



## **CHILDREN'S DAY NURSERIES & OUT OF SCHOOL CLUBS**

### **POLICIES & PROCEDURES**

**Version: 2**

**Date:** April 2026

**Applies to:** All Bloom settings operating within Liverpool City Council and Knowsley Metropolitan Borough Council

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## **POLICY 1 – LOCAL AUTHORITY ALIGNMENT STATEMENT**

Bloom Children’s Day Nurseries and Out of School Clubs operate across multiple local authority areas. All policies comply with national statutory requirements, including the EYFS Statutory Framework, and are implemented in line with the relevant local authority procedures applicable to the geographic location of each setting.

Settings located within **Liverpool City Council** follow Liverpool safeguarding, SEND, and public health arrangements.

Settings located within **Knowsley Metropolitan Borough Council** follow Knowsley safeguarding, SEND, and public health arrangements.

Managers and designated leads are responsible for ensuring correct local authority pathways are followed.

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## **POLICY 2 – SAFEGUARDING & CHILD PROTECTION POLICY**

*(Version 2 – April 2026)*

### **1. Purpose**

Bloom Children's Day Nurseries and Out of School Clubs are committed to safeguarding and promoting the welfare of all children in our care. We recognise that safeguarding is everyone's responsibility and that all children have a right to be protected from harm, abuse, and neglect.

This policy applies to all Bloom settings operating within Liverpool City Council and Knowsley Metropolitan Borough Council and is implemented in line with:

- Working Together to Safeguard Children (2023)
- Keeping Children Safe in Education (where applicable)
- The EYFS Statutory Framework
- Local safeguarding partnership procedures relevant to the setting's location

### **2. Policy Statement**

Bloom has a duty of care to:

- Protect children from maltreatment
- Prevent impairment of children's health or development
- Ensure children grow up in circumstances consistent with safe and effective care
- Take timely and appropriate action when concerns arise

Safeguarding procedures are applied according to the local authority in which the setting is located.

### **3. Designated Safeguarding Lead (DSL) Each Bloom setting appoints:**

- A Designated Safeguarding Lead (DSL)
- A Deputy DSL to act in their absence



**DSL responsibilities include:**

- Acting as the first point of contact for safeguarding concerns
- Making referrals to the appropriate safeguarding authority
- Liaising with external agencies (social care, police, health)
- Maintaining accurate, confidential safeguarding records
- Supporting staY dealing with safeguarding concerns
- Ensuring safeguarding training is completed and refreshed
- Ensuring staY understand which local authority procedures apply to their setting

**4. Recruitment & Vetting**

Bloom follows robust safer recruitment practices:

- Enhanced DBS checks for all staY, volunteers, and contractors
  - Identity, qualification, and reference checks
  - Ongoing suitability monitoring via DBS Update Service where applicable
  - Induction includes safeguarding responsibilities and whistleblowing procedures
- No individual may work unsupervised with children until all checks are completed.

**5. Recognising Abuse & Neglect**

StaY are trained to recognise the four main categories of abuse: **a.**

**Physical Abuse – indicators may include:**

- Unexplained bruises, burns, fractures
- Injuries in unusual locations
- Patterned injuries
- Fear of physical contact
- Inconsistent explanations



**b. Emotional Abuse – indicators may include:**

- Low self-esteem
- Withdrawal or extreme behaviour
- Delayed emotional development
- Excessive attachment or anxiety

**c. Sexual Abuse – indicators may include:**

- Sexualised behaviour or language inappropriate to age
- Sudden behaviour changes
- Pain, itching, bleeding in genital areas
- Fear of certain individuals

**d. Neglect – indicators may include:**

- Poor hygiene or clothing
- Persistent hunger
- Untreated medical needs
- Frequent lateness or absence
- Developmental delays

StaY must remain vigilant and understand that indicators may occur in isolation or combination.

**6. Responding to Concerns (What Sta\ Must Do) If a concern arises:**

1. Record observations factually, immediately, and objectively
2. Report the concern to the DSL without delay
3. Do not investigate or promise confidentiality
4. Maintain confidentiality on a need-to-know basis



The DSL will determine next steps and escalation.

## **7. Local Authority Safeguarding Pathways**

### **Liverpool Settings:**

Concerns are referred to:

- Liverpool Careline / Liverpool Safeguarding Children Partnership (LSCP)

### **Knowsley Settings:**

Concerns are referred to:

- Knowsley MASH / Knowsley Safeguarding Children Partnership (KSCP)

The DSL ensures referrals are made to the correct authority based on the setting location.

## **8. Allegations Against Staff**

Any allegation against a staff member must be reported immediately to the DSL and senior leadership.

The DSL will:

- Follow Local Authority Designated Officer (LADO) procedures
- Remove the staff member from duties if required
- Maintain confidentiality and fairness throughout

## **9. Confidentiality & Record Keeping**

- Safeguarding records are stored securely and separately
- Records are factual, dated, and signed
- Information is shared only where necessary to protect a child

Safeguarding overrides data protection where a child is at risk.

## **10. Training & Review**

- Safeguarding training on induction
- Annual refreshers for all staff



## Bloom Policies and procedures V2 April 26

- DSLs receive enhanced training



Policy reviewed annually or following legislative change

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## **POLICY 3 – HEALTH & SAFETY POLICY**

*(Version 2 – April 2026)*

### **1. Purpose**

Bloom Children’s Day Nurseries and Out of School Clubs are committed to providing a safe, secure, and healthy environment for children, staY, parents, and visitors. This policy ensures compliance with statutory health and safety requirements and promotes a proactive safety culture across all Bloom settings.

Bloom manages all health and safety matters by way of the Bloom health and safety management system ( Bloom HSM system). This system is a live document updated periodically and managed by all setting managers.

This policy applies to all settings operating within Liverpool City Council and Knowsley Metropolitan Borough Council.

### **2. Policy Statement**

Bloom recognises its duty of care under the Health and Safety at Work etc. Act 1974 and associated regulations. We take all reasonable steps to:

- Identify hazards
- Assess and manage risks
- Prevent accidents and injuries
- Respond eYectively to emergencies

Health and safety is a shared responsibility.

### **3. Roles & Responsibilities**

#### **The Registered Provider / Senior Leadership Team**

- Ensure statutory compliance
- Allocate resources for health and safety
- Monitor implementation across settings

#### **Setting Manager**



- Day-to-day responsibility for health and safety
- Ensure risk assessments are completed and reviewed
- Report and investigate accidents and incidents
- Ensure staff training is current

#### **Staff**

- Follow health and safety procedures
- Supervise children effectively
- Report hazards immediately
- Model safe behaviour

#### **4. Risk Assessments**

Written risk assessments are in place for:

- Premises
- Rooms and play areas
- Outdoor areas
- Equipment
- Outings and trips( Specifics in policy 17)
- Specific activities Risk assessments:
- Identify hazards
- Assess likelihood and severity
- Outline control measures
- Are reviewed regularly and after incidents

#### **5. Premises & Equipment Safety**

- Daily visual checks of rooms and outdoor areas
- Equipment is age-appropriate, maintained, and removed if unsafe Hazardous substances stored securely in line with COSHH
- Electrical and gas safety checks completed as required



## **6. Fire Safety**

- Fire risk assessments reviewed annually
- Exits clearly marked and unobstructed
- Fire drills conducted at least once per term
- Fire equipment serviced regularly

## **7. First Aid & Accidents**

- At least one qualified first aider on site at all times
- First aid kits fully stocked and accessible
- Accidents and incidents recorded, reported to parents/carers, and reviewed
- Serious incidents reported in line with RIDDOR where applicable

## **8. Hygiene & Cleaning**

- Daily cleaning schedules
- High-touch surfaces cleaned throughout the day
- Children supported with hygiene routines
- Waste disposed safely in line with LA guidance

## **9. Training & Monitoring**

- Training on induction and refreshers
- Monitoring via audits, supervision, inspections

## **10. Policy Review**

Reviewed annually and updated following incidents, legislative change, or guidance updates.

