



Policies and Procedures

This document details our policies and procedures relating to all aspects of running the ONE setting. It's a working document, so even though we will review and update each policy within 12 months as part of our setting development plan, the contents will evolve as our needs change or when we identify gaps or feel that further clarifications are necessary. This could be on a daily, weekly or monthly basis.

Our policies and procedures are the product of the vast childcare experience and expertise that our staff bring to the table – they are not simply rules set by management. We encourage and expect every member of staff to contribute to the development of effective processes which are clear, concise and truly reflect our goals, as well as signing copies to indicate that they have read and fully understood the contents.

If you have any questions about the information contained in this document, you should contact:

Michelle Payne, Manager

michelle.p@oneTN17.co.uk

01580 445 455

or

Robyn Hassall, Director

robyn@oneTN17.co.uk

01580 445 455

Everything we do is about collaboration and creating the best possible learning outcomes for each and every child. To this end, we welcome all comments and suggestions and are happy to work with any stakeholders to implement these as appropriate.

Last updated: 15th January 2017

AN INTRODUCTION...

EARLY YEARS FOUNDATION STAGE

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind;
- a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- partnership working between practitioners and with parents and/or carers;
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements cover:

- the areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years settings;
- the early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five); and
- assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers).

The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare.

Overarching principles (from EYFS)

Four guiding principles should shape practice in early years settings. These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through positive relationships;
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

The seven areas of learning

In line with EYFS, we help children develop in the seven areas of learning, which are:

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

ACCIDENT PROCEDURE

In the event of a child or adult being injured a member of staff with a first aid qualification will assess the nature and level of the injury.

For minor injuries

- First Aid will be administered
- The most senior member of duty staff will decide whether parents or emergency contacts need to be informed and where appropriate communicate the nature of the injury, actions already taken and any further treatment which is intended.
- In the case of a child, the member of staff will, in consultation with the parent, use their best judgement to decide whether the child should be collected from nursery early
- At all times, the member of staff will aim to provide reassurance and an accurate assessment of the situation
- The injury will be recorded on an Accident / Incident form which will be made available to parents or emergency contacts when they arrive at nursery. Parents should sign the form to confirm being made aware of the injury.

For major injuries

- First Aid will be administered
- The first aider will decide whether emergency medical treatment is necessary and if appropriate, instruct a member of staff to call 999 and then retrieve the child's permission slip for medical treatment, details of any prescribed medications which we may be administering, and the emergency contact details all of which will be handed to the emergency services upon their arrival
- The first aider will decide on a plan of action depending on the severity of the injury and whether non-emergency treatment is more appropriate
- The most senior member of duty staff will make contact with parents and/or emergency contacts and communicate the nature of the injury, actions already taken and any further action to be taken. They will confirm whether parents should come directly to nursery or meet the child at hospital
- At all times, the member of staff will aim to provide reassurance and an accurate assessment of the situation
- Where possible a child's key person or friend will be involved in the care of the child whilst being treated or awaiting the emergency services
- In the absence of a parent, a member of staff - where possible the child's key person or friend - will accompany the child to hospital and will remain with the child until the parents arrive
- The injury will be recorded on an Accident / Incident form which will be made available to parents or emergency contacts as soon as possible. Parents should sign the form to confirm being made aware of the injury.

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ADMINISTRATION OF MEDICINE

If you need us to administer any form of medication to your child during their time with us then you must complete an 'Administration of Medicine Form' (AMF) which will remain valid for one week. You must complete a new form for each successive week that the medication should be administered OR if the dosage or any other aspect of the medication changes. In cases where there is a long term need for the

administration of medicines, parents are invited to discuss their requirements with a director who may waive this time requirement so long as clear instructions from a healthcare practitioner are provided.

Wherever possible the child's key person will administer the medication and in any case, staff will record the time each dose was administered on the AMF.

Where medication is being administered to a child for the first time, they must have been receiving the normal prescribed dose over a period of no less than 24 hours before our staff can undertake the administration of the medication in order to minimise the risk of an allergic reaction or other contra indication.

We also ask that you inform us, where possible in writing, of any medication that your child may have taken. Parents should inform us in writing (including by email) of any medication a child may need to take, whether regularly or in specific circumstances, or any medication that they have taken prior to their arrival at ONE.

All medication provided to us for administration to a child must be in the original container (and packaging), including the prescription instruction label. Under no circumstances will staff exceed the stated dosage instructions.

We are unable to administer any medicines containing aspirin – including ibuprofen - which are not prescribed by a doctor.

For non-prescription medications, we are only able to follow the manufacturer's guidelines and dosage appropriate to the age of the child.

We will not administer any form of medication, including applying creams unless an 'Administration of Medicine Form' has been completed.

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ADMISSIONS POLICY

Places are allocated on a first come, first served basis – this is our singular admissions criteria. When we don't have space and need to waitlist families, places will be allocated in the order in which they were received. We admit children from birth onwards, working closely with parents to identify the most appropriate moment for their child to join our setting according to their needs.

Parents and carers must complete an application for their child and indicate that they have accepted our terms and conditions before we can admit a child to our setting. This includes accepting that their child's progress will be charted using the Tapestry online learning journal.

Parents and carers should provide information about pre-existing medical conditions, including allergies, on the application form before their child joins the setting. The child's key person will then arrange an initial discussion to assess any special requirements the child may have, or to establish procedures for the event of a flare up. The key person will also inform other staff as appropriate and ensure that allergies and their severity are posted at appropriate points around the setting.

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ALLEGATIONS AGAINST A MEMBER OF STAFF

Any member of staff may receive an allegation of abuse against another member of staff and details must be passed immediately to the Designated Safeguarding Lead (DSL), Michelle Payne. Where Michelle is not available, or if the allegation is about Michelle then the allegation should be passed to Robyn Hassall, who will follow the same procedure. If in any doubt, staff should immediately contact the LADO using the details below.

Staff should all be aware that they have a duty to report any safeguarding concerns and that they will not face disciplinary action for whistleblowing or reporting allegations against another member of staff. If there are any doubts then the DSL should be consulted.

All allegations against a member of staff must be recorded on an 'Allegation of Abuse Against a Member of Staff' form. This should be completed by the person receiving the complaint and further copies should be completed by anyone else internally who handles the complaint. The follow on sheet should also be used to record the outcomes from each outside agency at every stage of the process so that we can have an accurate record of events.

Allegations must not be investigated internally unless, KCC, Ofsted, Social Services AND the Police all determine that the matter is not one which they must investigate. The member of staff against whom the allegation is being made must not be made aware of the allegation until we receive clearance from the LADO and/or Social Services.

Once an allegation has been received the DSL will contact the Local Authority Designated Officer.

KCC - Local Authority Designated Officer (for Safeguarding Children)

03000 410 888

kentchildrenslado@kent.gov.uk

The LADO will assess whether the allegation reaches the threshold for referral to Police and/or Social Services and advise accordingly.

We will usually follow the advice of Social Services, the Police or the KCC safeguarding team, unless we have a very specific and legal reason for not doing so, in which case this will be recorded in writing both on the allegation form and also in the safeguarding folder.

Notes on completing the 'Allegation Against a Member of Staff' form:

1. Verbal complaints should be backed up in writing by the complainant if appropriate; some may require immediate action that does not allow time for this to happen.
2. It is important to identify who made the complaint and whether it was received first hand or is a concern that is passed on from somebody else. This should be noted on the form and the DSL should attempt to gain first hand information about the complaint unless immediate action is required.
3. If a parent, carer or a member of staff at the ONE makes a complaint against you to you then it must be passed immediately to your line manager.
4. The address recorded should be the address at which the child lives with the main carer.
5. If there are one or more alleged incidents, be specific as possible about dates that they are alleged to have happened and where possible complete separate allegations forms and attach these together.
6. The DSL should check the attendance register and rota to see if the child was present/seen on that day and whether the staff member involved was working at that time. No conclusions should be drawn from this.
7. If you have received the complaint in writing attach it to the allegation form. You can then

summarise its content on the form.

8. Any other information provided on the form should be factual.
9. **Ofsted must be informed of any allegation made against a member of our staff**, even if the Children's Safeguards Team decides no further action is required. Ofsted may wish to complete their own investigation to ensure that registration requirements are being met.

A member of staff who is the subject of an abuse allegation will always be subject to our full disciplinary procedures, including a full investigation, prior to any determinations about their employment with us.

We will ensure that we meet our responsibilities under Section 35 of Safeguarding Vulnerable Groups Act 2006 which includes a duty to make a referral to the Disclosure and Barring Service where a member of staff is dismissed (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm. Responsibility for notifying the Disclosure and Barring Service rests with the directors, one of whom will notify within 14 days of the member of staff's employment being terminated, or within 14 days of their resignation or departure in anticipation of an allegation or before an investigation has been completed.

See form 'Allegations Against a Member of Staff'

Further guidance can be found in the "Early Years Allegations Against Staff Policy" document which can be found in the safeguarding folder.

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ANIMALS IN THE SETTING

We do not keep any animals on our premises, however we do encourage children to experience animals in a safe, clean and sensible manner.

From time to time children may encounter animals as part of our curriculum, either through visits in to nursery or planned excursions out of nursery. Parental consent forms will be distributed to parents prior to such events.

We may also conduct unplanned or spontaneous visits to a local smallholding when the weather permits. These visits are covered by parental consent on the general ONE application form.

All visits, outings and excursion are fully supervised by the appropriate number of staff members who will oversee safety as well as the appropriate hygiene, particularly after touching or handling animals.

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BABYSITTING

We do not condone staff entering into private babysitting arrangements with parents and carers outside of their normal nursery attendance, but if these arrangements are made they are separate to the parent's agreement with ONE, and we do not accept any liability for the actions of individuals employed by us outside of their contracted work within our setting during it's normal hours of operation. Any insurance policies that we hold will not cover the actions of an employee outside their normal work within our setting.

We also draw to the attention of staff, parents and carers that anything witnessed outside of the nursery in private must be dealt with as private individuals in terms of confidentiality, safeguarding, etc.

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BEHAVIOUR POLICY

From time to time most children will display some form of negative behaviour. We always focus on solutions where children can develop self-discipline and self-esteem in an atmosphere of mutual respect, encouragement and understanding.

Our named designated behaviour person is Anne Burdon and other staff have received training in behaviour management in order to deal with situations appropriately.

Members of staff, volunteers, trainees and helpers will all be positive role models for children, providing positive samples of friendliness, care, courtesy and respect for others and their possessions.

