



Policies and Procedures for Bloom Childcare Settings

1. Safeguarding and Child Protection Policy

- **Purpose:** To ensure the safety and welfare of all children.
- **Procedures:**
 - Staff must undergo DBS checks before employment.
 - Designate a Safeguarding Lead (DSL) responsible for overseeing child protection concerns.
 - Mandatory reporting of suspected abuse or neglect to the local safeguarding team (Liverpool Safeguarding Children Partnership).
 - Regular staff training on safeguarding policies and recognising signs of abuse.
- **Policy Statement**
- The setting has a duty of care to safeguard and promote the welfare of children by protecting them from maltreatment, preventing impairment of health or development, ensuring their safety, and taking prompt and effective action when concerns arise.

- ***Procedures***

- **Recruitment and Vetting**
 - All staff, volunteers, and contractors must undergo an **Enhanced DBS (Disclosure and Barring Service)** check prior to commencing work.
 - Recruitment includes verifying references, identity, and qualifications to assess suitability for working with children.
 - Repeat DBS checks (update service) are conducted annually or when concerns are raised.
- **Designated Safeguarding Lead (DSL)**
 - A senior staff member is appointed as the **Designated Safeguarding Lead (DSL)**, with responsibilities including:
 - Overseeing all child protection concerns.



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- Liaising with the **Liverpool Safeguarding Children Partnership** (LSCP) and other agencies.
 - Keeping records of safeguarding concerns confidentially.
 - Providing support and guidance to staff on safeguarding matters.
 - An alternate DSL is designated to act in the DSL's absence.
- **Mandatory Reporting**
 - All staff have a duty to report any concerns or suspicions of abuse, neglect, or harm immediately to the DSL.
 - The DSL ensures timely referrals to the LSCP or relevant agencies.
 - Staff must follow the "What to do if you're worried a child is being abused" statutory guidance.
- **Staff Training**
 - All staff must complete safeguarding and child protection training during induction and refresh this annually.
 - Training covers:
 - Recognising signs of abuse, neglect, or harm.
 - Responding to disclosures appropriately.
 - Recording and reporting concerns accurately.
 - Specialised training is provided for the DSL and alternate DSLs.
- **Recognising Signs of Abuse**
 - Staff are trained to identify the key indicators of:
 - Physical abuse.
 - Emotional abuse.
 - Sexual abuse.
 - Neglect.

Recognising Signs of Abuse

Staff in Bloom are trained to identify the key indicators of abuse, as detailed below. Early recognition is crucial in ensuring timely intervention and safeguarding the welfare of children.



1. Physical Abuse

Physical abuse involves deliberate harm or injury to a child.

Indicators include:

- Unexplained bruises, burns, fractures, or other injuries.
- Injuries in unusual locations (e.g., inner thighs, upper arms, torso).
- Patterned injuries, such as marks resembling objects or hands.
- Fear of physical contact or flinching when approached.
- Frequent or unexplained absences from the setting.
- Inconsistent explanations from the child or caregiver about injuries.

2. Emotional Abuse

Emotional abuse includes persistent emotional maltreatment that affects a child's emotional development.

Indicators include:

- Low self-esteem or lack of confidence.
- Extreme behaviour (e.g., overly compliant or aggressive).
- Delayed emotional or social development.
- Overly anxious or fearful, including specific fears of certain individuals.
- Difficulty forming relationships with peers or adults.
- Excessive attachment or withdrawal.
- Comments from the child indicating they feel unloved or unwanted.

3. Sexual Abuse

Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening.

Indicators include:

- Knowledge of sexual behaviour inappropriate for the child's age.



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- Sudden changes in behaviour, such as withdrawal, aggression, or fearfulness.
- Pain, itching, bleeding, or bruising in the genital or anal area.
- Difficulty walking or sitting.
- Inappropriate sexualised behaviour or language.
- Fear of being left alone with certain individuals.
- Recurrent urinary tract infections or sexually transmitted infections.