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## **POLICY 4 – SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY**

*(Version 2 – April 2026)*

### **1. Purpose**

Bloom is committed to inclusive practice and early identification of SEND. We work in partnership with parents, carers, and professionals to ensure all children receive the support they need to thrive.

This policy applies across all Bloom settings and is implemented in line with the relevant Local Authority SEND Local OYer.

### **2. SEND Definition**

A child is identified as having SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

### **3. SENCo Role & Responsibilities**

Each setting appoints a Special Educational Needs Coordinator (SENCo). Responsibilities include:

- Identifying emerging SEND
- Coordinating support and interventions
- Liaising with parents and professionals
- Managing referrals and funding applications
- Monitoring progress and reviewing plans
- Ensuring correct Local Authority pathways are followed

### **4. Identification & Observation**

SEND may be identified through:

- Observations
- Developmental assessments
- Progress checks



- Parent concerns

StaY document concerns and share with the SENCo.

### **5. Graduated Response (Assess–Plan–Do–Review)**

1. Assess – identify needs
2. Plan – agree support strategies
3. Do – implement interventions
4. Review – evaluate impact

This cycle is ongoing and collaborative.

### **6. Local Authority SEND Pathways**

#### **Liverpool Settings**

- Liverpool SEND Local OYer
- Early Years Inclusion Funding
- SENISS
- Purple circle
- Consortia
- Educational Psychology
- EHCP requests via Liverpool City Council

#### **Knowsley Settings**

- Knowsley SEND Local OYer
- Knowsley Early Help & SEND Services
- Portage (where appropriate)
- Early Years Inclusion Funding (Knowsley criteria)
- EHCP requests via Knowsley MBC

The SENCo ensures referrals and funding requests go to the correct authority.



## 7. Working with Parents

- Open and honest communication
- Parental consent sought for referrals
- Regular reviews and updates
- Parents involved in planning and review

works with:

- Speech & Language Therapy
- Educational Psychologists
- Health visitors
- Occupational therapy
- Behaviour specialists

## 9. EHCP Support

Where needs are complex or long-term:

- SENCo supports EHCP application
- Evidence gathered collaboratively
- Bloom contributes to reviews and meetings

## 10. Training & Review

- SEND training for all staY
- SENCo CPD maintained
- Policy reviewed annually



## **POLICY 5 – ADMISSIONS POLICY**

*(Version 2 – April 2026)*

### **1. Purpose**

Bloom Children's Day Nurseries and Out of School Clubs are committed to providing fair, transparent, and inclusive access to childcare and education. This policy ensures that admissions are managed consistently, equitably, and in line with statutory requirements.

This policy applies to all Bloom settings operating within Liverpool City Council and Knowsley Metropolitan Borough Council.

### **2. Policy Statement**

Bloom welcomes children and families from all backgrounds. We operate an admissions process that:

- Is non-discriminatory
- Is transparent and clearly communicated
- Prioritises children in line with defined criteria
- Supports inclusion and accessibility

Admissions decisions are made in the best interests of children and families.

### **3. Admission Criteria**

Places are offered subject to availability and may be prioritised as follows:

1. Children with siblings already attending the setting
2. Children with identified Special Educational Needs or Disabilities (SEND)
3. Children living in the local community
4. Government-funded places (2-, 3-, and 4-year-old entitlements) Where

demand exceeds capacity, a waiting list is maintained.



#### **4. Equality of Access**

Bloom operates in line with the Equality Act 2010. No child will be refused a place on the basis of:

- Gender
- Race or ethnicity
- Religion or belief
- Disability
- Family structure
- Socio-economic background

Reasonable adjustments will be made to support access wherever possible.

#### **5. Application & Registration Process** Parents/carers are required to:

- Complete an application form
- Provide required documentation, including:
  - Child's date of birth ○

Medical information and allergies ○

Emergency contact details A registration

meeting is held to:

- Explain policies and procedures
- Confirm sessions and fees
- Discuss individual needs

#### **6. Fees & Funding**

- Fees are clearly communicated in advance

Payment schedules are outlined in the Parent Agreement

- Government funding is applied in line with eligibility criteria
- Families are supported with funding applications where required Fee

increases are communicated with appropriate notice.



## **7. Attendance & Absence Reporting** Parents/carers must:

- Inform the setting as early as possible if a child will be absent
- Provide reasons for absence If a child does not arrive:
- By 10:00am (full day / AM session), or
- By 2:00pm (PM session),

StaY will contact parents/carers to confirm the child's whereabouts.

Extended absences must be agreed in advance.

## **8. Waiting List Management**

- Children are placed on a waiting list if no spaces are available
- Priority is reviewed regularly
- Families are contacted when a place becomes available

## **9. Transition Arrangements**

Bloom supports smooth transitions by:

- Offering settling-in sessions
- Assigning a key person
- Sharing information with parents
- Liaising with schools and other settings where appropriate

## **10. Policy Review**

This policy is reviewed annually or in response to changes in legislation or funding arrangements.



*(Version 2 – April 2026)*

## **1. Purpose**

Bloom is committed to promoting positive behaviour, emotional wellbeing, and social development through consistent, respectful, and supportive approaches.

## **2. Policy Statement** Bloom believes that:

- Behaviour is a form of communication
- Children learn best through positive relationships
- Challenging behaviour should be understood and supported, not punished All behaviour management strategies are age-appropriate and non-punitive.

## **3. Promoting Positive Behaviour** StaY:

- Use positive reinforcement
- Praise effort and cooperation
- Model respectful behaviour
- Use clear, consistent expectations

Visual aids and routines are used to support understanding.

## **4. Managing Challenging Behaviour**

When challenging behaviour occurs, staY will:



1. Remain calm and consistent
2. Ensure the safety of all children
3. Use redirection and clear language
4. Offer choices and support self-regulation

Shouting, humiliation, or physical punishment is never used.

#### **5. Understanding Behaviour** StaY observe

and document:

- Triggers
- Patterns
- Frequency
- Context

This information informs support strategies.

#### **6. Individual Behaviour Support Plans**

Where behaviour is persistent:

- A personalised behaviour plan is developed
- Parents/carers are involved
- The SENCo or external professionals may be consulted
- Plans are reviewed regularly

Physical intervention is:

- Used only to prevent immediate harm
- A last resort
- Recorded and reviewed

StaY are trained in appropriate de-escalation techniques.

