

Leading Learning Trust – Two year old Foundation Stage - Appendices

These Appendices apply to Portway
Primary School's Two Year Old
Provision

| | |
|--|-----------------|
| Date reviewed: | March 2021 |
| Reviewed by: | Leadership Team |
| Next review planned for: | March 2024 |
| Policy ratified by CEO (as per Scheme of Delegation): | March 2021 |





Contents

| | |
|---|----------|
| 1. OVERVIEW OF THE APPENDICES MANAGEMENT PROCESS | 4 |
| 1.1. Document history | 4 |
| 1.2. Review and approval | 4 |
| 2. THE APPENDICES | 5 |
| 2.1. Appendix 1 - Adverse weather | 5 |
| 2.2. Appendix 2 - Arrivals and Departures | 6 |
| 2.3. Appendix 3 - Early Learning Opportunities Statement | 8 |
| 2.4. Appendix 4 - Equipment and Resources | 10 |
| 2.5. Appendix 5 - Lost Child Procedure | 11 |
| 2.6. Appendix 6 - Nursery Operational Plan | 12 |
| 2.6.1. Main index | 12 |
| 2.6.2. Contact numbers | 14 |
| 2.7. Appendix 7 - Outdoor Play | 16 |
| 2.8. Appendix 8 - Potty and Toilet Training Support | 18 |
| 2.9. Appendix 9 - Quality Provision Policy | 20 |
| 2.10. Appendix 10 - Separated Family | 21 |
| 2.11. Appendix 11 - Settling In Procedure | 23 |
| 2.12. Appendix 12 - Staff Training and Development | 25 |
| 2.13. Appendix 13 - Sickness Absence | 27 |
| 2.13.1. Our Procedures | 27 |
| 2.13.2. Meningitis procedure | 27 |
| 2.14. Appendix 14 - Sun Care | 29 |
| 2.15. Appendix 15 - Supporting Sleep Procedure | 31 |
| 2.16. Appendix 16 - Staff working with their own children/close relations | 33 |
| 2.17. Appendix 17 - Transitions | 35 |
| 2.17.1. Starting nursery | 35 |
| 2.17.2. Moving rooms procedure | 35 |
| 2.17.3. Starting school or moving childcare providers | 36 |
| 2.17.4. Other early years providers | 36 |
| 2.17.5. Family breakdowns | 36 |
| 2.17.6. Moving home and new siblings | 37 |
| 2.17.7. Bereavement | 37 |
| 2.18. Appendix 18 - Use of Dummies | 38 |
| 2.19. Appendix 19 - Young Workers | 39 |



1. OVERVIEW OF THE APPENDICES MANAGEMENT PROCESS

1.1. Document history

| Date | Document title | Version |
|------------|--|---------|
| March 2021 | <p>This Appendices Document contains all Portway Pre-School's specific policies: ie. those that are applicable to the pre-school provision at Portway only.</p> <p>They support the school's Early Years and Foundation Stage (including Two Year Old Provision) Policy document, and should be read in conjunction with it.</p> | 1.0 |
| | | |
| | | |

1.2. Review and approval

The Leading Learning Trust trustees have overall responsibility for these Appendices.

The CEO is responsible for the operation of the Appendices within the schools, as well as for the maintenance of a record of concerns raised in accordance with these Appendices and the outcomes.

These Appendices are reviewed every 3 years by the School Leadership Team, and is then ratified by the CEO.



2. THE APPENDICES

2.1. Appendix 1 - Adverse weather

At **Portway Pre-School** we have an adverse weather policy in place to ensure our nursery is prepared for all weather conditions that might affect the running of the nursery such as floods, snow and heat waves.

If any of these incidents impact on the ability of the nursery to open or operate, we will contact parents via ParentMail.

We will not take children outdoors where we judge that weather conditions make it unsafe to do so.

Flood

In the case of a flood we will follow our critical incident procedure to enable all children and staff to be safe and continuity of care to be planned for.

Snow or other severe weather

If high snowfall, or another severe weather condition such as dense fog, is threatened during a nursery day then the manager will take the decision as to whether to close the nursery. This decision will take into account the safety of the children, their parents and the staff team. In the event of a planned closure during the nursery day, we will contact all parents to arrange for collection of their child.

In the event of staff shortages due to snow or other severe weather, we will contact all available off duty staff and/or agency staff and group the children differently until they are able to arrive. If we are unable to maintain statutory ratio requirements after all avenues are explored, we will contact Ofsted to inform them of this issue, recording all details in our incident file. If we feel the safety, health or welfare of the children is compromised then we will take the decision to close the nursery.

Heat wave

Please refer to our sun care policy.



2.2. Appendix 2 - Arrivals and Departures

At **Portway Pre-School** we give a warm welcome to every child and family on their arrival and departure, as well as ensuring the safety of children, parents/carers, visitors, employees, volunteers and students.

Parents/carers are requested to pass the care of their child to a specific member of staff who will ensure his/her safety (this is usually a child's key person). The staff member receiving the child immediately records his/her arrival in the daily attendance register. The staff member also records any specific information provided by the parents, including the child's interests, experiences and observations from home.

If the parent requests the child is given medicine during the day the staff member must ensure that the medication procedure is followed.

If the child is to be collected by someone who is not the parent at the end of the session, there is an agreed procedure that must be followed to identify the designated person. Photo identification or a password are also required where possible for the designated adult. Parents are informed about these arrangements and reminded about them regularly. Other than the parent/s or legal guardian of the child, we do not allow anyone under the age of 18 to collect. If anyone under the age of 18 arrives to collect the child, the parent/carer will be contacted.

The child's key person or other nominated staff member must plan the departure of the child. This should include opportunities to discuss the child's day with the parent, e.g. meals, sleep time, activities, interests, progress and friendships. The parent should be told about any accidents or incidents and the appropriate records must be signed by the parent before departure. Where applicable, all medicines should be recovered from the medicine box/fridge after the parent has arrived and handed to him/her personally. The medication policy is to be followed regarding parental signature.