4. Neglect

Neglect is the persistent failure to meet a child's basic physical and emotional needs, which is likely to result in harm.

Indicators include:

- Poor hygiene, dirty or ill-fitting clothing.
- Consistently hungry or malnourished.
- Frequent illnesses or untreated medical conditions.
- Lack of supervision, including frequent absences or lateness.
- Developmental delays not attributed to other causes.
- Regularly appearing tired or listless.
- Reluctance to go home or speak about their home environment.

Training and Response

- All staff receive training to recognise these signs and understand that indicators may vary in severity and context.
- Staff are encouraged to remain vigilant and document any concerns.
- Any signs or suspicions of abuse must be reported immediately to the **Designated Safeguarding Lead (DSL)**, who will take appropriate action, including referral to the Liverpool Safeguarding Children Partnership if necessary.

By identifying these indicators early, staff play a crucial role in protecting children from harm and ensuring their well-being.

- A clear flowchart and checklist are provided for responding to concerns.



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- **Confidentiality and Record Keeping**
 - Safeguarding records are kept secure and accessible only to authorised personnel.
 - Records include factual, dated, and objective accounts of concerns or incidents.
 - Information is shared only on a need-to-know basis, with relevant agencies or individuals.
- **Partnership with Parents**
 - Where appropriate, concerns are discussed with parents unless this would put the child at further risk.
 - Parents are informed about the setting's safeguarding responsibilities during admission.
- **Whistleblowing**
 - Staff are encouraged to raise concerns about malpractice or failures in safeguarding practices.
 - A whistleblowing policy ensures staff can report concerns without fear of retaliation.
- **External Support and Contacts**
 - Contact details for **Liverpool Safeguarding Children Partnership** and other key agencies are displayed prominently.
 - Emergency contacts include:
 - LSCP: [Contact Number]
 - Local Police: [Contact Number]
 - NSPCC Helpline: 0808 800 5000
- **Policy Review**
 - This policy is reviewed annually or following significant updates to safeguarding legislation.
- This policy ensures the safety of all children and supports staff in carrying out their safeguarding responsibilities effectively.



2. Health and Safety Policy

- **Purpose:** To provide a safe and secure environment for children, staff, and visitors.
- **Procedures:**
 - Conduct regular risk assessments of the premises and activities.
 - Ensure all equipment and toys are safe, clean, and age appropriate.
 - Maintain clear evacuation procedures in case of fire or emergency.
 - First aid kits are accessible, and at least one trained first aider is on-site at all times.
- **Health and Safety Policy**
- *Purpose*
- To provide a safe and secure environment for children, staff, and visitors, ensuring compliance with health and safety regulations and promoting the physical and emotional well-being of everyone in the setting.
- *Policy Statement*
- Bloom prioritises health and safety in all operations. This includes maintaining a hazard-free environment, encouraging safe practices, and preparing for emergencies effectively.
- *Procedures*
- **1. Risk Assessments**
- Regular risk assessments are conducted for all areas of the premises, activities, and equipment to identify and mitigate hazards.
- Specific risk assessments are undertaken for outdoor play areas, outings, and high-risk activities.
- Findings are documented, and actions are taken to address any identified risks promptly.



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- Staff are encouraged to report hazards immediately to the designated Health and Safety Officer.

- **2. Equipment and Toys**

- All equipment and toys must:
 - Be age-appropriate and suitable for the developmental needs of the children.
 - Be inspected regularly for damage, with repairs or replacements made as needed.
 - Be cleaned and sanitised routinely to maintain hygiene standards.
- Hazardous materials (e.g., cleaning supplies) are stored securely out of reach of children.

