reasonably practicable

**PARENTAL RESPONSIBILITY**

We endeavour to promote the good health of the children attending Magic years Nursery. However, when a child in our care becomes unwell it is our policy to contact the parent/carer and discuss the situation. For this reason a minimum of two emergency contact numbers must be provided at registration. Please note the statement in the Terms and Conditions referring to children being sent home. There is a responsibility on the part of the parent to make sure that all relevant information regarding their child’s medical needs is passed on to staff at Magic years Nursery. Medicines should only be brought in when prescribed and essential; that is, where it would be detrimental to a child’s health if the medicine were not administered during the setting ‘day’. Where clinically appropriate, if medicines are prescribed in dose frequencies such as twice a day, you should give this medicine outside of nursery hours. Parents are encouraged to ask the prescriber about this. Medicines containing aspirin can only be given if prescribed by a doctor.

**SICKNESS AND DIARRHOEA**

Children that have vomited on one occasion or had diarrhoea on two occasions in a row must stay away from the nursery until they are able to hold down food normally and have had a normal stool. In line with PHE guidance, this must be 48 hours from last episode of diarrhoea or vomiting. We ask for parent cooperation and honesty about whether their child has had sickness or diarrhoea through the previous day or night.

**TEMPERATURES AND FEVERS**

Children that present with a raised temperature (37.9° c or over) will be required to be collected from Nursery. They will be required to stay away from Nursery for 24 hours from when their temperature has returned to normal, and they are well enough to return.

**COVID 19**

The risk of serious illness from COVID-19 is much lower than earlier in the pandemic due to a combination of a milder variant being dominant and high levels of immunity in the population. However, in order to continue to minimise risk to children, families and staff, we will still have measures in place to minimise spread of COVID-19 and other infectious disease. These include a focus on good personal hygiene and regular handwashing, ventilation of communal spaces and making the most of outdoor time. Although testing is no longer available, children who are unwell and have a high temperature should stay at home and avoid contact with other people. They will be required to stay away from Nursery for 24 hours from when their temperature has returned to normal, and they are well enough to return. From 1 April 2022, as per Public Health England guidance, staff members with a positive COVID-19 test result will be required to try to stay at home for five days, which is when they are most infectious. For children, they must stay at home for at least three days, returning when they are well enough to do so after this time. Parents are not permitted to attend drop off or pick up if they have tested positive for covid 19. Children and staff are able to continue attending the setting if someone in their household has tested positive with covid 19. The Nursery retains an outbreak management plan, and will put this in to action if advised by Haringey Public Health and/ or case thresholds are met.

**ORAL HEALTH**

At magic years we recognise the importance of promoting good oral health habits from the earliest age. Teachers support children’s understanding of good oral health in a number of different play-based ways. This includes role-playing with dolls and soft toys, reading stories, talking about healthy food and drinks that help grow strong teeth, and those that do not. Where possible, the Nursery also provides parents and carers knowledge and practical advice to support oral health at home. The nursery is also supporting children in teaching them how and when to brush their teeth by practising in the nursery every day after snack or lunch.

**LONG TERM/ ONGOING MEDICAL NEEDS**

If a child has long term or on-going medical needs, a meeting will be arranged with the parents/carers to discuss the needs of this child prior to them starting at Magic years, and a medical plan being agreed. All staff will be informed of any special action that may need to be taken. In the case of medication that needs to be administered on an ongoing basis, a letter from the child’s doctor will be kept on file. Medication will be kept securely and regular discussions will be held with the parents to make sure all information we hold is up to date. Long term conditions requiring special care will be dealt with on an individual basis but following the listed guidelines and procedures as closely as possible. If a child requires an epi-pen, we require 2 epi-pens to be provided to Nursery. This will again be discussed with parents on a child starting at Nursery.

**COMMUNICABLE DISEASES**

We follow the guidance set out by the Public Health Agency in regards to infection control in childcare settings. In most cases, children would be allowed to attend nursery with common infections such as Conjunctivitis or Hand, Foot and Mouth. We may however apply exclusions if Management feel that the illness poses a high risk of spreading infection and will then ask parents to keep their child at home until they are recovered. Covid-19 – the Nursery will continue to follow the guidance of Public Health England, the Government and Haringey Early Years Team. Due to the highly contagious nature of the disease, parents are required to notify the Nursery immediately if they, their children or any other members of their household develop symptoms. Children who develop symptoms of Covid-19 at Nursery will be required to be collected immediately. In all cases, children and families must follow Government guidelines. Please see Covid 19 policy and operational plan for up to date procedures.

**ON RECEIPT OF MEDICATION**

**If a child has been prescribed medicine they must not attend nursery for the next 24 hours after the first dose because we need to be sure they will not have a reaction to the medicine and they may still be unwell on their first day of medicine and require one to one attention.** In addition, they may only return when there are no longer any symptoms present and the child is no longer contagious, unwell or needing one to one attention.

On receipt of any medication to be administered to a child, a Medication Record must be filled out in full and signed by a parent or guardian on the morning of the day the medicine needs to be administered. This form must be handed to the appropriate member of staff who will make sure all of the information obtained is correct. The Manager, or in their absence the Deputy Manager, must be informed that there is a child who needs to be given medication on that day.

Medication must only be administered by a senior leadership person (manager, deputy, room leader), and MUST always be witnessed by another member of staff.

**PRESCRIBED MEDICATION**

The Nursery will only accept medicines that have been prescribed by a doctor, dentist, nurse prescriber or pharmacist prescriber. All medication (including eye drops and medicated skin lotions) to be administered to a child that has been prescribed must have the following information on it:

The child’s correct name

The date

The name of the medication

The dosage/ frequency of medication

The method of administration

The strength (if applicable)

The expiry date (if applicable)

The medication must be in the original packaging or bottle with the original pharmacy label on it. If we do not have all of the relevant information, the medication will not be administered. We cannot make changes to dosages on parental instructions. Under no circumstances will a child be given medicine that has been prescribed for someone else.

The Nursery Manager and Deputy Manager, are responsible for ensuring that medicines are correctly stored, administered, recorded and disposed of.

Parents will be asked by the child’s key person the last time at which medication was administered. This will be recorded on the child’s medication record and a parent signature will be required before they leave Nursery.

Medication will only be administered once the appropriate amount of time has lapsed between the last dosage given. Once medication has been administered by the Manager, the information must be added to the child’s Medication Record. This will be kept with the child’s records for seven years after the child has left the Nursery.

When the parent or guardian collects the child at the end of the day, they must counter sign the Medication Record alongside the member of staff’s signature when receiving the medication back. If a parent signature is not obtained at the end of the day, the Manager will email the parent and a signature must be obtained the next time the child is brought to Nursery.

If a child has refused medicine, this will be noted on the Medication Record and the parent informed on the same day. If a refusal to take medicine results in an emergency, the Nursery’s emergency procedures will be followed.

**STORAGE**

If the medication has to be refrigerated, it is to be put into the fridge in the kitchen in an airtight container (if relevant). If it does not need to be refrigerated, it will be kept in the office.

1. If the medication is short-term and/or needs to also be administered at home, it will be handed to the parent or guardian, by a member of staff at the end of each day.

2. If a child requires an epi-pen, we require 2 epi-pens to be provided to Nursery.

3. If medication is taken on an outing, it will be carried by the designated First Aider along with any action plans. This is also noted on the Outings Risk Assessment filled out for the trip

4. If medicine needs to be discarded, it will be returned to the parents to do so.

**NON-PRESCRIBED MEDICINE**

We allow parents to bring in Nappy Creams such as Sudocream or Bepanthen and Off-the-Shelf Dry Skin Lotions such as Aveeno or Epaderm. We will accept teething gels that are in the original packaging that state they are suitable for the age of the child and when receiving these. A special requirements form should be filled in and all staff notified as well as a Medication Record filled in and signed each time it is given.

The only other non-prescribed medicine we will administer is Calpol, which we keep on our premises and for which we follow the procedure below.

1. The Nursery will have Calpol available for emergencies only

2. If child reaches a temperature of 37° c to 37.8° c (normal being 36.3° c to 37° c) the Manager will be informed and the child will be monitored regularly. The temperature will be recorded in writing on the reverse of the child’s medicine record form. Action will be taken to bring this temperature down i.e. giving water to drink and removal of clothing.

3. If the temperature reaches 37.9° C then the parent or carer will be contacted and the child’s symptoms discussed. At this point, a decision will be made as whether or not to administer Calpol (dosage is based on packaging instructions).

4. Calpol WILL ONLY be administered once the parent has sent written consent via email. A verbal message given to a member of staff is not sufficient and will not be taken as ‘parents consent’. We MUST have parent’s permission in writing via email.

5. If the parent or other named persons are not contactable then the Manager will be called and only in emergency situations may authorise the administration of Calpol. This will only be the case for children whose parents/ carers have given written permission for this to happen IN THE APPLICATION FORM.

Staff will continue to try to contact the parent. In this case, Calpol will only be administered 4 hours after the child has been at nursery and NOT within this time to avoid possible overdose.

6. If Calpol is administered, staff will continue to monitor the child to see if they respond to the medication. If this does not happen, the child must be collected IMMEDIATELY by a parent / carer or guardian.

If Calpol has been administered, the parent or carer must complete a medication record when the child is collected and it must be signed by the person who administered the medication. It is the Nursery’s view that a child who is unwell enough to be given Calpol or medication is not well enough to be at the nursery and should be at home.

We will not just administer Calpol to a child who is ‘under the weather’ or ‘had a bit of a temperature last night’. It is a concern of the Nursery that by administering Calpol we could be masking more damage. We ask parents to be honest with us in stating if they gave their child Calpol that morning or through the previous night, as an overdose can be fatal. October 2020 - Please note that if your child has a temperature after routine vaccinations that they are required to stay away from nursery for 48 hours after their temperature has subsided.

**ACCIDENTS**

We have a policy and procedure detailing how we deal with any accidents which occur at Magic years. First Aid will be given if needed but no medicines will be administered without managerial, parental and/or medical staff’s consent. As a safeguarding precaution, we record any noteworthy accidents which occur outside of Nursery.

OFSTED will be informed if more than two cases of food poisoning affecting two or more children looked after on the premises occur. We will contact Public Health England & Ofsed to report any diseases or illnesses that staff or children have contracted that are listed as reportable i.e. covid-19, measles, meningitis or e coli.

**Magic Years Nursery**

**Accident Policy and Recording Procedure**

EYFS (2021)- 3.51-3.52: Providers must ensure there is a first aid box accessible at all times with appropriate content for use with children. Providers must keep a written record of accidents or injuries and first aid treatment and must inform parents and/or carers of any accident or injury sustained by the child on the same day, or as soon as reasonably practicable, of any first aid treatment given. Registered providers must notify Ofsted of any serious accident, illness or injury to, or death of, any child while in their care, and of the action taken. Notification must be made as soon as is reasonably practicable, but in any event within 14 days of the incident occurring. A registered provider, who, without reasonable excuse, fails to comply with this requirement, commits an offence. Providers must notify local child protection agencies of any serious accident or injury to, or the death of, any child while in their care, and must act on any advice from those agencies.

At Magic years Nursery we endeavour to safeguard the children’s wellbeing at all times. Accidents do however occur and in the unfortunate event that a child or adult sustains an injury at Nursery the following procedure will apply:

• The child or adult will be comforted in the aim to remain calm. The situation will be assessed and for any minor accidents, first aid will be applied. (Please see below for some guidance on First Aid)

• The most senior member of staff and the appointed First Aider must be told immediately.

• If the accident is considered serious by the senior member of staff and the Appointed First Aider they will call 999.

• If 999 are called, the child’s parents or adult’s next of kin must be informed immediately.

• Before the ambulance arrives the senior member of staff will decide who will accompany the child or adult to the hospital, making sure that the child’s records go with them.

• Parents or next of kin should then be informed as to what hospital to go to.

• If the accident is not an emergency and the parents have agreed to collect the child and take him or her themselves to the hospital a member of staff with an up to date first aid certificate must stay with the child the whole time until parents arrive.

• Whoever dealt with the incident must complete an accident form as soon as possible (see recording procedure below)

• A risk assessment should be carried out by the Nursery Manager and any witnesses.

• If it is an adult that has had the accident, the procedure would be the same as above apart from a next of kin should be contacted, not necessarily a parent.

• Depending on the severity of the accident then all relevant bodies must be informed including OFSTED, the Local Child Protection Agency and RIDDOR. This will include any action taken and will be done within 14 days of the serious accident, injury, illness or death.

This procedure will also be followed in events such as of febrile convulsions or severe allergic reactions. We have a first aid box in the toddler room, the kitchen, office, preschool room. Contents of these are checked regularly by an appointed staff member.

The Nursery complies with First Aider qualification requirements so there is a qualified, designated Paediatric First Aider present at all times, and endeavours to complete annual Paediatric First Aid training for all staff. Guidance on First Aid Always follow the guidance given on first aid training.

**The general guidance on first aid is as follows:**

Cuts and Abrasions:

• A trained member of staff is to consider if treatment is necessary

• A hypo-allergenic plaster will be used to dress the cut

Swallowing foreign bodies:

• Young children often put things in their mouths. Reassure and calm the child and contact the parents

• If the object is large or sharp then call 999 Appointed First Aider at magic years Nursery is Laura Sava

• If the child shows any sign of breathing difficulties contact 999

Choking:

• Put the child over knee and support with one hand with the child’s head lower than the chest

• For a baby, place them along your forearm

• Apply 5 sharp blows with a flat hand between the shoulder blades

• If back blows fail use 5 abdominal thrusts (not for a baby) and repeat then call an ambulance

• Conduct CPR if necessary

Splinters or other foreign bodies in the skin:

• Staff should not attempt to remove these. A hypo-allergenic plaster can cover the affected area and parents are to be informed Foreign object in the eye/ ear/ nose:

• Children are quite inquisitive and many sometimes place small objects in their eye, ear or nose.

• Eye > do not touch anything sticking to or embedded in the eyeball; gently separate the eyelids with your finger and thumb to examine the eye; if the object can be seen then try to wash it out with clean water; if the object is under the eyelid then grasp the lashes and pull the top lid over the lower lid

• Nose > Do not attempt to remove the object; Assure the child and ask them to breathe through their mouth; Contact the parent and make a plan to get the child to hospital

• Ear > Do not attempt to remove the object; If the object is small then flood the ear with tepid water to try to flood the object out; If unsuccessful contact the parent and make a plan to get the child to hospital

Fitting/ Convulsion:

• Remove any restricting clothes or bedclothes

• Ensure the area around the person is safe or provide padding to protect from injury

• If required, keep the head tilted back to keep the airways open

• Call an ambulance on 999

High temperature:

• If the child’s temperature goes over 37.9 degrees Celsius, the parent will be contacted

• Remove any excess clothes and provide water to drink

• Administer temperature control medication in accordance with the medication policy

Vomiting/ Diarrhoea

• Comfort the child and monitor their progress

• If sickness persists then contact the parents; do not give the child anything to eat other than water

• Ensure staff members follow hygiene policy

Asthma:

• Reassure and calm the child and administer inhaler in accordance with the medication policy

• Call 999 and parents if symptoms do not lessen

Nosebleeds:

• Sit the child down and place their head in a forward position

• Ask the child to breathe through their mouth and pinch their nose

• With a gloved hand, catch any blood with tissues until the bleeding stops

Bumps on Head

In the unfortunate event that a child sustains a head injury at Nursery, the following procedure will apply:

• The accident procedure will be followed where the child will be assessed by a member of staff and any wounds will be treated using appropriate first aid.

• The Manager, who is also the appointed First-Aider or most senior member of staff are informed immediately. In the event of the bump being considered serious an ambulance will be called, and the accident procedure will be followed.

• If the bump is not considered as serious, then the parent will be notified via a phone call. A member of staff will be allocated to monitor the child for any changes in their symptoms, such as headache, nausea or dizziness or distressed behaviour etc, and further action will be taken if necessary.

• The child will be monitored for at least one hour before being allowed to sleep. In line with our statutory responsibilities, the incident and/ or accident must be recorded.

**Whoever dealt with the accident must fill in an accident record form as soon as possible, stating all details.** This will be signed by the Manager and the parents/guardians when they collect their child.

This information will be kept on the child’s Nursery file for 7 years. Parents will also be given a notice of symptoms to watch out for on the “Notice of bump to head” (see below).

Accident Recording Procedure

Our statutory responsibilities require that every accident will be recorded on an accident form. The accident record folder is kept in the Manager’s office. The accident book for serious injuries for adults is also kept in the office.

Accurate record keeping is especially important in respect to children in a nursery environment and the procedure to be adopted is as follows:

• An accident form must be filled out by the staff member administrating first aid and all witnesses must be noted.

• The Manager (or Deputy in their absence) must be informed of all accidents as soon as is practicable

• The parent/carer must sign the accident form before leaving the building. If the parent has not signed the completed form then the Manager must be informed so an email can be sent out to the parents notifying them of the accident and that a form is waiting to be signed.

• Parents will take a copy of the accident form home for their information.

At staff’s professional discretion, accidents which occur outside of nursery which seem noteworthy will be documented on our ‘Out of Nursery accident’ form. This complies with safeguarding good practice.

Notice of bump to head

Name of Child:

Date:

Dear Parent

Your child had an accident today and received a bump to the head. An accident form has been filled out for you to sign. Your child has been monitored by a trained member of staff and has been fine for the rest of the day, however, it is important that you watch for any signs or symptoms over the next 3-4 days which might indicate a more serious injury. If you notice any of the following, please contact your GP or local A&E for further advice:

- Vomiting more than once a day

- Any signs of blood or watery fluid coming from the nose or ears

- Any complaint of a headache

- Any fits/ convulsions

- Unusually sleepy/ drowsy or hard to wake up

- Any complaint of ‘seeing double’ or ‘blurred eye-sight’

- Any changes in behaviour or generally appearing to be unwell

**Magic Years Nursery**

**Nappy Changing and Toileting Policy**

The aims of this policy and procedure are:

• To safeguard the rights and promote the welfare of all children;

• To provide guidance and reassurance to staff who are required to toilet/change a child’s nappy;

• To provide guidance for Parents/ carers

• To protect children from discrimination and ensure inclusion for all

At Magic years Nursery, staff we endeavour to follow these principles when nappy changing and toileting:

• Children have the right to feel safe and secure;

• Children have a right to privacy and dignity when staff are meeting their needs;

• Children are supported in their understanding of nappy changing and toileting procedures so that they are led to independence.