The nursery will not release a child to anyone other than the known parent/carer 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/carer 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 Charging and Remissions policy).

On departure, the staff member releasing the child must mark the child register immediately to show that the child has left the premises.



Parents/carers will be informed and reminded not to allow any other person onto the premises when dropping-off or collecting, this is to ensure their safety at all times. In the unlikely event that someone gains unauthorised access to the premises and if it feels safe to do so, a member of staff will ask the person what the purpose of their visit is. If needed our lockdown procedure will be initiated by staff and the police will be called. (Refer to lockdown procedure). In any cases where someone has gained unauthorised access to the premises we will revisit our arrivals and departures procedures and risk assessment.

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.



2.3. Appendix 3 - Early Learning Opportunities Statement

At **Portway Pre-School** we recognise that children learn in different ways and at different rates and plan for this accordingly. Our aim is to support all children attending the nursery to attain their maximum potential within their individual capabilities.

We provide a positive play environment for every child, so they may develop good social skills and an appreciation of all aspects of this country's multi-cultural society. We plan learning experiences to ensure, as far as practical, there is equality of opportunity for all children and a celebration of diversity.

We maintain a personalised record of every child's development, showing their abilities, progress, interests and areas needing further staff or parental assistance.

For children whose home language is not English, we will take reasonable steps to:

- Provide opportunities for children to develop and use their home language in play and learning and support their language development at home; and
- Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring that children are ready to benefit from the opportunities available to them when they begin Year 1.

We ensure that the educational programmes are well planned and resourced to have depth and breadth within the prime areas of learning. They provide interesting and challenging experiences that meet the needs of all children. Planning is based on a secure knowledge and understanding of how to promote the learning and development of young children and what they can achieve.

We implement the Early Years Foundation Stage (EYFS) set by the Department for Education that sets standards to ensure all children learn and develop well. We support and enhance children's learning and development holistically through play-based activities. We review all aspects of learning and development and ensure a flexible approach is maintained, which responds quickly to children's learning and developmental needs. We develop tailor-made activities based on observations which inform future planning and draw on children's needs and interests. This is promoted through a balance of adult-led and child-initiated opportunities both indoors and outdoors.

Direct observation is supplemented by a range of other evidence to evaluate the impact that practitioners have on the progress children make in their learning including: evidence of assessment that includes the progress of different groups of children:

- o assessment on entry (starting point), including parental contributions
- o two-year-old progress checks (where applicable)
- o on-going (formative) assessments, including any parental contributions



- o the Early Years Foundation Stage Profile (where applicable) or any other summative assessment when children leave.

We acknowledge parents/carers as primary educators and encourage parental involvement as outlined in our Parents and Carers as Partners policy. We build strong home links in order to enhance and extend children's learning both within the nursery environment and in the child's home.

We share information about the EYFS curriculum with parents and signpost them to further support via the following website: www.foundationyears.org.uk/



2.4. Appendix 4 - Equipment and Resources

At **Portway Pre-School** we believe that high-quality care and early learning is promoted by providing children with safe, clean, stimulating, age and stage appropriate resources, toys and equipment.

To ensure this occurs within the nursery, including in our outdoor areas, we will:

- Provide play equipment and resources which are safe and, where applicable, conform to the European Standards for Playground Equipment: EN 1176 and EN 1177, BS EN safety standards or Toys (Safety) Regulation (1995)
- Provide a sufficient quantity of equipment and resources for the number of children registered in the nursery
- Provide resources to meet children's individual needs and interests
- Provide resources which promote all areas of children's learning and development
- Select books, equipment and resources which promote positive images of people of all races, cultures, ages, gender and abilities, are non-discriminatory and do not stereotype
- Provide play equipment and resources which promote continuity and progression, provide sufficient challenges and meet the needs and interests of all children
- Store and display resources and equipment where all children can independently choose and select them
- Check all resources and equipment before first use to identify any potential risks and again regularly at the beginning of every session and when they are put away at the end of every session. We repair and clean or replace any unsafe, worn out, dirty or damaged equipment whenever required
- Keep an inventory of resources and equipment. This records the date on which each item was purchased and the price paid for it
- Evaluate the effectiveness of the resources including the children's opinions and interests
- Encourage children to respect the equipment and resources and tidy these away when play has finished. This is into a designated place via the use of silhouettes or pictures the children can match the resource to.



2.5. Appendix 5 - Lost Child Procedure

At **Portway Pre-School** we are committed to promoting children's safety and welfare. In the unlikely event of a child going missing within/from the nursery, we have the following procedure which will be implemented immediately:

- All staff will be aware of the procedure when a child goes missing and supply information to support the search, e.g. a recent photograph and a detailed description of clothing
- The nursery manager will be informed immediately and all staff present will be informed. Some staff will be deployed to start an immediate thorough search of the nursery, followed by a search of the surrounding area, whilst ensuring that some staff remain with the other children so they remain supervised, calm and supported throughout
- The manager will call the police as soon as they believe the child is missing and follow police guidance. The parents of the missing child will also be contacted
- A second search of the area will be carried out
- During this period, available staff will be continually searching for the missing child, whilst other staff maintain as near to normal routine as possible for the rest of the children in the nursery
- The manager will meet the police and parents
- The manager will then await instructions from the police
- In the unlikely event that the child is not found, the nursery will follow the local authority and police procedure
- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was lost, time identified, notification to police and findings
- Ofsted must be contacted and informed of any incidents
- With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary
- In any cases with media attention staff will not speak to any media representatives
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this recurring being reduced
- Internal use only.



2.6. Appendix 6 - Nursery Operational Plan

At **Portway Pre-School** we provide quality affordable childcare for the local community. Quality child care brings benefits for the whole community, enabling parents to return to work and combine employment with family life and enabling employers to retain and recruit employees from the local community.