- **3. Evacuation Procedures**

- Clear evacuation procedures are established for emergencies such as fire, flood, or gas leaks.
- Fire drills are conducted at least every term to familiarise staff and children with evacuation routes and protocols.
- Emergency exits are clearly marked, unobstructed, and accessible always.
- A central meeting point is designated for staff and children to gather safely after evacuation.
- Fire safety equipment, such as extinguishers and alarms, is checked regularly and serviced annually.

- **4. First Aid**

- First aid kits are fully stocked, checked regularly, and easily accessible.
- At least one trained first aider is always on-site, including during off-site activities.
- A first aid log is maintained to record all accidents, injuries, and first aid administered, which is shared with parents or guardians as appropriate.
- Emergency contact information for all children and staff is kept up-to-date and readily available.



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- **5. Hygiene and Cleaning**

- The premises are cleaned daily, with additional cleaning of high-contact surfaces and shared equipment throughout the day.
- Children are taught good hygiene practices, such as handwashing before meals, after using the toilet, and following outdoor play.
- Waste is disposed of safely and promptly, following local council guidelines.

- **6. Training and Awareness**

- Staff receive health and safety training during induction and as part of ongoing professional development.
- Staff are briefed on the specific health and safety procedures of the setting, including the use of equipment, evacuation protocols, and first aid protocols.

- **7. Monitoring and Review**

- The Health and Safety Policy is reviewed annually or after any significant incident or change in legislation.
- Feedback from staff, parents, and external inspectors is used to improve safety practices.
- By implementing and adhering to this policy, Bloom ensures a secure environment that promotes the safety and well-being of all.

3. Admissions Policy

- **Purpose:** To ensure fair and inclusive access to Bloom.
- **Procedures:**
 - Prioritise admissions based on criteria such as siblings, local residency, and special educational needs (SEN).
 - Offer flexible childcare options to accommodate different family needs.
 - Clearly outline the fees and funding options, including government-funded places for eligible children.



Admissions Policy

Purpose

To ensure fair, inclusive, and transparent access to Bloom, accommodating the needs of children and families while adhering to legal and regulatory requirements.

Policy Statement

Bloom is committed to providing equal opportunities for all families in the community, prioritising places in a fair and consistent manner, and offering flexibility to meet diverse childcare needs.

Procedures

1. Admission Criteria

- Admissions are managed based on availability and the following priorities:
 - **Siblings:** Priority is given to children who have siblings already attending the setting.
 - **Local Residency:** Families residing in the local community are prioritised to support neighbourhood access.
 - **Government-Funded Places:** Eligible children are prioritised according to government criteria for funded early years placements (e.g., two-, three-, and four-year-olds entitled to free childcare).
- Applications are processed on a first-come, first-served basis within the framework of these criteria.

2. Flexible Childcare Options

- The setting offers a range of attendance options to meet varying family needs, including:
 - Full-day care.
 - Part-time sessions (morning or afternoon).



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- Term-time only or year-round care.
- Parents are encouraged to discuss specific requirements during the application process to ensure tailored solutions where possible.

3. Fees and Funding

- **Fee Structure:**
 - A clear breakdown of fees is provided, including registration fees, session costs, and any additional charges (e.g., meals or extracurricular activities). Fees are increased annually with a 4-week notice.
- **Government Funding:**
 - Information is provided on eligibility for funded places under schemes such as:
 - Free childcare for eligible two-year-olds.
 - 15 or 30 hours of free childcare for three- and four-year-olds.
 - Assistance is offered to families in applying for these schemes and understanding terms and conditions.
- **Payment Policies:**
 - Fees must be paid on time as per the agreed schedule.
 - Policies on late payments, refunds, and cancellations are outlined in the admission agreement.

4. Application and Registration Process

- Parents or guardians must complete an application form, providing all required information, including:
 - Child's details (name, date of birth, medical needs, allergies, etc.).
 - Parental contact details and emergency contacts.
 - Proof of residency or eligibility for government funding, if applicable.
- A registration meeting is conducted to familiarise families with the setting's policies, procedures, and staff.