• We ensure all staff are familiar with our Safeguarding and Child Protection policy to develop children’s resilience and to protect them from any form of abuse

• Staff will be trained in good working practices which comply with Health and Safety regulations as set out in our Health and Safety Policy.

• If a situation occurs that causes staff concern, such as through the actions or comments of a child, the Manager, who is the Lead Designated Safeguarding Officer and/or the Deputy should be called upon.

• Staff will be trained in the area of intimate/personal care for children with specific needs and procedures for safe moving and handling when required.

• Older children would be encouraged to build on their independence in self-care skills

**Nappy Changing**

It is important that children are changed in a reassuring and caring way and it is important that we signal our intention to change a child’s nappy and ask for the child’s consent, as appropriate for their development. That means we do not give children the message that just anyone can pick them up, take them off and undress them.

• Only staff members with enhanced Disclosure Barring Service checks (DBS) will undertake nappy changing and toileting

• No Volunteers, Students, agency or ad hoc cover staff are allowed to change nappies or toilet children, unless specifically signed off by the Manager

• All nappy changes will be recorded on our changing records and any concerns will be noted and shared with the Manager.

Toilet training

At Magic years we aim to support the children through the transition from using nappies to using the toilet independently. It is an important milestone and we encourage the children to progress by providing support and praise. We believe that working with the parents is essential to the child’s success and therefore aim to give advice and helpful ideas to their families. Potty training can be a very daunting process for parents but please be assured that our staff will work with you every step of the way to ensure the process is a smooth one.

When is a child ready?

Learning to gain control of bowel and bladder movements can be a complicated process and the child needs to be emotionally and physically ready to potty train. The child will learn to be able to understand and know how to react and respond to the feeling that they need to empty their bladder or bowel. We assert that parents should have confidence in their own ability to judge the right time for their child and we encourage parents to not feel pressurised to start before they and their child are ready. There is no ’right’ age to potty train and each child will have their own ‘right’ time. Most children show signs of readiness to potty train between 18 months and 3 years. If the parents think their child is developmentally ready to start using the potty we will endeavour to support them and their child to the best of our ability. If staff members feel a child is ready to learn to use the toilet they will talk to the child’s parents and discover how they feel. Please be aware that it can take longer for a child to potty train at nursery as there is so much more happening within the environment then at home.

Signs of readiness:

• Can manage to stay dry for at least two hours between wet nappies.

• Regular or predictable bowel movements.

• Indicating awareness that a bowel or bladder movement is occurring - perhaps by interrupting what they are doing and concentrating; telling you that they are wet or showing discomfort when the nappy is soiled.

• Able to understand simple instructions such as ‘find your potty’ or ‘do you need a wee?’

• Able to express their needs to adults in a suitable way

• Able to sit on and get up from the potty with only a little help.

• Showing an interest in others using the toilet and imitating.

Preparation

We encourage parents to try to plan ahead with potty training, ensuring that there are not too many changes at once, and to choose a time when there are few distracting events so they are prepared and able to commit time. Please let the staff know if there is any preferential terminology you wish for us to use in relation to any body parts or movements. In order to maintain continuity for the child, once the decision has been made to start potty training, the staff and parents will discuss the methods they both feel will work best for the child. We will most likely start by talking to the child about what is going to happen, reading some books about using the toilet or perhaps using role play with dolls to further the child’s understanding of the process. If parents wish to do so then they can encourage their children to go shopping to help choose their potty and pants.

Potty training guidance

We firmly believe that every child is unique and so we use flexible methods suited to individual children’s needs and pace.

On the first few days, we remind the child regularly to use the toilet throughout the day. A short while after they have had a drink, we will also ask if they want to use the toilet/ potty. They are given appropriate praise and encouragement for using the toilet or for having a try. We will never force a child to sit if they resists. Once we believe that the child is capable of asking for the toilet or is confident going by themselves, we will reduce the amount of times we remind them to go. At first, we will put your child back in nappies sleep time, until the parents and staff feel the child able to stay dry throughout the day. A child can be considered potty trained when they are able to use the potty or toilet fairly independently.

All staff members are happy to deal with accidents and understand that having accidents is a part of the learning process. We ensure that these are dealt with in a calm and sympathetic way which does not make the child think they have done wrong. If there are lots of accidents and very little progress we may discuss this with the parents and consider going back to nappies and leaving potty training for a while until they seem ready to start again.

Hygiene

Staff must wear disposable gloves and aprons when dealing with any body fluids, changing nappies and when supporting children in wiping themselves after toileting.

Children and Staff will wash their hands every time after using the toilet facilities and the children will be encouraged to develop their autonomy in washing their own hands.

We encourage them to use the toilets for health and hygiene reasons. After a child has used a potty, the contents will be poured into a toilet and flushed away. The potty will be rinsed and sprayed with a disinfectant and will then be dried using paper towel and be safely stored.

In accordance with the guidance provided by the Health Protection Agency, any wet or soiled clothing will be placed immediately into a waterproof bag and sealed for the parents to take home. We understand that it may not be pleasant receiving a bag of soiled clothes but in order to protect the staff and children’s health it is our policy not to wash any soiled clothing. Parents are welcome to let the staff know if they prefer the item of clothing to rather be discarded.

**Magic years Nursery**

**Health and Safety Policy**

In compliance with the Health and Safety at Work Act 1974

EYFS (2021) - 3.55: Providers must ensure that their premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises. Providers must comply with requirements of health and safety legislation.

The Health and Safety at Work Act 1974 imposes certain obligations on an employer not only to take all such actions as are reasonable to safeguard the health and safety of their employees and people using the premises but also to show they are doing so, by producing adequate written policies and procedures. We have set these out in the Nursery Compliance Manual and will refer to the Health and Safety executive (HSE) website for further information and developments. We fully accept our responsibilities under the Act which requires us to ensure that the health, safety and welfare of all employees is upheld ‘as far as is reasonably practicable’.

We believe the risks in our childcare environment are low but to maintain the maximum protection for staff we consider it necessary to:

• Ensure that the premises is fit for purpose, safe and secure

• Ensure the highest standards of cleanliness are maintained.

• Ensure safe and clear accesses and aggresses from the building, including fire exits.

• Regularly carry out risk assessments on all aspects of health and safety and all areas of the Nursery environment including equipment and outside areas.

• Ensure that all staff members are aware of the fire procedures and regular fire drills are carried out.

• Ensure that all members of staff are aware of how to identify, report and deal with accidents, hazards and faulty equipment and that they must immediately report all accidents and make sure an appropriate entry is made in the accident register (every accident will be investigated to ascertain whether any action needs to be taken to reduce the risk of similar accidents in the future).

• Ensure that all members of staff are trained in, aware of and carry out their Health and Safety responsibilities as set out in their job descriptions.

• Ensure that all members of staff take all reasonable action to control the spread of infectious diseases and that they wear protective gloves and clothes where appropriate.

• Encourage staff members and children to uphold a health and safety culture.

• Prohibit smoking on the premises.

• Prohibit any contractor working on the premises without prior discussion with the officer in charge to negate any risks to the staff or children.

• Ensure safe handling and use of substances.

• Ensure all employees are competent to do their jobs and to give them adequate training.

• Review and revise this policy and the procedures as necessary at regular intervals.

• Ensure that the Public Liability Insurance is valid

The Management consider this matter of such importance that breach of health and safety procedures by staff constitutes misconduct and will be dealt with as a disciplinary matter. It is not possible to detail here all the health and safety matters that come up on a day to day basis so staff and management must constantly be mindful of their responsibilities individually and collectively for the safety of themselves, their colleagues the children and others entering the Nursery environment.

Signed……………………………………PRINT NAME………………………………Date………………… Responsibilities

**Narinder Nandra has the overall responsibility for all health and safety issues.** Responsibilities can be delegated for day to day tasks but at all times management needs to be kept informed of any health and safety matters that arise and these issues will still be their responsibility.

Health and Safety Officer: Narinder Nandra

Arrangements:

The Health and Safety at Work poster is displayed on the ground floor hallway. All staff are made aware of this during their induction and are allocated time to read this policy. Staff are trained and tested on ‘Health and Safety’ and ‘Moving and Handling’ by using BVS training DVD’s and question papers. On completion of the training the Manager will record their achievement and issue a certificate that will be kept in the staffs file. All staff will be consulted and kept up to date with any health and safety issues that arise either through staff meetings, or in writing.

All employees are required to:

• co-operate with Management on health and safety matters:

• not interfere with anything provided to safeguard their (or visitors) health and safety:

• take reasonable care of their own health and safety and that of their colleagues, children in their care and any visitors to The Nursery; and

• report all health and safety concerns to the Manager or Deputy

Parents are provided with a copy of this policy in their welcome pack and are directed to our website which contains a copy of numerous policies. Health and safety advice is available from the Manager. Students are always supervised but still receive guidance and training in matters relating to health and safety. Staff are aware of the vulnerability of students and need to inform them of any issues that they feel are not being adhered to by the students. Health and Safety issues are addressed in our daily routines and in the topics discussed with the children. They are encouraged to learn about keeping safe and healthy and we help them to identify risks and good practice.

Premises

We ensure that the premises are suitable to meet the needs of children and adults, and are kept in good condition. We comply to ratio/ space requirements as set out in the EYFS, aswell as those relating to outdoor play areas and appropriate toilet facilities. There is a private area available for staff and parents to meet. We ensure that the nursery has adequate ventilation, lighting and welfare facilities and that a comfortable temperature is maintained. Appropriate safety signs are displayed and staff are aware of safety procedures such as cleaning up spillages.

The Nursery is a secure environment and any pre-planned visits are noted in the diary. Visitors have their identity checked and their details recorded in the visitor’s book. Their visit is supervised by a designated member of staff at all times. If the visitor is unexpected then they will be asked to wait outside the front door for a manager’s authorisation. We have a number of other policies and procedures in relation to security, such the child collection policy, emergency and fire procedure, the outings policy.

Risk Assessments

As required by The Management of Health and Safety at Work Act 1999, the Manager and Room Leaders undertake written risk assessments as relevant. Risk assessments are an on-going procedure and constantly under review. General risk assessments of each room take place on a daily basis with more specific risk assessments being undertaken as and when necessary. Any findings from Risk assessments are reported to the Manager who will take on the responsibility in seeing that action is implemented to remove, control or reduce the risks reported.

The Disability Discrimination Act 2005 requires by law that health and safety risk assessments are carried out when making arrangements for disabled children, staff or visitors. This will be the responsibility of the Manager.

Equipment/ Resources

All staff are provided with regular training on manual handling. They are aware of how to use resources appropriately and ask for assistance when required, such as when large or heavy items are delivered.

Correct handling and use of equipment and resources is shared with the children who are encouraged to implement the same caution. A folder is kept in the filing cabinet which contains instruction manuals for equipment.

All equipment that is on the premises will be subject to thorough inspection for any defects through our risk assessment procedures. Maintenance will be undertaken on a regular basis and any equipment deemed dangerous will be removed until repaired or discarded. All new and second hand equipment will meet health and safety standards.

Risks from all substances hazardous to health will be assessed and recorded and minimized on a regular basis under the Control of Substances Hazardous to Health regulations 2002 (COSHH). All employees are notified of the COSHH assessment and are provided with training on using the products or supplied with appropriate Personal Protective Equipment (PPE). If PPE is supplied, the member of staff has the responsibility to use it and maintain it in good condition. The general guidance on using chemicals is to only use it if you have been trained in using it, understand how to use it safely, follow manufacturer’s instructions and to use PPE. It is important to ensure the chemicals are stored safely in suitable, labelled containers away from any heat source and are not mixed together.

Nappies and other offensive waste is disposed of in yellow tiger stripe bags and placed in the bin at the end of each working day.

Accidents, First Aid and Illness

As described in our Accident policy (see the Accidents & Medication folder), all accidents or near misses that happen during nursery hours and affect staff, children or visitors to the nursery must be recorded on an accident form – copies of which are kept in each room. At staff’s professional discretion, accidents which occur outside of nursery which seem noteworthy will be documented on our ‘Out of Nursery accident’ form. This complies with safeguarding good practice.

Designated staff are Paediatric First Aid trained and the Appointed First warden is Laura Sava. A First Aid risk assessment, as suggested by the HSE, is completed and regularly reviewed. There are first aid kits on the ground floor and first floor of the Nursery, in the kitchen and for outings. The Appointed First Aider is responsible for making sure that these are fully stocked at all times and staff are obliged to inform her if they use any item from the boxes.

In the event of a serious incident, the Manager will record and report the accident, diseases or dangerous occurrences to the enforcing authority. The forms for this are located in the Safety and Suitability folder. The Reporting of Injuries, Diseases & Dangerous Occurrences regulations 1995 (RIDDOR) place legal duty on employers and people in control of work premises to report work related deaths, major injuries or over 7 day injuries, work related diseases and near miss accidents to the Incident Centre at the HSE. A full list of what should be reported is on the HSE website under ‘what should I report’.

The Nursery has a fully reviewed Medication policy and this makes clear the procedures for storing medication and how we deal with children who are unwell. If a child begins with the nursery who has complex health needs, medical advice will be sought as well as making a health care plan for the child in coordination with the parents. The Nursery procedure for staff sickness and sick leave is explained in their employment contract.

Emergency Procedures

- Fire and Evacuation We have a Fire and Emergency policy and procedure and risk assessment in place. Laura Sava is responsible for ensuring the fire risk assessment is undertaken and implemented, that the escape routes are checked and kept free and that the fire extinguishers are checked and serviced on annually. Nursery Manager, Laura Sava, and Deputy, Farjana Ahmed will test the fire alarm and emergency lighting system weekly and keep a full and up to date record of every check. They will also conduct an emergency evacuation every 4 months and a report will be written on each evacuation.

Important Contacts: Health and Safety Executive (HSE) 0845 345 0055 [www.hse.gov.uk](http://www.hse.gov.uk)

**Magic Nursery Nursery**

**Emergency and Fire Evacuation Plan**

At Magic years Nursery, we consider the safety and wellbeing of all children and adults a priority. This emergency and fire evacuation plan has been put in place should a situation occur. The priority is always to notify emergency services as soon as practicable to manage the situation. The responsible person is Narinder Nnadra, whose responsibilities are to:

- Organise a professional to carry out a fire risk assessment, or in line with any significant changes to the building or equipment

- Put in place, maintain, appropriate fire safety measures.

The appointed Fire Safety Officers are Laura Sava and Farjana Ahmed whose responsibilities are to:

- Tell the Nursery Owner about the fire risks they identified and any repairs or maintenance required

- Ensure all staff members and students are aware of the evacuation procedure and assembly point, and are shown where the firefighting equipment is kept and understand how to use it.

- Provide staff with information, fire safety training.

- Maintain the following testing protocol and records:

**Fire alarm tests**

- Ensure that the alarms are tested on a weekly basis, using different alarm points each time

- Record these details in the fire log book ensuring all staff are aware when testing is taking place.

- If the alarm is found to be faulty then this must be reported immediately to the contracted company responsible for the maintenance of the system

- Conduct a full emergency evacuation drill at least one every term

- Ensure the fire maintenance contractor conducts a service at least annually, and record this in the fire log book

**Emergency lighting test**

- Ensure the lights are checked visibly every week to see that the red/green indicator light is lit and the light is not damaged

- Conduct a full test monthly where lights are turned off to ensure the emergency lights illuminate; every 6 months leave lights on for an hour to check luminaries are still on

- Ensure the fire maintenance contractor conducts a service at least annually, and record this in the fire log book

**Emergency routes/exits and fire doors**

- Routes and exits are checked daily on each rooms daily risk assessments to ensure they are free from obstruction, easily accessible and are clearly identifiable

- Ensure fire doors and door frames are completely free from any obstructions at all times

- On weekly tests, the fire doors must be checked to ensure they are in working order and are in good condition

**Firefighting equipment**

- Check that fire extinguishers are in the correct position on wall brackets and along escape routes. Ensure they have not been tampered with or discharged.

- Ensure that these are serviced annually by the relevant contracted company

- Ensure fire blanket is stored correctly and is easily accessible

**Disaster management plan/ lock down procedures**

- In the event of a disaster occurring, the Nursery’s main priority is to ensure the ongoing safety of the staff and children.

- The plan will always be to remain in the building unless it is unsafe. At that point, the Manager, or most senior member of staff will make the decision to evacuate and decide where to evacuate to in order to remain safe.

- Once safely evacuated, we will endeavour to contact the parents to inform them of our location.

- Staff and students shall not be expected to place themselves in danger by combating the emergency themselves and will co-operate with emergency services (i.e., police, fire services, ambulances etc.) that are legally responsible for managing the emergency.

- The Manager or most senior member of staff is responsible for coordination, control and communication when responding to an emergency.

**In the event of an emergency situation in the locality of the Nursery eg. a terrorist attack, the following procedure must be followed:**

- The plan will always be to remain in the building unless it is unsafe. At that point, the Manager, or most senior member of staff will make the decision to evacuate and decide where to vacate to in order to remain safe.

- The Manager or most senior member of staff must keep the phone handset and Manager mobile with them at all times.

- The emergency services should be called as soon as possible and told that we are a children’s nursery. Dial 999. The instructions of the emergency services will be followed to ensure the security and safety of all children and adults

- The address of the Nursery is 217 Barking Rd, E16 4HH

- The building must be locked down immediately, with all doors and windows securely locked shut - All classroom blinds and shutters should be closed.

- The children should be moved away from the windows and all children should be brought to the middle of the toddler classroom on the ground floor, if safe to do so.

- Staff must remain calm and with children at all times. - Staff must have children’s registers with them when moving to safety.