We believe that children respond better to praise rather than criticism and therefore our normal approach is to reward positively and praise children's behaviour and achievements, both verbally and through sticker rewards. When a negative situation arises, staff use positive instruction instead of negative comments: *'Daisy, you need to sit on your chair.'*

Under no circumstances will we:

- deprive children of food.
- shout or raise our voices unless someone's safety is threatened
- use the word 'naughty'
- use physical punishment
- exclude children from the group - unless they pose a danger to other children
- publicly or otherwise humiliate a child

We will only use physical restraint, such as holding to prevent physical injury to the child, other children, adults and/or serious damage to property.

Our policies include details of what is acceptable and unacceptable behaviour so that both staff and parents have a clear understanding of what is expected of children and can act accordingly to ensure a safe learning environment for all children, staff and visitors.

Our policies are reflected in our code of conduct which children are introduced to in line with their age.

Inconsiderate behaviour is not acceptable.

Dealing with inappropriate behaviour

We recognise that each child and situation is different and therefore needs to be dealt with accordingly. A child who displays inconsiderate or otherwise inappropriate behaviour will be reminded of our code of conduct. A member of staff address the issue with a child one-on-one to help them understand.

If the behaviour continues a child's key person or the most senior member of duty staff will make the child's parents aware, asking them to reinforce the message at home.

If the behaviour continues further then the parent, key worker, designated behaviour person (and where relevant SENCO) will meet to try to identify any underlying issues and coordinate an age-appropriate plan of action and ongoing review process, including the necessary support we can offer.

Discriminatory behaviour, remarks or attitudes have no place in our setting. This extends to all staff, children, families, visitors, suppliers and other partners and we will take immediate action to ensure that diversity is protected and enhanced.

Staff failing to adhere to our equal opportunities policy will face disciplinary proceedings.

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BULLYING / ANTI-BULLYING POLICY

As well as separate harassment policies and procedures for staff, we are also committed to preventing bullying in any form, particularly peer-on-peer abuse amongst children even though they are young and may not always understand their words and actions.

If a bullying concern is raised, every effort will be made to investigate and establish the facts before engaging in appropriate discussions with parents and carers. Staff will spend time talking to the child who has bullied, and endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, staff will liaise with the manager and review the action plan. In more extreme cases e.g. where these initial discussions have proven ineffective, the manager may contact external support agencies following consultation with parents/carers.

We ask that parents and carers support staff and take all possible steps to ensure that their child is positively contributing to the setting.

If a member of staff witnesses bullying then they have a duty to act in line with our behaviour management policies and to protect other children.

Any parent or carer with concerns about their own child being bullied should speak to their child's key person or the manager or Designated Safeguarding Lead.

Updated January 2017 / Review January 2018

CODE OF CONDUCT AND STANDARDS OF BEHAVIOUR

Staff are expected to uphold the following standards at all time during their working hours and and at any time in relation to the care of children.

Care

1. Supervise the children at all times
2. Be aware of and react to the children's safety and needs
3. Ensure that there are plenty of stimulating educational and fun activities
4. Respond to the individual needs and of each child
5. Treat equipment, resources and our premises with care and respect; as if they were your own
6. Be accountable and take responsibility for your actions

Quality

1. Reflect on your own work; identify your strengths and weaknesses
2. Build upon your strengths and improve upon your weaknesses
3. Enhance the nursery, make improvements and strive for excellence
4. Provide constructive feedback and ideas to help others improve
5. Take positive steps towards your own personal and professional development
6. Be confident in understanding and applying our policies and procedures

Commitment

1. Be prepared and willing to 'go the extra mile'
2. Be enthusiastic about your profession, about parents, children and the rest of the team
3. Be reliable and put yourself in other people's shoes when thinking about your actions
4. Promote the ONE vision and culture
5. Ensure the highest quality of care

Trust

1. Act with honesty, integrity and openness
2. Uphold the trust placed in you by parents and carers
3. Look out for the rest of your team, support them and do your fair share of work

Teamwork

1. Be mindful and proactive in protecting the safety of your colleagues
2. Be confident enough to raise concerns with colleagues
3. Support fellow team members - ensure no one person is doing all the work and help other team members if they require it
4. Be friendly and considerate – remember each individual is unique
5. Work together to ensure the best possible outcomes for everyone
6. Deal fairly and politely with parents, carers and colleagues.

Staff dress code

We expect the highest levels of professionalism from all of our staff and this is reflected in our dress code and uniform.

Our standard uniform consists of dark trousers or skirts, flat shoes and a plain polo shirt or blouse. We also provide zip up fleeces for cold weather. Uniforms are worn at all times during an employee's shift, and not worn outside nursery unless for related events.

Whilst we appreciate individuality, we have in place some basic restrictions to ensure that staff are dressed appropriately for a childcare setting and in accordance with health and safety guidelines. The following are therefore not permitted:

- clothing which is overly tight or revealing
- clothing which exposes any underwear
- clothing carrying slogans
- excessive makeup

- excessive perfume
- nail extensions
- necklaces
- hoop or pendant earrings
- shoes with a heel

When outdoors, staff are encouraged to be positive role models and wear suitable waterproofs or sun hats

Flip flops may be worn by non-kitchen staff, however they must always be removed when carrying children up or down stairs, or in the event of an emergency. Any other footwear should be in good condition and suitable for any activities which staff members are involved in, including walking boots and/or wellies.

Earrings other than studs must be covered with tape for the duration of an employee's shift.

Hair should be neat and where necessary tied up or back.

Visible tattoos which could be deemed offensive in any way should be covered up for the duration of an employee's shift.

We will work sympathetically with any employee who comes from a different cultural or religious background or has any specific needs, in order to make sure that our dress code can be adapted accordingly.

Social networking

We ask all staff not to 'friend' or 'follow' parents or those directly involved in the care of a child attending our setting unless they knew that person privately before the child joined us.

We also ask staff to ensure that any use of social media, blogs, or any other online medium is done in a sensible and professional way in order to protect working relationships within the team and to protect the general operation of our setting.

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COMPLAINTS PROCEDURE

We strive to achieve the very highest standard in childcare, however sometimes problems or misunderstandings can occur. In those situations we actively encourage parents and carers to engage in a dialogue with us - whether informally or formally - so that we can work together to identify and resolve any issues.

Informal complaints and initial complaints - you should speak to your child's key person who should be able to resolve simple day-to-day issues or provide a more detailed explanation of specific events, actions or our policies and procedures.

Issues which cannot be resolved by a child's key person as a matter of course should be referred to:

Michelle Payne, Manager

michelle.p@oneTN17.co.uk

01580 445 455

Michelle will acknowledge the complaint in writing, with an explanation of the next steps. She will then investigate the matter or concerns in full, including speaking to other members of staff. Where necessary, Michelle may seek external advice from bodies such as Ofsted or Kent County Council in order to be able to fully respond to a complaint. For this reason, it may take a few days for an investigation to be completed.

A written report of the results of the investigation will be sent to you. It will include details of the next steps in the complaints procedure should you not be satisfied with the outcome. If you are satisfied with the outcome, but wish to discuss any details or find ways to work through a particular issue then you should speak to Michelle.

Matters which cannot be resolved by Michelle should be notified, in writing, to:

Robyn Hassall

Director

robyn@oneTN17.co.uk

01580 445 455

Robyn will acknowledge receipt in writing and conduct a further investigation. A final written report will be sent to you. If you are satisfied with the outcome, but wish to discuss any details or find ways to work through a particular issue then you should speak to either Robyn or Michelle as appropriate.

In all cases we will respond to complaints within 14 days of receiving them.

If you are not satisfied with the outcome or at any stage in the process you can contact Ofsted:

By telephone: 0300 123 1231

Online: www.gov.uk/complain-about-school

Our Ofsted registration number is EY536001.

Recording complaints

Any complaints, whether verbally or in writing, received by a member of staff will be logged and documented in our complaints file. All complaints will be acknowledged within two working days, with written complaints being responded to in writing.

A director will be informed of any formal complaint as soon as it is received, even if they are not involved in the process at that stage.

CURRICULUM

The nursery has a responsibility to ensure that our provision meets the learning & development requirements outlined in the revised Early Years Foundation Stage (EYFS). We aim to deliver individualised learning, development and care for every child to help give them the best possible start in life. The curriculum centres on the child as a learner, acknowledging the importance of how they learn, as well as what they learn.

Our curriculum is designed to help children develop positive self-image and be comfortable with whoever they choose to be whilst also acknowledging and respecting that others may be different or make alternative choices. We use diversity as a learning opportunity which reinforces both empathy and critical thinking, helping children identify similarities as much as differences to achieve a balanced world view which reflects the multi-cultural multi-racial society in which we live. Our curriculum promotes learning in an environment free from prejudice and discrimination and we actively encourage parents, carers and each child's social network to be a part of the learning experience for the whole setting, with opportunities to share their personal experiences, stories, talents and beliefs. Our curriculum will not exclude languages other than English and we will actively encourage children who express themselves in more than one language and for families who speak languages in addition to English, we will develop a means to ensure full inclusion as well as support a child in the maintenance of their home languages.

We also make the most of opportunities to use food and mealtimes to enrich our curriculum by introducing foods from around the world, with different tastes and smells found in exotic places, helping to develop an interest and curiosity in understanding the world and the rich variety of cultures within it. We also draw in more practical skills and learning, using food as a fun and tasty way of introducing shapes, textures, fractions and lots of mathematical language.

All of the seven areas of learning the areas must be delivered through planned, purposeful play with a balance of adult-led and child-led activities both indoors and outdoors.

Our curriculum will:

- View all children as individuals with the right to be treated with equal respect to the adults around them.
- This includes the right to choose when they want to interact with their peers and carers.
- Provide a safe, caring, stimulating environment, with supportive adults offering a wide range of activities, experiences and materials.
- Give children the opportunity to choose activities and experiences, and to develop independence within the curriculum.
- Give children the opportunity and structure to build up positive meaningful experiences and relationships with peers and adults.
- Create a partnership with parents to support and enhance the development of children.
- Provide equal learning and development opportunities for all the children
- Ensure that each child has positive experiences of success at his/her own level, in order to give him/her confidence and motivation for learning in the future
- Provide a balanced curriculum which takes account of, and responds to, the child's developmental needs, and allows each child to make progress related to his/ her own abilities.

Observation, assessment & planning

Practitioners will continuously observe the children, and using Tapestry, record against the early learning goals as set out in the EYFS and respond appropriately. Quality observation enables practitioners to:

- Get to know a child better & develop positive relationships with them and their parents/carers while sharing information that enables everyone's full participation as partners in a child's development.
- Further develop their understanding of a child's development, and plan appropriate play & learning experiences based on the children's interests and needs.
- Form a view of where each child is in their learning, where they need to go & the most effective practice to support them in getting there, identify any concerns about a child's development.