5. Equal Opportunities

- The setting is committed to inclusive practices, welcoming children from all backgrounds, including those with disabilities, additional needs, or from underrepresented communities.
- The admissions process adheres to the **Equality Act 2010**, ensuring no discrimination on the basis of race, religion, gender, disability, or socioeconomic status.

6. Waiting list Management

- When demand exceeds capacity, a waitlist is maintained, and places are allocated based on the admission criteria and date of application.
- Families on the waitlist are kept informed of their status and notified as soon as a place becomes available.

7. Policy Review

- This policy is reviewed annually or as needed to reflect changes in legislation or community needs.
- Feedback from parents and staff is encouraged to ensure the policy remains relevant and effective.

By implementing this Admissions Policy, Bloom ensures fair access for families while fostering a diverse and inclusive environment.

For reporting absences when a child is off nursery, it's important to follow the nursery's procedures to ensure effective communication and accountability. Here's how this can be managed:

Reporting Absences:

1. Notification Timeframe:

- a. Parents should report the child's absence as early as possible, ideally in the morning before the nursery day starts. Many settings ask for absences to be



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reported before a certain time (e.g. 8 AM for a full day or AM session and 12 noon for a PM session).

2. Method of Communication:

- a. Typically, absences should be communicated via phone call, email, or through a specific app that the nursery uses to track attendance.
- b. Provide the reason for the absence (e.g., illness, family emergency) and mention the expected return date, if possible.

3. First Day Response (Calling at 10 AM/2pm):

- a. If the child has not been dropped off by 10 AM for a full day/AM session or 2pm for a PM session, it is common for the nursery to follow up by calling the parents to confirm the reason for the absence.
- b. The nursery staff might ask if the child is sick, if there are any urgent matters, or if the child is expected to return later in the day. This helps the nursery maintain accurate attendance records and ensure the safety of the child.
- c. The call may also be a courtesy check to ensure there are no miscommunications and to offer support if the parent needs to discuss anything further (e.g., medical updates, adjustments to the child's care).

4. Expectations for Extended Absences:

- a. If a child is expected to be off for a prolonged period, like holidays parents/carers must inform us how long for and the expected return date.

For Parents:

- Always update the nursery if there are any changes in plans, such as when the child will return or if their condition worsens.
- Ensure contact details (phone number, emergency contacts) are kept up to date so the nursery can reach out if necessary.

By maintaining clear and timely communication, nurseries can manage absences efficiently and ensure that children's welfare and safety are always prioritised.

4.SEND Policy

In Liverpool, early years settings are supported by the city's Local Offer for children with Special Educational Needs and Disabilities (SEND). This initiative ensures that children with SEND, particularly those in nurseries or early years settings, receive appropriate support to facilitate their inclusion and development.



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The Early Years Consortia provides additional funding for children with emerging or low-level SEND who are enrolled in a funded nursery place (either 15 hours for two-year-olds or 30 hours for three-year-olds). This funding can be used for various purposes such as:

- Accessing specialist services (e.g., SENISS, educational psychology, ADHD Foundation).
- Providing SEND-specific training for staff.
- Purchasing resources tailored to children's specific needs, such as sensory support kits or tools recommended by specialists

If your child is attending a private or independent nursery, the SENCo (Special Educational Needs Coordinator) at the setting can help you access this support. Additionally, children in nurseries attached to schools can access similar support through the Schools Consortia

For more detailed information, visit the [Liverpool SEND Local Offer page](#).