- The Manager or most senior member of staff must contact the DIRECTORS to notify parents, most likely by email

**In the event of a fire, the following procedure must be followed:**

- Once the alarm sounds, all adults are to calmly guide the children to a place of safety as outlined below, ensuring all areas of the Nursery are checked for children. The Room and Staff register must be taken with you. The manager must retrieve the staff register.

**When the alarm sounds, the priority is to evacuate the building as calmly and quickly as possible and call 999.**

**Do not attempt to put out the fire**.

Every adult and child have to exit out of the BACK door of the property if safe to do so.

**All the Nursery will then proceed to the car park at the Newhaven Ln**.

In the event that exit via the back door is not possible, then the following contingency plan should be followed: -

• Pre-schoolers should exit the building by the main front door and walk away from the building at the back of the building in the small park on Newhaven Ln.

Toddlers should evacuate in the garden and then through the garden gate in the car park.

If this is not possible, they should congregate at the back of the garden and evacuate through the garden gate

• Registers must be checked once at the safety meeting point

• If it is safe to do so, the chef must aid the other staff members in the rooms to evacuate

• Once Fire Services have been called and all persons are safely accounted for, the parents will be notified if possible.

**Magic years Nursery**

**Weather Safety Policy**

**Sun Safety**

At Magic years Nursery, we are committed to ensuring that all children are full protected from the dangers of the sun. In line with the guidance published by Public Health England, we follow the procedures outlined below to ensure that we keep the children and Staff comfortable and safe in the heat. Children’s susceptibility to high temperatures varies; those under four years of age, who are overweight, or who are taking certain medication may be at increased risk of adverse effects. Some children with disabilities or complex health needs may be more susceptible to high temperatures. Children cannot control their body temperature as efficiently as adults during hot weather because they do not sweat as much and so can be at risk of ill-health from heat. Heat-related illness can range from mild heat stress to potentially life-threatening heatstroke. The main risk from heat is dehydration (not having enough water in the body).

Heat exhaustion and heat stroke

Children suffering from heat stress may seem out of character, or show signs of discomfort and irritability (including those listed below for heat exhaustion). These signs will worsen with physical activity and if left untreated can lead to heat exhaustion or heatstroke.

Symptoms of heat exhaustion vary but include one or more of the following: tiredness, dizziness, headache, nausea, vomiting, hot, red and dry skin, confusion. When the body is exposed to very high temperatures, the mechanism that controls body temperature may stop working.

Heatstroke can develop if heat stress or heat exhaustion is left untreated, but it can also occur suddenly and without warning.

Symptoms of heatstroke may include: high body temperature - a temperature of or above 40°C (104°F) is a major sign of heatstroke, red, hot skin and sweating that then suddenly stops, fast heartbeat, fast shallow breathing, confusion/lack of co-ordination, fits, loss of consciousness.

In case of any children or adults suffering from heat illness, we will follow our First Aid training. These are as follows:

• Measures to reduce body temperature should be taken immediately by

o moving the child to as cool a room as possible and encouraging them to drink cool water (such as water from a cold tap)

o cooling the child as rapidly as possible, using whatever methods we can. For example, sponge or spray the child with cool (25 to 30°C) water; if available place cold packs around the neck and armpits, or wrap the child in a cool, wet sheet and assist cooling with a fan

o call 999 to request an ambulance if the person does not respond to treatment within 30 minutes.

o If a child or adult loses consciousness, or has a fit, they must be placed in the recovery position and 999 will be called immediately. Any sun related accidents will be written up in line with our accident policy.

**Clothing**

Children must have a clearly named sun hat to be worn at all times while outside in sunny weather. The hat will ideally have a wide brim to provide additional protection. Parents are encouraged to dress their children in appropriate, lightweight clothing and children are allowed to wear named UV protection sunglasses .

**Sun cream**

We provide children’s Factor 50+ sun cream, which blocks both UVA and UVB. Parents are able to provide their own, named sun cream if they prefer. We encourage parents and carers to apply sun cream before arriving at nursery. Suncream will be applied at least 15 minutes before going outside and throughout the day as needed. Staff are aware of the expiry date and discard sunscreen after this date.

**Protecting children from sun when outdoors**

During periods of high temperature the following steps will be taken:

- staff will make day-to-day decisions about the length of time spent outside on hot days

- children will not be the direct sunlight between 11.00am–3.00pm on very hot days.

- children will not take part in vigorous physical activity on very hot days (eg. over 30 degrees)

- children will be kept in shaded areas of the garden. Babies will be kept completely in the shade.

- children should wear loose, light-coloured clothing to help keep cool and sunhats with wide brims to avoid sunburn

- children will be kept hydrated, with water always available

- children may enjoy the pool or water tray to keep cool

**Protecting children indoors**

During periods of high temperature the following steps will be taken:

- windows will be opened to allow heat to escape from the building

- we will adjust the layout of teaching spaces to avoid direct sunlight on children

– we may use oscillating mechanical fans to increase air movement if temperatures are below 35°C; at temperatures above 35°C fans may not prevent heat-related illness and may worsen dehydration - children will be kept hydrated

**Education**

Sun protection is discussed interactively with all children and learning activities are used to teach them safe sun habits. Children are made aware of the need for sun hats, sun cream and the need to drink more fluids during hot weather. Parents and carers are informed of the importance of sun protection through information sent home and staff are requested to act as positive role models by wearing suitable clothing, hats and suncream, drinking plenty and keeping in the shade whenever possible.

**Extreme Cold/ Snow Safety**

In the event that the weather is extremely cold, we will assess if it is appropriate for the children to engage in outdoor play. This may mean only being outside for a limited amount of time and ensuring that children are appropriately dresses for being outdoors. At all times the safety of our children and staff is paramount and so if the snowfall is heavy enough to make travel unsafe and our staff are unable to get to Nursery, then we may need to close as we will not be able to cover our legal ratios. Similarly, if snow continues to fall during the day, we may need to close early to allow children and the staff to get home safely. We will let parents know via email if we need to take any of these actions, and of course will do our very best to minimise any disruption.

**Magic years Nursery**

**Equal Opportunities Policy (see also separate SEND policy)**

EYFS (2021) 3.68. Providers must have arrangements in place to support children with SEN or disabilities and providers are expected to identify a SENCO.

The Management and staff at Magic years Nursery believe that all children are individuals. They have an equal right to be listened to, valued and are entitled to access nursery facilities. Nursery Practitioners ensure all children have the opportunity to develop and flourish in an environment that celebrates diversity and is fully inclusive. The Nursery is committed to ensuring that children and their families are treated fairly regardless of race, background, ability, age, religion or sexual orientation.

We Commit to:

♣ Promote a positive self-image in all children and respect their individuality, providing for all their individual needs.

♣ Ensure that equality of opportunity permeates the whole Nursery Day, from planning through to delivery of everything we do.

♣ When delivering activities and learning within the EYFS Principles, ensure a balanced provision of images in order to promote positive examples of gender diversity, ethnic origin, culture, religion and people with disabilities.

♣ Include resource books, materials and equipment that are multicultural and non-sexist and that provide positive examples of all groups, including the disabled.

♣ Develop a positive attitude to equal opportunity by all staff, parents, children and all who participate in Nursery life, and commit to challenge extreme views, stereotypes or inequalities which arise.

♣ Commit to being an Equal Opportunities employer.

We are careful to work in accordance with all relevant legislation, including the following Acts of Parliament and all subsequent amending regulations:

♣ Disability Discrimination Act (DDA) 2005

♣ Children Act 1989

♣ Children Act 2004

♣ Equality Act 2010 (Equal Pay Audits) Regulations 2014

The Room Leaders are responsible for ensuring that the principles of equal opportunities are promoted within the daily planning, activities and learning in each room. Management is responsible for ensuring that any incident which contravenes this policy is treated with due seriousness and is addressed effectively and sensitively.

**Procedure and Implementation**

**Admissions**

All applications for registration will be considered equally, regardless of race, culture, religious belief, ethnic or national origin, disability, sexual orientation or marital status. Our admissions procedure as outlined in our Admissions Policy is fair, transparent and non-judgmental. We operate a first-come, first-served waiting list and registration procedure.

**Access**

In accordance with the Disabilities Discrimination Act 2005 and amending provisions, and with our SEND policy, we treat all children fairly, irrespective of any physical or learning disability. We continue to monitor the Nursery’s physical environment, improving access wherever needed and possible, and make ‘reasonable adjustments’ as necessary. In developing our curriculum and planning, we take into account children with learning disabilities, make provisions to support inclusivity for every child and ensure that no child is treated less favourably than any other.

**Learning and Teaching (Children)**

Children from a very young age learn about differing abilities, races and cultures including religion and languages and they will be capable of assigning different values to them. We follow the guidelines on British Values and the Prevent Duty Guidance (March 2015). At Magic years Nursery, all staff are aware of this and are encouraged to develop their practices to encourage children in their care to develop positive attitudes towards differences of race, culture, language, religion, gender, ability, parental attitudes and changing family patterns. We help our children to learn that everyone has a right to be heard and treated with equal respect.

In implementing our core values of non-discriminatory behaviour and attitudes we ensure:

♣ every child’s needs are included in the planning of activities and their development is appropriately supported

♣ that we remove any forms of discrimination, either direct or indirect that may form barriers to learning or the development of any child or group of children;

♣ that we ensure that extreme views of any kind are challenged and that Nursery provision reflects the diversity of the children, staff and the wider community;

♣ that we challenge stereotypes in providing children with diverse examples of role models, including examples of women in roles such as fire fighters, and pilots, and providing opportunities for children to play with all equipment – for example, boys with dolls and buggies, and girls with train sets and cars.

♣ we welcome and celebrate diverse cultures through celebration of festivals, encouraging participation by parents and the wider community where possible.

Our staff encourage and promote every child:

♣ to feel valued and good about themselves;

♣ to ensure that all children are included at every opportunity and appropriate moment;

♣ to enable children to share their experience with each other and with staff;

♣ to provide activities to help children appreciate and value each other’s similarities and differences.

**Partnership with Parents**

An important part of life at the Nursery is the relationship between the parents/ carers and our staff. Communication with parents is vital in ensuring the ongoing wellbeing of the children and as such, all of our reports, feedback mechanisms and communication is accessible and appropriate, in order to ensure that all parents have the opportunity to participate in the dialogue. Working in partnership with them in order to meet the individual needs of children with additional developmental needs is essential and this supports the child’s best interests.

**Staff**

Magic years Nursery is an equal opportunities employer. As outlined in our Safer Recruitment policy, we adhere to recruitment and selection procedures that are fair, equal and in line with statutory obligations, and will always appoint the most suitable candidate using our best judgement for a post irrespective of race, sex, sexual orientation, marital status, age or disability.

An equal opportunities approach is practiced and shared amongst all the staff at the Nursery, ensuring that everyone is treated with mutual respect and kindness. Guidelines such as these provide for a clear understanding of appropriate and acceptable behaviour, attitudes and ethos and thereby discourage inappropriate behaviour. Our policy recognises and celebrates difference so bringing understanding, confidence and respect to our Nursery setting. This positive behaviour and attitude creates a successful, safe and happy working environment for both children and staff.

All members of staff have equal access to training and development resources, time and courses. The skills of all staff are recognised and valued, and all members of staff are given status and support and are encouraged to share their knowledge. We are respectful of cultural, religious and other factors when determining the times and venues of staff meetings, staff training and group development.

**Reviewing our inclusive practice**

We review, monitor and evaluate the effectiveness of practice through daily evaluations in our planning, through regular staff meeting discussions and through audits on our provision. Any changes in legislations and improvements are identified and integrated into our policies and procedures.

**Complaints**

If there are any complaints about our provision for children with special educational needs or about an equal opportunities issue these should be addressed to the Manager or the SENDCO. The Complaints procedures as outlined in our policy will be followed. If the issues cannot be resolved then advice can be sought by the Nursery Manager or the Nursery Directors.

**Magic years Nursery**

**Behaviour Management Policy**

EYFS (2021) - 3.53-3.54: Providers are responsible for managing children’s behaviour in an appropriate way. Providers must not give or threaten corporal punishment to a child and must not use or threaten any punishment which could adversely affect a child's well-being. Providers must take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided. Any early years provider who fails to meet these requirements commits an offence. A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child’s behaviour if absolutely necessary. Providers must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.

At Magic Years Nursery, we believe that positive behaviour is learned in an atmosphere of mutual respect, praise and encouragement, where adults demonstrate positive behaviour using language and body language. The Nursery Manager is responsible for advising parents and colleagues, maintaining professional relationships with outside agencies and being able to access expert advice and support as required. The Manager ensures that all parents are aware about expected behaviours at certain ages and what is considered normal and part of a child’s natural development. The staff recognise and value each child and are encouraged to use positive language and behaviours. Staff are encouraged at all times to remember that it is the behaviour that is given a label, not the child.

**Understanding and Dealing with Negative Behaviour**

At Magic Years, we deal with negative behaviour in an age-appropriate manner. We make sure we communicate effectively with the parents throughout the issue. Some of the effective behaviour systems we have in place are Thinking Space and Positive Behaviour Reward Chart where age appropriate, as well as constant communication and the right body language throughout.

Magic Years Nursery is a place where all must feel welcome and involved. Behaviour that hurts others, such as that below, will not be part of our environment. We will not allow: bullying, hitting, punching, spitting, biting, pinching, pushing, negative body gestures, name calling, racist remarks, shouting, swearing, intimidation, lack of respect for people and property, invasion of privacy.

This applies to Children, Staff, Parents and all visitors to Magic years Nursery.

No physical punishment or threat of corporal punishment will be used at Nursery.

Corporal Punishment (smacking, slapping or shaking) is illegal in schools and nurseries and should not be used. It is permissible to take necessary physical action in an emergency to prevent personal injury either to the child, other children or an adult or serious damage to property’. The Children Act 1989

**Physical Intervention**

If absolutely necessary, physical restraint may be used to protect a child, children or an adult from immediate physical danger or death. The adult must act in a proportionate manner to prevent harm coming to a child. At all times, they must act in the interests and welfare of the child.

On any occasion where physical intervention is used to manage a child’s behaviour, an incident record will be completed (a form for this is kept in the Compliance Manual) and the parents/carer will be informed on the same day. Any written records will be kept confidentially in the child’s file in the Nursery office and an ongoing assessment of the child will be made in collaboration with parents and staff. Parents may request access to any written records, with the Nursery ensuring at all times that the rights of third parties are protected under General Data Protection Regulation.

The Nursery’s Behaviour Management Co-Ordinator are Memoona Nazir and Hollie Davis.

Where a child is behaving in a destructive manner, either to another child or adult, or to Nursery property or another child’s property, a staff member will intervene in a calm manner to show that the action and its consequences are not acceptable.

Staff will be encouraged to use diversion away from the bad behaviour toward something different and positive. It will be explained to the child that he/she would not like it if it happened to them or their toys. Then if it is appropriate the child will be asked to help the other child/children to put things back to where they were or make appropriate reparation which could include saying sorry, giving them a hug or showing us “gentle hands”.

**Dealing with Behavioural Problems**

Where a child displays consistent behavioural problems and does not respond well to the usual forms of behavioural management, the Nursery will speak to the child’s parent/carer thus working in partnership to help and support the child’s needs. The child’s behaviour will be monitored and recorded over time (using the Behaviour Incident Monitoring Form) a discussion will be had between the Key Person, the parents and the Manager, and a Support Plan will be established and written up. This will be shared with the whole staff team to ensure consistency whilst dealing with the child.

**Attention-Seeking Behaviour**

If we think a child’s negative behaviour stems from craving attention, we will have discussions with the parents and Manager to come up with a plan to best support the child. We believe positive praise throughout the day will eventually teach the child to express positive behaviours to seek the attention they desire. Where it does not cause hurt or disruption to other children, the negative attention-seeking behaviour is ignored and the good behaviour is noticed. For example “Great handwashing!”, “Who tidied all these toys away perfectly?” or “thank you for keeping quiet whilst I spoke to Sarah.” Appreciate good behaviour whenever you can, however small and be specific.

**Thinking Space**

In some occasions, we will use Thinking Space with the children. This is to give them time to reflect on negative behaviour and allow time to calm down. As some children react very differently, some children will have time to themselves and some will sit with an adult. This is dealt with on the basis of how we know the children best. Staff are reminded though that it is the behaviour that is unacceptable and not the child. If appropriate, when they are calm, the child will be asked to repair their negative behaviour with an explanation, apologies and/or hugs. The child will not leave the room for this and will continue in their own room alongside, their peers and teachers. The only circumstance in which a child can be taken out of the room is if the child’s behaviour puts themselves, another child or a staff member in harm’s way. We cannot compromise ratios during this time.

**Consistency between Home and Nursery**

It is important that the practitioners and parents work well in partnership. We allow parents timeslots per day to book in meetings with us which can include talking about their child’s behaviour. The Key Person or Room Leader can advise and support parents and if necessary, Behaviour Support Plans are written up so there can be consistency between home and nursery. There must be effective communication for this to work. For example, with a reward chart, once a child achieves their goal, they can take their chart home and the parent can decide the reward. This shows the children that we work in partnership.

**Biting**

Biting is a fairly common behaviour amongst young children and is usually a temporary problem and the majority of children will learn not to bite in time. Biting is part of a normal stage of development for children who are teething and are still developing their language skills but is often very painful and frightening for the child who is bitten as well as for the child who bites. Children bite for a variety of reasons: simple sensory exploration, panic, crowding, seeking to be noticed, or intense desire for a toy. Repeated biting becomes a pattern of learned behaviour that is often hard to extinguish because it does achieve results: the desired toy, excitement, attention. Not all children bite out of anger or to hurt another child – young toddlers do not really understand how much pain they’re causing.

We take biting seriously as we want to ensure that every child is safe whilst in our care and we provide an environment that encourages and promotes cooperative interaction, respect for others, and nonaggressive problem solving between the children. Our staff plan activities and supervise carefully in order for biting not to happen and are consistently clear, firm and calm when a child does bite.