We want parents to feel confident about the quality of care that is provided for their child in order for them to have no concerns for their child's health, welfare and early learning. To continuously develop our practice, we regularly complete a self-evaluation cycle where we publish our opinions about the quality of our childcare and an action plan to implement emerging good practice from the sector. We welcome parent's opinions and contributions to the self-evaluation process and actively seek feedback through questionnaires, parents' evenings and informal discussion which is recorded.

In order for **Portway Pre-School** to run effectively and efficiently serve local community needs, it is important that we have an operational plan that is implemented, reviewed and revised on a regular basis. This plan is a blueprint for managing the nursery. It describes how the nursery is run and what type of service is provided. It describes the nursery service, the structure of the nursery, who is responsible and guidance on practices and procedures.

The plan is used by the nursery manager, staff, parents and outside agencies as a reference tool for general day-to-day practice and a tool against which to assess the quality of the service provided. We will review this policy on a regular basis, as outlined in Section 1.2, using reflective practice, and make and implement any necessary changes following a review.

2.6.1. Main index

The Early Years Foundation Stage

- Assessment and Progress Checks
- Care Objectives
- Key Person
- Equal Opportunities and Inclusion.

Safeguarding and Child Protection

- Emergency Contacts
- Designated Person(s).

Leadership and Management

- Suitable People
- Organisation Structure



- Senior Management Contacts
- Nursery Organisation Structure Chart
- Staff Deployment
- Training Analysis/Chart
- Checklist for New Starters.

Health and Medicines

- Names of the Staff who are Paediatric First Aid Trained
- Contingency Plans
- Accident and Medication Procedures.

Managing Behaviour

- Policy and Procedure.

Safety and Suitability of Premises, Environment and Equipment

- Emergency Evacuation Procedures
- Emergency Locations
- Policy and Procedure Documentation
- Health and Safety Documentation
- Daily Operations Statement
- Risk Assessments
- Outings.

Information and Records

- Registration Details for Child
- Occupancy and Daily Records
- Parent Pack
- Complaints and Compliments.

Business planning

- Mission and Vision Statement
- Inspection Report
- Important Information
- Nursery Plans
- Nursery Leaflet.



2.6.2. Contact numbers

| Contact | Name | Telephone number |
|---|---|---------------------------|
| Alarms (Intruder) | Quadrant Security | 01268 282226 |
| Builders | Site Supervisor is first point of call | 07802 655232/07985 692265 |
| Computer | IT Team is first point of call | tbc |
| Doors, locks | Krypto Security | 020 8556 1000 |
| Electrician | London & South East Electricals Limited | 07415 627748 |
| Electricity supplier | Corona Energy | 08446 330320 |
| In the event of a power cut | UK Power Networks | 0800 028 0247 |
| Environmental health | tbc | |
| Fire and rescue | Plaistow Fire Station | 020 8555 1200 |
| Fire equipment | One Source (Havering) | 01708 431707 |
| Fire Alarm | London & South East Electricals Limited | 07415 627748 |
| Gas supplier | Gazprom Energy | 0161 837 3395 |
| In the event of a gas leak or smell gas | National Grid Transco | 0800 111 999 |
| Health visitor | tbc | |
| Health and Safety Advisor | Ovaltech (Malcolm Thomson) | 07878 175090 |
| Hospital | Newham General Hospital | 020 7476 4000 |
| Insurance (RPA) helpline | Via TopMark Management (TMS) | 03300 58 5566 |
| Local authority early years service | tbc | |
| NHS Direct | NHS Direct | 111 |
| Pest control | Juniper Ventures Limited | 020 3373 3921 |
| Ofsted | tbc | |
| Police | Forest Gate Police Station | 0300 123 1212 |



| | | |
|------------------------------------|---|---------------|
| Police Community Support Officer | Crime Management services | 020 8284 5100 |
| Plumbing Services | Claremore | 020 8411 4937 |
| Social Services | tbc | |
| Water Supplier | Castle Water | 01250 718700 |
| In the event of a mains burst pipe | Thames Water | 08003 169800 |
| Waste Management | London Borough of Newham Commercial Waste Collection Team | 0203 373 1381 |
| Window call out/repairs | Essex Glass | 020 8599 1622 |

Emergency locations

| | |
|----------------------|---|
| Water mains stop tap | East Road Car Park (nr Yr1 play area) |
| Gas point | East Road School Entrance Gate KS2 playground near pupil entrance gates |
| Fuse box (main) | Electric Intake room (Park Rd entrance) |
| Boiler/Plant Room | Basement (behind school kitchen) Library area 1st Floor near mid lift |



2.7. Appendix 7 - Outdoor Play

At **Portway Pre-School** we are committed to the importance of daily outdoor play and the physical development of all children regardless of their age and stage of development. We provide outdoor play in all weathers. Where possible and appropriate, we make outdoor activities accessible to children with learning difficulties and disabilities to ensure inclusive use of the outdoor area.

We recognise that children need regular access to outdoor play in order to keep fit and healthy, develop their large and fine motor skills, experience learning in a natural environment and access sunlight in order to absorb vitamin D more effectively. We also refer to The Chief Medical Office guidance on physical activity. ^[1]

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

We ensure all areas are safe and secure through close supervision and the use of robust risk assessments and safety checks. Where possible and appropriate, we plan and encourage play that helps children understand and manage risks. This type of play allows children to explore and find their own boundaries in a safe environment with supportive practitioners. Staff are informed of the importance of safety procedures and are trained appropriately to ensure these procedures are followed effectively.

We obtain parental permission before any child leaves the nursery during the day. This includes short outings into the local community. There is more information in the outings policy.

We plan all outdoor play opportunities and outings to complement the indoor activities and provide children with purposeful activities that support and follow individual children's interests. There is a balance of both adult-led and child-initiated opportunities to enable children to learn and practice new skills, knowledge and behaviours.

Where activities take place away from the setting (e.g. in the local wood) then a mobile phone and first aid kit will be taken to ensure the safety of children at all times. A trained paediatric first aider will be present when away from the main setting.