#### **8. Partnership with Parents**

Bloom works in partnership with parents by:



- Sharing concerns early
- Agreeing consistent strategies
- Reviewing progress together

**9. Staff Training** Staff receive:

- Behaviour management training
- SEND-related behaviour support guidance
- Regular supervision

**10. Policy Review**

Reviewed annually or following incidents.

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## **POLICY 7 – EQUALITY & DIVERSITY POLICY**

*(Version 2 – April 2026)*

### **1. Purpose**

Bloom Children’s Day Nurseries and Out of School Clubs are committed to providing an inclusive environment where all children, families, and staY are treated with dignity, fairness, and respect.

This policy supports compliance with:

- Equality Act 2010
- EYFS Statutory Framework
- Local Authority inclusion expectations (Liverpool and Knowsley)

### **2. Policy Statement**

Bloom values diversity and actively promotes equality of opportunity. We believe:

- Every child is unique
- Diversity enriches learning
- Discrimination in any form is unacceptable

We are committed to identifying and removing barriers to participation.

### **3. Protected Characteristics**

Bloom recognises the protected characteristics outlined in the Equality Act 2010, including:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity



- Race
- Religion or belief
- Sex
- Sexual orientation

**4. Inclusive Practice in the Setting** StaY promote inclusion by:

- Using inclusive language
- Challenging stereotypes
- Adapting activities to meet individual needs
- Valuing children's home languages and cultures Resources reflect:
- Diverse families
- Disabilities and differing abilities
- Cultures, faiths, and traditions

**5. Supporting Children with Additional Needs**

- Reasonable adjustments are made to support access
- SEND support is coordinated with the SENCo
- External professionals are involved where appropriate
- Inclusion funding is accessed via the relevant Local Authority

**6. Anti-Discriminatory Practice**

Discriminatory behaviour, language, or attitudes are:

- Challenged immediately
- Recorded and reported to management
- Addressed through education and support

Persistent concerns are managed through formal procedures.

**7. Partnership with Families** Bloom works with families to:

- Understand cultural and religious needs



- Respect family structures and beliefs
- Ensure open and respectful communication

Interpreters or translated materials are arranged where required.

#### **8. Staff Responsibilities & Training**

- Receive equality and diversity training
- Reflect on personal practice
- Model inclusive behaviour

Concerns relating to discrimination must be reported to management.

#### **9. Monitoring & Review**

- Practice is monitored through observations and feedback
  - Resources are reviewed regularly
  - Policy reviewed annually
-



## 1. Purpose

Bloom is committed to protecting the confidentiality and privacy of children, families, and staY. This policy outlines how personal data is collected, stored, shared, and protected in line with legal requirements.

## 2. Legal Framework

This policy complies with:

- UK GDPR
- Data Protection Act 2018
- EYFS requirements

## 3. Policy Statement

Bloom recognises that:

- Confidentiality is essential to trust
- Information must be handled responsibly
- Safeguarding overrides confidentiality where a child is at risk

## 4. Information Storage & Security

### Paper Records

- Stored in locked cabinets
- Accessible only to authorised personnel

### Digital Records

- Stored on secure, password-protected systems
- Access restricted to relevant roles
- Regular backups undertaken

shared:

- On a need-to-know basis
- With parental consent where appropriate

### Safeguarding exception:



Information may be shared without consent where:

- A child is at risk of harm
- Required by safeguarding authorities

#### **6. Third-Party Providers**

- Data sharing agreements are in place
- Providers comply with GDPR standards

#### **7. Photography & Social Media**

- Written parental consent is obtained
- Images are used appropriately
- StaY must not use personal devices to photograph children

#### **8. Breaches**

**of Confidentiality** Any breach:

- Is reported immediately to the Data Protection Officer (DPO)
- Is investigated promptly
- Is reported to the ICO where required Breaches may result in disciplinary action.

#### **9. Staff Responsibilities**

Staff:

- Sign confidentiality agreements
- Receive GDPR training
- Maintain discretion in all communications

#### **10. Policy Review**

Reviewed annually or following legislative changes.

### **POLICY 9 – FOOD & NUTRITION POLICY**

*(Version 2 – April 2026)*

#### **1. Purpose**



Bloom Children's Day Nurseries and Out of School Clubs are committed to promoting healthy eating habits and supporting children's growth, development, and wellbeing through the provision of nutritious, balanced meals and snacks.

This policy aligns with:

- EYFS Statutory Framework
- Government nutritional guidance for early years
- Food Standards Agency requirements
- Local Authority expectations (Liverpool and Knowsley)

## **2. Policy Statement**

Bloom recognises the importance of good nutrition in supporting:

- Physical growth
- Cognitive development
- Emotional wellbeing
- Positive lifelong eating habits

Meals and snacks provided are healthy, balanced, and appropriate to children's age and developmental stage.

## **3. Meal Provision & Standards**

- Menus are planned in advance and rotated regularly
- Meals include a balance of: ○ Fruit and vegetables ○ Carbohydrates ○ Protein ○ Dairy or alternatives
- Fresh drinking water is available at all times
- Sugary drinks and high-sugar snacks are avoided Menus are shared with parents and reviewed regularly.

## **4. Dietary Requirements & Allergies** Bloom takes dietary needs seriously.

- Parents must provide written information regarding:



- Allergies ○ Intolerances ○  
Medical dietary needs ○ Cultural or  
religious requirements
- Individual care plans are created where required
- Allergy information is clearly displayed for staY
- Cross-contamination procedures are strictly followed

StaY are trained to recognise and respond to allergic reactions.

### **5. Food Preparation & Safety**

- Food prepared in line with food hygiene regulations
- StaY involved in food preparation:
  - Hold appropriate food hygiene certificates ○ Follow handwashing and PPE procedures
- Food stored correctly and temperature controlled
- Expired or unsafe food disposed of immediately

### **6. Promoting Healthy Eating**

Bloom encourages positive attitudes to food by:

- Using mealtimes as social learning opportunities
- Encouraging children to try new foods (never forcing)
- StaY acting as positive role models

Food-related learning activities may include cooking, gardening, and discussions about healthy choices.

### **7. Celebrations & Special Events**

- Celebrations focus on healthy or non-food-based activities
- Any food brought from home must align with allergy guidance



## **8. Communication with Families**

- Menus shared in advance
- Feedback welcomed
- Parents consulted when dietary needs change

## **9. Monitoring & Review**

- Food provision reviewed regularly
  - Feedback from children, parents, and staY considered
  - Policy reviewed annually
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## **POLICY 10 – ILLNESS & INFECTION CONTROL POLICY**

*(Version 2 – April 2026)*

### **1. Purpose**

Bloom is committed to minimising the spread of illness and infection by maintaining high standards of hygiene, clear exclusion procedures, and eYective communication with families.



This policy follows guidance from:

- UK Health Security Agency (UKHSA)
- NHS
- The relevant Local Authority public health team (Liverpool or Knowsley)

## **2. Policy Statement**

Bloom aims to protect the health and wellbeing of children, staY, and families by:

- Preventing the spread of infection
- Responding promptly to illness
- Following national and local public health guidance

## **3. Exclusion Procedures**

Children and staY must not attend the setting if they display symptoms such as:

- Fever
- Diarrhoea
- Vomiting
- Unexplained rash

### **Standard exclusion periods (UKHSA):**

- Vomiting/diarrhoea: 48 hours after last episode
- Chickenpox: Until all spots have crusted
- Hand, Foot & Mouth: Until well enough to attend
- COVID-19: Follow current government guidance

### **4. Managing Illness in the Setting** If a child becomes unwell:

- Parents/carers are contacted immediately
- The child is cared for in a calm, supervised space
- Infection control measures are followed

Medication is administered only with written parental consent.