Good planning is the key to making children's learning effective, exciting, varied & progressive. Through play, in a secure but challenging environment with effective adult support, children can learn by:

- Exploring new experiences that help them to make sense of the world.
- Develop a positive sense of self.
- Understand the need for rules.
- Think creatively, imaginatively, take risks and practice new skills.
- Communicate with others as they investigate or solve problems.
- Each week, staff will complete a focus activity for one of their keychildren. Each child should have a focus observation for them completed at least every three months.

Activities need to be suitable for the stage a child has met. Children need to be stretched but not pushed beyond their capabilities, so that they continue to enjoy learning. Babies and younger children will be given the opportunity to explore and discover the world around them, by offering them the opportunity to learn using all their senses. Natural materials will be used for Heuristic Play, and Treasure Baskets will be available in all rooms with children under eighteen months old. The nursery also has a sensory area and opportunities for the children to explore further with light, sound, smell and touch.

Parents and carers will be offered the opportunity to participate in their child's education and development in the day care setting. This will be done by means of regular information, inviting them into the nursery and activities to do at home which are supportive of the themed activities.

Record keeping and progress reports

As well as continuous observation and assessment against the early learning goals which is available to parents and carers at all times, the key person will also prepare regular progress reports to share at meetings with them. These consist of:

- Settling in report: Six weeks after a child starts at the setting which will focus on how the child has settled in and identify their starting points for future development and achievement.
- Key person report: These will be completed every term and will consist of the child's development and achievements in this time. Once they have been shared with the parents and carers, next steps and any additional support needs will be recorded.
- Early years foundation stage progress check at age two: This will take the place of the first key person report due after a child's second birthday. This report will focus on each of the three prime areas of the Early years foundation stage curriculum, but also include comments on the other areas of the curriculum and identify any areas that the key person and parents/carers believe that the child may require additional support in which will be then shared with our SENDCO and outside agencies if required.

- School leavers report/Early years foundation stage profile: This will take the place of the child's final key person report before they leave the setting for school (the EYFSP must be completed for any child who will be turning five prior to their departure), and will provide an overview of every area of the child's development and any additional information that the key person and parent or carer feel required at the child's new setting.

All records including reports are passed on to the child's new setting when they leave via the parent or carer.

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DATA PROTECTION AND CONFIDENTIALITY POLICY

Our policies have been developed to take in to consideration the following legislation:

- Human Rights Act 1998
- The Data Protection Act 1998
- The Freedom of Information Act 2000
- Crime and Disorder Act 1998
- Children Act 1989, 2004
- Child Care Act 2006

All information in relation to the children in our care and their families will be kept in the strictest confidence, unless it raises concerns for the safety and wellbeing of a child, in accordance with data protection.

Information of a personal nature given by parents or carers will be noted and passed on on a need to know basis. Management staff will be kept informed of parents or carers concerns or any changes of circumstances; however other staff will only be given information which is relevant to their work with that child.

Staff are aware of the need for confidentiality and will only discuss with parents or carers matters that concern their child. Any comments and comparisons by parents or carers regarding other children must be ignored and staff are to remind them that they are not at liberty to discuss other people's children.

The office may be used if parents or carers need to discuss concerns, in confidence, with a staff member. Parents are entitled to see any details kept about their child and themselves at any time, but staff will only give feedback on a child's progress directly to their parents or carers, unless a third party is authorised to be involved.

Parents and carers are expected to understand the need for confidentiality and their obligation as member of our community not discuss sensitive matters or children other than their own with other individuals.

During the course of our caring for your child we will record certain data about them, their progress and development.

The types of information and data we may collect include:

- information that is a statutory requirement

This information may be shared amongst staff in our setting and with government agencies and other bodies as required by law.

- information which helps with the efficient operation of the nursery

This may include dietary preferences, a hygiene log, daily achievements, etc and may be shared amongst nursery staff

- information which is for marketing purposes

This may include images either of a child (individually or as part of a group) or their work, parent or child testimonials. These may be used in the promotion of the setting and made publicly available, with your permission. Should you wish to withdraw your permission at any time you should inform us in writing.

We may need to share information about your child in circumstances when there are concerns for the child, other children, parents or staff members.

We will ensure that sharing of information between staff in our setting is handled sensitively and discreetly.

We will ensure that the information we share is accurate up to date and necessary for the purpose for which we are sharing it.

We cannot offer complete confidentiality. Information is only shared with those people who need to see it and shared securely.

Details of telephone calls made or received to/from outside professionals seeking information about a child or family must be shared with parents/carers by the key person or manager UNLESS this would be detrimental to the child in any way.

All requests from outside professionals and agencies will be verified before any information is released, including calling back on a main landline number and requesting evidence of authority for information to be released (eg, a court order) or statutory authority.

Children's records

We keep two kinds of records on children attending ONE

1. Developmental records

These include observations, samples of work, records of achievements, photos of the child and developmental reports (Unique Child) They are usually kept in the staffroom filing cabinet and can be accessed and contributed to by staff, the child and the child's parents.

2. Personal Records

These include registration and admission forms, invoices, signed consents and correspondence concerning the child or family, reports or minutes concerning the child from other agencies, an ongoing record of

relevant contact with parents and observations by staff on any confidential matter involving the child such as developmental concerns or child protection and welfare matters.

These confidential records are stored in the office and on our office systems, including tablet devices and measures to keep information secure are taken by individual staff members as well as the manager and directors.

Parents and carers may request access to files and records pertaining only to their child and staff are limited in the amount of specific information that they can provide about another child, beyond their basic interactions with your child.

Personal information disclosed to a member of staff may be recorded and shared with other members of staff where it is likely to impact the child's general wellbeing or educational needs.

The Data Protection Act 1998

The Data Protection Act 1998 came into force on 1st March 2000 and superseded the Data Protection Act 1984. The purpose of the Act is to protect the rights and privacy of individuals, and to ensure that data about them are not processed without their knowledge and are processed with their consent wherever possible. The Act covers personal data relating to living individuals, and defines a category of sensitive personal data which are subject to more stringent conditions on their processing than other personal data. ONE is committed to a policy of protecting the rights and freedoms of individuals with respect to the processing of their personal data.

The Data Protection Act gives individuals the right to know what information is held about them. It provides a framework to ensure that personal information is handled properly.

The Act works in two ways. Firstly it states that anyone who processes personal information must comply with eight principles, which make sure that personal information is

- Fairly and lawfully processed
- Processed for limited purpose
- Adequate, relevant and not excessive
- Accurate and up to date
- Not kept for longer than is necessary
- Processed in line with your rights
- Secure
- Not transferred to other countries without adequate protection

The second area covered by the Act provides individuals with important rights, including the right to find out what personal information is held on computer and most paper records.

Data Protection means that ONE must

- Manage and process personal data properly
- Protect individual's rights to privacy
- Provide an individual with access to all personal information held on them

We have a legal responsibility to comply with the Act. It is also required to notify the Information Commissioner of the processing of personal data.

Every member of staff that holds information about identifiable living individuals has to comply with data protection in managing that information. Individuals can be liable for breaches of the Act.

All children's records are kept in a locked filing cabinet with in the office. Members of staff can have access to these files but information taken from the files about individual children is confidential. Information about individual children is also kept on the computer.

The Data Protection Act applies to electronic and paper records held in structured filing systems containing personal data, meaning data which relates to living individuals who can be identified from the data. This includes any expression of opinion about an individual and intentions towards an individual. It also applies to personal data held visually in photographs or video clips or as sound recordings. ONE collects a large amount of personal data every year including; staff records, names and addresses of those requesting prospectuses, references, and fee collection.

Updated January 2017 / Review January 2018

DRUG AND ALCOHOL POLICY

All staff recognise that the consumption of alcohol and/or drugs will affect the children in our care, damage the effectiveness and reputation of our setting as well as their own health, and could therefore be subject to disciplinary action. We will not tolerate any member of staff being under the influence of alcohol or substances covered by the Misuse of Drugs Act 1971 (controlled drugs) and will try to support staff with dependency issues, firstly by removing them from the childcare environment.

Staff who are taking prescription medication must report this to the manager who will document any side effects and may take further advice from the directors or a doctor before deciding whether the member of staff can continue with their childcare duties when taking such medication.

Updated January 2017 / Review January 2018

EMPLOYMENT AND RECRUITMENT

Applications for employment will be judged according to qualifications, experience and general suitability for the roles which we have available and all applicants will be treated fairly, ethically and equally and with particular attention to ensuring diversity within our setting.

Updated January 2017 / Review January 2018

ENVIRONMENTAL POLICY

We recognise and encourage the contribution every employee and child can make towards improving environmental performance within our setting.

Wherever possible:

- aerosols will be avoided, but if unavoidable will be free of CFC's and will be disposed of by an approved environmentally friendly route.
- plastics will be used which are environmentally sound, and efforts will be made to limit the use of plastics in general terms
- natural and sustainable materials to be used in activities.
- we will encourage the repair or equipment in line with health and safety requirements, rather simply replacing things

- refuse will be sorted and recycled for appropriate disposal.
- refrigeration equipment which is newly purchased will be environmentally sound, and old equipment will be disposed of in an appropriate way.
- lights and heating will be used in a way which limits the use of energy resources.

We will also ensure that we engage children in discussions about the environment as well as the world around them and to encourage them to get involved in recycling and upcycling. The nursery will discuss environmental issues with the children and encourage them to assist in recycling and composting activities.

The nursery premises and grounds are a strictly no smoking environment.

Updated January 2017 / Review January 2018

EQUAL OPPORTUNITIES

Our policy in this area is simple: we welcome everyone regardless of gender, sexual orientation, ability or disability, special educational needs, family structure, race, culture, religion, social or economic background.

We work in accordance with the Equality Act 2010 and the Children and Families Act 2014.

Each and every child:

- is treated with respect as an individual and given the best possible care
- is provided with a secure and accessible environment in which they can flourish
- has their voice heard - every contribution is considered and valued
- is provided with positive non-stereotyping information about gender roles, ethnicity, culture and ability and disability

As part of our commitment to embracing diversity we will endeavour to include and value the contribution of each child's family and broader social network to increase our own understanding of equality and diversity. We also actively look for opportunities to improve our knowledge of anti-discriminatory practice and the promotion of equality and reaping the benefits of diversity. Inclusion is second nature for us and we expect it to be a recurring theme through everything that we do, from day-to-day activities to our overall ethos, which should develop as we learn.