We look intensively at the context and environment of each biting incident for pattern, in an effort to prevent further biting behaviour, we record this on a Incident/monitoring Form. We try to make every effort to extinguish the behaviour quickly and ask that parents make us aware of any incidents of biting that have occurred outside of the setting as this will enable staff to be more prepared and vigilant. If a child persists with biting, the setting will put in place a support plan for the child. They will be shadowed by a member of staff who will prioritise watching and supporting the biter without interfering in their free play. Through monitoring and recording incidents we may identify particular triggers for the behaviour. Understanding why a child bites is key to beating the problem. Using this information will inform possible intervention strategies. Within this plan we will regularly meet with the parent/carer of the biter to discuss underlying reasons and common strategies to ensure consistency between the home and nursery. Where necessary, permission will be sought from the **parent/carer of the child to refer concerns and involve outside agencies and professionals.**

**Ongoing Behavioural Issues**

If the Support Plan is unsuccessful after a period of time, recommendations from other support agencies will be sought. Other support professionals include the early year’s support team, child psychologist, social worker, doctor, speech and language therapists etc. The Nursery will assist and support the parents/carer and child through their interactions with additional support professionals where appropriate and necessary. See The Equal Opportunities & SEND Policies.

**Bullying**

Bullying in any form, involving any member of the magic years team, adult or child, will not be tolerated. In the event that bullying does occur, we will deal with it in a discreet and appropriate way.

Children

If bullying does occur involving a child we will deal with it first by trying to understand why this behaviour has started at such a young age. We will talk carefully to the child and use any resources that we have available, asking for advice from the Early Years support team if need be. We will always ask for a discreet meeting with the parents/carers and a joint decision with staff will be made as how best to move forward with the situation. Any child, or parent who feels their child is being bullied, will be fully supported and listened to in a prompt, efficient and open manner. We will treat all allegations of bullying very seriously and will act promptly to deal with the situation.

Staff

Allegations of bullying amongst staff will be dealt with severely. The Manager will arrange time so that all parties can put forward their side of the stories and then the situation will be dealt with. Proven bullying of any sort will lead to disciplinary action, under the staff member’s employment contract.

**Magic years Nursery**

**SEND Policy**

**Statement**

Magic years nursery are committed to the integration of children with special educational needs or disabilities (SEND) and has high aspirations and expectations for all children. The inclusion of all incorporates children, young people, parents/carers and all staff.

All children have the right to be educated and develop their full potential alongside each other. It is a positive experience to be able to share the same opportunities and overcome any difficulties together. Children learn from interacting with other children and by giving them these experiences children with SEND can be educated and develop alongside peers without special educational needs.

All individuals are included within this policy; those with special educational needs (he/she has a learning difficulty that needs special educational provision to be made), those with a disability, those from minority ethnic groups; travellers; and other cultural groups.

The legal frameworks used and related to this policy are (this list is not exhaustive);

The SEN Code of Practice 0-25 years (2015)

The DfES Inclusion Development Programme

The Early Years Foundation Stage Framework

The Children and Families Bill 2013 & 2014

The Equality Act 2010

The Special Educational Needs and Disability Regulations 2014

The Children Act 1989: *A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.*

The Disability Discrimination Act 1995: *A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day to day activities.*

**Aims**

1             To recognise any special needs a child may have and ensure all staff are aware of the DfES Code of Practice on identification and assessment of special needs.

2             To work in close partnership with the Local Authority and operate under the guidance of the local offer.

3             All staff should be aware of the Early Years Foundation Stage framework and the SENDCO and deputy SENDCO for each setting.

4             To employ a special needs co-ordinator (SENDCO) who is experienced in the care and assessment of children with special needs and a deputy SENDCO who can assist in their duties.

5             To ensure each nursery SENDCO and where possible the nursery deputy SENDCO attend training opportunities each term, to update their knowledge and understanding of SEND for all children.

6             To assess each child's specific needs and adapt our facilities as appropriate.

7             To liaise with other agencies, including the health and education authorities and seek advice, support and training and establish firm partnerships with other professionals to ensure all needs are met.

8             To develop and maintain a core team of staff who are experienced in the care of children with special needs.

9             To ensure that all children are treated as equals and are encouraged to take part in every aspect of the nursery day.

10          To promote positive images of those with special needs wherever possible.

11          To ensure the highest level of support possible and inclusive education for all children with SEND, ensuring children with SEND engage in activities alongside children who do not have SEND.

12          To ensure all children with SEND have a right to a broad and well-balanced education and dependent on the individual child’s SEND the nursery will endeavour to provide a ratio of 1:1 through applying for such funding from the local authority or cluster funding. At all other times, the nursery’s usual staff ratios will apply – see Staffing Policy.

13          To monitor and review our practice and provision and, if necessary, make adjustments.

14          In accordance with the SEND Code of Practice 2015 Magic years employs systems to support early identification and timely interventions to support children’s learning and development. We ensure;

·         Decisions are informed by the insights of parents and those of children and young people themselves

·         Have high ambitions and set stretching targets for them

·         Track their progress towards these goals

·         Keep under review the additional or different provision that is made for them

·         Promote positive outcomes in the wider areas of personal and social development

·         Ensure the approaches used are based on the best possible evidence and are having the required impact on progress.

**Early identification**

Children are routinely assessed and monitored from their first settling-in session at nursery. This includes a baseline assessment being carried out in collaboration with parents/carers and termly assessments thereafter including a child’s Progress Check at age 2 years. Progress is monitored and tracked in individual Learning Diaries and this system lends itself very well to early identification of any additional support children may require.

Children with additional needs will also have their progress tracked in an Early Years Developmental Journal which can break down their development into small and measurable steps. Other journals can be accessed for children when necessary, such as the Developmental Journal for babies and children with down syndrome.

The nursery collects and analyses progress each term which also aids early identification of children who may require additional support by assessing stages of development against the EYFS indicators.

The nursery has highly qualified and experienced practitioners who are able to work together with the setting SENDCO, parents/carers and other professionals that may be required for the benefit of the child.

**The SENDCO’s role**

-          The role of the SENDCO includes ensuring all practitioners within the setting understand their responsibilities to children with SEND and the setting’s approach to identifying and meeting SEND as detailed in this policy.

-          The SENDCO acts as an experienced and knowledgeable practitioner on SEND in advising and supporting all practitioners in the setting.

-          The nursery SENDCO liaises with other professionals and outside agencies as appropriate to support children with SEND in the setting.

-          Bambinos ensures the nursery SENDCO receives regular and up to date training through the Early Years’ Service including attending conferences and courses each term. The SENDCO will also make monthly visits to each room in the setting to find out if any staff have any concerns over any children and offer advice and support and act appropriately depending on their findings. An accurate record of this is kept as a register of all children with SEND or additional needs and what is being done to support them.

-          As part of this support, the nursery SENDCO will ensure observations and planning is appropriate and meets the child/children with special educational needs appropriately across the Early Years Foundation Stage Framework.

-          The nursery SENDCO can and should share all concerns, interventions, support and action plans with the nursery manager and/or Area SENDCO for additional advice and support.

-          The nursery Deputy SENDCO should support the SENDCO in all their roles and responsibilities as detailed above.

**Designated SENDCOs and Deputy SENDCOs for Magic years**

Laura Sava (SENDCO) and Fathimuthu Jaleel (Deputy SENDCO)

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**Parents**

We work in close partnership with all our parents and carers right from the first time a parent/carer enters the nursery. We view our parents and carers as the key person, carer and educator in their child’s life. Parental input, viewpoints and knowledge is highly valued and sought to effectively support children with SEND.

Parents are included at every opportunity of early identification, early support, action plans, IEPs (Individual Education Plans) and referrals if required and permission sought. Targets can be identified and worked on collaboratively at home and at nursery in partnership with parents/carers. Consent to share information is gained from the parent/guardian with legal responsibility for SEND support or advice.

Parents are supported through the nursery SENDCO, key person and manager at all times and can sign post to additional support networks should they be required.

Parents can access the Local Offer online from the Local Authority and can view who the setting SENDCO and Deputy SENDCO at Magic years.

**SEND Support in the setting**

Magic Years nursery’ inclusive admissions practice ensures equality of access and opportunity. We provide a wide range of resources to support and extend all children from birth to five and routinely review and assess resources and environments to ensure they are appropriate for the needs of children in each room. We endeavour to provide additional resources to support children with SEND if appropriate.

The nursery is committed to work with any child who has SEND and/or a disability to enable the child to make full use of nursery’s facilities.

We feel it is paramount to find out as much as possible about a particular child’s condition and the way that affects his/her educational needs by: -

·         Liaison with the child’s parents.

·         Liaison with any professional agencies including attendance at all meetings

·         Reading any reports that have been prepared.

·         Attending any review meetings with the local authority.

·         Regular monitoring of observations done on the child’s development.

·        lesioning with primary schools/other nurseries for transition purposes.

·         Raising staff awareness and monitoring and reviewing our policy annually.

All children will be given a full settling in period when joining the nursery according to their needs.

**Magic Years Head SENDCO - Laura Sava**

Laura Sava works closely with all staff to make sure there are systems in place to plan, implement, monitor, review and evaluate the special needs policy of the nursery, always making sure plans and records are shared with parents.

The Magic years Head SENDCO works with staff on areas of SEND and evaluates, monitors and reviews on-going practises.

Magic years works with a wide range of outside agencies and professionals through the local authority, including Speech and Language Therapists; Educational Psychologists; CAHMS; Health Visitors; Pre School-Advisors, and Area SENDCOs (this list is not exhaustive).

On first assessment and notification of any special educational needs, staff will follow the steps and action below:

Initial response after identifying a need

Magic years adopts the graduated response to inclusion, as part of the Newham Local Offer Graduated Response. Practitioners gather information to observe, track and assess the child’s needs, learning difficulty or difficulties using the EYFS, the child’s Learning Diary and/or the Early Years Developmental Journal and Summative assessments. This is in line with Assess, Plan, Do and Review within the graduated response. Practitioners aim to capture the voice of the child and may consult with universal services such as the child’s Health Visitor. Consultation with the SENDCO is necessary and an Individual Education Programme (IEP) may be written. Extra support and provision will be addressed within, and this will be a journey in strong partnership with parents at every stage.

Early Help Approach

Newham’s Graduated Response Tool is used in the first instance as detailed above under ‘initial response’.

An Early Years Consultant (EYC) is allocated to our setting and support the setting in early identification of children with SEND. The EYC can give advice and support in the first instance. Consent must be gained from the parent of guardian with legal responsibility in this instance.

Nursery Plus can provide additional support in helping children with SEND reach their potential in the year before they start school and ensure children not already identified have appropriate interventions prior to starting school. A referral can be made through ‘early notification’ to request this support

Settings can make a request for additional services to SPA for children with SEND via Children and Family Health by completing a referral form.

Additional information such as baseline assessments, other assessments or reviews, ASQs from the Health Visitor Early Help Assessment Tools and parent input should be included wherever possible.

Magic years works closely with families and all agencies in supporting children achieve the desired outcomes.

Newham Children and Families Partnership promotes an Early Help approach which uses the Early Help Assessment Tool to assess a child’s need. This service manages the cases of children with more complex needs and is responsible for linking effectively with other services to make sure that children and families get the range of support they need to meet their needs.

Magic years can contact **Early Help on 02033733669** or Out of Hours Early Help on **020 3373 4600** for further information and/or the setting’s current Early Years Consultant in the first instance.

An Early Help Assessment Tool may be required and should be used when there are concerns about a child’s progress or vulnerability, their needs are unclear and the support of more than one agency is required. The Early Help Assessment Tool can be used to assess the needs of unborn babies, infants, children or young people aged between 0 – 18 years. The Early Help Assessment Tool should not be used for those children whose needs are understood and are being met or those for there are Child Protection concerns – procedures set out in the Child Protection Policy must be followed in that instance.

If a practitioner identifies the need for more than a single service/universal approach, a multi-agency Early Help offer can be coordinated. In this case the practitioner must liaise with the setting SENDCo and Manager, explain the Early Help process to the family and obtain a consent form. Following this, professionals/agencies will be identified who could provide support to the family and an Early Help Assessment will be completed. A Team around the Child/Me (TAC/TAM) will be held where all professionals/agencies involved can discuss and agree a plan in conjunction with the family. A lead practitioner will be identified, and this could be an appropriate person from the setting or another professional/agency representative. Should funding be required or any other additional services, a request for additional services to SPA will be completed and submitted to Triage. Following each TAF a 12-week review date must be agreed to plan and review progress or sooner if there are relevant changes. Following the process, the support can be stepped down to a single agency/universal level or stepped up to statutory services by calling MASH on 020 3373 4600, option 3. Safeguarding concerns must be acted on as detailed in the Child Protection Policy.

Team Around Me (TAM) or Team Around the Child (TAC): This is where other professionals including the nursery, work together in partnership with shared responsibility for the benefit of the child. The team can vary in size and membership will change dependant on the needs and journey of the child. A Lead Professional will be agreed within the group. The TAM structure encourages multi agency working and puts the child and family at the centre. Regular meetings will allow opportunity to share information and plan together. A SEND Multi Agency Support Plan which details the outcomes of the TAM will be produced.

Early Years Inclusion Funding/Resource Panels: Monthly meetings are scheduled for this panel to meet to discuss requests for 1:1 support/cluster funding, made by the setting/Lead Professional/TAM/TAC. The TAM/TAC discussions and SEND Support Plan supports these requests. Forms must be submitted along with parental consent through ‘early notification’.

EHC (Education Health Care) Needs Assessment and EHC Plan: The child is considered for EHC Needs Assessment and there is a 20-week timeline for this process. Staff, the SENDCO, parents/carers and any outside agencies involved within the process consult and the LA considers the assessment and may then make a multi – disciplinary assessment. If it is decided that an assessment is to go ahead, an Assessment Coordinator is allocated whom will liaise closely with parents and all other parties involved. The setting and SENDCO would contribute to all forms with other professionals and the Assessment Coordinator would pull all together during the assessment and is part of the entire 20-week process. For a child to have an EHC Plan, there must be an education need and not just a Health need unless the Health need impacts the Education.

Parents are an integral part of this process and will constantly be consulted with at each stage. All procedures will be explained, and a close relationship sustained to ensure the best possible support for the child concerned. Parents should always be informed of any targets a child is working towards so that they can be worked on at home. Success and progression will be enhanced further with good cooperation and involvement with parents. Consultations with parents can take place daily and/or at regular appointments so that communication between all staff, parents/carers and agencies are well maintained.

If a concern is purely around health concerns or issues then this can be referred directly to the GP or Health Visitor.

All such referrals above must have the permission of the child’s parents/carers.

The setting SENDCO and/or deputy SENDCO and/or setting manager will attend all up to date training on SEND through the local authority. Consent must be obtained from the family/parent before disclosing and sharing information with external agencies unless it is a safeguarding issue, please see the Child Protection Policy for more clarification.

Confidentiality is taken very seriously and all staff must adhere to magic years policy on Confidentiality.

Disability Access Fund (DAF)

Claims are made through the local authority portals for children that may be entitled to DAF funding. This is paid direct to the setting.

Complaints about SEND provision

All complaints are dealt with in the same manner as Magic years policy on Complaints – please see Complaints Policy.

**Magic years Nursery**

**Transition Policy**

EYFS (2021) 1.16 & 3.27 – Each child must be assigned a key person. . Providers must inform parents and/or carers of the name of the key person, and explain their role, when a child starts attending a setting. The key person must help ensure that every child’s learning and care is tailored to meet their individual needs. The key person must seek to engage and support parents and/or carers in guiding their child’s development at home. They should also help families engage with more specialist support if appropriate. Their role is to help ensure that every child’s care is tailored to meet their individual needs to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

The Magic years team endeavour to ensure a smooth and seamless transition for all of the children that attend. We strive to provide a positive experience of transitions for our children, which will not hinder their wellbeing, learning and/or development. It is our aim to actively involve parents and/or carers and the child themselves in the process of transition and to value and explore their perceptions about transition. We understand that each child is unique and that each child will experience a different transitional process.

Our aims are:

• To create a positive environment in the nursery for each child

• To listen to the voice of the child

• To ensure that each child’s needs and interests are being met during their transition

• To work collaboratively with parents and carers to ensure a smooth transition

• To take into account each child’s transitional process

• To be aware of any changes in the child’s behaviour throughout their transitional process

• To ensure that staff members work collaboratively and communicate with each other Procedures

At Magic years Nursery, we work to create a smooth transition by:

• Inviting the parents for a meeting with a practitioner from their child’s new room to discuss the child’s interests, needs, dietary requirements and to complete all necessary paperwork, including an ‘All about me’ form.

• Allocating the child to a key person on the first day for the purposes of observation and assessment only. Throughout the settling in process if either the child or the key person will be determined by whom the child and parents bond best with, as well as workload of Key Persons.

• Supported closely in their transition by the staff member whom they form an attachment to

• Ensuring that the practitioners communicate effectively with parents/carers during the transitional period by giving regular feedback at the end of the child’s day. We can also provide feedback over the phone or e-mail throughout the day in order to satisfy the parent’s needs.

• Any transitions are discussed between the Manager and Room Leader and relevant information cascaded down to members of staff

**Room Transitions**

At Magic years, we recognise the importance of supporting children through their room transition between age groups.

The Manager and team ensure that they communicate with each other when they feel it is the appropriate time for the children to move to the next room, and share any relevant information. We then speak with the parents to confirm transition dates and when they will be moved to the next room, as well as whom their new key person will be.

The child’s current key person will discuss the child with their new key Person and also complete a transition form as part of the handover. They will support the child in their settling by doing some visits to the new classroom together, getting the child familiarised with their new environment and routine. If the parents wish, we will also set up with their child’s new key person to discuss the child’s development, learning goals and next steps

**Exiting Transitions**

At Magic years, we recognise the importance of supporting pre-school children who are preparing to attend reception class at their new big school. We are aware of which schools the children will be moving onto, and support the transition through school reports or if they would like to visit us. We celebrate school readiness with each child individually by focusing on a specific big school topic, whereby, we invite the children to bring their new uniform in and share it with their peers. Throughout the topic practitioners use effective communication skills and language in order to broaden the children’s knowledge about their next step and to take pride in their achievement. For children who move on, either for reception or to another nursery, we aim to share their learning journals with parent consent.