## **5. Managing Outbreaks**

In the event of an outbreak:

- UKHSA guidance is followed
- Enhanced cleaning is implemented
- Families are informed promptly
- The relevant Local Authority public health team is contacted if required

## **6. Hygiene Practices**

- Regular handwashing routines
- Use of gloves and aprons for personal care
- Toys and equipment cleaned daily
- Bedding and soft furnishings washed regularly

## **7. Nappy Changing & Personal Care**

- PPE worn for all nappy changes
- Changing areas cleaned after each use
- Waste disposed of safely

## **8. Food Hygiene**

- Food prepared following food safety standards
- Allergy management procedures followed
- Cross-contamination prevented

## **9. Training & Awareness**

- StaY trained in infection control
- Updates provided when guidance changes

## **10. Policy Review**

EYective from: September 2025

Applies to: All children aged 6 weeks to 5 years



## **Policy 11 – Sickness**

*(Version 2 – April 2026)*

At Bloom Childcare, we are committed to promoting the health, safety, and wellbeing of all children, families, and staY. We aim to prevent the spread of illness and infections within our nursery and ensure that every child is cared for in a safe, hygienic, and nurturing environment.

We recognise that children will occasionally become unwell and may need to stay at home to recover fully before returning to nursery. This policy outlines our procedures and expectations regarding sickness and attendance.

### **When Children Should Stay at Home**

Children should not attend nursery if they are unwell, contagious, or unable to participate in the normal daily routine. Parents/carers must inform the nursery as soon as possible if their child is sick and unable to attend.

Children must be kept at home if they have any of the following:

- • A temperature of 38°C or higher
- • Vomiting or diarrhea (must remain at home for at least 48 hours after the last episode)
- • Any contagious illness such as chickenpox, measles, impetigo, conjunctivitis, or hand, foot and mouth disease
- • Unexplained rashes until checked by a GP
- • Persistent cough, sore throat, or cold symptoms causing distress or lethargy
- • Any condition requiring antibiotics (children should remain at home for the first 24 hours after starting antibiotics)

### **Calpol / Paracetamol /Ibuprofen and Return to Nursery**

If a child has been given Calpol or any paracetamol-based medication at home for a fever or discomfort, they must not attend nursery for at least 4 hours after the medication has been administered. This is to ensure that the medication has worn oY and that the child is genuinely well enough to participate, rather than the medicine temporarily masking symptoms of illness.

### **The child may only return to nursery if they:**

- • Have been fever-free for at least 24 hours without medication



- Are alert, active, and able to engage in nursery activities
- Do not display any signs of contagious illness

If a child becomes unwell while at nursery and develops a temperature, staY will contact parents/carers immediately. We may administer Calpol only with prior written consent and as a one-oY emergency measure while waiting for collection.

### **Infectious Illnesses**

If a child is diagnosed with a contagious illness, parents/carers must inform the nursery immediately. Bloom Childcare will follow Public Health England (UKHSA) guidance on exclusion periods for infectious diseases.

### **Sta@ Illness**

StaY must follow the same illness and exclusion guidelines to protect the children and their colleagues.

### **Communication and Monitoring**

We understand that mild illnesses are part of early childhood. However, frequent or prolonged absences due to sickness will be monitored, and support will be oYered to families where needed.

The nursery manager reserves the right to refuse entry if a child appears unwell or not fit to attend. This decision is made with the best interests of the child and the wider nursery community in mind.

### **Review**

This policy will be reviewed annually or sooner if required by changes to health guidance or EYFS requirements.

Reviewed: September 2025

Next review due: September 2026

Bloom Childcare | [www.bloomchildcare.fun](http://www.bloomchildcare.fun) | 0151 304 7171



## **POLICY 12 – STAFF RECRUITMENT & DEVELOPMENT POLICY**

*(Version 2 – April 2026)*

### **1. Purpose**

Bloom Children's Day Nurseries and Out of School Clubs are committed to recruiting, developing, and retaining a skilled, motivated workforce capable of delivering highquality care and education.

This policy ensures:



- Safe recruitment practices
- Ongoing professional development
- Consistent performance management

## **2. Policy Statement**

Bloom recognises that staY are central to children's outcomes. We are committed to:

- Safer recruitment and vetting
- Equality of opportunity
- Continuous professional development
- Supporting staY wellbeing, retention, and progression

## **3. Safer Recruitment**

Bloom follows robust safer recruitment procedures, including:

- Clear job descriptions and person specifications
- Structured interviews and, where appropriate, trial sessions
- Verification of identity, qualifications, and references
- Enhanced DBS checks prior to unsupervised work
- Ongoing suitability monitoring

No member of staY may work unsupervised with children until all checks are completed and verified.

## **4. Induction & Onboarding**

All new staY complete a structured induction, which includes:

- Safeguarding and child protection
- Health and safety
- Policies and procedures
- Role expectations and responsibilities

New staY are supported through supervision, mentoring, and regular check-ins during their probationary period.



## **5. Training & Professional Development** Bloom ensures that:

- Mandatory training is completed and refreshed regularly
- StaY are supported to achieve relevant qualifications (e.g. Level 2/3)
- CPD opportunities align with role responsibilities and career progression

Training records are maintained and monitored by management.

## **6. Supervision & Appraisal**

- Regular supervision sessions provide:
  - Professional support
  - Reflective practice
  - Development planning
- Annual appraisals:
  - Review performance
  - Set objectives
  - Identify training and development needs

## **7. Performance Management**

Concerns regarding performance are:

- Addressed promptly
- Managed fairly and consistently
- Supported with guidance, training, or improvement plans

Formal disciplinary procedures are followed where required.

## **8. Sta\ Wellbeing & Retention**

Bloom supports staY wellbeing by:

- Promoting work-life balance
- Encouraging open communication
- Recognising and valuing staY contributions

## **9. Policy Review**



This policy is reviewed annually or in response to changes in legislation or best practice.

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## **POLICY 13 – COMPLAINTS POLICY**

*(Version 2 – January 2026)*

### **1. Purpose**

Bloom Children’s Day Nurseries and Out of School Clubs are committed to handling concerns and complaints in a transparent, timely, and constructive manner. Complaints are viewed as opportunities to improve practice and strengthen relationships with families.

### **2. Policy Statement** Bloom aims to:

- Resolve concerns quickly and informally where possible
- Ensure complaints are taken seriously



- Treat all complainants fairly and respectfully
- Maintain clear records and accountability

### **3. Raising a Concern or Complaint**

Concerns or complaints may be raised:

- Verbally with a member of staff or the setting manager
- In writing (email or letter)
- Via the setting's published complaints procedure

Parents/carers are encouraged to raise concerns as early as possible.