EYFS key themes and commitments

A unique child	Positive relationships	Enabling environments	Learning and development
<p>Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.</p> <p>Practitioners</p> <ul style="list-style-type: none"> • understand and observe each child's development and learning, assess progress, plan for 	<p>Children learn to be strong and independent through positive relationships.</p> <p>Positive relationships are</p> <ul style="list-style-type: none"> • warm and loving, and foster a sense of belonging • sensitive and responsive to the child's needs, feelings and interests 	<p>Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.</p> <p>Enabling Environments</p> <ul style="list-style-type: none"> • value all people • value learning 	<p>Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.</p> <p>Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and</p>

<p>next</p> <ul style="list-style-type: none"> • support babies and children to develop a positive sense of their own identity and culture • identify any need for additional support • keep children safe • value and respect all children and families equally 	<ul style="list-style-type: none"> • supportive of the child's own efforts and independence • consistent in setting clear boundaries • stimulating • built on key person relationships in early years settings 	<p>They offer</p> <ul style="list-style-type: none"> • stimulating resources, relevant to all the children's cultures and communities • rich learning opportunities through play and playful teaching • support for children to take risks and explore 	<p>development.</p> <p>They foster the characteristics of effective early learning</p> <ul style="list-style-type: none"> • Playing and exploring • Active learning • Creating and thinking critically
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Updated January 2017 / Review January 2018

EXCLUSION POLICY

Where we feel that there is an irretrievable breakdown in the relationship between our setting (including the staff and management) and the parent or carer of a child we reserve the right to withdraw a child's place. This does not affect any FEEE hours and we will always comply with our provider requirements in this respect, however any privately funded hours are subject to this policy.

Updated January 2017 / Review January 2018

FOOD AND DRINK POLICY

At ONE we promote healthy eating and the benefits of healthy eating. This will encourage the children to become aware and make healthy choices both at nursery and in the wider world. We encourage meal times to be a social time where children can share ideas and thoughts and learn together. All food prepared and served at ONE is done so with the Food Standard Agency guidelines in mind. Our current Food Standards rating is 5, this is displayed on the window in the foyer as well as our Self Evaluation File

All of the food we provide is designed to be nutritious, avoiding fat, sugar, salt, additives, preservatives and colourings. Wherever possible our food is homemade on the premises using fresh ingredients (including some which we grow in our garden!) which means that we can be responsive to any dietary requirements which parents and carers are invited to inform us of on our application form, or in writing at any other time as the need arises. Dietary requirements are posted for in the kitchen, the boot room kitchen, upstairs baby room and in the office for staff reference.

Parents and carers are welcome to provide their own food for their child for snacks and lunches. Food brought in from outside will be stored in the fridge, however due to food hygiene considerations we are not able to reheat food which has not been prepared by us. We also ask that lunches from outside do not include:

- Crisps
- Chocolate or sweets
- Sandwiches with sweet fillings (Jam, spreads etc)

- Cakes or biscuits

Our weekly menus are displayed in the entrance hall.

Drinks

Children are provided with their choice of water and milk to drink at meal times. Water is available to children throughout the day via the drinking fountain outside, in the dining room and/or the kitchen. Parents that wish to bring their own e.g. formula, breast milk, sterilised water are encouraged to do so.

We do not provide squash or any other sugar-based drinks and actively discourage parents and carers from doing so for their child. Where this is essential, the drink must be provided in an opaque beaker or bottle in order to avoid contention with other children.

Morning snack

Morning snack is served at around 9.30/10.00am and includes things like fresh fruit, dried fruit, crackers, cheese, along with milk or water.

Lunch

Lunch normally split in to two sittings, 11.30am and 12.30pm.

Afternoon snack

Afternoon snack is served at 3.30pm and not intended as an evening meal, but to simply boost energy levels until children get home. Afternoon snack usually includes a selection of fresh fruit, fresh vegetables, pitta bread, hummus or falafel.

Meal times are the perfect opportunity to help a child develop their personal and social skills and we encourage as much interaction as possible, including staff sitting and eating with children and taking the opportunity to talk to them about food, where ingredients come from, different types of cuisine and of course the importance of eating healthily. We also use meal times to reinforce table manners and consideration for peers.

Wherever possible, we provide individual elements of a meal in serving bowls and encourage children to serve themselves by spooning food on to their plate as well as developing their own eating skills, and at the end of the meal they often help to clear their plates and tidy up.

Under no circumstances will a child be forced to eat or punished for not eating, nor will we withhold food if a child refuses to eat a particular element of a meal.

Whether it is in the dining room, outside at snack time or on a picnic, we always insist that children are seated whilst eating as a matter of safety as well as courtesy.

Sharp knives, cleaning materials and any other materials which might be considered dangerous for a child are kept out of reach at all times.

Updated January 2017 / Review January 2018

FREE EARLY EDUCATION ENTITLEMENT (FEEE) POLICY

Each three and four year old child is entitled to receive 15 hours a week of funded childcare for 38 weeks of the year – usually coinciding with KCC school term dates. The 15 hours are provided completely free of charge at the point of access and we reclaim the cost from Kent County Council. FEEE hours/places are not means tested, are available to all children and not subject to notice periods.

A child becomes eligible for FEEE hours at the start of the school term immediately following their third birthday. Children whose birthday falls on or after the date of a new term will only be eligible from the following term.

In line with standard practice, we offer the facility for funded hours to be claimed in blocks:

- Monday to Friday, hours between 8.30am and 11.30am
- Monday to Friday, hours between 1.00pm and 4.00pm
- Any combination of hours in the blocks above
- Weeks where FEEE will be available will correspond to KCC academic term dates

FEEE hours are confirmed in 'headcount week' – usually within the first two weeks of the term and cannot normally be changed after that. Parents may register a child's place for only FEEE hours.

For more information about FEEE visit the Kent County Council website:

www.kent.gov.uk/education_and_learning/childcare_and_early_education/paying_for_childcare/free_pre-school_education.aspx

Updated January 2017 / Review January 2018

FIRE PROCEDURE

During our opening hours we will ensure that there is always a member of staff who has received appropriate fire safety training and who will be fully conversant with the fire procedures relating to our premises and the surrounding area.

Details of the appointed fire person each day will be displayed in the entrance hall and the children and staff practice the fire procedure every six weeks, on different days. Fire alarms are tested every Monday morning.

Basic procedure

- The potential fire will be brought to your attention by a repeating alarm sound which will sound throughout the building.
- It does not however indicate where the fire is located or its source
- Everyone should remain calm
- Staff should take responsibility for the children in their area (whether upstairs/downstairs, or in specific rooms, such as the craft room or classroom) exiting the premises by the nearest available exit on the ground floor
- The manager or most senior member of duty staff is responsible for ensuring that upstairs staff are supported in bringing children downstairs

- Where it is safe to do so, the fire person or manager should ensure that they have a copy of the register and the telephone
- Staff should take children to the muster station which are located on the green opposite the front of the building, or in the furthest corner at the back of the garden (on the mud hill).
- The fire person should check each room, closing doors behind them and eventually exiting the building to a muster station
- The fire person should determine whether they need to call 999 or in their absence the manager or most senior member of duty staff should take this decision

Containable fires

If you can see the fire and it appears to be containable then please use the appropriate fire extinguisher or fire blanket to extinguish it.

Fire extinguishers

Fire extinguishers are located as follows:

- in the main entrance (water extinguisher)
- in the staff room (foam extinguisher and fire blanket)
- in the kitchen (powder extinguisher and fire blanket)

Please inform the manager if any of the extinguishers have been used.

Updated January 2017 / Review January 2018

HEALTH AND SAFETY POLICY STATEMENT FOR ONE (CIRCLE TIME LTD)

ONE is committed to establishing and implementing arrangements that will ensure that staff and visitors will be safeguarded when on the premises and that the premises for which they are responsible are safe for children and families, as well as for staff and agencies.

They will comply as necessary with Health & Safety Policies and guidance, which can be accessed via www.hse.gov.uk.

Signed:

Khaled Hussain-Dupré

Robyn Hassall

January 2017

The directors of Circle Time LTD (Khaled Hussain-Dupre and Robyn Hassall) have overall responsibility for health and safety. The Manager (Michelle Payne) has day to day responsibility of the premises for ensuring that they are safe. She may delegate certain tasks and responsibilities to other members of staff and will refer appropriate matters to the directors of ONE.

The manager's responsibilities:

Ensuring that staff, children and other visitors (including contractors) adopt safe working practices and generally conduct themselves in such a way that they will not injure themselves or others.
Receiving and dealing promptly with complaints about unsafe premises, equipment or work practices;
Ensuring that emergency evacuation procedures are in place and are practised regularly;
Ensuring that any requirements arising from contact with the Health & Safety Executive (HSE), Fire Authority and Environmental Health Officers are properly addressed.

ALL ACCIDENTS MUST BE REPORTED to the Manager who will ensure that the circumstances are investigated and any appropriate action taken to prevent recurrence.

Responsible for liaising with the owners/or the landlord (Benenden Hospital)

All Staff at ONE have a PERSONAL RESPONSIBILITY for the health and safety of themselves, their colleagues, children and visitors. They have also a duty in law under the Management of Health and Safety Regulations 1999 to report any shortcomings in the employer's health and safety arrangements for the protection of people at work and who may be affected by them.

Fire Instructions

Emergency Exits, Assembly Point and Assembly Point Instructions are clearly identified by safety signs and notices. Further details can be found in our fire procedure.

First Aid / Illness

All ONE staff working with children will receive adequate paediatric first aid training. All accidents must be recorded using ONE's accident/incident form, including incidents from home, which must be signed by the parent or carer to acknowledge that they have been made aware. Please refer to our accident policy and procedures.

In the case of reportable accidents, telephone HSE immediately on 0845 300 9923, or Fax: 0845 300 9924

Examples include children or other non-employees taken to hospital, and major injury to employees. Both categories require immediate notification to the HSE by fax or telephone.

Electrical Safety

All staff should report to the manager any damaged electrical apparatus or wiring – including plugs and cables of portable equipment, and permanent wiring. All electrical equipment is PAT tested annually.

Waste Disposal

Small amounts of clinical waste can be disposed of as ordinary household waste i.e. placed in appropriate bins prior to removal by a Refuse Service Contractor (Purple Bin). When there are large amounts of Clinical Waste such as disposable nappies and chemicals used for cleaning etc., they will be removed by a specialist contractor (SRCL - yellow bin).

Stacking and Storage Materials

Equipment and any other items will be kept in appropriate storage areas. Where this is not possible for temporary reasons, the staff responsible for those materials will ensure that they are stacked tidily, to a height, which does not constitute a hazard, and in such a way that they do not impede the movement of staff, children or visitors. Stairs, corridors, cloakrooms and exits etc, will be kept clear of obstructions (including electrical cables). Staff must use step ladders when needing to reach something from a height. Wet floor signs must be displayed when necessary. Please refer to appropriate risk assessment for the area concerned.

Activity areas

Staff will be alert on a daily basis to the following and will report any hazards to the manager.

All staff have a responsibility to:

- Check that the room and work area is safe.
- Check equipment is safe before use.
- Ensure safe procedures are followed.
- Ensure any accidents are reported and recorded.
- Ensure protective equipment is used where necessary.
- Ensure health and safety issues are reported.