**Magic years Nursery**

**ICT, Internet & Mobile Phone Safety Policy**

The Internet and ‘Information and Communication Technology’ (ICT) should be considered part of everyday life with children seen to be at the forefront of this online generation. Knowledge and experience of ICT should be considered as an essential life skill. It has to be recognised however, that digital technology has increased the potential for cameras and images to be misused and inevitably there will be concerns about the risks to which children may be exposed. Developmentally appropriate access to computers, cameras and the internet in the early years will significantly contribute to children and young people’s enjoyment of learning and development.

This Policy will aim to outline safe and effective practice in the use of the cameras, tablets, computers, phones and internet. It will provide advice on acceptable use and effective control measures to enable children and adults to use ICT resources in a safer online environment.

The Designated Safeguarding Lead (DSO) Laura Sava and Deputy Safeguarding Lead Farjana Ahmed are responsible for ICT and online safety, and will manage the implementation of the ICT and Internet Safety Policy.

**Procedures**

At Magic years Nursery the younger children are able to use the computers and tablets with age appropriate games and learning tools with adult supervision. We also offer the children the opportunity to use tablets and occasionally the internet; however we have introduced a range of procedures to ensure their safety:

• The tablets (tapestry) will be kept in the office when not in use

• Computer must only be used when there are at least two members of staff in the room

• Tablets and the Internet must only be used as part of a planned activity with a clear learning intention for children and for observation purposes only

• Staff must check any media which the children can view, before showing it to the children

• The history on the tablets and computer is monitored on a regular basis by management

• The tablets and computer should never be used for personal use such as emails or social media sites

• Children are not permitted unattended use of ICT resources with internet access at any time

• Staff should explain to children, where possible, about how and why we use the internet, and how to do so safely.

Should children or adults discover any potentially unsafe or inappropriate material, they are to immediately remove the content from the children’s view. For example, the device will be removed from children’s view and/or the monitor (not computer) will be turned off. The use of the Report Abuse button is to be considered best practice. All such incidents must be reported to the Lead Designated Safeguarding Officer; who must ensure a report of the incident is to be made and will take any further actions which are to be deemed necessary.

If a parent would rather not allow internet access to a child, then please let the Nursery Manager know in writing.

Magic years Nursery provides the use of digital camera, computer and internet facilities for staff. The digital camera allows staff and children to record children photos which can then use for display, web or observations. The computer and internet access provides opportunities to enhance education by supporting the planning of activities and researching information. This policy also sets out the settings standards for the safe use of this.

The DSL, Laura Sava, reserves the right to examine or delete any files that may be held on its system or to monitor any internet sites visited. Any staff member has the right to question another staff member on their ICT usage and is obligated to report any concern immediately with the DSL.

**Camera**

• Staff must only use the setting’s own camera or tablets to take photographs and videos to support the recording of activities or events

• Consent for photographs is obtained from Parent/Carer on admission as part of the registration process.

• Specific consent for photographs to be used in publicity e.g. website, is obtained on a case by case basis for each specific photograph or media to be used

• All images stored on the setting’s computers, which are password protected. Passwords are regularly changed by the Manager.

• Photographs are disposed of appropriately once no longer required – either by deleting, shredding or giving to parents.

• Staff will not use any other device, including personal mobile phones, to take photographs in or around the setting or when on outings under any circumstances

• Camera is prohibited within the toilet and nappy changing areas.

• Photographs are not to be taken of children in only nappies, when asleep or when not fully dressed.

• The use of any photographic equipment by parents/ visitors within the Nursery environment or at Nursery events is only permitted with the express consent of the Manager or person in charge.

• It is prohibited for anyone to publically share/display content of ANY Nursery activity (including outings and events/ parties) or ANY child who is not your own, on any form of social media

Computers and Internet use in the setting

• Nursery computers and internet will be used only for work related activities. Personal use of the nursery’s IT equipment is strictly prohibited at any time

• All Nursery IT equipment is password protected, and are regularly changed by the Manager

• Staff will not have access to the Manager’s computer at any time

• Computer discs or pen drives will not be used without prior permission from the Manager

• All Internet activity, history and computer files will be monitored for appropriateness by the Manager

• Any inappropriate materials sent to or found on the computer must be reported to the Manager immediately

• Students are not permitted to access any Nursery IT equipment

• Any breaches will be subject to the setting’s disciplinary procedure.

**Tablets**

The Nursery tablets are used inside nursery rooms and in the outside areas, and may on occasion be used on outings. The tablets will be stored in the office at the end of each day. Photographs and videos taken with the tablets will be used for displays within the nursery and for observations. Nursery Tablets are used by staff for the EYFS (Tapestry) to record children’s activities, development stages and achievements through written and photo observations. Children can use the tablets with very close supervision from staff. Tablets must only be used for internet access for the Tapestry app and may be used for learning purposes for children e.g. phonic song on YouTube, letter/ number games etc.

**Mobile phone and social networking**

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 personal IT and mobile equipment of any kind are not to be used during working hours and where children are present. Staff must adhere to the following

• Mobile phones must only be used on a designated break in the staff room or Manager’s office, and when children are not present.

• Mobile phones must be stored safely in the office when the staff are not on their break

• Personal mobile phones should be password protected

• Photographs must not be taken of the children on any personal phones, including the Manager’s work mobile phone

• 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, other staff or parents, or relate to the nursery or any children attending the nursery in any way

• We strongly recommend staff do not accept parents or children as “friends” on social networking sites, however if staff do choose to allow this, then this relationship must remain professional

• We recommend that security settings on social media are at the highest level to prevent anyone with whom you’re not friends with seeing information about you or your line of work

• If any of the above points are not followed then the member of staff involved will face disciplinary action, which could result in dismissal.

**Parents and visitors use of mobile phones**

Parents and visitors are asked to refrain from using their mobile telephones whilst in the nursery, including when collecting or dropping off their children. Parents are also asked to refrain from sending photographs of their children to any of the staff’s personal mobile phones.

**Magic years Nursery**

**Tapestry Policy**

At Magic years, we use a secure online system called ‘Tapestry’ to record children’s learning and development in their own personal Learning Journal. This is a safe system using personal, password protected logins and one that enables parents and carers to access their child’s learning journey at any time. They can share it with their child, family and friends at home and also post any comments and photographs of their own, helping to create a fully holistic view of the child and strengthen parent partnerships.

Children have allocated Key Persons who monitor and assess their learning and development. They record and input observations into the Tapestry system, and link it to the Early Years Foundation Stage (EYFS) curriculum and use these to assess children’s development and plan next steps. The journals are moderated by a senior member of staff before being added to the child’s Learning Journey. Tapestry is not used as a general communication tool between Nursery and home.

**Parents**

Parents logging in to the system can only access their own child’s Learning Journey. Parents are encouraged to add new observations and photo’s, and add comments to or ‘like’ existing observations. They do not have the necessary permission to edit existing content. Parents are asked to sign a consent form giving permission for their child’s image to appear in other children’s Learning Journeys, and to protect images of other children that may appear in any photos contained in their child’s Learning Journey. If parents withhold this consent their child is only ever photographed alone and no shared observations are made including that child.

For parents without access to the internet, we will print all the information from Tapestry and collate it into a paper Learning Journey. This will be kept securely in the setting and will be available to take home once the child leaves magic years.

**Safety and security**

- Each staff member has a secure login, which is password and pin protected - Staff use tablets to take the photographs for observations, which are be uploaded to the journals. The photos are then deleted from the tablet

- Staff are not permitted to log in on any other devices away from the setting. If any unauthorised access has been made, the member of staff will be subject to disciplinary proceedings.

- If any member of staff suspects that their login details have been compromised in any way, they must inform the manager and new login details will be created

- Staff are to comply with General Data Protection Regulation and Confidentiality policies at all times.

- The tablets are kept in a locked cabinet in the office overnight and may not be taken home by staff members under any circumstances

- Students and volunteers will have no access to any child’s learning journal

- When staff leave their position at Magic years, their access will be deleted by the Manager

**Tablets (as in our ICT policy)**

The Nursery tablets are used inside nursery classrooms rooms and in the outside areas, and may on occasion be used on outings. The tablets will be stored in a locked cabinet in the office at the end of each day. Photographs and videos taken with the tablets will be used for displays within the nursery and for observations. Nursery Tablets are used by staff for the EYFS (Tapestry) to record children’s activities, development stages and achievements through written and photo observations. Children can use the tablets with very close supervision from staff to look through their learning and be involved in planning their next steps. Tablets must only be used for internet access for the Tapestry app and may be used for learning purposes for children e.g. phonic song on YouTube, letter/ number games etc.

Data storage

In line with GDPR, the Tapestry on-line Learning Journey system is hosted on secure dedicated servers based in the UK. All data held on our Tapestry account is owned by Magic years ; we are registered controllers of data with the Information Commissioner’s Office and are bound by the General Data Protection Regulation 2018.

When children leave the setting, we will either transfer the account to the new setting if they are using Tapestry or we will email a PDF to the parents and new setting if possible. Written consent from parents will be sought by the Manager before information is shared with another setting. The child’s information, and their Learning Journey will be permanently deleted from our Tapestry account so no data on that child will remain with us once they have left.

**Magic years Nursery**

**Messy Play and Risky Play Policy**

EYFS (2021) 1.6: Expressive arts and design involves the development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

At Magic years Nursery we are committed to supporting the importance of play, both indoors and outdoors, and embrace age appropriate risk taking and messy play.

During coronavirus, the Nursery was limiting messy play as one of the ways in which to minimise the risk of spreading the virus. The Nursery Manager is responsible for defining for staff, what items can be used in messy play and how they must to be used to keep children and staff safe.

**Messy Play**

All children are actively encouraged to participate in “Messy Play” activities. We ensure “Messy Play” activities are age appropriate and are linked to the Early Years Foundation Stage, which actively promotes their creative and sensory development. Children learn to explore and experiment using all their senses. They can feel, smell, touch and mix to see what happens next, having fun while they learn.

Messy play encourages children to become little scientists, learning about the properties of different materials as they play with them and they have so much fun while they do it!

Messy play stimulates multiple senses. The tactile experience gained during messy play helps children experience a variety of textures. During messy play, babies and toddlers are developing hand/eye coordination and fine motor skills. Play experiences should also promote understanding and acceptance of diversity and practitioners are to encourage children to experience spontaneous/unplanned activities such as snowfall.

At Magic years Nursery, we use the Early Years Foundation Stage (2021) as guidance.

Messy Play activities must be carefully organised and materials used are thoroughly inspected to ensure the safety and well-being of the children.

• We always check for allergies and dietary requirements before engaging in messy play with food

• All items used for messy play have their own individual risk assessment located in the risk assessment folder behind the messy play policy

The room leaders are responsible for checking all items used for messy play, and completing an individual risk assessments. Items which have not been signed off by the Manager may not be used in the Nursery.

Types of Ingredients used in Messy play include (this list is not exhaustive) paint, sand, water, ice, soap, bubble bath, cornflour, dried pasta (over two’s only) and cooked pasta (under 2’s).

**Using Food Items in Messy Play**

Using food for messy play, children can learn to explore and experiment using all their senses. They can feel, smell, pour and mix to see what happens next, having fun while they learn. We always check for allergies and dietary requirements before engaging in the activities using food. Though we may use of food as a play material we will also be discussing with the children not to waste food, or to play with food at mealtimes.

We encourage activities which involve tasting different types of food, and activities which involve children in preparing and eating different food types.

! Grapes will not be used for any messy play activity

! Jelly must be prepared in advance by staff in the kitchen. Raw jelly cubes must never be brought in to the classrooms

**Supervision of Messy Play**

The health and safety of children remain paramount as we engage in messy play activities. The following guidance must be strictly adhered to at all time.

• All messy play activities must be fully supervised at all times, with at least one member of staff giving the children and activity their full attention

• Ingredients used in messy play must have been approved by the Manager

• Any food products used for messy play, which are required to be cooked or have hot water added, will be pre-prepared by the staff in the kitchen

• All food products used for messy play will be stored in the kitchen or in the room’s cupboards

• Where liquid messy play is in progress ie. water, bubble bath, shaving foam, messy play trays must be secured with towels

• Practitioners must ensure the area surrounding the messy play activity is kept safe for children at all times.

**Risky Play**

We endeavour to create an atmosphere where children can learn to take risks in a controlled environment. Risky play is encouraged at Magic years, as children who take risks learn negotiating skills, understanding, judging and can make judgments about their own capabilities.

Practitioners make it safe by:

• Supporting children to develop a sense of their own boundaries and manage personal risks

• Discussing with children how to keep themselves safe

• Role modelling expectations for behaviour

• Observing the children and identifying those who need greater challenge or specific support

• Carrying out health and safety checks/risk assessments – risk assessments are carried out by room leaders and supported by the Deputy Manager.

The Manager and Deputy Manager are responsible for carrying out health and safety checks on all equipment used for risky play, and completing individual risk assessments. Items which have not **been signed off by the Manager may not be used in the Nursery.**

**Supervision of Risky Play**

The health and safety of children remain paramount as we engage in controlled and age appropriate risky play. The following guidance must be strictly adhered to at all time.

• All risky play activities must be fully supervised activities at all times, with at least one member of staff giving the children and activity their full attention • Equipment used in risky play must have been approved by the Manager and a risk assessment complete

**Magic years Nursery**

**English as an Additional Language**

(EAL) Policy EYFS (2021) - 1.13: For children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. Providers must also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Year 1. When assessing communication, language and literacy skills, practitioners must assess children’s skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child’s skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

At Magic years Nursery, Management and staff understand that bilingualism is an asset and the first language has a continuing and significant role in children’s identity, learning and the acquisition of additional languages. We create a culture that values and celebrates the languages spoken by children. In doing so, practitioners will not only support the speech, language and communication development of children learning English as an Additional Language, but will enrich the experience of all children at Magic years. We believe that every child is unique and we value each child’s home language and cultural background.

“The communication skills of children for whom English is not their home language are not all the same. These children will be at different stages of learning English and one or more other languages. Learning English as an additional language is not a special educational need. Practitioners need to find out as much as they can about a child’s prior language experience and any education experienced elsewhere. Parents, as the first educators, are an important source of information.” (Early Years Foundation Stage Profile, 2017)

Some important considerations are as follows:

• English should not replace the home language; it will be learned in addition to the language skills already learned and being developed within the language community at home.

• Children may become conversationally fluent in a new language in two or three years but may take five or more years to catch up with monolingual peers in cognitive and academic language.

• Children learning EAL are as able as any other children, and the learning experiences planned for them should be no less challenging.

• Additional visual support is vital for children learning English and using illustration and artefacts will also support and enhance the learning experiences of their monolingual peers

. • Many children go through a ‘silent phase’ when learning a new language; this may last for several months but is not usually a cause for concern and is not a passive stage as learning will be taking place. Children will usually understand far more than they can say.

• Understanding is always in advance of spoken language and it is important that children do not feel under pressure to speak until they feel confident. It is, however, essential that adults continue to talk to children with the expectation that they will respond.

• Adults and children should respond positively and encouragingly to children’s non-verbal communication. As they observe, listen and explore the setting, children will be applying the knowledge they already have in their new context. As they start to echo single words and phrases, joining in with repetitive songs and stories, their attempts should be sensitively encouraged and praised.

At Magic years, we support EAL by:

• Finding out as much information as possible about the child’s language skills in their home language as well as in English during the settling in meeting with the parents.

• Talking to the children about the fact that they and others speak more than one language and help them to learn the names of the languages that they speak.

• Encouraging parents to share a list of common words in their language with us. The staff members use these words alongside English to support the children’s understanding. This also supports the language development and cultural awareness of all the other children in the room.

• Displaying diverse maps, flags, words around the environment as well as images of various places and cultures of the world. We link this to every child’s language background. This helps demonstrate to the children and parents and the community that different cultural heritages are valued.

• Meeting the full range of needs of those children who are learning English as an additional language in all areas of their learning.

• Ensuring that their EAL needs are represented in the planning and in their learning journals.

• Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults

• Providing books in various languages for children and staff to read.

• Employing, where possible, staff members with a variety of languages to support the children and their families and ensuring they all model good use of English. We endeavour to support every child and their family so that by the time they leave Nursery to go to school they have an appropriate level of language and communication skills in English to enable them to continue to learn and develop.

**Magic years Nursery**

**Suitable People Policy (Recruitment Policy)**

EYFS (2021): 3.9-3.13: Providers must ensure that people looking after children are suitable to fulfil the requirements of their roles. Providers must have effective systems in place to ensure that practitioners, and any other person who is likely to have regular contact with children, are suitable. Providers must obtain an enhanced criminal records disclosure in respect of every person who works directly with children. Staff must disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at the setting). Providers must not allow people whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for. Providers must record information about staff qualifications and the identity checks and vetting processes that have been completed. Providers must also meet their responsibilities under the Safeguarding Vulnerable Groups Act 2006.

Magic years Nursery believes that a nursery is only as good as its staff and thus we recruit only the highest calibre applicants using our thorough recruitment procedures detailed below. We look for staff who are enthusiastic, dedicated and have a passion for children and providing a secure, loving and stimulating environment for our children. At Magic years, we pride ourselves on being a ‘home away from home’ and strive to create a family atmosphere. Our staff members share our ethos which we make explicit from the outset and work at establishing strong interpersonal relationships with the children, fellow staff members and parents.

We ensure that all members of staff are clearly aware of their designated roles and responsibilities as described in their job description and are able to fulfil the requirements of their role. We place importance on ensuring that all members of staff are suitably qualified or experienced and that they are regularly supported, supervised and updated on their training as set out in our ‘Appraisal, Supervision and Training policy’. We also ensure appropriate adult: child ratios are maintained and staff are made aware of how to safeguard themselves.

**Recruitment Policy and Procedures**

Magic years is a dedicated equal opportunities employer. When recruiting we take into account experience, qualifications and attitude, looking for that ‘special something’ that an individual can bring to our team. At all times we keep the best interests, welfare, care and development of the children in mind. We recognise that experiences and special talents that some unqualified staff could bring to the team are valuable and these applicants will be considered following the same recruitment procedure as those with qualifications (if employed we would actively encourage that the member of staff work towards a qualification in childcare). In accordance with the regulations set out in the welfare requirements (Section 3.25), staff need to have sufficient understanding and use of English to ensure the well-being of children in their care.