### **4. Stage 1 – Informal Resolution**

- The concern is discussed with the relevant staff member or manager
- Every effort is made to resolve the matter promptly
- Outcomes are shared with the complainant

**5. Stage 2 – Formal Complaint** If unresolved:

- The complaint must be submitted in writing
- The setting manager or senior leader investigates
- The complaint is acknowledged within 2 working days
- A written response is provided within 10 working days. If additional time is required, the complainant is informed.

### **6. Stage 3 – Escalation**

If the complainant remains dissatisfied:

- The complaint may be escalated to senior leadership
- External escalation routes include:
  - Ofsted
  - The relevant Local Authority (Liverpool or Knowsley), where appropriateContact details are provided upon request.



## 7. Record Keeping

- All complaints are logged
- Records include:
  - Nature of the complaint
  - Actions taken
  - Outcome
- Records are retained in line with statutory requirements

## 8. Policy Review



Reviewed annually and following changes in legislation.

---

## **POLICY 14 – CURRICULUM & LEARNING POLICY**

*(Version 2 – January 2026)*

### **1. Purpose**

Bloom provides a high-quality, play-based curriculum that supports children's holistic development and prepares them for future learning and school readiness.

### **2. Policy Statement** Bloom's curriculum:

- Follows the EYFS Statutory Framework
- Is inclusive and child-centred
- Reflects children's interests and developmental stages
- Promotes curiosity, independence, and confidence

### **3. EYFS Framework**

Learning is delivered across the seven areas of learning:

- Communication & Language
- Physical Development
- Personal, Social & Emotional Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts & Design

•



#### **4. Intent, Implementation & Impact**

##### Intent

To ensure every child:

- Feels valued and secure
- Develops essential skills
- Builds a love of learning

##### Implementation

- Play-based learning
- Adult-led and child-led experiences
- Individualised planning
- Key person approach

##### Impact

- Children make consistent progress
- Are confident and school-ready
- Develop positive relationships

#### **5. Observation, Assessment & Planning**

- Ongoing observations inform planning
- Progress checks completed as required
- Information shared regularly with parents

#### **6. Inclusion & SEND**

- The curriculum is adapted to meet individual needs
- SEND support is delivered in line with Policy 5
- External professionals are involved where appropriate

#### **7. Parental Involvement**

Parents are partners in learning through:

-



Regular communication

- Meetings and workshops
- Sharing learning experiences at home

## **8. Policy Review**

Reviewed annually.

---

## **POLICY 15 – PARENT & COMMUNITY ENGAGEMENT POLICY**

*(Version 2 – January 2026)*

### **1. Purpose**

Bloom recognises that strong partnerships with families and the wider community enhance children's learning, wellbeing, and development.

### **2. Policy Statement**

Bloom is committed to:

- Open and honest communication
- Collaborative relationships
- Meaningful family involvement

### **3. Communication with Families**

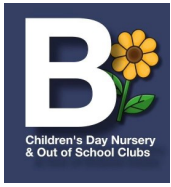
Communication methods include:

- Verbal updates
- Emails and newsletters
- Online platforms
- Notice boards

Parents are encouraged to share feedback, concerns, and ideas.

### **4. Parental Involvement** Families are invited to:

- Attend meetings and workshops
-



Participate in events

•



- Share skills, cultures, and experiences

## **5. Community Links**

Bloom works in partnership with:

- Schools
- Libraries
- Local services
- Community organisations

These links enrich children's learning experiences.

## **6. Transition Support**

Bloom supports transitions:

- Into the setting
- Between rooms
- Into school

Information is shared appropriately to ensure continuity.

## **7. Policy Review**

Reviewed annually.

---



## **POLICY 16 – EMERGENCY PROCEDURES POLICY**

*(Version 2 – January 2026)*

### **1. Purpose**

Bloom maintains clear procedures to respond effectively to emergencies, ensuring the safety and wellbeing of children, staff, and visitors.

### **2. Emergencies Covered**

Procedures are in place for:

- Fire
- Lockdown
- Medical emergencies
- Severe weather
- Utilities failure

### **3. Fire Procedures**

- Fire risk assessments are in place
- Fire drills conducted at least termly
- Evacuation routes clearly displayed
- Assembly points identified

### **4. Lockdown Procedures**

- A clear lockdown signal is used
- Staff secure doors and windows
- Children are moved to safe areas



- Emergency services contacted where required Lockdown drills are practised periodically.

### **5. Medical Emergencies**

- Qualified first aiders on site at all times
- Emergency services contacted when required
- Parents/carers informed immediately

### **6. Emergency Contacts**

- Emergency contact details reviewed regularly
- Accessible to staY at all times

### **7. Post-Incident Review**

- Incidents recorded
- Procedures reviewed
- Support provided to children and staY

### **8. Policy Review**

Reviewed annually or following incidents.



## **POLICY 17 – Early Years Pupil Premium (EYPP) Policy**

**(Version 2 – April 2026)**

### **1) Policy statement**

We are committed to improving outcomes for children who face socio-economic disadvantage. We use EYPP funding to **remove barriers, raise attainment, and strengthen well-being and learning** through evidence-based approaches that are closely linked to our curriculum, teaching interactions, and early identification of need.

We will ensure EYPP is:

- **Targeted** to eligible children and/or the needs of disadvantaged groups
- **Evidence-informed** and rooted in what improves early learning
- **Transparent** parents understand what we do and why via open communication with key person
- **Evaluated for impact** (not spent without measurable benefit) each spend can be justified by key person based on how well they know that child .

### **2) Purpose of EYPP**

The purpose of EYPP is to improve educational outcomes for disadvantaged children who are eligible for funded early education and childcare in an early years setting.

[GOV.UK](https://www.gov.uk)

### **3) Ofsted inspection focus (2025)**

Ofsted's 2025 early years toolkit places disadvantaged children (including those eligible for EYPP) explicitly within the **Inclusion** evaluation area, alongside SEND and children known to social care. Inspectors will explore:

- identification of disadvantage and barriers
- ambition/high expectations
- how support is planned, implemented and reviewed
- evidence of impact over time [GOV.UK Assets](https://www.gov.uk)  
Ofsted also describes how it looks at EYPP use in inspections, emphasising real



lived experience and impact rather than paperwork. [earlyyears.blog.gov.uk](http://earlyyears.blog.gov.uk). This is [discussed](#) at team meetings and induction periods when a key person works with a child eligible for EYPP.

#### 4) Scope

This policy applies to:

- all children attending with funded entitlement (including from 9 months upward where applicable)
- all staY involved in assessment, planning, teaching, key person work, and family support
- leaders responsible for funding claims, spending decisions and evaluation

#### 5) Roles and responsibilities

##### Registered Provider/Owner

- ultimate accountability for lawful use of funding, oversight, and reporting.

##### Manager / EYPP Lead

- ensures eligibility checks are completed via setting admin/portal
- maintains the EYPP register and funding tracker • leads termly plan–do–review cycle and impact evaluation
- reports to governance and shares summary with parents. **SENCo /**

##### Inclusion Lead (if separate)

- ensures alignment between EYPP and the graduated approach where children have additional needs. **Key Person / Room Lead**

- identifies barriers with families, implements strategies, evidences progress, and contributes to review.

##### Administrator (if applicable)



- supports collection of parent declarations and submission to LA systems.