Moving and Handling Injuries can be caused by incorrect moving and handling of children or objects. Generic Risk Assessments are undertaken and staff engaged in the specified activities will be required to adopt the particular safe working practices outlined.

The external play equipment in the garden will only be used when children are being supervised. Such equipment should be checked daily by delegated staff for any apparent defects and particularly for contamination by animals in areas covered by bark chippings or soft sand. The staff member checking outside needs to check and sign the form located in the boot room or record on the appropriate channel on their tablet device.

Staff stress

Staff stress and the abuse of alcohol or drugs is a safety and health hazard and if there is any suspicion that a member of staff or visitor is incapacitated, this must be reported to the manager. Staff also undergo six-weekly appraisals to assess, amongst other things, their continued suitability to work with children. Further information can be found in our code of conduct for staff, or in the staff handbook.

Hazardous Substances

Care will be taken in ordering supplies of hazardous substances, e.g. cleaning supplies, all hazardous substances will be labelled clearly in accordance with COSHH guidelines and stored where children are unable to gain access.

Contractors will be asked to refrain from their use if safer alternatives are available. If the substances have been brought on to site for a specific "oneoff" purpose, any remaining quantities will be removed from site as quickly as possible and disposed of safely.

Risk Assessments

Risk assessments shall be undertaken and recorded for all tasks with a possibility of significant risk. The responsibility for ensuring that risk assessments are carried out rests with the manager. The results of the

risk assessments must be brought to the attention of those employees to whom they relate. Please refer to ONE's risk assessment file or individual risk assessments posted in each area or room.

Training

The responsibility for safety training and/or refresher training rests with the directors. They are responsible for ensuring that he/she is sufficiently trained and that appropriate staff receive the necessary training. Each member of staff is also responsible for drawing the manager's attention to their own personal needs for training and for not undertaking duties unless they are confident that they have the necessary competence.

All staff need some understanding of health and safety issues even if they do not go on specific courses, but information can be cascaded down from others who do know. Staff will be expected to have knowledge on what to do when an accident or violent incident occurs, know the fire and first aid procedures and understand the basics of manual handling.

The manager is responsible for keeping records of the training which has been undertaken, and for having a system for ensuring that refresher training (for example in first aid) is undertaken within the prescribed time limits. Copies of certificates will be kept in the staff portfolio.

Updated January 2017 / Review January 2018

INDUCTION PROCEDURE

All new staff (including volunteers and students) are required to read and understand all of our current policies and will be given sufficient time to do this in their first week of employment with us. The first priority will be our safeguarding policies and procedures and time will be allocated for new employees to meet with the DSL or deputy on their first day.

All setting staff, both paid and voluntary, will be expected to undertake an appropriate level of safeguarding training. Advice on appropriate training courses will be sought from the KSCB, but any training should ensure staff have an up to date knowledge of safeguarding issues. This will enable staff to identify signs of possible abuse and neglect at the earliest opportunity and to respond in a timely and appropriate way. It should also include an understanding of the setting's own safeguarding policy and procedures including the action to be taken in the event of inappropriate behaviour displayed by other members of staff, or any other person working with the children.

New staff are expected to confirm in writing that they have read and understood all of our policies and procedures as well as the staff handbook.

New staff will be given a detailed explanation of the functional aspects of their role, including details of where to find more information, points of contact and who they can turn to with questions. They will also be allocated with a line manager who is responsible for identifying training needs, including child protection, and also ensuring that the new member of staff understands our code of conduct and behaviour, standard practices and routines in the setting.

The new employee will be expected to complete their entry in the staff portfolio, including training certificates and a general profile.

New staff will be subject to continuous evaluation during their probation period at the end of which there will be a formal review by a member of the management team.

INFORMATION TECHNOLOGY POLICY

Our goal is to help children positively embrace technology and use it as a valuable learning tool and means of exploring the world beyond their doorstep. This means that as adults we need to be completely comfortable and confident in the way we use technology and the internet ourselves, so that we can share our understanding and promote responsible use.

We provide our staff with Internet access and a range of tools and technologies which can help them be more effective and provide better learning experiences for children.
Our systems are managed and maintained internally.

In using our systems, the following are some simple rules that staff are expected to follow at all times:

- ensuring that systems are logged out or locked when unattended
- ensuring that all electronic devices are, where technically possible, password or PIN code protected
- avoiding the download of software, apps or other material without authorisation from a director
- record keeping in line with the Data Protection Act 1988
- not using personal electronic devices for professional purposes
- not using professional electronic devices for anything other than appropriate professional use
- not removing any electronic devices used for professional purposes from the premises unless as part of a planned excursion or outing
- ensuring that any electronic devices used for professional purposes are stored securely overnight

Any online safety concerns fall within the scope of 'safeguarding' and should be reported to our designated safeguarding person(s) immediately and without delay:

Michelle Payne, Manager
michelle.p@oneTN17.co.uk
01580 445 455

Robyn Hassall, Director
robyn@oneTN17.co.uk
01580 445 455

Emails

We provide staff with email accounts solely for professional use. Under no circumstances should ONE email be used for personal communications.

Staff are not authorised to check personal email accounts, such as Google or any other webmail using the web browser on any electronic device provided by us for professional use.

All incoming emails, regardless of the address they are sent to, are also automatically copied to and collected in our 'safe check' account - which will be accessible to managers and directors at any time. This account is checked on a regular basis to ensure that email use is consistent with our policies.

All outgoing emails must be cc'd to the email address: safe.check@oneTN17.co.uk

Staff will limit outgoing emails to the registered contact emails for parents and carers and any outside agencies such as health visitors, previous nurseries, speech and language therapists of children who currently attend ONE and other staff using their @oneTN17.co.uk addresses. No other email recipients are permitted apart from for managers and directors who may be in contact with a wider range of people in line with their professional responsibilities.

If staff are unsure of spelling or grammar then they should ask a colleague to check through the email before sending.

Email should primarily be used for:

- informing parents that there are events recorded on Tapestry that they may wish to look at
- requesting additional nappies, sun cream, etc
- arranging a date and time for appraisals

Email should not be used by staff for:

- daily updates on a child's progress (unless the child is in the induction period and the parent has requested updates during the day)
- conducting appraisals
- changing hours
- invoice queries (except for management staff)

If staff are unsure whether it is appropriate to use email in any given situation, or whether they may breach this policy then they should check with the most senior member of duty staff, and where this is not immediately possible, in the interim make telephone contact with the parent/carer.

Staff are not permitted to use email to send images or videos to parents. All such media files must be sent via the Tapestry system.

Slack – internal team messaging

We use the Slack team messaging platform to share information amongst the ONE team and to ensure that we all have access to up-to-the-minute information about what happens and will be happening in the setting each day. Access to our Slack team is restricted to ONE employees and providing any form of access or sharing the information contained on Slack will be regarded as gross misconduct and subject to the relevant disciplinary proceedings.

Our website

Our website can be found at www.oneTN17.co.uk

We maintain our own website and will endeavour to keep the site up-to-date at all times, including displaying our policies and procedures.

Any images which show children will only be used if we have parents' consent. Any images of staff will also only be used where we have that individual's consent.

The site features a selection of links to promote e-safety for both children and adults.

Internet access for children

We will only provide children with access to the internet under the strict supervision of an adult. Where the device being used to access the internet has a child safe mode this will be deployed before children are allowed access to the internet.

Social networking

We ask all staff not to 'friend' or 'follow' parents or those directly involved in the care of a child attending our setting unless they knew that person privately before the child joined us.

Personal blogs and social media

In line with our confidentiality policy, under no circumstances will staff identify or allude to any child, member of a child's family, carers or extended network on any social networking platform or other online medium.

Posts to any ONE social networking sites or pages, used for general information and promotion, will be approved by Michelle Payne in her roles as designated safeguarding person, or by a director of the business.

Pages intended to promote or distribute information about ONE will not be used to express personal opinions or forward transmit, display, publish or forward any material that is likely to harass, cause offence, inconvenience or needless anxiety to any other person or otherwise bring the setting in to disrepute, or breach copyright.

Any images or other material posted to our own social networking sites or pages will follow these basic rules:

- for images, parental permission will have been obtained in advance of posting
- children may be identified by first name only

Robyn Hassall and Michelle Payne are the only persons to have the password for the nursery Facebook account and hold the full admin rights to the page.

Any breach of this policy will be treated as gross misconduct and/or a safeguarding issue and dealt with according to the relevant policies.

Cyber bullying

We take cyber bullying as seriously as we would any other form of harassment, including physical intimidation. We have clear policies about how harassment will be dealt with, including how this relates to our disciplinary procedures. In any case where we suspect that an instance of cyber bullying may constitute a criminal offence we will refer the matter to the police.

Use of personal electronic devices

We provide our staff with adequate technology so that the use of personal electronic devices should never be necessary.

When staff bring their personal mobile telephones to work, they are always kept in the staff room, office or downstairs cloakroom and are not permitted on the floor and must be kept in bags in one of the following designated areas: staff room, office, downstairs cloakroom). Personal calls during working hours are not permitted unless through the general nursery landline telephone and should be limited to emergencies only.

Under no circumstances will a member of staff use a personal electronic device to take pictures or record video or sound of any child.

Any breach of these rules may constitute gross misconduct which could result in termination of employment following our disciplinary procedures.

Use of images

Before we use any images of a child we will always seek permission from their parents or carers, unless permission has already been given in the relevant section of our application form.

Some examples of appropriate situations where we may use images of children include:

- Images on display boards
- Images or video displayed on our website
- Images or video on our Facebook page
- Images used in our newsletters
- Images used in printed promotional material

We offer parents the opportunity to give or withhold their consent for images of their children to be used for one or more of the purposes listed above and those preferences can be updated at any time. If we are uncertain whether a particular use falls within the general consent, we will always seek further consent before publishing any material.

Images which are taken on tablets for use on Tapestry will be deleted from the device once they have been uploaded to the Tapestry system. Parents are required to agree to our terms and conditions for their own use of Tapestry in order to prevent the distribution of images which may contain references to other children.

Where a parent refuses consent for their child to be included in other children's Tapestry images, the same will apply in reverse.

Any images which are used for marketing purposes, on our website or social media accounts will not be labelled with a child's full name, but usually with first name only.

If you have any concerns about the use and distribution of images you should contact Kent County Council's e-Safety Officer on 01622 221 469 or the **Children's Safeguards Team on 01622 696366**.

Tapestry

At ONE we use an online learning journal called Tapestry to record and store all observations and assessments relating to each child. This is a safe and secure system 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 holistic view of the child and strengthen the parent partnership.

Safety and security

Staff use tablets to take the photographs for observations which are uploaded to the journals. Each staff member has a secure login which is password and pin protected.