Identifying Special Educational Needs and Disabilities (SEND) in early years is crucial for supporting children at the earliest possible stage. If you recognise a child may have SEND, there are several important steps you should follow:

- 1. Observation and Documentation:**
 - a. Monitor the child's behaviour, developmental milestones, and interactions. Document your observations to track patterns over time. This helps in understanding whether the child's needs are emerging or persistent
- 2. Consult with the SENCo:**
 - a. Speak to the Special Educational Needs Coordinator (SENCo) at your setting. They can help assess the child's needs more formally, coordinate support, and implement intervention strategies
- 3. Inform Parents:**
 - a. Engage in open communication with the child's parents or carers. Share your observations and discuss any concerns. Working together with the family is key to supporting the child effectively
- 4. Referral for Additional Support:**



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- b. If the needs persist, the SENCo can refer the child to external specialists for further assessments. This could include services such as speech and language therapists, educational psychologists, or sensory support

5. Access Support:

- a. Depending on the assessment outcomes, additional support can be accessed, such as extra funding for specific resources or specialised training for staff. In Liverpool, the Early Years Consortia can provide funding for children with emerging or low-level SEND

6. Personalised Learning Plans:

- a. Develop a personalised learning plan to address the child's specific needs, adjusting the environment, teaching methods, and activities to foster their development and inclusion

Early identification and intervention are crucial for ensuring that children with SEND are supported and can thrive in early years settings. For further guidance, consult the [Liverpool SEND Local Offer](#) for resources and support.

5. Behaviour Management Policy

- **Purpose:** To promote positive behaviour and manage challenging behaviour effectively.
- **Procedures:**
 - Use positive reinforcement to encourage good behaviour.
 - Develop and share behaviour management plans for children with specific needs.
 - Ensure disciplinary measures are age-appropriate and non-punitive.

Behaviour Management Policy

Purpose

To promote positive behaviour and emotional well-being among children while managing challenging behaviour in a supportive, constructive, and age-appropriate manner.



Policy Statement

Bloom encourages respect, cooperation, and kindness through positive reinforcement and clear expectations. Challenging behaviour is addressed in a way that prioritises the child's dignity, safety, and developmental needs.

Procedures

1. Positive Reinforcement

- **Acknowledging Good Behaviour:**
 - Praise and reward positive actions, such as sharing, listening, and helping others.
 - Rewards may include verbal affirmations, stickers, or participation in special activities.
- **Role Modelling:**
 - Staff act as role models, demonstrating respect, patience, and effective communication.
- **Clear Expectations:**
 - Rules are explained to children in simple, age-appropriate language.
 - Visual aids (e.g., charts or posters) are used to reinforce behavioural expectations.

2. Managing Challenging Behaviour

- **Understanding the Cause:**
 - Staff observe and document triggers for challenging behaviour to identify patterns or underlying issues (e.g., tiredness, hunger, or changes at home).
- **Calm and Consistent Approach:**
 - Staff address challenging behaviour calmly, avoiding shouting or punitive actions.
 - Consistent language and actions are used to reinforce boundaries.
- **Redirection and Choices:**
 - Children are guided toward acceptable alternatives to inappropriate behaviour (e.g., "Let's use our words instead of shouting").



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- Offer choices to empower children and encourage decision-making.

3. Behaviour Management Plans for Specific Needs

- **Individual Plans:**
 - For children with persistent or complex behavioural challenges, a personalised behaviour management plan is developed in consultation with parents/carers and, where necessary, external professionals (e.g., SENCO, behavioural therapists).
 - Plans include clear strategies for support, triggers to avoid, and goals for improvement.
- **Regular Review:**
 - Plans are reviewed periodically to assess progress and adapt strategies.

4. Age-Appropriate and Non-Punitive Measures

- **Approaches Tailored to Developmental Stage:**
 - Expectations are aligned with the child's age and developmental capabilities.
 - Time-outs or quiet moments are used sparingly and only to help the child regain composure.
- **Avoiding Punitive Measures:**
 - Physical punishment, humiliation, or exclusion are strictly prohibited.
 - Consequences for inappropriate behaviour are logical and proportionate (e.g., cleaning up after making a mess).