We take safeguarding very seriously and take extensive steps to ensure that the people we employ are suitable and safe to work with children. The Management has Safer Recruitment training, which is refreshed annually. During our recruitment procedure we provide opportunities for the applicant to disclose any convictions through using a confidential criminal self-disclosure. We will only consider the disclosure once an applicant has been short listed to avoid any discrimination. Once we have thoroughly interviewed the applicant and we have sent an offer letter, we expect applicants to gain enhanced clearance from the Disclosure Barring Service (DBS) and barred list and any foreign police clearances and the decision to employ a person will be reliant on the outcome.

The Recruitment Procedure reflects that it is an offence under Section 76 of the Childcare Act 2006 to employ someone who is disqualified from registration, in connection with Early Years. In saying this, people who are disqualified from registration may sometimes still work with children by applying to OFSTED for a waiver, providing they are able to demonstrate that they do not pose a risk of harm to children. At this point we will refer to Ofsted and the Safeguarding Vulnerable Groups Act 2006 and the Independent Safeguarding Authority Scheme for advice and guidance at [www.isa-gov.org/index.htm](http://www.isa-gov.org/index.htm).

If any cautions or convictions are disclosed, the Manager will decide if they are willing to continue to employ the member of staff. The decision will be affected by the severity of the offence as different crimes will need different actions and we will consider the nature, seriousness, relevance and circumstances of the conviction. Once all aspects have been considered, the Manager will make a final decision and will conduct a risk assessment if necessary. Any decision to employ a member of staff will be recorded along with the person’s qualification, DBS disclosure and identity checks and OFSTED will be notified of these changes within 14 days.

Staff members are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children, whether these are received before or during employment.

Procedure for Recruitment

♣ A job and person specification will be created to identify the selection criteria for the position.

♣ An advert will be placed with an agency, on a recruitment website or in an Early Years Publication. The advert will give a brief description and details of the position available. It will state that we follow stringent safeguarding procedures and that we will DBS check the applicant.

♣ The Recruitment Advert record will be completed to note where and when the position was advertised.

♣ Any relevant applicants will be contacted by phone or email and asked to complete an application form if applied using a CV.

♣ Using the predetermined criteria, the Manager will create a shortlist based on the application forms which we receive and file these on email

♣ Any shortlisted candidates will then be provided an opportunity to submit all their information in detail as well as details of any convictions, cautions, court orders, reprimands and warnings that may affect the applicant’s suitability to work with children.

♣ After reviewing these application forms we will telephone or email the applicant and set up a formal interview date. They will be informed that they are required to bring forms of identification and evidence of their address, qualification, references and any other documents they feel will aid their application. Applicants will be asked if they consent to us contacting their references before the interview.

♣ The interview diary will be filled out as the process moves forward.

♣ The Manager will plan the assessment methods for the interviews and will assess and redesign the interview questions to ensure they are appropriate.

♣ Application forms filled in electronically or by hand will be signed by the applicant during the interview to verify that all details they have provided are true and accurate.

♣ Interviews will be conducted with the Manager and least one member of staff, usually one of the directors if possible. The applicants experience, knowledge, skills, training and qualifications, job description and responsibilities will be discussed. Any unexplained gaps in their application forms will be questioned. Applicants will be informed that we may contact any previous employer from their application form.

♣ During Covid-19, initial interviews took place by video call, and a follow-up, in –person interview will be arranged for strong candidates.

♣ The applicant will also be required to complete a trial in the room for the role they are applying. During this time they will be observed.

♣ Those who are not successful in the interview stage will be notified by email.

♣ The Manager, Director and Room Leader will have a meeting to discuss feedback and the Manager/ director will make a final decision on which applicant will be offered the position.

♣ The successful applicant will be informed by phone of the conditional offer of employment with a confirmation email following.

♣ All references will be checked thoroughly, and we make clear that we need the most recent employer’s details. We will send out a reference request form and include details of the job specification. We will check the authenticity of the referee via phone call once we have received the written reference. The reference request will ask about the applicant’s suitability in regards to safeguarding and ask for details of any allegations or reasons the applicant may not be suitable to work with children.

♣ The Nursery will apply for a current enhanced DBS check on behalf of the new employee. If there are any recorded safeguarding issues, the Manager will conduct a risk assessment and evaluate the employment offer.

♣ Any foreign applicants will be asked to provide police clearance from their home country where possible and their right to work in the UK and foreign qualifications will be checked.

♣ Once all the relevant checks have been completed the applicant will be informed and a meeting is arranged to discuss the start dates, probation period, contracts, operational rules and policies and to go over and complete induction forms.

♣ The new member of staff’s information, such as their qualifications, DBS clearance number, personal information will be recorded and confidentially filed in the cabinet in the office.

♣ Every new employee will be supported in their induction process throughout their three-month probation period using our supervision procedures.

**Smoking, Alcohol and other substances/ medication**

When working with the children, practitioners must not be under the influence of alcohol or any other substance which may affect their ability to care for children.

It has therefore proved necessary to set down in writing certain policies which apply to both staff and visitors. These apply with no exceptions, and will be enforced by refusing access to the Nursery for an extended period, to any person breaching them. These are all clearly stated in the Team handbook which we give to each new member of staff.

If any member of staff is found to be Smoking or under the influence of any Alcohol, Other Substances Inc. medication or drugs or been found to have used these substances on the premises then a disciplinary procedure will immediately be instigated:

1. The member of staff will be removed from the room where the children are and the situation assessed by the manager.

2. The member of staff will be sent home until such time as they are able to have a meeting and discuss and understand the severity of the incident.

3. When all information has been gathered and the manager will either decide to give a verbal warning (as the first stage in the disciplinary procedure) or if it is felt that gross misconduct has been committed then that member of staff will be instantly dismissed. Any help, guidance or support that the nursery can offer in the form of information regarding alcohol and substance abuse will be given unconditionally.

Smoking

The management of Magic years are legally obliged to enforce a no smoking policy; we have therefore instigated a NO SMOKING policy throughout our establishment. This applies even when the children are not on the premises.

Alcohol

The consumption of alcohol on the premises during nursery hours is absolutely forbidden at all times. The bringing of alcohol onto the premises, without the prior written permission of the director, is strictly forbidden.

Other substances/ drugs/ medication

Providing that medication is prescribed, or has been obtained over the counter from a pharmacy or similar establishment, in a sealed package or container and the medication is retained on your person, or in a handbag or similar whilst you are visiting the Nursery purely to pick up or drop a child, then we would all accept that the risks involved are very low and acceptable.

However, on all other occasions, where you are staying on the premises for any period of time, then you must inform the manager of the drugs you are carrying. You can then jointly agree any precautionary measures that need to be taken to ensure the safety of the children. Should you be taking medication which you are aware could have an adverse effect on you, then you must inform the Manager on arrival. It is strictly forbidden to bring any non-proprietary drugs onto the premises.

If practitioners are taking medication that may affect their ability to care for the children then medical advice should be sought. Practitioners may only work directly with the children if the medical advice confirms that the medication is unlikely to impair the staff member’s ability to care for the children properly. Any such medication must be stored securely in the staff room or Manager’s office.

Staff Uniform

We expect staff to follow the uniform guidelines set out in the Staff Handbook and maintain a neat and professional general appearance.

**Magic Years Nursery**

**Appraisal, Supervision and Training Policy**

EYFS (2021) - 3.21-3.26: The daily experience of children in early years settings and the overall quality of provision depends on all practitioners having appropriate qualifications, training, skills and knowledge and a clear understanding of their roles and responsibilities. Providers must ensure that all staff receive induction training to help them understand their roles and responsibilities and must include information about emergency evacuation procedures, safeguarding, child protection, the provider’s equality policy, and health and safety issues. Providers must support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves. Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues. Supervision should provide opportunities for staff to discuss any issues, identify solutions to address issues as they arise and receive coaching to improve their personal effectiveness. Providers should ensure that regular staff appraisals are carried out to identify any training needs, and secure opportunities for continued professional development for staff.

At Magic years, we recognise that high quality performance management is one of the most important elements in ensuring positive outcomes for children and their families. It also has a crucial role to play in the development, retention and motivation of our team. It is facilitated through our cycle of (supervision), Manager’s observations and annual appraisal, as well as the Manager’s open-door policy.

**Annual Appraisal**

Every May, the Manager conducts an annual appraisal. The purpose of the annual appraisal is to ensure each team member is clear about their roles and responsibilities and discuss feedback in relation to their performance vs. expectations.

During this process, the member of staff will be asked to complete an annual self-appraisal form in advance and the Manager will complete an annual evaluation form. Up to three members of staff who work closely with the individual will also be asked to complete an annual evaluation form, and the Manager will feed this peer-on-peer input in to the appraisal.

Together, the manager and member of staff will agree on an action plan to be followed moving forward. The action plan will encompass a set of SMART targets, which are: **S**pecific; **M**easurable; **A**mbitious; **R**ealistic; **T**ime Bound

**Supervision**

Supervisions are a means to ensure each team member is clear about their roles and responsibilities, expectations on their performance and team working, to raise safeguarding concerns and to be supported to do their job to the high standards expected. The meeting gives the opportunity to regularly evaluate and review performance so that learning and development can take place, to identify performance shortfalls, encourage and motivate staff and initiate training, support and /or coaching.

Appraisals and supervisions are a two-way discussion between a staff member and the Manager or Room Leader. For these meetings to be effective, each person must take equal responsibility for ensuring open, honest and effective communication, co-operation and recognition for the value of performance management.

Every member of staff can expect:

• To receive constructive feedback, rooted in evidence

• To have their own feelings and opinions recognised and heard

* To be listened to
* To be treated in an anti-discriminatory manner

Staff should expect the following areas to be discussed at the “annual appraisal” and supervision:

* Identify key achievements and areas of development in the relevant period
* Discuss and agree clear objectives and standards, appropriate deadlines and help in achieving their objective
* Record progress on these targets/tasks
* Identify any performance concerns, and be told in a constructive way if their work is poor, incompetent or unacceptable, and to have a strategy for improvements discussed and agreed
* Identify appropriate support and guidance with regard to all aspects of work including support in dealing with particular children and their individual needs to improve their personal effectiveness
* Identify any training and development needs and steps taken by the individual in furthering their own development
* Discussion of any safeguarding concerns and any changes in circumstances which may impact suitability to work with children
* Discussion of any other aspects which the member of staff may wish to discuss, including the ability to discuss how things are done and what is expected

**Responsibility**

The Manager is responsible for ensuring that regular supervision meetings are conducted with every member of staff. Each member of staff is responsible for ensuring that they meet the required standard for the job.

**Frequency**

• In the first month of employment at Magic Years, informal supervision will be conducted on a weekly basis with the Manager or Room Leader

• Thereafter, for new members of staff, supervision will be conducted monthly after their start date and again at 3 months to sign off the probationary period

• Following the sign off from probation, supervision will take place at least termly (once every 3 months).

• Supervisions are supported by Manager Observations to help every member of staff reflect on their practice, in respect to the children, parents and other members of staff to continually improve performance. Manager observations will be conducted on every member of staff at least once a term and will feed in to their supervision and appraisals. They will be conducted by either the Manager or the Room Leader

• The Manager may decide to conduct supervision or Manager observations more frequently with a member of staff if this is felt to be needed and would be beneficial for the member of staff

• The open-door policy at Magic years means that members of staff are able to speak to the Manager at any time with regards to concerns or barriers to carrying out their duties to a high standard, safeguarding concerns, training needs or anything else.

They do not need to wait for their next supervision/ appraisal meeting.

**Recording appraisals and supervision meetings**

Appraisals and supervision meetings will be recorded on the Record Form, given to staff to read and sign and keep it in their personal file.

Staff members are welcome to take notes throughout the meetings if they wish. Both Manager/ Room Leader and staff member will sign the record and agree the date for the next supervision meeting. A copy of the record will be kept on their personnel file and a copy available for the member of staff if they wish. To ensure that the confidentiality and identity of individual children is maintained within the supervision record no names of the children discussed will be used only initials.

**Manager’s Observations**

As part of our aim in supporting our members of staff, the Manager/ Room Leaders undertake regular observations of the team’s practice. These observations allow the Leadership team to provide coaching and constructive feedback which can help Practitioners pick up new ideas and ways of working, explore working practices, build teamwork and can help practitioners reflect on their practice, identify improvements and training needs. It will help the Leadership team to monitor staff performance and can help them assess the member of staff’s understanding of each child’s learning and development, their knowledge of and application of the EYFS, the characteristics of learning, safeguarding issues and the observation, planning and assessment cycle. If practice is weak then necessary actions for improvements can be effectively identified. However, the main goal of these observations is to look at strengths of an activity or staff members practice, identify what would have made it better and how good it was overall. We are asking:

- What are we doing? What is the INTENTION

- Why do we do it?

- How is the activity IMPLEMENTED?

- What is the IMPACT and how can we do it more effectively?

From time to time, joint observations and peer observations will be conducted to reduce subjectivity and improve the accuracy and quality of the observation. This also ensures that there is a shared understanding of good practice.

Staff members can expect to be asked relevant questions during the activity and be provided coaching during the observation. A Manager’s Observation form will be completed, which will detail areas for development, with clear rationale and evidence and this will be fed back to the member of staff. The staff member will be encouraged to evaluate their own practice and make notes of what they thought was effective and what could have been improved on. These forms will then be filed in the relevant staff member’s personnel file in the office

**Guidance for Leadership on Considerations and Questions for Observations**

What is your INTENTION and WHY?

o What is the point of this activity? What are the learning intentions?

o Are there any children’s next steps intended to be supported through the activity?

o Do they have realistic expectations? Does this meet developmental needs?

How are you IMPLENTING the activity/ learning experience?

- Is the activity challenging and stimulating?

- How well has the activity been prepared.

- What considerations have they had? E.g. special diets/ allergies?

- How well does the practitioner motivate and engage the child?

- How are they including all the children, such as those who appear disengaged?

- How is this adapted for different levels (differentiation)?

- Who initiates interaction?

- Does the practitioner intervene in play?

- How do they encourage positive behaviour? Is there appropriate praise for achievement?

- Is there appropriate emotional support?

- Listen to language used; are there open-ended questions? Does the practitioner model strong language?

- Do they encourage the children to express their own views, extend their use of words and take time to let them discuss their thoughts?

- How well are they encouraging independence and confidence?

- Is appropriate risk taking encouraged?

- Are children allowed to express ideas through trial and error?

- Is it linked to a story/ song?

- Did the practitioner need to lead/ stand back and support as needed? Could it have been child led?

- How does the practitioner role model for children?

- Consider age appropriateness and how focused children are, consider time at activity?

- Consider if activity is kept exciting and if the practitioner extends it where necessary

. - How are well staff are deployed in the room?

- How well is the rest of the room set up to engage children?

- What is the teamwork and communication like?

- How well resources are used, Inc cultural diversity?

What is the IMPACT? And how could it have been improved?

Ask the staff member:

- What did you think about it? –

What as the IMPACT for children? What did the children get out of the session/ activity?

- Why did certain things happen or not happen as planned?

- What were your strengths?

- What are your areas of development? How can you develop those areas?

- What can be done differently next time?

**Managing Under Performance**

In the event that a staff member is deemed to be under-performing for any reason, a formal performance management process will be put in place. This process can be instigated for a number of reasons, including but not limited to, negative behaviours within the Nursery that impacts the children and staff, poor timekeeping, failure to comply with any EYFS rule (depending on the severity a failure to comply may result in instant dismissal for gross misconduct), etc. The full process will be documented in writing and you will be given an opportunity to present any evidence throughout the process. Should the individual’s performance not improve during this official process, then the result will be that the formal disciplinary/capability process is instigated.

**Confidentiality**

Although this is a confidential document, it is also an organisational document which does not belong solely to the manager, staff member or management committee. However, only under certain circumstances can others access these documents. For example, they may be accessed as part of:

• A grievance procedure;

• A disciplinary procedure;

• An internal/external inquiry;

• A complaints procedure. In addition to the above information, it is important that staff members continue to raise concerns as they arise and not wait until their termly supervision meeting or annual appraisal.

**Training**

We keep a record of all our staff members’ qualifications and actively encourage them to develop their knowledge and understanding through further training. We adhere to the required qualifications needed and all our managers and staff hold relevant qualifications. Our team receive annual Paediatric First Aid and Safeguarding training as part of their core plan. Any practitioner with additional responsibilities such as SENDCO will also receive training to help them fulfil their role.

We believe that it is in the interest of the children and all the staff that every opportunity is given to each staff member to develop their personal skills to their maximum, and to broaden their knowledge and skills in caring for children in particular.

To facilitate this we:

- Assess every member of staff during managers observations, staff’s touch base sessions and appraisals and set out their personal training needs

- Hold regular staff meetings where training is cascaded throughout the setting - Encourage, where practical, staff to attend external training courses

- Encourage staff to pass on their knowledge to those less experienced on daily basis.

Once a member of staff has attended external courses they are required to complete a Course evaluation form to enable the training to be shared with other staff members. The learning may be cascaded through a staff meeting, room meetings or Management meetings. Impact of their training is also recorded on the training record.

**Magic Years Nursery**

**Parent Partnership Policy**

EYFS 2021 3.74 - Providers must make the following information available to parents and/or carers: • how the EYFS is being delivered in the setting, and how parents and/or carers can access more information • the range and type of activities and experiences provided for children, the daily routines of the setting, and how parents and carers can share learning at home • how the setting supports children with special educational needs and disabilities • food and drinks provided for children • details of the provider's policies and procedures (all providers except childminders (see paragraph 3.3) must make copies available on request) including the procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting • staffing in the setting; the name of their child’s key person and their role; and a telephone number for parents and/or carers to contact in an emergency

At Magic years Nursery we believe that an open access policy is the best way of encouraging participation from parents/carers. We believe it is in the best interests of the child to share information about the child’s care and development and the fun that they have each day at Nursery. We know that parents are children’s first and most important educators who hold a wealth of knowledge about their child’s individual learning needs. In order to support children’s development we strive to work in partnership with parents to share our joint knowledge and expertise.