Parents logging in to the system can only access their own child's Learning Journey. Parents may input new observations and photo's, and add comments to 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.

Parents without access to the internet may request that we print all the information from Tapestry and collate it into a paper Learning Journey. This will be in the setting for the parent to view at all times and will be available to take home.

When children move to another setting or to school we will transfer the Tapestry account to the new setting if they also use Tapestry. If they do not, we will email a PDF to the 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.

Tablet devices

All ONE staff are issued with a tablet device for professional use.

The tablets and email access are intended to be used as an additional way of communicating with parents and should not replace regular face to face contact, appraisals and other meetings.

Under no circumstances are any tablets to be taken off the premises unless for an organised activity during normal nursery opening hours, which has been authorised by a manager or director.

Tablets will be provided with pre-loaded software and apps relevant to their intended use by management. Staff are not authorised, under any circumstances, to install other software or apps, or to change the settings on the tablet. Any necessary change requests should be made to a manager or director.

Tablets must be left in the office at the end of each shift in the locked filing cabinet.

Tablets must not be used in the staff room, bathrooms, toilets or sleep rooms.

Tablet surfaces should be cleaned with a small amount of the appropriate anti-bacterial cleaner, taking care not to get the tablet wet to the point it might damage the device.

Inappropriate use of any tablet device will be subject to the relevant disciplinary procedures and deliberate contravention of our rules and procedures will be considered as gross misconduct.

Any unintentional contravention of the rules and procedures outlined above will be considered as serious misconduct, on the basis that staff are required to understand the nurseries policies and procedures, in particular where they relate to safeguarding and confidentiality.

KEY PERSON / KEY CHILD POLICY

When a child starts at our setting they will be allocated a temporary key person who is the member of staff with lead responsibility for that child. Over the course of the first three weeks, once we have had time to understand more about the child we will assign a permanent key person who is best suited to that child's needs or with whom they have developed a bond.

The role of the Key person is to be responsible for:

- maintaining records of their key children including application, permission and medicine forms
- planning of activities for their key children based on each child's development and needs
- ensuring that the children allocated to them have their needs met
- communicating their key children's needs to other staff
- communicating with the child's parents or carers about any issues regarding the child's needs.
- maintaining a records and collections of the child's developmental records, art work, achievements, any photographs and reports on the child's progress during their time in the setting.
- meeting with parents and carers at regular intervals to review the development and service being provided to their child.
- providing the main link between the setting team and the parents and carers
- staying with a new key child whenever possible for the duration of their settling period and first full week at the setting
- acting as a positive role model for all children

LATE COLLECTION OF CHILDREN

At the end of a busy day, children are always looking forward to going home with their parents and carers. We plan our staffing according to the hours of childcare which parents book in advance. When the unexpected happens, of course we aim to be as flexible as possible and accommodate changes where possible, however this is not guaranteed. In fairness to our staff (and children!), we need to ensure that the expected pre-arranged pick up time is actually the time that each child will be collected.

As is common practice, we charge a 'late fee' where parents fail to collect their child at the pre-arranged time, unless we have been given prior notice at morning drop off and this has been confirmed by the most senior member of duty staff.

Late fees are:

- incurred when parents are 10 minutes late or more
- charged at £45 per hour pro rata for every minute after the pre-arranged collection time

In any case, if you are going to be late, please do let us know by telephone or email as soon as possible so that we can reassure your child and ensure that they know when to expect you.

If you do not collect your child by the pre-arranged time and have not contacted us then a member of the duty staff will try to call you using the contact details which we hold on file.

If we are unable to contact you and your child has not been collected by the scheduled closing time for the setting – usually 6.30pm – then we are required to contact Social Services and take instruction from them.

Two members of DBS cleared staff are to remain with the child until they are collected either by the parent or carer, or by one of the bodies mentioned below. Before releasing a child in to the care of Social Services, the Local Authority or the police the collector's identity must be verified by making contacting their employing organisation as well as checking photo ID documents.

The relevant contacts are:

KCC County Duty Team at the Central Referral Unit

03000 41 91 91

KCC - Local Authority Designated Officer (for Safeguarding Children)

03000 410 888

kentchildrenslado@kent.gov.uk

If you arrive early to drop off your child then please ensure that you stay with your child until the pre-arranged drop off time. In the mornings we may have limited staff all of whom have responsibilities in terms of opening the setting and ensuring that the relevant checks have been completed and may therefore not be available to deal with additional children. If you leave before the pre-arranged drop off time then 'late fees' will also apply, starting from the moment when you leave the building. Should you need to drop off early then please let us know by email or telephone the evening before.

Updated January 2017 / Review January 2018

MISSING CHILD PROCEDURE

If you see a child being snatched / abducted

Anyone who witnesses a child being snatched / abducted should call 999 immediately and calmly report what they have seen. Once the call is finished, the same information should be passed on to the most senior member of duty staff at ONE who will then take further action

A child goes missing from our premises (including the gardens)

Anyone with a concern should inform the most senior member of duty staff who will arrange for:

- all the children to be gathered in the classroom to be checked against the register
- a member of staff to conduct a methodical search of the inside of the premises, followed by the gardens or vice versa if the child was last seen outside
- a member of staff to conduct a scan of the area immediately surrounding the premises (on the street, car park and playing field)

A child goes missing whilst on an outing

- all the children to be gathered around one member of staff and checked against the outing register

- if a child is unaccounted for the one member of staff to conduct methodical a search of the surrounding area, with particular focus on any hazards

Next steps

If the child is not found within 15 minutes, they should be considered missing and the most senior member of duty staff (on the outing) must call 999 to report the incident. They should then collect any pictures or files relating to the missing child and prepare to hand these over to the police.

The following people must be informed:

Khaled Hussain-Dupré
Director

Robyn Hassall
Director

Parents and carers of the child concerned
(to be contacted by Robyn)

Ofsted
(to be contacted by Robyn)

If 999 is called whilst on an outing, the incident should then be reported to a member of staff back at the setting. Once 999 has been called, staff should focus on the welfare of the remaining children and use their judgement as to whether they can be safely returned to the setting. Where possible a member of staff should remain at the last location where the missing child was seen in case they return.

As soon as the police arrive at the setting, they will take over the investigation. Staff should not make arrangements for any children to be collected early or to inform other parents until directed by the police.

The police should be given access to the kitchen side of the building, including all rooms on the ground and upper floor and should use the front door on this side of the building. Children should be kept in the main entrance / boot room side of the building, where necessary using the upstairs mat room to keep children entertained.

Updated January 2017 / Review January 2018

OFSTED REGISTRATION AND INSPECTION

We are registered with Ofsted under registration number EY536001 and endeavour to meet, and where possible exceed, the requirements laid down by the revised Early Years Foundation Stage statutory framework (2014) and any annexes produced by Ofsted or the Department of Education.

We will cooperate with Ofsted inspectors, and abide by any conditions set as a requirement of registration. We will ensure that all staff recruited have the necessary required clearances, and comply with any requirements, recommendations or actions resulting from Ofsted Inspections.

Updated January 2017 / Review January 2018

OUTDOOR PLAY POLICY

Whatever the weather, children are offered the option to dress in the appropriate clothing and spend time playing and exploring outside. Whenever children decide that they want to spend time outside, a member of staff will ensure that they are outside to supervise and ensure that there are both learning and play opportunities.

Updated January 2017 / Review January 2018

OUTINGS POLICY AND PROCEDURE

Most of our outings away from our premises to the surrounding areas are covered by permissions granted by parents and carers on our application form. Outings beyond a two mile radius of the premises will require additional permission from parents and carers.

Ratios of staff to children are always factored down to the youngest age group on the outing and there must always be at least two members of staff, one of whom holds a relevant Level 3 childcare qualification and at least one of who holds a paediatric first aid qualification.

High visibility jackets are to be worn by all children and staff at any point where they are near a public or private road and at all times children must be supervised with at least one adult at the head of the party and one bringing up the rear.

One member of staff must assume responsibility for the outing and ensure that they have with them adequate supplies, toileting equipment, the first aid kit, two (company) mobile telephones, emergency contact details for each child and staff member, sufficient food and water. Children should be encouraged to carry their own bags, including suitable changes of clothes where relevant.

Updated January 2017 / Review January 2018

PERSONAL CARE PLAN PROCEDURES

We have various routines to support effective personal hygiene practices, including nappy changing and bathroom procedures encouraging independence as soon as possible.

Independent hand washing, using liquid soap, before and after snacks, meals and messy activities, should start as soon as a child is able. Children who are not yet independent should be supported by staff in washing and drying their hands.

Bathrooms should be checked routinely (at least once every hour, but usually every time staff pass through toilet and bathroom areas) to make sure that the required equipment is available, and that the toilet area is free of spills, un-flushed toilets etc.

Nappy changing

Parents and carers are responsible for supplying all nappies and nappy creams and where a child suffers from any skin conditions or allergies we may ask them to provide wipes. Nappy creams will only be applied with the consent of the parent or carer as indicated on the 'Application of Medicine' which is valid for the duration of the child's time at ONE.

Nappies will only be changed by a member of ONE staff who is an employee and who has been DBS checked.

Nappies are changed two hours after a child arrives at the setting and three-hourly thereafter unless they have soiled themselves. All changes are documented digitally. Staff will use their professional judgement in deciding when to apply nappy cream.

Staff will always wear disposable gloves and aprons when undertaking any nappy changes. Hands should still be washed after a nappy change and children should also be encouraged to wash their hands, even if not dirty, to encourage good hygiene.

Mats are sprayed with sanitiser and wiped down with disposable towels between every use. All wipes and dirty nappies are placed in a specific nappy bin (yellow bin liners) and disposed of as clinical waste.

At the end of each day staff should check that there are sufficient nappies, cleaning products, etc for the following day and that nappy disposal bins are emptied.

Potties

Potties must be emptied immediately after use. They must then be rinsed, sprayed with anti-bacterial spray, and dried after each use.

Sleep time

Room temperatures are recorded each morning and appropriate measures taken to bring the sleep rooms to the correct temperature. Staff use visual aids to ensure that children sleep in the same cot or on the same mat each time, with the same bedding. Cots and mats used by different children will be cleaned and sanitised between uses.

Bedding is laundered bi-weekly unless otherwise necessary.

Children should remove trousers and jumpers and all hair ties, clips and shoes.

Babies are placed in the cot at a feet to foot position.

A member of staff will remain in the mat room until the last child is asleep.

Children in both the cot room and mat room are checked on every 15 minutes and this is logged digitally. There is also a baby monitor for the cot room and the door to the mat room should be left ajar.

Preparation of babies bottles

Parents and carers must supply their own bottles (or beakers) and accept responsibility for supplying these to us already sterilised.