5. Partnership with Parents and Carers

- **Communication:**
 - Staff discuss behavioural concerns with parents/carers promptly and constructively.
 - Parents are involved in developing strategies to address challenging behaviour.
- **Consistency:**



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- Strategies are shared with parents to ensure consistency between the home and the setting.

6. Training and Support for Staff

- Staff receive training in behaviour management techniques, including:
 - De-escalation strategies.
 - Recognising and responding to emotional cues.
 - Supporting children with additional needs.
- Regular staff meetings provide opportunities to share experiences and discuss challenging situations.

7. Monitoring and Review

- Behaviour incidents are documented and reviewed to identify trends or areas for improvement.
- The Behaviour Management Policy is reviewed annually, with input from staff, parents, and external advisors as appropriate.

By fostering positive behaviour through reinforcement and supportive measures, the setting ensures a harmonious environment where children can develop self-regulation, respect for others, and a strong sense of well-being.

6. Equality and Diversity Policy

- **Purpose:** To create an inclusive environment that respects all cultures, abilities, and backgrounds.
- **Procedures:**
 - Celebrate diverse cultural festivals and traditions in activities.
 - Provide resources and materials that reflect diversity.
 - Train staff on inclusive practices and anti-discriminatory behaviour.



Equality and Diversity Policy

Purpose

To create an inclusive environment that values and respects the unique cultures, abilities, and backgrounds of every child, family, and staff member, fostering a sense of belonging and equity for all.

Policy Statement

Bloom is committed to promoting equality and embracing diversity. Discrimination of any kind is not tolerated, and the setting actively seeks to provide opportunities for all children to thrive and reach their potential.

Procedures

1. Celebrating Diversity

- **Cultural Festivals and Traditions:**
 - A calendar of diverse cultural, religious, and national celebrations is integrated into the curriculum.
 - Children are encouraged to share their own traditions, with support from families to enhance authenticity and engagement.
 - Activities include storytelling, arts and crafts, music, and cuisine from various cultures.
- **Inclusive Celebrations:**
 - Celebrations are inclusive and respectful, ensuring no child feels excluded due to their background or beliefs.

2. Diverse Resources and Materials

- **Representation:**
 - Books, toys, posters, and learning materials reflect a wide range of cultures, languages, abilities, and family structures.



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- Resources challenge stereotypes and promote positive images of underrepresented groups.
- **Adaptations:**
 - Materials are adapted to support children with disabilities or additional needs, ensuring accessibility for all.
 - Multilingual resources are available to support children and families for whom English is an additional language (EAL).

3. Staff Training and Development

- **Inclusive Practices:**
 - All staff receive training on promoting equality and fostering inclusion, covering topics such as:
 - Understanding unconscious bias.
 - Anti-discriminatory practices.
 - Supporting children from diverse backgrounds.
- **Continuous Learning:**
 - Regular refresher courses and workshops ensure staff remain informed about best practices and changes in equality legislation.

4. Anti-Discriminatory Practices

- **Zero Tolerance:**
 - Discrimination, harassment, or bullying by staff, children, or families is addressed immediately and effectively.
- **Empowering Children:**
 - Children are encouraged to value differences and treat others with kindness and respect.
 - Staff model inclusive language and behaviour, reinforcing positive attitudes toward diversity.
- **Reporting Concerns:**
 - A clear procedure is in place for reporting and addressing discriminatory incidents.



5. Supporting Families

- **Open Communication:**
 - The setting works closely with families to understand their cultural and linguistic needs.
 - Translators or interpreters are arranged where necessary to facilitate effective communication.
- **Accessible Environment:**
 - The physical and social environment is adapted to ensure all families feel welcomed and supported.

6. Monitoring and Evaluation

- The effectiveness of equality and diversity practices is reviewed regularly through:
 - Parent and staff feedback.
 - Observation of activities and interactions.
 - Periodic audits of resources and policies.
- This policy is reviewed annually or in response to changes in legislation or community needs.