Our aims are to ensure that parents:

• all feel welcomed, respected and valued

• are actively involved in their children’s learning and development at Nursery and extending this at home

• have the opportunity to attend parents meetings where information on the nursery and curriculum are shared

• are aware of the nursery’s policies and procedures, including their rights to access information

Regular, frequent communication is a cornerstone of the way in which we run the Nursery and we will always endeavour to communicate in the way which best suits the needs of the parents. This includes providing detailed feedback and handovers at the start and end of the day, meeting slots available to discuss any aspects of Nursery life, regular updates through newsletters and emails from Management. The Manager is also available during working hours to meet or chat with parents and carers.

From when the children start at the nursery, we endeavour to establish a strong relationship with the parents. During the child’s settling in period, we offer settling in sessions in the rooms and have meetings with the parents to gain insight into their child’s character and needs. We offer information on the way the EYFS is being delivered, what activities we set out and how each child’s needs are accommodated. We gain information of the child, their family, their development and their needs.

**Developmental Records**

In accordance with the EYFS, developmental records are kept on each child and the Nursery uses Tapestry online for this purpoe. Parents/carers will be provided with an online link to activate their access to their child’s Tapestry account and are encouraged to review and add observations from home. Parents Evenings are also held with parents to enable them to keep up to date with their child’s progress, contribute to their child’s learning journey and extend their learning at home.

**Personal Records**

Confidential files on each child are kept in the Nursery office. These include details of the child’s home address, contact numbers etc. and forms regarding medication, accidents, special diets etc. These files also contain any information regarding any complaints made, incidents recorded etc. Parents/carers must make a written request to view personal files on their child. At all times, the Nursery will take into account data protection legislation.

**Policies and Procedures**

Parents/carers are welcome to view the Nursery’s policies and procedures at any time. Parents are provided with a full policy pack on joining the Nursery, and this is also sent out annually. Nursery policies are in compliance with the EYFS and statutory Ofsted guidance, which governs the way in which we work. Parents may arrange a time to discuss any Nursery policies with the Manager.

**Magic years Nursery**

**Staff and Students Behaviour Policy**

EYFS (2021) 3.9. Providers must ensure that people looking after children are suitable to fulfil the requirements of their roles. Providers must have effective systems in place to ensure that practitioners, and any other person who is likely to have regular contact with children are suitable.

We are extremely proud of providing a friendly and respectful working environment for all members of our team, where they are able to feel valued by their colleagues and be assured that any problems which might arise will be dealt with in an appropriate and professional manner. In order to achieve this we require all of our team to conduct themselves in a professional manner to provide a positive model of behaviour at all times to contribute positively to creating a warm, nurturing and respectful environment for the children in our care, parents, visitors and for ourselves as a team.

We are a small team, which means everyone has a huge impact on the culture at Magic years - we want everyone to work as a team and have fun doing so. At Magic years, staff are expected to demonstrate the highest possible standards of personal and professional conduct and behaviour and consistently act with honesty and integrity.

Each member of the team is responsible for adhering to the following requirements at all times, and failure to do say may result in disciplinary action.

**Working as a Team**

• To respect your colleagues as individuals and be aware of their needs

• To work as a team and support each other

• To role model positive behaviour to other members of staff, children, students and parents

• To be open, honest and constructive in your interactions with every member of the team

• To sort out issues promptly so that they are not allowed to fester

• Never to talk derogatorily about a member of staff to anyone behind that person’s back

• To value the views of all staff so that they feel that their contributions will be listened to

• To offer help if they see other team members struggling and to ask for help if they need it themselves • To work in such a manner which promotes teamwork and support to the whole nursery team and not just the room in which they are working

• To keep personal conversations to a minimum and for appropriate times – always putting the needs of the children first

**Personal Behaviours**

• Be punctual, reliable and flexible

• Be honest, trustworthy and hard working

• Be hard working and completing

• Be welcoming to everyone within the Nursery – smile – say hello ϑ

• Be friendly and a positive role model to everyone, children, parents and other staff

• Be pro-active and show initiative in supporting the children’s learning and development, working as a team and maintaining a safe, clean and healthy workplace environment

• To fully understand and implement the comprehensive policies and procedures and code of conduct we have in place at all times, to ensure the health, safety and well-being of the children in our care

• To utilise the Manager’s open-door policy to discuss any genuine concerns or grievances in relation to Nursery policies and procedures, concerns regarding children or parents, other members of staff or students

• Maintain high standards in safety, and hygiene by keeping the Nursery safe and clean

• Keep confidentiality at all times - any issues, including those concerning children, their parents, staff and students should not be discussed outside Nursery

• Act in the best interest of the children at all times

• Ensure inclusive practise is provided at all times

• Give equal opportunities and treatment to everyone within the Nursery regardless of their age, gender, race, religion, culture or background. We are committed to providing equality of opportunity and will not tolerate any illegal discrimination or harassment based on race, colour, religion, sex, national origin or any other class.

• Ensure that your behaviour at work or outside does not cause embarrassment to Magic years or reflect negatively on the Nursery in a way that would bring its reputation into disrepute or cause a loss of public confidence. This includes through the use of social networking sites.

• Understand that babysitting for parents out of preschool hours is at your own risk and that anything that happens in this time, the Nursery is not liable for.

• Keep all personal belongings in the staff room and mobile phones in the office

• Respect that smoking and chewing gum are not allowed on the premises at any time

• Do not bring or consume your own food or drinks in to the Nursery classrooms during operating hours. They must be consumed in the staff room or kitchen.

While the nursery appreciates the fact that staff may at times experience difficulties in their personal lives, it remains imperative that the undertaking of the role of working in a nursery requires a positive attitude and approach at all times. If it becomes apparent that this is not possible, the Manager will discuss the situation with the member of staff and seek a way of helping to resolve the matter.

The Manager promotes an open culture where small problems can be sorted out between staff members. However, if the situation is not resolved or the concern is of a more serious nature, the matter should be referred to the Manager. If the concern or issue is relating to the Manager, then the matter should be referred to the directors or Deputy Manager.

In addition to the Staff Behaviour Policy, each member of staff is issued with a Nursery Handbook when they join with us, which also details staff behaviour and code of conduct, as well as details on the supervision and appraisal process, disciplinary action, annual leave and sick leave entitlement and notification etc. Signed forms confirming they have received and understood the Handbook are kept in each member of staff’s personnel file and a copy of the Nursery Handbook is permanently kept in the staff room and Manager’s office. Staff are expected to comply with all policies and through their induction, are made aware of all Nursery policies and procedures

**Magic Years Nursery**

**Mental Health at Work Policy**

At Magic years Nursery we strive to provide a supportive environment and as part of our wellbeing ethos, believe in supporting strong mental health. We promote mental health awareness and encourage open conversations about any problems our team may have and are able to signpost them to support.

For our team,

- we open the discussion about mental health during recruitment and induction process and also assess how our team is doing through our regular touch bases and open-door policy

- Management are always available for private discussions and support - We encourage healthy habits such as regular sleep, exercise, healthy eating, time outside in the garden and social contact

- We believe we provide good working conditions and encourage a healthy work/ life balance, such as through accruing additional annual leave after the first year of employment

- We arrange our staffing to ensure the team are supported through strong leadership and qualified and able team members

- We have a zero tolerance to bullying or negativity and encourage a culture of support and growth - We aim to reduce unnecessary paperwork, provide coaching and development and encourage the team to take ownership of their personal development, championing their achievements

Some people may need support at various times in their lives and we can signpost them to a variety of support.

These are: www.mind.org.uk <https://www.mentalhealthatwork.org.uk/toolkit/ourfrontline-keywork/>

<https://www.nhs.uk/oneyou/every-mind-matters>

<https://www.mhm.org.uk/pages/faqs/category/helpful-resources>

**Magic Years Nursery**

**Admissions Policy**

All applications for registration will be considered equally. We operate a first-come, first-served waiting list and registration procedure which does not discriminate against any group.

The Disability Discrimination Act 2005 lays down a legal obligation on us to consider those designated disabled or disadvantaged, using as far as possible the same criteria as for all other children. We will in their case however carry out an additional review of their individual circumstances and requirements, and then assess our ability at Magic years Nursery to meet those needs. This is necessary to fulfil our prime objective, a standard of care that ensures the welfare of all children, all of the time.

At Magic Years Nursery we care for 120 children between the ages of o months and 5 years.

The numbers and ages of children admitted to the nursery comply with the legal space requirements set out in the Early Years Foundation Stage (EYFS). When considering admissions, we are mindful of staff: child ratios and the facilities available at the nursery.

The nursery will use the following admission criteria which will be applied in the following order of priority: 1. Looked after children

2. A child known by the local authority to have special educational needs and/or a disability (SEND) and whose needs can be best met at the preferred nursery



1. A vulnerable child with either a Child Protection or a Child in Need Plan, or in receipt of other local authority support
2. Children who have siblings who are already with us
3. Children whose parents live within the area.

A child requiring a full-time place may have preference over one requiring a part-time place. This is dependent upon work commitments, occupancy and room availability. We operate a waiting list and places are offered on an availability basis.

We operate an inclusion and equality policy and ensure that all children have access to nursery places and services irrespective of their gender, race, disability, religion or belief or sexual orientation of parents.

Prior to a child attending nursery, parents must complete and sign a contract and registration form. These forms provide the nursery with personal details relating to the child. For example, name, date of birth, address, emergency contact details, parental responsibilities, dietary requirements, collection arrangements, fees and sessions, contact details for parents, doctor's contact details, health visitor contact details, allergies, parental consent and vaccinations etc.

Providers eligible to provide government funded places for early education

All settings registered to accept government funding (detailed in the code of practice) must offer free places for \*two/\*three to five-year olds for early learning sessions specified by the local authority. At Magic Years Nursery we currently provide 30 free funded places for children is subject to availability. These places will be allocated on a first come, first served basis and can be booked a term in advance. Please note for admissions for the free nursery education we have a termly intake, beginning the term following your child's \*second/\*third birthday.

All funded sessions are now in line with the flexible arrangement as specified by the Government. When you register your child for their funded place we will discuss your needs and, as far as possible with availability and staffing arrangements, we will accommodate your wishes. We reserve the right to limit and/or have specific funded sessions, according to our business requirement

Other matters which are taken into account in deciding which child can be offered a place in the Day Nursery are:-

1. Availability of spaces taking into account the staff/child ratios, the age of the child and the registration requirements.

2. Our ability to provide the facilities for the welfare of the child.

3. The effect on the existing children and staff of the admission of that child.

4. A child wanting a full-time place will usually have preference over one requiring part time

5. Any extenuating circumstances affecting the child’s welfare or his/her family.

6. Those children who are siblings of those already with us, or where there is proven existing connection.

Accepting a Space at Magic Years Nursery

Parents and carers can book for a show around of the Nursery before registering with us or for our waiting list. Once they will be offered a place and have accepted this, they will be given the application pack to complete. This will include a full set of the Nursery’s policies & procedures, alongside terms & conditions and fee confirmation.

A £250 deposit is required within 5 working days of the offer to secure the space and this deposit will be non-refundable should the space subsequently not be taken for any reason or if the child leaves the nursery withing the first year of the contract.

The child’s first month fees are due 8 weeks in advance of their start date at Nursery, if the child is on a waiting list. In the event fees are not received by this date, the child’s place and deposit shall be forfeited.

**Settling in policy**

The parents/carers will be invited to bring their child in to Nursery for three settling sessions before they are due to start. The parents are welcome to stay and if the child seems comfortable, we would encourage the parents to leave. They will be provided with the contact details and be made to feel comfortable in leaving their child. The parents will be asked to provide the child’s settling paperwork in advance of the settling sessions. The Nursery Managers are responsible for ensuring all dietary, special and other routine requirements are reflected in Nursery paperwork and communicated to the staff in the classrooms.

In addition, parents will be asked to attend an initial meeting with a member of staff. During this meeting, the parents/carers will be informed of the setting’s routines, policies and procedures and be asked to complete any outstanding paperwork.

On the first day, the child will be allocated a key person for the purposes of observation and assessment only. The child will be closely supported in their transition by this member of staff. Should it be deemed in the best interests of the child to change key person once they have fully settled in to the Nursery, this will be discussed with parents/ carers.

All members of staff in the classroom will support in the learning, development and care of a child. The Nursery’s transition policy highlights the settling in procedure and how we aim to support this transition.

**Magic Years Nursery**

**Complaints Procedure**

EYFS (2021) – 3.75-3.76: Providers must put in place a written procedure for dealing with concerns and complaints from parents and/or carers, and must keep a written record of any complaints, and their outcome. All providers must investigate written complaints relating to their fulfilment of the EYFS requirements and notify complainants of the outcome of the investigation within 28 days of having received the complaint. The record of complaints must be made available to Ofsted on request. Providers must make available to parents and/or carers details about how to contact Ofsted if they believe the provider is not meeting the EYFS requirements. If providers become aware that they are to be inspected by Ofsted they must notify parents and/or carers. After an inspection by Ofsted, providers must supply a copy of the report to parents and/or carers of children attending on a regular basis.

If any parent/ carer/ member of staff should have any cause for complaint, including any complaint relating to the fulfilment of the Early Years Foundation Stage (EYFS) requirements, they should, in the first instance notify the Nursery Manager, Laura Sava or deputy Farjana Ahmed.

If any parent/ carer/ member of staff should have a cause for complaint that they wish to escalate, they should also notify the nursery directors: Narinder Nandra or Aman Sandhu.

The matter will be fully investigated and details of the investigation, any action taken as a result of that investigation and whether the complainant was satisfied with the outcome will be fully recorded in a written record. A copy of this record will be provided to the complainant within 28 days of receiving the complaint.

Should a matter not be resolved to the satisfaction of the complainant then the complainant has the right to raise the matter with Ofsted who can be contacted in the following ways:

Ofsted, Piccadilly Gate, Store St,

Manchester, M1 2WD

Helpline: 0300 123 1231

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Email: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

Magic Years Nursery is registered on the Early Years Register Setting Reference Number: 500153

**Magic Years Nursery**

**Grievance Procedure Policy**

At Magic Years nursery we follow our legal obligations as an employer at all times including hearing and investigating grievances. We have a policy and procedures that set out our process.

Legal obligations

Our obligations as an employer are detailed in the ACAS Code of Practice on disciplinary and grievance procedures. This code of practice was introduced in April 2009 and updated in 2015. A full copy of the ACAS Code of Practice and the accompanying guidance can be obtained from the ACAS website www.acas.org.uk

We note that a failure to follow the code does not, in itself, make an organisation liable to formal proceedings at an employment tribunal, but failure to follow the code may result in any compensation award payable to be increased by up to 25%, or reduced by 25% if the employee does not comply.

Objectives and guiding principles

We recognise that an employee needs to feel that his or her grievance has been fully investigated and has received a fair hearing. The employee also needs to understand the reasons for the decision made by the manager who heard their grievance. The employee should then be given the opportunity to appeal against the decision, Their appeal should be submitted in writing and should be investigated and heard by someone more senior to the person who heard the initial grievance. The person allocated to hear the employee's appeal should be able to take a fresh and independent look at the issue. In our organisation the individual's immediate line manager deals with the grievance initially separately before being passed on to the owner, manager of the nursery.

ACAS advocates the use of mediation to resolve grievances, in an attempt to maintain a good working relationship and resolve issues within the workplace. We may decide to use such mediation where appropriate using ACAS support and guidance.

Our grievance procedure does not form part of any employees' contract of employment. It may be amended at any time and we may depart from it depending on the circumstances of any case.

This procedure applies to all employees regardless of length of service.

Our nursery believes that all employees should be treated fairly and with respect. We encourage all employees to try to resolve any grievance with the individual concerned on an informal basis, as most grievances can be resolved quickly through discussion. Your line manager will assist you with this if you feel this is the best route for you.

If this does not resolve the problem you should initiate the formal process below.

Grievance process

Stage 1

Making your grievance o You should put your grievance in writing and forward it to your line manager  This written statement will form the basis of any investigations and the subsequent hearing, so it is important that you set out clearly the nature of your grievance and any dates and names of individuals involved. You should also indicate the outcome that you are seeking. If your grievance is unclear, you may be asked to clarify your complaint before any meeting takes place

 If your complaint relates to an issue with your line manager, the grievance may be sent to [another nominated manager]

Before proceeding to a full grievance hearing, it may be necessary to carry out investigations of any allegations made by you. If any evidence is gathered in the course of these investigations, you will be given a copy long enough in advance of the hearing for you to consider your response. In exceptional circumstances, the evidence given by individuals may have to remain confidential. Where confidentiality is necessary, this will be explained to you and an appropriate summary of the evidence gathered will be given to you.

Stage 2

The grievance hearing

The hearing will be held as soon as is reasonably possible following any investigations, and within 5 working days of the receipt of your written complaint. It will be conducted by your line manager. You are entitled to bring a companion to the grievance meeting if you make a reasonable request to do so. This request must be in advance of the meeting and you should tell us the name of your chosen companion. The companion may either be a trade union representative or a work colleague.

You should ensure that you attend the meeting where possible. If you are unable to attend because of circumstances beyond your control, you should inform your line manager as soon as possible and a further meeting will be re-arranged as soon as possible. If you fail to attend without explanation, or if it appears that you have not made sufficient attempts to attend, the hearing may take place in your absence.

During the hearing you will be given the opportunity to explain your complaint. Your explanations should focus on the complaint and not on irrelevant issues. The manager conducting the hearing will inform you if they believe the key issues are not being focused on. They may also set a reasonable timeframe for the meeting; this will be determined by the nature and complexity of your complaint.

The hearing may be adjourned to allow further investigations to take place. Following the meeting, you will be informed in writing of the outcome within 5 working days, where reasonably practicable, and told of any action that the nursery proposes to take as a result of your complaint, if applicable. If it is anticipated that further investigation is required and therefore the outcome cannot be provided within this timeframe, we will inform you as to when you can expect to receive the outcome.