We encourage parents and carers to bring in breast milk, either frozen or chilled, marked with the date that it was expressed and will store this in the upstairs fridge for up to 24 hours providing that the temperature of the fridge remains between 2 and 4°C if chilled or up to two weeks in an ice compartment if frozen. We are not able to accept pre-mixed formula, unless it is in sealed individual portions from the manufacturer.

Parents and carers must supply their choice of formula powder which will be stored at the nursery. Instructions as to the amount of feed and volume of boiled water should be documented in the child's communications book. Once a bottle has been prepared with formula and water will allow its use for up to two hours and when not in use, it will be kept refrigerated.

Once a child has finished feeding from a bottle, we do not dispose of any leftover milk so that parents and carers are aware of the volume of milk that their child has consumed throughout the day.

Staff preparing bottles will always wash their hands with antibacterial soap and ensure that any preparation surfaces are sanitised. The bottle top and teat are unscrewed with lid intact and placed lid side up on the counter. Freshly boiled water is added to the bottle, followed by the required number of level scoops of formula. The lid is then replaced and the the whole bottle shaken before being placed in a jug of cold water to cool down. Before being given to a child the temperature is test with drops of milk to the staff member's wrist, without any contact with the teet.

We stress that this is a clean and hygienic procedure but unlikely to be sterile.

Updated January 2017 / Review January 2018

PICK UP AND DROP OFF POLICY

Parents and carers are encouraged to fully settle their child before leaving them and take the time to pass on any information about their child which staff may find helpful, including any variation to the normal person who will be collecting the child.

Staff are required to record the exact arrival and departure time of each child at the setting and will maintain a paper version of the register in case of an emergency evacuation.

If the person scheduled to pick up a child is not known to at least two of the staff present at pick up time then we will ask parents and carers to put a password in place to ensure that children do not leave with any other person.

Under no circumstances will a child be allowed to leave our care with a person who does not have the correct password. This includes anyone listed as an emergency contact if we are not made aware that they are scheduled to collect the child.

If staff feel that a child's safety may be compromised due to the person collecting them not being in a fit state (eg, intoxicated) then the most senior member of duty staff may refuse to release the child to that person and will help to make alternative arrangements for collection.

Updated January 2017 / Review January 2018

RECRUITMENT POLICY AND PROCEDURE

All applicants will receive a job description and person specification for the role applied for and be made aware that the advertised role is subject to completing satisfactory DBS checks.

Applicants will be screened on the basis of information provided with on an application form or CV, which will be scrutinised by the manager plus at least one of the directors before deciding whether to invite the candidate for interview.

All applicants who are invited to an interview will be required to bring the following evidence of identity, address and qualifications:

- current driving licence or passport or full birth certificate; and
- two utility bills or statements (from different sources) showing their name and home address; and
- documentation confirming their national insurance number (P45, P60 or national insurance card); and
- documents confirming any educational and professional qualifications referred to in their application form.
- Full personal information, including any former names by which the person has been known in the past

A full history of employment, both paid and voluntary, since leaving school, including any periods of further education or training. This should include:

- Start and end dates,
- Explanations for leaving, and
- Reasons for any gaps in employment
- Details of any relevant academic and/or vocational qualifications
- A declaration that the person has no convictions, cautions, or bind-overs, including those regarded as spent. This should also include referral to or inclusion on the DBS Children's or Adult's Barred List or regulatory body restricting or preventing them from working with children or vulnerable adults. Where an applicant claims to have changed his/her name by deed poll or any other mechanism (e.g. marriage, adoption) he/she will be required to provide documentary evidence of the change.

After first interviews, candidates will be shortlisted and invited to come back for a second interview where they may be asked to spend time – under supervision – with children.

Any offer of employment made to candidates is subject to our standard employment contract and contingent on:

- receipt of documents for preventing illegal work in the uk (see guide for employers on preventing illegal working in the uk may 2012) which will be checked and photocopied
- the receipt of two written references (one of which should be from the applicant's most recent employer) which the nursery considers satisfactory
- the receipt of a satisfactory enhanced disclosure from the Disclosure and Barring Service

- a completed health declaration from health declaration booklet (where this is a role requirement for Ofsted)

References

If the current/most recent employment does/did not involve work with children, then the second referee should be from the employer with whom the applicant most recently worked with children. Neither referee should be a relative. All referees will be asked whether they believe the applicant is suitable for the job for which they have applied and whether they have any reason to believe that the applicant is unsuitable to work with children. All referees will be sent a copy of the job description and a person specification for the role which the applicant has applied for.

If the referee is a current or previous employer, they will also be asked to confirm the following;

- the applicant's dates of employment, job title/duties, reason for leaving, performance, sickness and disciplinary record
- whether the applicant has ever been the subject of disciplinary procedures involving issues related to the safety and welfare of children
- whether any allegations or concerns have been raised about the applicant that relates to the safety and welfare of children or young people or behaviour towards children or young people

The nursery will only accept references obtained directly from the referee. It will not rely on references or testimonials provided by the applicant or an open reference or testimonials. The nursery will compare all references with any information given on the application form. Any discrepancies or inconsistencies in the information will be taken up with the applicant before any appointment is confirmed.

Disclosure and Barring Service

All employment offers are subject to satisfactory Enhanced Disclosure and Barring certificates from the Disclosure and Barring Service (DBS) in respect of all prospective staff, volunteers and students. Enhanced Disclosure will contain details of all convictions on record including current and spent convictions (including those which are defined as "spent" under the rehabilitation of offenders Act 1974) together with details of any cautions, reprimands or warning held on the Police National Computer. It may also contain non-conviction information from local police records which a chief police officer thinks may be relevant in connection with the matter in question

If the individual is applying for a position working with children, it will also reveal whether he/she is barred from working with children by virtue of his/her inclusion on the lists of those considered unsuitable to work with children maintained by the DFES and the department of health.

Access to information obtained under DBS checks and references will be limited to management staff and kept on file for no longer than necessary.

Updated January 2017 / Review January 2018

SUPERVISION POLICY AND PROCEDURE

All staff, including management as well as volunteers and students will be subject to regular planned uninterrupted supervision sessions every six weeks or sooner, providing a structured basis for evaluating their continuing suitability to work with children. Supervision provides an opportunity to monitor the

progress of professional practice and to support staff to improve the quality of their work, thus improving outcomes for children as well as achieving agreed objectives. Supervision also provides an opportunity to discuss sensitive issues including the safeguarding of children and any concerns raised about an individual or colleague's practice.

All supervision sessions will be documented in a standardised format and any concerns will be reported to the Designated Safeguarding Lead (or LADO where the concern relates to the DSL or directors).

Supervision will be conducted by a member of staff holding no less than a relevant Level 3 qualification, or who is a director of the business. Anyone conducting supervision sessions will be subject to supervision by a member of the management team to ensure that everyone is subject to the same scrutiny.

Supervision sessions are conducted with reference to the Early Years Supervision booklet.

Updated January 2017 / Review January 2018

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age; or have a disability which prevents or hinders them from making use of typical educational facilities or would so do if special educational provision was not made for them.

Aims and Objectives:

Our aim is to be fully inclusive to all children and to support any child with SEND, along with their parents and carers, working in partnership with those parents and carers plus other agencies to best support the child's individual needs.

We aim to have staff who are able to identify SEND through their day to day professional practice and where necessary inform the Special Educational Needs Co-ordinator (SENDCO) in order that we can document any needs and take positive action, through a range of SEND strategies, as quickly as possible.

In line with our equal opportunities policy and children with SEND will be fully supported to maximise their enjoyment and engagement at ONE, whether by their key person and/or the SENDCO, and where this varies from our usual curriculum we will use what is known as a 'graduated approach,' including four actions:

- Assessing the child's needs and identifying a need for SEND support, including collecting information to gain a more rounded picture of the child's needs. This may include consulting with outside professionals from health, social services or the education service may already be involved with the child. It is important that we build on existing knowledge of the child, rather than just starting from scratch.
- Notifying and consulting with parents and then putting a SEND support plan in place
- Put the plan in place and support the child on a daily basis including 1-on-1 support where appropriate
- Review the plan and its effectiveness by pre-determined points in time.

Parents should highlight any pre-identified SEND upon admission and arrange to meet with the child's key person as the first step in an ongoing dialogue where we aim to fully involve parents and carers in every aspect of their child's learning and development.

All information collected will be maintained as part of the child's individual record that will also include previous observations on the child made as part of the regular assessment and recording systems within ONE.

We designate at least one member of staff to be the Special Educational Needs Co-ordinator (SENDCO) within our setting. This role includes:

- ensuring liaison with parents and other professionals in respect of children with SEND
- advising and supporting other practitioners in the setting
- ensuring that appropriate Individual Education Plans / Targeted Support Plan are in place
- ensuring that relevant background information about individual children with SEND are collected, recorded and updated.

Our SENDCOs are:

Robyn Hassall
Director
robyn@oneTN17.co.uk
01580 445 455

Laura Crossley
Practitioner
laura.c@oneTN17.co.uk
01580 445 455

Updated January 2017 / Review January 2018

SICKNESS POLICY

We work on the following principles in terms of sickness relating to any child our member of staff:

- Children who are unwell should be in the comfort of their home, even if they are not infectious. The child's key person or the most senior member of duty staff will use their professional judgement to decide whether the child should be collected, either by the parents or carers or emergency contacts. We ask that everyone respects this decision, which is not taken lightly.
- Children who are contagious should definitely NOT attend the setting and staff will use their best judgement to inform parents about particularly virulent sicknesses
- Children and staff with diarrhoea should not attend the setting for 24 hours from the last symptoms, unless the diarrhoea is known to be due to a non-infectious cause (e.g. ulcerative colitis)
- Children and staff who have vomited either in or out of the setting, should not attend the setting until 48 hours after the last episode of vomiting

Children who are no longer contagious and generally improving, but who may have been prescribed medication (or have been given Calpol or ibuprofen) may return to the setting providing an 'Administration of Medicine' form is completed and on the proviso that we may ask parents or carers and emergency contacts to collect the child at any point if symptoms return and the most senior member of duty staff feels it appropriate.

Please also see of 'Administration of Medicine' policy.

As per our standard terms and conditions sessions where a child is absent due to sickness are still chargeable at the normal rate and no refunds will be issued.

Common Communicable Diseases

Chickenpox

It is highly infectious for one or two days before the rash appears and for not more than five days after the appearance of the first spots. incubation period is 14 to 21 days. *Staff or children with chickenpox or shingles must stay away from the nursery for at least five days from the onset of the rash.*

Conjunctivitis

This is an infection of the outer structures of the eye and the inside of the eyelid and *infection can be spread by direct contact. Affected children should stay away from the setting until they are fully recovered.*

German Measles (Rubella)

The incubation period is 14 to 23 days, the child is infectious for one week before the rash appears until one week after its onset. *Children or staff with rubella should stay away from the setting for five days from when the rash first appeared.*

Hand, Foot and Mouth Disease

This is a mild disease and is most infectious before the blisters appear, and therefore is not necessary for children to stay away from the setting.