By embedding these procedures, Bloom ensures an inclusive and equitable environment where all children and families feel valued, respected, and supported.

7. Confidentiality Policy

- **Purpose:** To protect the privacy of children, families, and staff.
- **Procedures:**
 - Store all records securely, in compliance with GDPR.
 - Share sensitive information only on a need-to-know basis with parental consent, except in safeguarding situations.
 - Provide training on data protection protocols for all staff.



Confidentiality Policy

Purpose

To protect the privacy and personal information of children, families, and staff by ensuring all data is handled, stored, and shared responsibly and in compliance with legal requirements, including the General Data Protection Regulation (GDPR).

Policy Statement

Bloom values trust and respects the confidentiality of all individuals. Personal and sensitive information is managed with the utmost care to safeguard privacy and maintain professional integrity.

Procedures

1. Secure Storage of Records

- **Physical Records:**
 - Paper-based records are stored in locked cabinets accessible only to authorised personnel.
- **Digital Records:**
 - Electronic data is stored on secure, password-protected systems with restricted access.
 - Regular backups are performed to prevent data loss.
- **Retention Periods:**
 - Records are retained only for as long as necessary and in line with legal requirements.
 - Outdated records are disposed of securely, such as by shredding paper documents or permanently deleting digital files.

2. Sharing Information

- **Need-to-Know Basis:**



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- Information is shared only with individuals directly involved in the care, education, or welfare of the child (e.g., staff, external professionals).
- Parental consent is obtained before sharing information with external parties unless safeguarding concerns take precedence.
- **Safeguarding Exceptions:**
 - In cases of suspected harm or risk to a child, information may be shared without parental consent with safeguarding authorities, following the guidance of the **Liverpool Safeguarding Children Partnership**.
- **Third-Party Services:**
 - Any third-party service providers with access to data must adhere to GDPR standards and sign a data protection agreement.

3. Staff Training and Awareness

- **Data Protection Training:**
 - All staff receive regular training on confidentiality, GDPR, and data protection protocols.
 - Training covers the importance of maintaining discretion in conversations and communications.
- **Staff Responsibilities:**
 - Staff are required to sign a confidentiality agreement as part of their employment contract.
 - Breaches of confidentiality are treated as a serious disciplinary matter.

4. Communication Practices

- **Parental Communication:**
 - Personal information about children is discussed privately and never in the presence of unauthorised individuals.
 - Email and written communications are encrypted or marked confidential, as appropriate.
- **Public Information:**
 - No identifiable information (e.g., photos, names) about children or families is shared publicly without written consent.
- **Social Media Policy:**



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- Staff are prohibited from discussing or posting information related to the setting, children, or families on social media.

5. Breach Management

- **Reporting Breaches:**
 - Any suspected or actual data breach must be reported immediately to the Data Protection Officer (DPO).
- **Response:**
 - The DPO will investigate the breach, take corrective actions, and notify affected parties and the Information Commissioner's Office (ICO) if required.

6. Monitoring and Review

- The confidentiality policy is reviewed annually to ensure compliance with GDPR and other relevant legislation.
- Feedback from staff, families, and external advisors is used to refine practices and address emerging risks.

By adhering to these procedures, the setting ensures the privacy of all individuals is respected, fostering trust and compliance with legal standards.

8. Food and Nutrition Policy

- **Purpose:** To promote healthy eating habits.
- **Procedures:**
 - Provide balanced meals and snacks that meet nutritional guidelines.
 - Cater to dietary restrictions and allergies with detailed care plans.
 - Teach children about healthy food choices through activities and discussions.



Food and Nutrition Policy

Purpose

To promote healthy eating habits and support children's growth, development, and overall well-being by providing nutritious meals and fostering a positive relationship with food.

Policy Statement

Bloom is committed to offering balanced, age-appropriate meals and snacks while respecting individual dietary needs and encouraging children to make healthy food choices.