[N.B. However, if another employee has been disciplined as a result of the grievance, you should not inform the employee who raised the grievance as this information is confidential between you as the employer and the other employee.]

If you are dissatisfied with the outcome, you may make a formal appeal in writing to [insert appropriate post title, e.g. nursery owner], stating your full grounds of appeal, within 5 working days of the date on which the decision was sent or given to you.

Stage 3

We will hold an appeal meeting within 14 working days of receiving the appeal, where reasonably practicable. This will be dealt with impartially by a more senior manager who has not previously been involved in the case. You will have the right to bring a companion, as explained above.

We will confirm our final decision in writing, usually within seven working days of the appeal hearing, where reasonably practicable. There is no further right of appeal.

Grievances linked to disciplinary matters

Complaints that you may have about any disciplinary action taken against you should be dealt with as an appeal under the disciplinary procedure.

Grievances raised while you are subject to disciplinary proceedings will usually be heard when the disciplinary process has been completed.

If a grievance has any bearing on the disciplinary proceedings, it will be dealt with as part of the disciplinary hearing or disciplinary appeal, as appropriate.

**Magic Years Nursery**

**Zero Tolerance Policy**

**Statement**

At Magic years nursery, we strive to create strong partnerships with our parents / carers and operate an open-door policy to discuss any matters which may arise. To successfully provide our service a mutual respect between all staff, children and parents / carers must be in place. Therefore, our staff aim to be polite, helpful, and sensitive to individual needs and circumstances. We believe that our staff have a right to carry out their duties without fear of being attacked or abused.

Aggressive behaviour, be it violent or abusive, will not be tolerated and may result in parents / carers being asked to leave the nursery and instantly losing their right to a childcare place, police may be called, and an investigation made.

The types of behaviour that would be found unacceptable include but are not limited to:

• Using bad language or swearing.

• Any physical violence

• Verbal abuse in any form.

• Racial abuse and sexual harassment will not be tolerated.

• Persistent or unrealistic demands that cause stress to staff will not be accepted.

• Causing damage or theft.

• Obtaining services fraudulently

**Procedure**

Loss of nursery place

A positive parent partnership is based on mutual respect and trust and is the cornerstone of good childcare. The loss of a nursery place is an exceptional and rare event and is a last resort in an impaired parent-nursery relationship. When trust has irretrievably broken down, it is in the parent’s interest, just as much as that of the nursery, that they no longer access our services.

In the unlikely event that a parent starts to act in an aggressive or abusive way at the nursery, our policy is to:

• Direct the parent away from the children and into a private area such as the staff room or office lounge depending on the time of the day (where appropriate) or they will be requested to leave the premises.

• Ensure that a second member of staff be in attendance, where possible whilst ensuring the safe supervision of the children

• Act in a calm and professional way, ask the parent to calm down and make it clear that we do not tolerate aggressive or abusive language or behaviour

• Contact the police if the behaviour does not diffuse

• Once the parent calms down, the member of staff will then listen to their concerns and respond appropriately

• An incident form will be completed detailing the time, reason and action taken.

• In incidents such as this, staff may require support and reassurance following the experience, management will provide this and seek further support where necessary.

• Management will also signpost parents / carers to further support if felt necessary.

Any employees demonstrating any anti-social behaviour will be subject to disciplinary procedures.

**Magic Years Nursery**

**Food and Drink Policy**

EYFS:3.47 - 3.49

Eat better start better guidance

Aim of Policy

This policy is in place to inform parents and team members about nutrition and mealtimes at Magic Years Nursery. It is in place to help identify and cater for individual food requirements and to promote healthy eating in a relaxed atmosphere.

Introduction

At Magic Years Nursery, we are committed to providing healthy, nutritious and tasty food for children during their sessions. The staff team will make every effort to ensure that food and drink is safely prepared and sensitive to the dietary, religious and cultural requirements of all children. Magic years wants to provide opportunities for every child to eat well, develop healthy eating habits to take with them into the school years. Magic years nursery uses as guidance the Eat better start better which was reviewed in 2017 and is set to reflect recommendation for children aged 6 months to 4 years.

Development and implementation

Menus are planned in advance as part of a regular review by the manager, staff involving the parents and children as well, based on healthy nutritious food, children's preferences and cultural diversity. No child will ever be forced to eat or drink something against their will and the withholding or granting of food and drink will never be used as either punishment or reward. Children are not forced to finish their food and they will still be offered desert.

For all fussy eaters we will work closely with parents to establish a routine, so that the child gets in contact with the same food few times until is willing to try.

Describe food and drink provision

The policy applies to everyone delivering or dealing with food in the nursery and all staff are informed during induction process. All staff dealing with food or delivering food to children have relevant training such as Food safety level 2.

We prepare and cook fresh meals daily for the children, taking into account all dietary needs.

When preparing food and drink, staff will be mindful of the provisions of the hygiene so as to ensure that the safety of staff and children is paramount. Staff wear aprons when preparing and handling food. Staff will also have access to and will wear gloves whilst handling food and drink. In addition to these provisions, staff will be careful to ensure both the safety of themselves and children when using sharp or dangerous equipment in food and drink preparation, following the health and safety policies and procedures.

Management of food allergies and dietary requirements

Magic Years Nursery requires that parents and carers complete the Registration Form including information about any special dietary requirements or allergies the child suffers from, along with their food and drink preferences.

Information on children's allergies and food requirement is displayed in the kitchen area and in each room, including the office.

The staff team will ensure that food and drink offered to children takes account of this information so as to safeguard their health, and meet, as far as possible, children's particular preferences or cultural background. All vegetarian alternatives on offer will resemble the meat equivalent whenever possible. The staff team will work closely with all parents and carers in order to ensure their child individual eating routine met.

The mealtime environment and social aspect of mealtimes

* Breakfast is served between 8.00 and 9.00, to ensure that everyone have had a breakfast.
* Morning snack is at 10,30am
* Lunch- 12.00 - 12.30
* 2.30- afternoon snack
* Tea - 4.OO pm

At Magic Years Nursery, we consider all meal times to be an important and integral part of each child's day, part of a routine and daily activity. They are recognised as an important learning opportunity. Staff sit down with the children and eat alongside children discussing about the food, the children are encouraged to pour their own drinks and to help cut fruit at snack time, developing self-independence and readiness for school.

The atmosphere around meal time, the interaction between staff and children and the children's independence when it comes to serving meal, cleaning the plates, pouring water, waiting for their turn patiently and using table manner is something we encourage and promote on a daily base.

We provide milk and make sure that fresh drinking water is available at all times in each room.

Health Eating

Magic Years Nursery recognises the importance of healthy eating and a balanced and nutritious diet; we therefore endeavour to make a variety of foods available including; fresh and homemade meat/poultry and vegetarian options, plenty of fruits/vegetables and low fat and low sugary food, Each meal includes the following elements: protein, carbohydrates essential minerals and vitamins, salad and fruits. Staff will only consume healthy food to provide a good role model for children in their care. Consultation and guidance will be offered to parents to help them implement healthy diet at home.

Cultural and Religious Diversity

The nursery is committed to embracing the cultural and religious diversity of the families who use are services. The staff team will work with parents and carers to ensure that any particular dietary requirements are met. We are also keen to help introduce children to different religious and cultural festivals and events through different types of food and drinks.

Sterilisation

We have available milk bottles, teats, bottle brush, microwave.

We sterilise all under 1 bottles and teats with hot water soapy water, soon after babies had a bottle; we use a brush to clean the bottle properly and the same for the teats, rinse them fully with cold water before using the steam steriliser, following manufacture guidance and if that is not available, sterilise them by boiling them for at least 10 minutes, making sure all stays under the surface. When finished sterilising, with washing hands we take them out and put the teats and lids on the bottles straightaway.

Weaning

We work together with parents of weaning babies and ensure we provide parents with daily written information about feeding routines, intake and preferences. We are happy to liquidise or mash food for weaning babies and will only provide foods that they have already had at home or that the parent is aware of.

Breakfast

As many of our children have early starts, we provide a healthy breakfast of cereals/toast/yoghurts/fruit with milk or water to drink for our children between 8.00-

9.00am.

Snack Time

As children may be hungry at different times by providing a rolling snack, the children have a choice of when they would like to eat and snack time becomes an integrated activity within the session. However, we do have an allocated time midmorning and mid afternoon, so we let the children know to have snack, encouraging them to serve themselves.

Healthy Snack Ideas

Wholemeal Bread/Rolls, Pita Bread, Bagels, t/ Bread Crackers Cheese

 Seasonal Fruit and Vegetables

Lunch time

All meals are freshly prepared on a daily basis by a cook in the nursery. Children sit down at tables or low chairs (with appropriate safety harnesses) to share their meals together. Appropriate crockery and cutlery are used. Staff encourage children to pour their own drinks and serve their food. Vegetarian options are served for all children that can't have meat. Allergies and dietary is well known by all staff and is taken in consideration when cooking and serving meals.

Drinks

Cooled boiled water is readily available for the babies. For older children a jug of water and cups are always accessible inside as well as outside in warmer weather. Milk is provided at breakfast and every snack.

Cooking with children

When cooking with the children, the staff will provide healthy, wholesome food, promoting and extending the children's understanding of a healthy diet. The staff will also provide recipes from various cultures, promoting and encouraging the children's understanding of multi-cultural diversity. All allergies and intolerances will be checked, cooking hazards avoided, small food (dried pasta and pulses) will only be used for older children.

Learning about food

We develop activities for children to learn about the food textures, smell, taste, read books or show small videos on computer for the older children.  PSED (Personal. Social and Emotional Development)

 Meal times offer children experiences to taste different foods, overcome dislikes and learn how to share.

* Cooking activities offer opportunities for learning through working with others and increasing self-esteem PD (Physical Development)
* Fine and gross motor skills can be developed through activities such as gardening, using knives and forks, preparing food and washing up.  Mealtimes can be used to help children make healthy food choices.  L (Literacy)
* Many stories involve food. We use these to learn about ingredients, where food comes from (growing in the garden, harvesting and cooking and eating), and about food for special occasions from different cultures.
* Language can be developed and senses explored through discussing and describing the taste, texture, size, look and smell of food.  M (Mathematics)
* Activities such as counting out spoons or pieces of fruit when setting the table at snack time can support numeracy skills.

 Sorting and matching foods into different types can help promote organisational skills and reasoning.  CL (Communication and Language)

* Sitting together around the table is a good way to teach conversation and social skills such as looking after neighbours. UW (Understandinq the World) 
* Food tasting activities teach children about ingredients, the seasons and where food comes from including food from different cultures.

Growing fruit and vegetables teaches children where food comes from, life cycles, about gardening and looking after plants, and it's a good form of physical activity.

* ExAD (Expressive Arts and Desiqn)
* Art activities can encourage children with food and alert them to colours and shapes,

Celebration and special occasions

We celebrate children's birthday making birthday cards where every other child is involved, singing Happy birthday at carpet time, making badges for the birthday boy/girl.

Birthdays

 Sing 'Happy Birthday'

* Children get to wear the settings birthday sash
* Get children to create a cake made from playdough

 Children get to wear a special birthday hat

* Create a watermelon 'cake'
* Play party games such as musical status, pin the tail on the donkey, musical chairs.
* Children get to wear a birthday badge
* Plan a special game or activity  Have a dance party

Infant feeding

The purpose of this policy is to ensure that all staff at Nursery understands their role and responsibilities in supporting expectant and new mothers and their partners to feed and care for their baby in ways which support optimum health and well-being Nursery believes that breastfeeding is the healthiest way for a woman to feed her baby and recognises the important health benefits known to exist for both, the mother, her child and society.

Nursery recognises the importance in helping parents develop close and loving relationships with their babies to optimise infant brain development

All mothers have the right to receive clear and impartial information to enable them to make a fully informed choice as to how they feed and care for their babies.

Nursery staff will not discriminate against any woman in her chosen method of infant feeding and will fully support her when she has made that choice.

This aim is to ensure that the services and care provided improves outcomes for children and their families with a particular emphasis on delivering:

 increases in breastfeeding rates at 6-8 weeks

 safe bottle feeding amongst parents who chose to formula feed, in line with nationally agreed guidance

• an increase in safe and responsive feeding in babies who are formula fed, in line with nationally agreed guidance (UNICEF 2015)

 increases in the proportion of parents who introduce solid food to their baby in line with nationally agreed guidance

 improvements in parents' experiences of care

The Nursery uses displays and Start4Life booklets to promote breastfeeding and safe formula feeding.

Nursery avoids promoting formula-milk and promotional materials from infant formula companies.

The children's individual needs will be discussed with parents to ensure that they are met. Feeds will be prepared when they are required by the babies and not as part of the nursery routine.

Welcoming Atmosphere for Breastfeeding Families

Breastfeeding will be regarded as the normal way to feed babies and young children,

Mothers will be enabled and supported to breastfeed their infants in the nursery in a small area close to entrance where a small table and chairs available can provide a little support or if privacy is required, then the mums can use the staff room.

Leaflets on parents' board will inform users of this policy and of them welcome to breastfeed.

Employees of Nursery, who return to work whilst breastfeeding, will be supported in the continuation and maintenance of their lactation via expression of breast milk within a safe environment.

Breast Milk Policy

Magic years nursey participates in the active encouragement of mothers to breastfeed their babies. Therefore, the Nursery has put into place a Policy and associated Procedures to detail those arrangements necessary for the safe storage and use of breast milk.

Containers

* Breast milk should be brought to the Nursery in a sterilized bottle or in a sterile breast milk bag, suitable for the purpose of refrigerated storage and clearly marked with the infant's full name.

Bottles will be returned to parents/carers at the end of each nursery day. The containers will be washed, but not sterilized.

Parents must ensure that the container is sterilized before reuse. Storage

Breast milk should be provided on a daily basis, unused milk will be discarded at the end of each feed.

Carers will ensure that the following Policy is strictly adhered to:

* Breast milk is to be kept sterile at all times
* WE DO NOT leave breast milk at room temperature for more than 1 hour
* WE DO NOT heat breast milk on the stove or in the microwave

Nursery Breast Milk Procedures

The following procedures are to be used by all staff handling, storing or using breast milk to feed an infant:

On Delivery:

* Ensure that the parent has provided the breast milk in an airtight bottle clearly marked with the child's name and dated.
* Breast milk is to be placed at the back of the fridge where it is the coolest prior to feeding an infant with breast milk.

Before feeding an infant with breast milk, ensure that:

A positive identification of the child is made, the date is checked and the correct breast milk is be fed to the correct child.

* Staff to ensure that they put on gloves and an apron when feeding a child breast milk

Warming Breast Milk

Breast milk is to be warmed to a suitable body temperature by placing it in a bottle warmer or bowl with hot water.

* The milk is then to be checked for temperature to ensure that the milk is cool enough for the baby to drink, using a temperature probe (should be around 37 'C).

Feeding an Infant with Breast Milk

Feed the baby as normal using a suitable bottle and teat.  Ensure that the baby is 'winded' correctly.

After feeding an infant with Breast Milk

 Unused breast milk (in that bottle) is to be discarded after 1 hour

Record feed time and amount taken by the infant

Discard gloves and apron

After final feed or at the end of the day discard all thawed and unused breast milk stored for that child

Hygiene

Breast milk is a bodily fluid, which carries with it a (small) risk of infection and/or disease.

The Nursery Policy is to advise staff handling or carrying out the feeding of breast milk to protect themselves against the risks of infection by:

* Implementing good hygiene practices
* Using the PPE provided (advisable but not mandatory)

Avoiding actual contact with the breast milk

* Only employees that hold a level 2 food hygiene or have undertaken training by management will undertake feed preparation duties.

Formula Milk Policy:

* Provide either: a carton of ready to use formula milk, a sealed preprepared formula powder as originally purchased or prepared formula powder in a sealed airtight container (with suitable pre-measured compartments which is named) alongside a suitable named bottle Provide suitable ready-made formula milk in cartons, which can be opened at Nursery then discarded at the end of the day. The Formula Milk carton is to be warmed as advised on the carton itself.

Food safety hygiene

In the event of any case of food poisoning affecting two or more children, the manager will notify Ofsted and Environmental Health. The notification to Ofsted will take place as soon as is reasonably practicable to do so but in writing within 14 days of the incident occurring.

The manager and staff are mindful of their responsibilities and obligations under the Food Safety Act 1990 and the Food Information Regulations 2014. Magic Years Nursery is registered with the local authority to provide food.

**Oral Health Policy**

There are three main themes in good dental health:

* Keep sugary and acidic food and drinks to mealtimes
* Brush teeth at least twice a day with a fluoride toothpaste
* Visit the dentist regularly

Magic Years Nursery in conjunction with Early nutrition team and Dental Welness trust are working together to improve the dental health and hygiene of our children, with the consent and support of parents. The scheme addresses guidelines set out by new EYFS to support healthy eating and drinking water policies.

To achieve this Magic Years will:

**Food/Snacks**

• A variety of tooth friendly snacks will be provided daily and children encouraged to try new foods

• Any food containing sugar will only be provided on a very limited basis Drinks

• Milk and water only will normally be offered to children throughout the day

• No fizzy drinks will ever be offered in nursery

• Children have their own labelled water bottles in nursery to which they can have a drink when needed throughout the session or use the nursery cups.

**Rewards/Special Occasions**

• Sweets and chocolate will not be used by staff as rewards for good behaviour or work

• On birthdays parents and guardians will be requested not to send in sweets or cakes

• Staff will follow the tooth brushing guidelines, hygiene and storage procedures set out by new guidance

• Tooth brushing will take place after snack/lunch as appropriate

• All children will be supervised whilst brushing their teeth

• Oral health will be included in curriculum work and any learning opportunities where it is appropriate

• Visits from a dentist, hygienist or someone who can talk about oral health should be where possible arranged

• Good oral hygiene will be encouraged at all times

**Parents/Guardian**

• Parent/guardians will be encouraged to continue the regular tooth brushing routine at home. • All new parent/guardians will be given information on the scheme and encouraged to sign up

• Toothbrushes and toothpaste are given home once an academic year to help promote toothbrushing at home

**Staff**

• Appropriate information about relevant resources will be available to staff prior to implementation of the policy guidelines