We use this policy alongside the following policies to ensure the safety and welfare of children throughout their time outside:

- Health and Safety
- Sun Care



- Caring for Babies and Toddlers
- Lost Child Policy
- Parents and Carers as Partners
- Supervision of Children
- Safeguarding and Child Protection
- Outings.

^[1] www.gov.uk/government/publications/uk-physical-activity-guidelines



2.8. Appendix 8 - Potty and Toilet Training Support

The nursery staff are experienced in helping children to potty train. If you think your child is developmentally ready to start using the potty we will endeavour to support you and your child to the best of our ability.

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. 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 than at home.

This is why we ask you to start potty training your child at home for a short period before it is introduced at nursery.

Please be aware of the following protocol that your child's key workers will follow:

- Once you have introduced potty training to your child at home, we will start encouraging your child to sit on the toilet (child size) at nursery. We will try to copy your routine as closely as possible to maintain continuity for your child
- We will take the children to the toilet training area at regular intervals throughout the day. We will ask the children often if they need to use the toilet and have visual prompts and reminders in the classroom. We will use a variety of techniques to praise and encourage your child to use the toilet successfully e.g. sticker system.
- If your child is dry and asking for the toilet, we strongly recommend you don't use 'pull ups'
- Your child needs to wear suitable clothing when toilet training (no belts, dungarees or vests with poppers).
- Whilst your child is toilet training their key worker will keep you informed on their progress. When you feel your child is ready to wear knickers/pants to nursery we ask that you discuss this with your child's key person.
- At first, we will put your child back in a nappy for relaxation and sleep time, until your child is dry throughout the day.
- Accidents will be dealt with calmly, sympathetically and in a way which does not make the child think they have done wrong.
- We request that if your child is toilet training you bring in sufficient spare clothes for the staff to dress your child if they should happen to have an accident. (This includes spare socks) Croc type shoes are fantastic during this phase as we can wash and dry them easily.
- We understand that due to changes in routines or at home some children may regress. If your child has been dry for a while and they begin to have accidents your key person will work with you and support your child through this time. They will not



be put back into a nappy as this may make them more insecure but will be encouraged more than usual to use the toilet/potty.

If you have any concerns that your child may not be fully toilet trained by the time they are due to move from this age group into 3YO provision (due to a diagnosed medical condition for example) you must speak to a member of the nursery team as early as possible so a support plan can be put in place. There are an adequate number of toilets and hand basins available with separate toilet facilities for adults. There are suitable hygienic changing facilities for changing any children who are in nappies and an adequate supply of clean bedding, towels and spare clothes are always available.



2.9. Appendix 9 - Quality Provision Policy

At **Portway Pre-School** we aim to provide high quality care and education for all children. High quality care leads directly to better outcomes for our children.

As part of our quality practice we will do the following to ensure children receive the best care and education:

- Ensure high expectations for children to realise the best outcomes
- Ensure all staff know what is meant by quality practice and how to deliver it
- Create a quality vision that all staff can follow
- Deliver high quality practice and teaching that makes a difference on a daily basis to children's outcomes
- Ensure a solid understanding of the importance of pedagogy and child development amongst all practitioners
- Ensure that the environment and provision is of high quality; monitoring resources and equipment ensuring these are safe, clean and fit for purpose
- Value continuous professional development in all staff and access a variety of training and development to support the needs of the children in the nursery
- Evaluate the effectiveness of training and link to the outcomes for children
- Ensure all staff are confident in their roles and have the training they need to be able to perform these roles
- Conduct regular supervision meetings with all team members to ensure all staff are supported to be the best they can be
- Use peer on peer observations to share, discuss and improve practice across the setting
- Monitor all practice and feedback ideas for improvement
- Ensure all planning, observation, assessment and next steps are linked to each individual child's needs and interests and are evaluated for effectiveness
- Undertake a quality programme to ensure all quality is embedded throughout the nursery
- Engage with families and carers and link across the home learning environment and other carers to provide consistency of care and education
- Operate a robust and embedded evaluation process across the whole setting that includes all parties such as practitioners, children, parents and external partners. We tackle poor performance using our staff procedures to ensure high quality remains forefront at all times.



2.10. Appendix 10 - Separated Family

At **Portway Pre-School** we recognise that when parents separate it can be a difficult situation for all concerned. We understand that emotions may run high and this policy sets out how we will support all parties within the nursery including our staff team. The key person will work closely with the parents to build close relationships which will support the child's/children's emotional well-being and report any significant changes in behaviour to the parent. Parents will be signposted to relevant services and organisation for support for the whole family.

Parental responsibility

While the law does not define in detail what parental responsibility is, the following list sets out some of the key features of someone holding parental responsibility. These include:

- Providing a home for the child
- Having contact with and living with the child
- Protecting and maintaining the child
- Disciplining the child
- Choosing and providing for the child's education
- Determining the religion of the child
- Agreeing to the child's medical treatment
- Naming the child and agreeing to any change of the child's name
- Accompanying the child outside the UK and agreeing to the child's emigration, should the issue arise
- Being responsible for the child's property
- Appointing a guardian for the child, if necessary
- Allowing confidential information about the child to be disclosed.

England

If the parents of a child are married to each other at the time of the birth, or if they have jointly adopted a child, then they both have parental responsibility. Parents do not lose parental responsibility if they divorce, and this applies to both the resident and the non-resident parent.

This is not automatically the case for unmarried parents. According to current law, a mother always has parental responsibility for her child. However, a father has this responsibility only if he is married to the mother when the child is born or has acquired legal responsibility for his child through one of these three routes:

- By jointly registering the birth of the child with the mother (From 1 December 2003)
- By a parental responsibility agreement with the mother
- By a parental responsibility order, made by a court.



Nursery registration

During the registration process we collect details about both parents including who has parental responsibility, as this will avoid any future difficult situations.

We request these details on the child registration form. If a parent does not have parental responsibility, or has a court order in place to prevent this, we must have a copy of this documentation for the child's records.