## 6) Eligibility and identification procedure

### 6.1 Eligibility routes

Eligibility is determined by the Local Authority using DfE guidance and funding operational rules (criteria vary by LA but typically mirror low-income benefits/FSM related criteria and specific care statuses). [GOV.UK+1](https://www.gov.uk)

### 6.2 Identifying eligible children We identify eligibility through:

- **enrolment paperwork:** asking families if they may be eligible (clear, supportive language)
- **termly reminders:** families' circumstances change
- **LA eligibility checking process:** submitted securely (as required by the LA)

### 6.3 Parent communication We explain:

- what EYPP is
- that it does **not affect** other benefits
- that it gives additional funding to improve the child's early learning and development
- what data is shared, and why (GDPR/privacy notice)
- We seek the parents' guidance/input on how the money may be spent

## 7) Claiming and funding management procedure

1. **Collect declarations** at registration and at the start of each term.
2. **Submit** eligibility checks via LA process within published deadlines.
3. **Record** outcomes on the EYPP register.
4. **Track** EYPP funding received per term and maintain an auditable trail:

○ funding received ○  
○ spending decision ○ child/group



targeted ○ intended outcome ○

impact evidence **Funding notes**

**(for planning):**

- National guidance confirms EYPP continues as an hourly rate up to a maximum annual hours cap; and is payable from term points linked to age/entitlement eligibility. [GOV.UK Assets](#)
- **2026 communications commonly reference £1.15 per hour per eligible child.**

## **8) Spending principles (what we will and won't fund)**

### **8.1 What EYPP will fund (examples)**

EYPP spending must link to a diagnosed barrier and a measurable outcome. Typical high-value areas:

- **Communication and Language:** trained adult interaction, targeted language groups, vocabulary-rich environments
- **High-quality teaching interactions:** coaching, mentoring, observation feedback cycles
- **Early self-regulation and behaviour support:** consistent routines, coregulation strategies
- **Early literacy and maths foundations:** targeted small groups and embedded daily practice
- **Family engagement:** structured parent support that improves attendance, routines, and learning at home
- **Access:** removing barriers to participation (where permissible via LA rules), e.g., resources that directly improve learning engagement/ trips/outings, visits and **meals** .

Education Endowment Foundation material is commonly used as an evidence reference point for early years approaches.

### **8.2 What EYPP will not fund**

We will not use EYPP as a general subsidy or for costs not clearly linked to improved outcomes, including:



- replacing core budgeted staYing
- general consumables not linked to a targeted learning plan
- items with no clear implementation plan or impact measures **9) EYPP planning cycle (Assess–Plan–Do–Review)** We run EYPP as a termly improvement loop:

### **Assess (barriers and baseline)**

For each eligible child (and/or EYPP group), we identify barriers such as:

- weak attendance / punctuality by monitoring and challenging
- delayed language / limited vocabulary exposure with use of Wellcom
- weaker self-regulation , PSED needs
- limited learning routines at home
- reduced experiences / limited cultural capital We use:
- starting points / on-entry information
- ongoing observation and assessment
- parent voice and contextual info

(Aligned to EYFS 2025 expectations that assessment supports teaching and progress.) [GOV.UK Assets](#)

### **Plan (interventions aligned to curriculum endpoints) Each**

plan must state:

- the barrier
- strategy selected (what we will do diYerently)
- who will deliver it (key person/room lead)
- frequency and duration
- intended outcomes (child-friendly and measurable SMART targets)
- what evidence will show progress **Do (implementation )** Leaders

ensure:



- staY understand the approach by induction and training
- delivery is consistent and recorded lightly
- strategies are embedded in daily routines and interactions

### **Review (impact + next steps)**

At least termly (more often if needed):

- review child outcomes and engagement
- review implementation quality
- decide: continue / adapt / stop / escalate (e.g., SENCo involvement)

## **10) Monitoring, evaluation and reporting**

### **10.1 Impact measures**

We evaluate EYPP impact using a mix of:

- progress against curriculum endpoints (prime + specific areas)
- communication and language progress markers and use of Wellcom
- attendance/engagement improvements
- reduction in incidents/behaviour concerns where relevant
- parent engagement measures (attendance at meetings/workshops, home routines)
- We also evaluate EYPP impact using EXE scores?

### **10.2 Governance oversight**

Termly EYPP report to Area manager, With the intention that termly cross site info is collated together by one person into one overarching report?

- number of eligible children
- funding received/spent
- spend breakdown by strategy



- impact summary (what improved, what didn't, what's changing next term)
- risks and mitigations

### **10.3 Parent transparency**

We publish a plain-English annual summary :

- how much EYPP we received (optional if LA rules allow)
- what we spent it on (broad headings)
- what difference it made **11) Record keeping and evidence** We maintain:
  - EYPP register (eligible children, claim status, termly confirmation) Where children fall under other categories of 'disadvantaged' – ie Social Worker, SEND, CLA etc
  - EYPP spending tracker (audit trail)
  - termly EYPP impact report
  - anonymised case studies (where useful)

This also supports inspection conversations under Inclusion and impact. [GOV.UK Assets+1](https://www.gov.uk/government/collections/education-asset-1)

### **12) Staff training (regular agenda item at team meetings/included within**

**Induction/followed through via supervisions?)** All staff receive annual briefing on:

- what EYPP is and why it exists
- how we identify disadvantage sensitively
- what high-value spending looks like
- their role in implementation and evidence of impact

### **13) Review cycle**

This policy is reviewed:

- annually, or



- sooner if there are changes to EYPP guidance, funding rules, or inspection expectations.

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## **Appendices (copy/paste templates)**

### **Appendix A — EYPP Parent Declaration (summary)**

- Child name / DOB
- Parent/Carer details
- Consent for eligibility check with LA
- Confirmation of benefits/circumstances (as per LA form)
- Privacy notice statement
- Signature and date

### **Appendix B — EYPP Plan–Do–Review (one page)**

- Barrier identified:
- Intended outcome (term):
- Strategy (what changes in practice):
- Frequency/duration:
- Responsible staff:
- Evidence we'll collect:
- Review date:
- Impact decision: continue / adapt / stop / refer / escalate

### **Appendix C — EYPP Spending Tracker (columns)**

- Term
- Amount received
- Spend item
- Target (child/group)
- Rationale (barrier)



- Linked curriculum area/endpoint
- Cost
- Evidence source
- Impact summary
- Decision next term

Below is a **termly EYPP Child Funding Plan & Impact Review** template designed for **Liverpool + Knowsley** use. It's built so a **Key Person completes it**, and the **EYPP Lead countersigns**. It allocates a **per-child term budget**, captures **barriers + targets**, lists **spend items**, and maintains a **receipt ledger** with an **impact/closing-gaps** section.

You can copy/paste into Word/Google Docs as a single form.