Measles

Measles is an acute and highly infectious condition which can be a serious. Symptoms are usually present for about four days before the rash appears and during this period the child is very infectious and therefore the child should stay away from the setting during this time.

Scarlet Fever

Scarlet Fever is usually a mild disease, starting with fever a sore throat, followed by a rash. Treatment is via antibiotics and *an infected child should stay away from the setting for 24 hours from the start of antibiotics.*

Impetigo

A skin infection usually affecting the face, particularly around the nose and mouth. The incubation period is usually 4 to ten days and a child should stay away from the setting until the scabs are completely crusted and healed.

Whooping Cough

The disease is most infectious in the early weeks before the typical 'whoop' develops and children should therefore stay away from the setting until five days after the start of antibiotic treatment.

Updated January 2017 / Review January 2018

STAFFING LEVELS (RATIOS)

In accordance with statutory requirements, the setting is staffed according to the following adult to child ratios as a minimum. In many cases we will be staffed over and above these levels.

- for 0 to 24 months, 1 adult per 3 children
- for 24 to 36 months, 1 adult per 4 children
- for 36 months plus, 1 adult per 8 children
- for 36 months plus, 1 qualified teacher per 13 children
- a minimum of 2 staff on duty
- each age group will be staffed by one person with at least a Level 3 childcare qualification, with 50% of any additional staff holding a Level 2 qualification or above. Where only two staff are assigned to an age group, one will hold a Level 3 qualification and the additional staff member may be unqualified.
- at any given moment there will be a member of staff on site who is trained in paediatric first aid and safeguarding
- at least 50% of duty staff will hold a relevant childcare qualification at Level 2 or above

Updated January 2017 / Review January 2018

SUNCREAM POLICY

We encourage children to play outside as much as they like and in warm weather we have an obligation to protect children from the sun. We will provide SPF50 hypoallergenic suncream to be applied to your child, permission for which is granted through the relevant section of our application form. Suncream will be applied between the hours of 10.30am and 3.30pm and using the professional judgement of each member of staff responsible for children in the gardens or on outings. Should your child have a specific sensitivity or allergies we ask that you provide your own suncream and details for its application on an 'Administration of Medicine Form' which will be valid for the duration of your child's time at ONE.

Where parents and carers opt for their child not to have any suncream applied this must be confirmed in writing to the manager, acknowledging the associated risks.

Updated January 2017 / Review January 2018

TRAINING AND DEVELOPMENT POLICY

Access to training opportunities will be allocated to all staff on a fair and equitable basis based upon what is required for an individual to undertake their current job as well as the entire setting to meet statutory requirements. It is the management team's responsibility to be aware of the training needs of individuals within the team and part of the supervision and appraisal system.

Wherever possible we try to implement certified training in-house through our qualified teachers to allow them to develop their own skills and expertise as well as being able to offer ongoing training in each subject area.

On returning to the nursery after training, staff are required to fill out an implementation plan detailing how practices in the setting are impacted by what they have learned and where possible changes need to be discussed with the team.

Core certified training provided includes:

- Safeguarding children
- Paediatric first aid
- Basic food hygiene (L1)

Updated January 2017 / Review January 2018

VISITOR POLICY AND PROCEDURE

We have 'Visitor Record' sheets which must be completed and signed by all adults visiting our premises during our opening hours or at any time when there are children on the premises.

Nursery staff who are scheduled on the rota and parents or carers dropping off and picking up children do not need to complete a sheet.

The member of staff who first meets a visitor at the front door is responsible for ensuring that the form is completed and signed by the visitor in pen and that they have read and understood our policies, particularly with regard to mobile phones in the setting. The member of staff is also responsible for checking identification and recording the type and document number on the sheet, followed by their own initials. They must then ensure that the visitor is handed over to the person with whom they are due to meet.

Under no circumstances will visitors be left alone with children.

If staff have concerns about the true identity of a visitor, perhaps because their visit is unscheduled, then extra steps should be taken to verify their identity, including calling the visitor's organisation (eg, Ofsted, KCC).

Parent visitor policy

Parents whose children attend our setting are welcome to visit at any time and do not require an appointment unless they wish to speak to a particular member of staff. We do however request that parents avoid any disruption to our routine as this can unsettle the children. Parents are encouraged to interact with other children at the setting as part of our community, although for health and safety reasons they should not pick up or carry any other child.

Updated January 2017 / Review January 2018

VOLUNTEERS AND STUDENTS AT ONE

We accept volunteers and students at ONE both in order to promote diversity and engagement with the local community, but also to promote what can be an extremely rewarding career path. However, avoiding disruption to the children is our paramount concern. Non-staff helpers are expected to follow the same policies and procedures of employed staff, including familiarising themselves with our policies and procedures, routines, code of conduct and behaviour, etc. They are also required to undergo a safeguarding and child protection briefing by the DSL.

All volunteers and students are DBS checked unless they are visiting the setting for no more than two weeks or are under the age of 16.

All non-employed helpers must sign in and out of the building on a 'Visitor Record' on each visit and will not be counted in the child:staff ratios and will be supervised by a qualified member of staff at all times.

Non-employed helpers must not:

- Carry a child up or down the stairs
- Accompany a crawling or walking child.
- Administer medicine
- Change nappies
- Assist children with toileting
- Administer first aid
- Take children outside the nursery
- Answer the telephone
- Answer the front door
- Accept deliveries

Staff should ensure that any non-employed helpers are properly introduced to parents and carers and that the reason for their time at the setting is explained clearly (eg placement, interest in a career in childcare, familial connection to the setting, etc).

Students will be allocated an appropriate qualified member of staff who they will shadow in order to meet the requirements of their course, although we do expect students to take personal responsibility for their own learning outcomes and documenting their experiences.

Updated January 2017 / Review January 2018

SAFEGUARDING POLICY AND OVERVIEW

Safeguarding is the action we take to promote the welfare of children and protect them from harm, including; protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Safeguarding is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

We have a separate detailed Child Protection policy based on the standard format that Kent County Council suggests. This section provides some outline information and an overview of our approach and those within our organisation who have specific responsibilities for child protection and safeguarding.

Key contacts

Michelle Payne

Designated Safeguarding Lead (DSL)

michelle.p@oneTN17.co.uk

01580 445 455

Robyn Hassall

Director / alternative safeguarding lead

robyn@oneTN17.co.uk

01580 445 455

KCC - Local Authority Designated Officer (for Safeguarding Children)

03000 410 888

kentchildrenslado@kent.gov.uk

ETHOS

Maintaining each and every child's welfare is our paramount concern and we will provide an environment in which children feel safe, secure, valued and respected, confident to talk openly and sure of being listened to. Through our staff we will provide a range of appropriate adults who children feel confident to approach if they are in difficulties.

Through our curriculum we will use learning at the setting to provide opportunities for increasing self-awareness, self-esteem assertiveness and decision making, so that young children have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.;

We will also work with parents to ensure that they fully understand our role in safeguarding children and the need for referral to other agencies in some situations.

We will ensure that all staff have regular safeguarding and child protection training and are able to recognise the signs and symptoms of abuse and are aware of the setting's procedures and lines of communication;

We will ensure that we have in place adequate monitoring and secure record keeping systems to for the early identification of children 'in need' including effective liaison with other agencies and professionals and act in line with the KSCB Safeguarding Children Procedures (2014).

Taking positive action

Below are just a few of the things that we do in order to promote best practice in safeguarding:

If a child sustains any kind of injury whilst in our care, a member of staff will complete an accident or incident form which is then handed to the carer who collects the child at the end of the day. The parent or carer needs to sign the form to confirm that they have been made aware of the accident or incident.

If a child arrives out the setting with an injury sustained elsewhere we will ask the carer for an explanation and record this on an accident/incident form and ask the carer to sign to confirm the information that they have given us.

We will ensure that all staff undertake regular child protection training.

We will ensure that all parents understand our role and responsibilities in child protection, including asking new parents to read and confirm that they have read our policies. All of our policies will also be made available on our website.

We have a clear policy on behaviour management, outlining actions which will or will not be taken by our staff in response to certain types of behaviour.

We will avoid engaging in rough physical play with children.

We will avoid doing things of a personal nature for children that they can do for themselves.

We will take up references, including one from the candidate's last employer, and will always question any gaps in employment history.

We will encourage an open door ethos, to enable staff to talk to senior managers if they have concerns about the conduct of any of their colleagues.

Responsibilities

The welfare and safety of children are the responsibility of all staff in the setting as part of a wider safeguarding system where we are well placed to observe any changes in a child's behaviour or appearance.. All staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a duty of care to take appropriate action, report concerns to the EYDP/DS and work with other services as needed.

EYDP/DSL

In line with our responsibilities under EYFS 2014, we have appointed Michelle Payne as our Early Years Designated Person (EYDP) and Designated Safeguarding Lead (DSL) and have ensured that she has received the appropriate level of training to fulfil this role. In addition Michelle is certified to deliver Level 1 safeguarding and child protection training which she will provide for all new staff, volunteers and students at the setting.

The responsibilities of the EYDP and DSL are:

- liaising with other professionals including social services, police and health colleagues;
- keeping up to date with policy and practice changes from the Kent Safeguarding Children Board (via the Education Safeguarding Team);
- providing ongoing support, advice and guidance to any other person at the setting staff
- co-ordinating child protection, including making referrals and maintaining a confidential recording

- system;
- ensuring that all staff, and any other adults in the setting, including visitors are aware of the setting policies and procedures and their responsibilities in relation to safeguarding children;
- ensuring that all staff, and any other adults in the setting, have received appropriate and up to date child protection training at least every 3 years (as stipulated by the KSCB)
- ensuring that their own training is kept up to date by attending appropriate designated person training every 2 years (as stipulated by the KSCB)
- representing or ensuring that the setting is represented, by an appropriate senior member of staff, at inter-agency meetings in particular Strategy Discussions, Child Protection Conferences and core groups;
- managing and monitoring the setting's part in child in need and child protection plans

We are committed to ensuring that Michelle is given sufficient time, support and resources to properly carry out her duties as EYDP and DSL.

In Michelle's absence, Robyn Hassall will deputise as both EYDP and DSL.

PREVENT

Michelle Payne is the Prevent lead for ONE. All staff are required to complete channel training online as part of their induction.

References

Our Safeguarding Policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance, plus The Early Years Foundation Stage (2014), DfE guidance Keeping Children Safe in Education (2015), Working Together to Safeguard Children (2015), Framework for the Assessment of Children in Need and their Families (2000) and Kent and Medway Online Safeguarding Children Procedures (2014).

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