If a child is registered by one parent of a separated family, we request disclosure of all relevant details relating to the child and other parent such as court orders or injunctions. This will make sure we can support the child and family fully in accordance with the policy set out below.

We will:

- Ensure the child's welfare is paramount at all times they are in the nursery
- Comply with any details of a court order where applicable to the child's attendance at the nursery where we have seen a copy/have a copy attached to the child's file
- Provide information on the child's progress, e.g. learning journeys, progress checks within the nursery, to both parents where both hold parental responsibility
- Invite both parents to nursery events, including parental consultations and social events where both hold parental responsibility
- Ensure any incident or accident within the nursery relating to the child is reported to the person collecting the child
- Ensure that all matters known by the staff pertaining to the family and the parent's separation remain confidential
- Ensure that no member of staff takes sides regarding the separation and treats both parents equally and with due respect
- Not restrict access to any parent with parental responsibility unless a formal court order is in place. We respectfully ask that parents do not put us in this position.

We ask parents to:

- Provide us with all information relating to parental responsibilities, court orders and injunctions
- Update information that changes any of the above as soon as practicably possible
- Work with us to ensure continuity of care and support for your child
- Not involve nursery staff in any family disputes, unless this directly impacts on the care we provide for the child
- Talk to the manager/key person away from the child when this relates to family separation in order to avoid the child becoming upset. This can be arranged as a more formal meeting or as an informal chat
- Not ask the nursery to take sides in any dispute. We will only take the side of your child and this will require us to be neutral at all times.



2.11. Appendix 11 - Settling In Procedure

At **Portway Primary School** we aim to support parents and other carers to help their children settle quickly and easily by giving consideration to the individual needs and circumstances of every child and their families. Our aim is for children to feel safe, stimulated and happy in the nursery and to feel secure and comfortable with all staff. We also want parents to have confidence in both their children's continued well-being and their role as active partners, with the child being able to benefit from what the nursery has to offer.

All our staff know about the importance of building strong attachments with children. They are trained to recognise the different stages of attachment and use this knowledge to support children and families settling in to the nursery.

Our nursery will work in partnership with parents to settle their child into the nursery environment by:

- Allocating a key person to each child and his/her family, before he/she starts to attend. The key person welcomes and looks after the child, ensuring that their care is tailored to meet their individual needs. He/she offers a settled relationship for the child and builds a relationship with his/her parents during the settling in period and throughout his/her time at the nursery, to ensure the family has a familiar contact person to assist with the settling in process
- Reviewing the nominated key person if the child is bonding with another member of staff to ensure the child's needs are supported
- Providing parents with relevant information about the policies and procedures of the nursery
- Working with parents to gather information before the child starts on the child's interests, likes and dislikes: as well as completing a baseline of the child's current development to plan, and meet, the individual needs of the child from the first day
- Encouraging parents and children to visit the nursery during the weeks before an admission is planned and arranging home visits where applicable
- Planning settling in visits and introductory sessions (lasting approximately 1-2 hours). These will be provided free of charge over a one or two week period, dependent on individual needs, age and stage of development
- Welcoming parents to stay with their child during the first few weeks until the child feels settled and the parents feel comfortable about leaving their child. Settling in visits and introductory sessions are key to a smooth transition and to ensure good communication and information sharing between staff and parents
- Reassuring parents whose children seem to be taking a long time settling in to the nursery and developing a plan with them
- Encouraging parents, where appropriate, to separate themselves from their children for brief periods at first, gradually building up to longer absences



- Assigning a buddy/back-up key person to each child in case the key person is not available. Parents will be made aware of this to support the settling process and attachment
- Respecting the circumstances of all families, including those who are unable to stay for long periods of time in the nursery and reassure them of their child's progress towards settling in
- Not taking a child on an outing from the nursery until he/she is completely settled.



2.12. Appendix 12 - Staff Training and Development

At **Portway Pre-School** we value our staff highly. We believe that personal and professional development is essential for maintaining the delivery of high-quality care and learning for children in their early years. It underpins all aspects of positive interactions and activities planned for children.

In the interests of the nursery, the children, their families and the individual we give every staff member the opportunity to develop their skills to their maximum and to broaden their knowledge and skills in caring for children. A comprehensive and targeted programme of professional development ensures practitioners are constantly improving their understanding and practice. High-quality professional supervision is provided, based on individual performance related targets, consistent and sharply focused observation and evaluations of the impact of staff's practice.

We ensure that **most staff** are qualified to Level 3 (or equivalent) or above in childcare and education or Early Years Educator. Other staff working at the nursery will either be qualified to Level 2 or undertaking training. Where necessary staff will be supported to achieve a suitable level 2 qualification in Maths and English (as defined by the Department for Education on the Early Years Qualifications List) for the completion of the Early Years Educator.

We strongly promote continuous professional development and all staff have individual training records and training plans to enhance their skills and expertise, which are based on discussions at supervision meetings and appraisal meetings. We have a training budget which is set annually and reviewed to ensure that the team gains external support and training where needed.

To facilitate the development of staff we:

- Coach, mentor, lead and offer encouragement and support to achieve a high level of morale and motivation.
- Promote teamwork through ongoing communication, involvement and a no blame culture to enhance nursery practice.
- Provide opportunities for delegation based on skills and expertise to offer recognition and empower staff.
- Encourage staff to contribute ideas for change within the nursery and hold regular staff meetings and team meetings to develop these ideas. Regular meetings are also held to discuss strategy, policy and activity planning.
- Encourage staff to further their experience and knowledge by attending relevant external training courses.
- Encourage staff to pass on their knowledge to those who are less experienced and share knowledge from external training with small groups of staff within the nursery



- Provide regular in-house training relevant to the needs of the nursery.
- Carry out regular supervision meetings with all staff. These provide opportunities for staff to discuss any issues particularly concerning children’s development or well-being including child protection concerns, identify solutions to address issues as they arise and receive coaching to improve their personal effectiveness. Staff appraisals are carried out annually where objectives and action plans for staff are set out, while also identifying training needs according to their individual needs (further information is available in our Trust Appraisal Policy).
- Develop a training plan that sets out the aims and intended outcomes of any training, addressing both the qualification and continuous professional development needs of the nursery and individual staff.
- Carry out training needs analysis for all individual staff, the team as a whole, and for the nursery every six months.
- Promote a positive learning culture within the nursery.
- Offer annual team building training.
- Carry out full evaluations of all training events and use these to evaluate the training against the aims set to enable the development of future training programmes to improve effectiveness and staff learning.
- Provide inductions to welcome all new staff and assign a ‘work buddy’ to coach, mentor and support new staff.
- Offer ongoing support and guidance.
- Offer varied information sources including membership of local and national organisations, resources, publications and literature to all staff.