*Bloom uses an EYPP app however sta? at Bloom have the option to use a paper document also.*

---

### EYPP Termly Child Funding Plan & Impact Review

**LA:**  Liverpool  Knowsley  Both

**Term:**  Autumn 1  Autumn 2  Spring 1  Spring 2  Summer 1  Summer 2

**Academic Year:** 20\_\_ / 20\_\_

**Child initials:** \_\_\_\_\_ **DOB:** //\_\_\_\_ **Room/Phase:**  Babies  Toddlers  Pre-school

**UPN/ID (if used):** \_\_\_\_\_

**EYPP Eligibility route (tick):**  LA confirmed eligible  Previously eligible (reconfirm)

Pending LA check

**Date eligibility checked:** //\_\_\_\_ **LA reference (if any):** \_\_\_\_\_

---

#### 1) Termly EYPP Funding Allocation (per child)

**Planned EYPP allocation this term:** £\_\_\_\_\_

**Previous term carry-over:** £\_\_\_\_\_ **Total**

**available this term:** £\_\_\_\_\_

#### **Rationale for allocation level (short):**

(Use this to justify higher spend if barriers are significant.)



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**2) Barrier Diagnosis (what's getting in the way?)** Tick all that apply

and add detail.

**Primary barriers (tick)**

- Communication & Language delay (expressive/receptive)
- PSED / self-regulation / behaviour impacting learning
- Attendance / punctuality / inconsistent sessions
- Limited home learning routines / low parental engagement
- Limited experiences / narrow vocabulary / cultural capital
- EAL support needs (access to language, not lowered ambition)
- Emerging SEND needs / referrals in progress
- Social care / early help involvement impacting stability
- Other: \_\_\_\_\_

**What evidence tells you this? (starting points, observations, parent voice, cohort/gap data):**

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**3) Targeted Priorities for This Term (linked to the 7 areas)**

**Choose up to 3 priorities max** (keep it sharp). Tick the area(s) and write a measurable target.

**Priority 1**

**EYFS area:**  PSED  C&L  PD  Literacy  Maths  UW  EAD **Target**

**(measurable within term):**

Example format: "By end of term, child will \_\_\_ in \_\_\_ situations, with \_\_\_ adult support."

---

**Baseline now (brief):** \_\_\_\_\_

**Success criteria (what you'll see):** \_\_\_\_\_



**Priority 2**

**EYFS area:**  PSED  C&L  PD  Literacy  Maths  UW  EAD

**Target:** \_\_\_\_\_

**Baseline now:** \_\_\_\_\_ **Success criteria:** \_\_\_\_\_

**Priority 3 (optional)**

**EYFS area:**  PSED  C&L  PD  Literacy  Maths  UW  EAD

**Target:** \_\_\_\_\_

**Baseline now:** \_\_\_\_\_ **Success criteria:** \_\_\_\_\_

**4) Strategy Plan (what will we do differently?)**

This is where you show the funding is **purposeful** and tied to teaching/interaction.

**Chosen strategies this term (tick + detail):**

- Targeted small-group language sessions (x\_\_ per week)
- 1:1 interaction bursts (daily) focused on vocabulary/turn-taking
- Key person attachment plan / emotional coaching routines
- Attendance support plan / fast follow-up with family
- Home learning pack + parent coaching (weekly/fortnightly)
- Fine motor/physical development programme
- Early maths “number sense” routines (daily)
- External support input followed through (SALT/Health/EP)

Other: \_\_\_\_\_

**Implementation detail (frequency, who, where):**

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**5) Spend Plan (items list) + Receipt Ledger**

**Rule:** every spend item must link to a **priority/target** above.

**A) Planned Spend Item List (before purchase)**

Item / Resource / Service	Linked Priority (1/2/3)	Purpose (1 line)	Supplier	Planned Cost (£)
---------------------------	-------------------------	------------------	----------	------------------



**Planned total** £\_\_\_\_\_

**B) Receipt Ledger (after purchase)**

<b>Date</b>	<b>Item Supplier</b>	<b>Cost (£)</b>	<b>Receipt ref / upload name</b>	<b>Paid by (card/cash/invoice)</b>	<b>Ledger category</b>
-------------	----------------------	---------------------	------------------------------------------	----------------------------------------	------------------------

Resources   
 Training   
 Intervention   
 Family support

Resources   
 Training

Intervention   
 Family support

Resources   
 Training   
 Intervention   
 Family support

**Actual spend** £\_\_\_\_\_ **total**

**Variance (available minus spent):** £\_\_\_\_\_

Carry to next term  Reallocate (EYPP Lead approval required)

**6) Impact Review (end of term)**

Complete at end of term (or mid-term if needed). Keep it evidence-based.



**A) Progress against targets**

**Priority 1 result:**  Not met  Partially met  Met  Exceeded

**Evidence (2–3 bullets):**

- \_\_\_\_\_
- \_\_\_\_\_

**Priority 2 result:**  Not met  Partially met  Met  Exceeded **Evidence:**

- \_\_\_\_\_
- \_\_\_\_\_

**Priority 3 result (if used):**  Not met  Partially met  Met  Exceeded **Evidence:**

- \_\_\_\_\_

**B) Closing gaps in attainment (EYPP vs peers / child vs expected endpoints)**

Tick and add detail:

- Gap narrowed (clear)
- Gap unchanged
- Gap widened
- Not measurable this term (explain why)

**How do you know? (cohort tracker, observation trends, endpoints rubric):**

---

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**C) Attendance / engagement impact (if relevant)**

**Attendance:**  Improved  Same  Worse **Notes:** \_\_\_\_\_

**Engagement in learning:**  Improved  Same  Worse **Notes:** \_\_\_\_\_

**D) What worked and what didn't?**

**Worked best (be specific):**

---

**Didn't work / low impact and why:**

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---



**7) Decision: Continue / Adapt / Stop / Escalate** Tick one and detail:

- Continue next term (same approach)
- Adapt next term (refine strategy)
- Stop (not effective)
- Escalate to SENCo / Early Help / external professional **Next**

**term actions (short):**

---

**Proposed next term allocation (estimate):** £\_\_\_\_\_

---

**8) Quality Assurance & Sign-off**

**Key Person name:** \_\_\_\_\_ **Signature:** \_\_\_\_\_ **Date: //** \_\_\_\_

**Room Lead/Deputy (optional):** \_\_\_\_\_ **Signature:** \_\_\_\_\_

**EYPP Lead review checklist (tick):**

- Eligibility confirmed / evidence held (Liverpool/Knowsley process)
- Barriers are clear and evidence-based
- Targets are measurable and linked to EYFS areas
- Spend items link to targets and are proportionate
- Receipts/ledger complete and auditable
- Impact review completed and gaps statement is clear
- Next steps are appropriate (continue/adapt/stop/escalate)

**EYPP Lead name:** \_\_\_\_\_

**Decision:**  Approved  Approved with amendments  Not approved (return to key person)

**EYPP Lead signature:** \_\_\_\_\_ **Date: //** \_\_\_\_

**POLICY 18 – Outings Policy & Procedure for Early Years Settings**

*(Version 2 – April 2026)*

**1. Purpose**

To ensure all outings and on-site activities are planned and delivered safely, that risks to children's welfare are minimised, and that activities support children's learning and development in line with the statutory Early Years Foundation Stage (EYFS) framework.



---

## 2. Scope

This policy applies to all staff, volunteers, students, agency staff and any authorised adult accompanying children on outings from the setting.

---

## 3. Definitions

**Outing / Off-Site Visit:** Any planned activity outside the setting's registered premises, whether local walking trips or visits requiring transport.

**Risk Assessment:** A systematic review of potential hazards and the control measures required to eliminate or reduce risk.