2.13. Appendix 13 - Sickness Absence

At **Portway Pre-School** we promote the good health of all children attending. To help keep children healthy and minimise infection, we do not expect children to attend nursery if they are unwell. If a child is unwell it is in their best interest to be in a home environment with adults they know well rather than at nursery with their peers.

2.13.1. Our Procedures

In order to take appropriate action of children who become ill and to minimise the spread of infection we implement the following procedures:

- If a child becomes ill during the nursery day, we contact their parent(s) and ask them to pick up their child as soon as possible. During this time we care for the child in a quiet, calm area with their key person, wherever possible
 - We follow the guidance published by Public Health England (Health Protection in Schools and other childcare facilities) and advice from our local health protection unit on exclusion times for specific illnesses, e.g. sickness and diarrhoea, measles and chickenpox, to protect other children in the nursery^[1]
- Should a child have an infectious disease, such as sickness and diarrhoea, they must not return to nursery until they have been clear for at least 48 hours
- We inform all parents if there is a contagious infection identified in the nursery, to enable them to spot the early signs of this illness. We thoroughly clean and sterilise all equipment and resources that may have come into contact with a contagious child to reduce the spread of infection
- We notify Ofsted as soon as is reasonably practical, but in any event within 14 days of the incident of any food poisoning affecting two or more children cared for on the premises We ask parents to keep children on antibiotics at home for the first 48 hours of the course (unless this is part of an ongoing care plan to treat individual medical conditions e.g. asthma and the child is not unwell) This is because it is important that children are not subjected to the rigours of the nursery day, which requires socialising with other children and being part of a group setting, when they have first become ill and require a course of antibiotics
- We have the right to refuse admission to a child who is unwell. This decision will be taken by the manager on duty and is non-negotiable
- We make information/posters about head lice readily available and all parents are requested to regularly check their children's hair. If a parent finds that their child has head lice we would be grateful if they could inform the nursery so that other parents can be alerted to check their child's hair.



2.13.2. Meningitis procedure

If a parent informs the nursery that their child has meningitis, the nursery manager will contact the Local Area Infection Control (IC) Nurse. The IC Nurse will give guidance and support in each individual case. If parents do not inform the nursery, we may be contacted directly by the IC Nurse and the appropriate support given. We will follow all guidance given and notify any of the appropriate authorities including Ofsted where necessary.

We will follow the transporting children to hospital procedure in any cases where children may need hospital treatment.

The nursery manager/staff member must:

- Inform a member of the management team immediately
 - Call 999 for an ambulance immediately if the illness is severe. DO NOT attempt to transport the unwell child in your own vehicle
 - Follow the instructions from the 999 call handler
 - Whilst waiting for the ambulance, a member of staff must contact the parent(s) and arrange to meet them at the hospital
 - Redeploy staff if necessary to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together
 - Arrange for the most appropriate member of staff to accompany the child taking with them any relevant information such as registration forms, relevant medication sheets, medication and the child's comforter
 - Remain calm at all times. Children who witness an incident may well be affected by it and may need lots of cuddles and reassurance. Staff may also require additional support following the accident.

[1]

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



2.14. Appendix 14 - Sun Care

At **Portway Pre-School** we are committed to ensuring that all children are fully protected from the dangers of too much sun/UV rays. Severe sunburn in childhood can lead to the development of malignant melanoma (the most dangerous type of skin cancer) in later life.

We follow guidance from the weather and UV level reports and use the following procedures to keep children safe and healthy in the sun:

- Key persons will work with the parents of their key children to decide and agree on suitable precautions to protect children from burning, including those with more sensitive skin types and those that may be more tolerant to the sunshine, e.g. black and/or Asian colouring
- Children must have a clearly labelled sun hat which will be worn at all times whilst outside in sunny weather. This hat will preferably be of legionnaires design (i.e. with an extended back and side to shield children's neck and ears from the sun) to provide additional protection
- Children must have their own labelled high factor sun cream with prior written consent for staff to apply. This enables children to have sun cream suitable for their own individual needs. Staff must be aware of the expiry date and discard sunscreen after this date
- Parents are requested to supply light-weight cotton clothing for their children suitable for the sun, with long sleeves and long legs
- Children's safety and welfare in hot weather is the nursery's prime objective so staff will work closely with parents to ensure all appropriate cream and clothing is provided
- Staff will make day-to-day decisions about the length of time spent outside depending on the strength of the sun; children will not be allowed in the direct sunlight between 11.00am – 3.00pm on hot days
- Children will always have sun cream applied before going outside in the hot weather and at frequent intervals during the day
- Children are encouraged to drink cooled water more frequently throughout sunny or warm days and this will be accessible both indoors and out
- Children are made aware of the need for sun hats, sun cream and the need to drink more fluids during their time in the sun
- Shade will be provided to ensure children are able to still go out in hot weather, cool down or escape the sun should they wish or need to.

Vitamin D

Sunlight is important for the body to receive vitamin D. We need vitamin D to help the body absorb calcium and phosphate from our diet. These minerals are important for healthy bones, teeth and muscles.



Our body creates vitamin D from direct sunlight on our skin when we are outdoors. Most people can make enough vitamin D from being out in the sun daily for short periods with their hands or other body parts uncovered. Sun cream will stop the ultraviolet B (UVB) rays from reaching your skin, so part of your body should be uncovered and not have sun cream on. At nursery we find the right balance to protecting children from sunburn as well as allowing the skin to access the sun for the vitamin D benefits, e.g. hands will be left without sun cream but children will be fully monitored to ensure no hands are burnt. The benefits will be discussed with parents and their wishes will be followed with regard to the amount of sun cream applied.



2.15. Appendix 15 - Supporting Sleep Procedure

At **Portway Pre-School** we aim to ensure that all children have enough sleep to support their development and natural sleeping rhythms in a safe environment.

The safety of babies' sleeping is paramount. Our policy follows the advice provided by The Cot Death Society and Lullaby Trust to minimise the risk of Sudden Infant Death. We make sure that:

- 2 year olds are never put down to sleep with a bottle to self-feed.
- 2 year olds are monitored visually when sleeping. Checks are recorded every 10 minutes and 2 year olds are never left in a separate sleep room without staff supervision at all times.
- When monitoring, the staff member looks for the rise and fall of the chest and if the sleep position has changed.

We provide a safe sleeping environment by:

- Monitoring the room temperature.
- Using clean, light bedding/blankets and ensuring babies are appropriately dressed for sleep to avoid overheating.
- Only using safety-approved cots or other suitable sleeping equipment (i.e. pods or mats) that are compliant with British Standard regulations, and mattress covers are used in conjunction with a clean fitted sheet.
- Only letting babies sleep in prams if they lie flat and we have parents' written permission.
- Not using cot bumpers or cluttering cots with soft toys, although comforters will be given where required.
- Keeping all spaces around cots and beds clear from hanging objects i.e. hanging cords, blind cords, drawstring bags.
- Ensuring every baby/toddler is provided with clean bedding.
- Transferring any baby who falls asleep while being nursed by a practitioner to a safe sleeping surface to complete their rest.
- Having a no smoking policy.

We recognise parents' knowledge of their child with regard to sleep routines and will, where possible, work together to ensure each child's individual sleep routines and well-being



continues to be met. However, staff will not force a child to sleep or keep them awake against his or her will. They will also not usually wake children from their sleep.

Staff will discuss any changes in sleep routines at the end of the day and share observations and information about children's behaviour when they do not receive enough sleep.

Sleeping twins

We follow the advice from The Lullaby Trust regarding sleeping twins. Further information can be found at: www.lullabytrust.org.uk



2.16. Appendix 16 - Staff working with their own children/close relations

At **Portway Pre-School** we understand the potential stresses of staff returning to work after having a baby or working in the same environment as your child or a close relation. We wish to support all employees in this position and request the member of staff meet with the Assistant headteacher for EYFS and/or Senior EYFS Practitioner, where appropriate, to discuss the needs of all parties.

We believe our staff should remain neutral and treat all children with the same regard. It is generally not appropriate for staff to care for their own children or those of a close relative whilst working in the nursery.

However, we recognise that this may not always be possible. We will also try to accommodate the wishes of any staff member with a child or close relative in the nursery and come to an agreement which suits us all. This agreement is based on the following principles:

- Where staff work in the same room as their child or close relation, there is an agreed set of guidelines between the nursery and the member of staff setting out the expectations of working with their child/close relation. These include a clear statement that during their time at nursery the child is in the care of the nursery and it is the nursery that retains responsibility for the child and their care.
- Where this agreement is not working or is impacting on the care of the child or other children in the room, the manager and member of staff will reassess the situation.
- Staff caring for another staff member's child will treat them as they would any other parent/child. No special treatment will be offered to any child or parent who has connections with the nursery.

Where the manager assesses that the agreement is not working and/or there is an impact on the care of the children in the room because of the staff member's relationship with their child or close relation:

- The manager will consider moving the staff member and not the child. This will enable the child to be in the appropriate age/stage group and to continue to forge consistent relationships with other children in this group.
- Where the staff member is in another room, there will be an agreement between the staff member, manager and room leader about contact with the child during the nursery day. Although we do not want to restrict a parent seeing their child, we must consider the room routine and the upset a visit may cause the child when their parent leaves the room again.



- If there are staff shortages resulting in the movement of staff, the staff member will be placed in a different room to that of their child or close relation, wherever possible.
- Where a staff member's baby requires breastfeeding, the nursery will adapt the above guidelines to suit both the baby's and mother's needs. Cover will be provided during this time.



2.17. Appendix 17 - Transitions

At **Portway Pre-School** we recognise that young children will experience many transitions in their early years; some of these planned and some unplanned. We are sensitive to the impact of such changes to children and this policy sets out the ways in which we support children going through these transitions.

Some examples of transitions that young children and babies may experience are:

- Starting nursery
- Moving between different rooms within the nursery
- Starting school or moving nurseries
- Family breakdowns
- New siblings
- Moving home
- Death of a family member or close friend
- Death of a family pet.

Staff are trained to observe their key children and to be sensitive to any changes in their behaviour and personality. We respectfully ask that parents inform us of any changes in the home environment that may impact on their child so staff can be aware of the reasons behind any potential changes in the child's behaviour.

2.17.1. Starting nursery

We recognise that starting nursery may be difficult for some children and their families. We have a settling in policy to support the child and their family.

2.17.2. Moving rooms procedure

When a child is ready to move to a different room in the nursery, we follow the process set out below and work with the parents/carers to ensure this is a seamless process in which the child is fully supported at all stages. This may include a handover meeting between the existing key person, new key person and parents.

- The child will spend short sessions in their new room prior to the permanent move to enable them to feel comfortable in their new surroundings.
- The child's key person will go with the child on these initial visits to enable a familiar person to be present at all times.
- Wherever possible groups of friends will be moved together to enable these friendships to be kept intact and support the children with the peers they know.
- Parents will be kept informed of all visits and the outcomes of these sessions e.g. through photographs, discussions or diary entries.