---

## 4. Policy Statements

### 4.1 Legal & Regulatory Compliance

The setting will take all reasonable steps to ensure children on outings are safe and protected from harm.

A written risk assessment will be completed for each outing in accordance with EYFS requirements.

**4.2 Inclusion**  
All children will be included wherever reasonably practicable. Individual risk assessments will be completed for children with additional needs, allergies or medical requirements.

### 4.3 Parental Consent

Children can only attend outings if written parental consent has been authorised prior to the outing taking place.

Consent will clearly reference the type of outing (local walk / specific venue / transport-based visit where applicable).

---

## 5. Responsibility



- **Manager / Designated Lead:** Overall approval of outings and oversight of compliance.
- **Outing Leader:** Completion of risk assessment, staff briefing, organisation of documentation and equipment.
- **Staff Team:** Active supervision, safeguarding and adherence to this policy at all times.

---

## 6. Planning an Outing

Prior to any outing:

- A written risk assessment must be completed and approved.
- A pre-visit should be conducted where appropriate.
- At least one paediatric first aider must attend.
- A first aid kit, emergency contact details and any required medication must be taken.
- Weather conditions must be checked on the day.
- Children must wear identifiable clothing (e.g., high-visibility vests where appropriate).



Clear supervision zones and staY deployment must be agreed before departure.

---

## 7. StaYing & Ratios

Minimum staYing ratios for outings are as follows: **Age of Children Minimum Adult:Child Ratio**

Under 2 year	1:3
2-3 years	1:4
3 years+	1:8

Ratios will be increased where required based on:

- Location risk level
- Number of children
- Children with additional needs
- Use of transport
- Environmental factors (water, public spaces, crowds)

A named Outing Leader will oversee supervision and deployment of staY. In the event additional staYing is required the driver can be counted within staYing ratios.

---

## 8. Communication & Equipment

- StaY must carry a **company mobile phone** to enable direct communication with the setting.
- The setting must retain the ability to contact the outing team and, if ever necessary, contact families.
- Emergency contact details for all children must be carried securely.



- Any medication required for individual children must accompany them.  
The mobile phone must be fully charged prior to departure.
- 

### 9. Supervision During the Outing

- Children will be supervised at all times.
  - **Head counts must be conducted every 10 minutes**, logged, and signed off by the designated staff member.
  - Head counts must also take place:
    - Before leaving the setting
    - Upon arrival
    - Before leaving the location
    - Upon return to the setting
  - Children will be allocated to a key adult for close supervision.
  - Any safeguarding or safety concerns must be reported immediately to the Manager upon return (or during the outing if urgent).
- 

### 10. After the Outing

- A short staff debrief will take place.
  - Any incidents, near misses or learning points will be recorded.
  - Risk assessments will be reviewed and updated if required.
- 

### 11. Monitoring & Review

This policy will be reviewed annually, or sooner if:

- There is an incident



- Legislation changes  
Ofsted or Local Authority guidance is updated

For copy/paste paper version **Setting**

**/ Nursery Name:**

**Outing Location:**

**Date of Visit:**

**Leader:**

**Sta\ Attending:**

**Children in Group:**

**Ratios & Staffing Summary**

- **Planned Ratio:**
- **Number of Children with SEND / Extra Support Needs:**
- **Extra Adults Allocated:**

---

**Emergency Procedures**

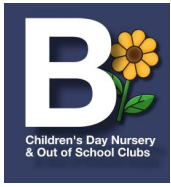
- **Setting Contact Number:**
- **Nearest A&E / Urgent Care:**
- **Assembly Points / Return Plan if Weather Changes:**

---

**Pre-Visit Notes / Hazards Unique to This Location**

*(e.g., water features, animals, narrow footpaths)*

---



**Assessments Completed By / Date**



**Signature:** \_\_\_\_\_

Hazard / Risk Identified	Who Might be Harmed	Existing Controls / Measures	Further Actions Required	Responsible Person	Completed (Y/N)
Road crossing	Children	Staff trained in road safety; staff position selves to stop traffic; walkie talkies for communication	Re-assess crossing point ahead of outing	Outing Leader	
Slips/trips on uneven paths	Children & Staff	Pre-visit to check surfaces; appropriate footwear	Parents informed to send suitable shoes/clothes	Outing Leader	
Lost child	Children	Head count every 5 minutes; children wear ID; senior staff designated search lead	Emergency contact protocols / local staff aware	All staff	
Weather exposure	Children & Staff	Check forecast; suncream/coat policy; shade available	Update weather checks on the day	Outing Leader	
First Aid needs	Children & Staff	At least one paediatric first aider on visit; first aid kit taken	Check medication/allergies for each child	First Aider	
Transport boarding/ exit (if used)	Children	Secure buses; seat belts; staff supervising	Child briefing on safety before boarding	Outing Leader	

**Additional considerations**

Hazard / Risk Identified	Who Might be Harmed	Existing Controls / Measures	Further Actions Required	Responsible Person	Completed (Y/N)







## **POLICY 18 –Missing Child Policy**

**(Version 2 – April 2026)**

---

### **1. Purpose**

Bloom Children's Day Nurseries and Out of School Clubs are committed to ensuring the safety and wellbeing of all children at all times.

This policy outlines the immediate actions to be taken in the event that a child is unaccounted for within the setting or during an outing.

---

### **2. Policy Statement**

A missing child is treated as a **serious safeguarding incident**.

All staff must act **immediately, calmly, and systematically** to locate the child and escalate without delay.

There is **zero tolerance for delay or assumption**.

---

### **3. Immediate Actions (Within Setting)**

If a child is suspected missing:

- 1. Alert the Setting Manager / Lead immediately**
- 2. Check registers** to confirm:
  - Child is signed in
  - Child has not been collected
- 3. Conduct an immediate headcount** of all children
- 4. Undertake a full sweep of the premises**, including:
  - All rooms
  - Toilets and changing areas
  - Sleep rooms
  - Storage areas
  - Outdoor areas and garden

Staff must remain calm and maintain supervision of other children at all times.

---

### **4. Escalation**

If the child is not located immediately:

- The **Setting Manager will contact**:
  - **Police (999)**
  - **Parent / Carer**

No delay should occur once an initial sweep has been completed.

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## 5. During the Incident

- One senior staff member coordinates the response
- One staff member remains available for emergency services
- Remaining staff continue supervision of children
- Accurate information is gathered, including:
  - Child's description
  - Clothing worn
  - Last known location
  - Time last seen

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## 6. If the Child is Found

- Child's wellbeing is checked immediately
- First aid administered if required
- Parent / carer and police updated
- Incident logged in full

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## 7. Recording & Reporting

The incident must be:

- Fully recorded in the **Incident Log**
- Reported to senior leadership
- Notified to **Ofsted** where required
- Shared with the Local Authority if appropriate

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## 8. Investigation & Review

Following the incident:

- A full investigation is carried out
- Risk assessments and procedures are reviewed
- Staff may receive additional training
- Any required changes are implemented immediately

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## 9. Prevention

Bloom minimises risk through:

- Accurate register management
- Regular headcounts (especially transitions)



- Secure entry/exit systems
- Clear staff deployment and supervision
- Robust outing procedures

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### **10. Policy Review**

This policy is reviewed annually or immediately following any incident.