- Only when the child has settled in through these taster sessions will the permanent room move take place. If a child requires more support this will be discussed between the key person, parent, manager and room leader of the new room to agree how and when this will happen. This may include moving their key person with them on a temporary basis.

2.17.3. Starting school or moving childcare providers

Starting school is an important transition and some children may feel anxious or distressed. We will do all we can to facilitate a smooth move and minimise any potential stresses. This following process relates to children going to school. However wherever possible, we will adapt this process to support children moving to another childcare provider e.g. childminder or another nursery.

- We provide a variety of resources that relate to the school, e.g. uniform to dress up in, a role play area set up as a school classroom, photographs of all the schools the children may attend. This will help the children to become familiar with this new concept and will aid the transition.
- We invite school representatives into the nursery to introduce them to the children.
- Where possible we use other ways to support the transition to school, e.g. inviting previous children from the nursery who have moved on to school to come back and talk to the children about their school experiences.
- Where possible we plan visits to the school with the key person. Each key person will talk about the school with their key children who are due to move to school and discuss what they think may be different and what may be the same. They will talk through any concerns the child may have and initiate activities or group discussions relating to any issues to help children overcome these.
- We produce a comprehensive report on every child starting school to enable teachers to have a good understanding of every child received. This will include their interests, strengths and level of understanding and development in key areas. This will support continuity of care and early learning.

2.17.4. Other early years providers

Where children are attending other early years settings or are cared for by a childminder we will work with them to share relevant information about children's development. Where a child is brought to nursery or collected from nursery by a childminder we will ensure that key information is being provided to the child's parent/carer by providing the information directly to the parent via email or telephone.

2.17.5. Family breakdowns



We recognise that when parents/carers separate it can be a difficult situation for all concerned. We have a separated families policy that shows how the nursery will act in the best interest of the child.

2.17.6. Moving home and new siblings

We recognise that both these events may have an impact on a child. Normally, parents will have advance notice of these changes and we ask parents to let us know about these events so we can support the child to be prepared. The key person will spend time talking to the child and providing activities that may help the child to act out any worries they have, e.g. through role play, stories and discussions.

2.17.7. Bereavement

We recognise that this may be a very difficult time for children and their families and have a separate policy on bereavement which we follow to help us offer support to all concerned should this be required.

If parents feel that their child requires additional support because of any changes in their life, we ask that you speak to the nursery manager and the key person to enable this support to be put into place.



2.18. Appendix 18 - Use of Dummies

At **Portway Pre-School** we recognise that a dummy can be a source of comfort for a child who is settling and/or upset, and that it may often form part of a child's sleep routine.

We also recognise that overuse of dummies may affect a child's language development as it may restrict the mouth movements needed for speech. As babies become toddlers they need to learn to move their mouths in different ways, to smile, to blow bubbles, to make sounds, to chew food and eventually to talk. As babies move their mouths and experiment with babbling sounds they are learning to make the quick mouth movements needed for speech. The more practice they get the better their awareness of their mouths and the better their speech will be as they develop into toddlers.

Our nursery will:

- Discuss the use of dummies with parents/carers as part of toddlers' individual care plans.
- Only allow dummies for comfort if a child is really upset (for example, if they are new to the setting or going through a transition) and/or as part of their sleep routine.
- Store dummies in individual hygienic dummy boxes labelled with the child's name to prevent cross-contamination with other children.
- Immediately clean or sterilise any dummy that falls on the floor or is picked up by another child.
- Dummies will be disposed of if they become damaged and/or when they are required to be disposed of.

When discouraging the dummy staff will:

- Make each child aware of a designated place where the dummy is stored.
- Comfort the child and, if age/stage appropriate, explain in a sensitive and appropriate manner why they do not need their dummy.
- Distract the child with other activities and ensure they are settled before leaving them to play.
- Offer other methods of comfort such as a toy, teddy or blanket.
- Explain to the child they can have their dummy when they go home or at sleep time.

We will also offer support and advice to parents to discourage dummy use during waking hours at home and suggest ways which the child can be weaned off their dummy through books and stories (when appropriate).



2.19. Appendix 19 - Young Workers

At **Portway Pre-School** we support young workers and apprentices as we foster and shape the workforce of the future. At times there may be students on placement within the nursery.

The EYFS (2017) sets out the requirements for young people working in a setting and we will adhere to these requirements at all times.

Any student aged 17 or over who is attending our setting on a long term placement e.g. for up to two year(s) or more will be monitored and assessed to determine their competence levels. If we believe that they are demonstrating the high levels of competence and responsibility we expect from our staff then we may consider including them in our staff ratios.

Apprentices aged 16 and over who are attending our setting on a long term placement and undertaking early education training, will be monitored and assessed to determine their competence levels. If we believe that they are demonstrating the high levels of competence and responsibility we expect from our staff then we may consider including them in our staff ratios.

Any young person in the setting under the age of 18 is considered a child by law, therefore we will be vigilant towards their safety and well-being. We will provide each young person with a mentor/buddy within the setting that can support their well-being. Any safeguarding concerns will be dealt with according to our safeguarding policies procedures.

Within our nursery we expect our young staff to:

- Read, understand and adhere to all policies.
- Take part in our ongoing staff suitability procedures. Declare any reasons why their suitability to work with children may change during their placement
- Share any safeguarding concerns they may have with their buddy/mentor or the safeguarding officer.
- Maintain a high standard of work, behaviour, appearance and attendance whilst with the nursery.
- Undertake a full induction conducted by the nursery.
- Access training as required by the management.
- If studying whilst with the setting, undertake all tasks required by the tutor to keep up to date with the course. If your coursework falls behind at any point your placement in the setting will be at risk.
- Ensure that the nursery environment is safe and secure for all children at all times and report any issues as they arise.



- Help with the day to day running of the nursery by undertaking tasks as determined by the supervisors and management.
- Take part in staff meetings and all staff training as required by the nursery.