Procedures

1. Balanced Meals and Snacks

- **Nutritional Standards:**
 - All meals and snacks comply with government nutritional guidelines for children, emphasising whole grains, lean proteins, fruits, and vegetables.
 - Sugary drinks, processed foods, and high-sugar snacks are avoided.
- **Variety:**
 - Menus are rotated regularly to provide variety and introduce children to a wide range of healthy foods.
 - Seasonal ingredients are incorporated where possible.
- **Hydration:**
 - Fresh drinking water is available to children at all times.

2. Catering to Dietary Needs

- **Individual Care Plans:**
 - Detailed care plans are created for children with dietary restrictions, allergies, or medical conditions.
 - Parents or carers provide written documentation of dietary requirements, supported by medical advice if applicable.



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- **Allergy Management:**
 - Staff are trained to recognise and respond to allergic reactions.
 - Cross-contamination prevention measures are strictly followed during food preparation.
 - Allergy information is prominently displayed in food preparation areas (e.g., an allergy chart for all children).
- **Cultural and Religious Considerations:**
 - Meals and snacks respect cultural and religious dietary practices, and parents are encouraged to share relevant information.

3. Healthy Eating Education

- **Interactive Activities:**
 - Cooking sessions, gardening projects, and tasting events introduce children to healthy food choices.
- **Discussions:**
 - Mealtime is used as an opportunity to discuss the benefits of eating well and trying new foods.
- **Role Modelling:**
 - Staff model healthy eating behaviours and foster a positive attitude toward food.

4. Food Preparation and Safety

- **Hygiene:**
 - All food is prepared in a clean, safe environment following food hygiene regulations.
 - Staff involved in food preparation hold valid food safety and hygiene certifications.
- **Storage:**
 - Perishable items are stored at appropriate temperatures to prevent spoilage.
 - Expired items are promptly discarded.



5. Involvement of Parents and Carers

- **Menu Sharing:**
 - Weekly menus are shared with parents to promote transparency and alignment with family preferences.
- **Feedback:**
 - Parents are encouraged to provide feedback on menus and share recipes or suggestions for culturally significant dishes.
- **Home-School Partnership:**
 - Resources, such as recipe ideas and guidance on healthy lunchboxes, are provided to support healthy eating at home.

6. Special Events and Celebrations

- **Healthy Celebrations:**
 - Birthdays and special events are celebrated with healthy treats or non-food-based activities.
 - Treats brought from home must align with the setting's healthy eating policy.

7. Monitoring and Review

- **Regular Review:**
 - Menus and food practices are reviewed regularly to ensure compliance with nutritional guidelines and accommodate evolving needs.
- **Feedback Loop:**
 - Feedback from children, parents, and staff is used to refine food practices.
- **Policy Updates:**
 - The Food and Nutrition Policy is reviewed annually to reflect changes in dietary guidelines or feedback from stakeholders.

By implementing these procedures, Bloom promotes lifelong healthy eating habits, ensures nutritional needs are met, and creates a positive food environment for all children.



9. Illness and Infection Control Policy

- **Purpose:** To minimise the risk of illness and infection.
- **Procedures:**
 - Exclude children and staff with infectious illnesses until they are no longer contagious.
 - Follow local health authority guidelines for managing outbreaks (e.g., COVID-19 protocols).
 - Maintain high standards of hygiene, including regular handwashing and sanitising surfaces.

Illness and Infection Control Policy

Purpose

To minimise the risk of illness and infection within Bloom by implementing proactive measures to prevent the spread of infectious diseases, ensuring the safety and well-being of children, staff, and families.

Policy Statement

Bloom is committed to providing a healthy environment through effective infection control practices, early identification of illness, and adherence to local health authority guidelines.

Procedures

1. Exclusion of Infectious Individuals

- **Illness Exclusion:**
 - Children and staff displaying symptoms of contagious illnesses (e.g., fever, diarrhoea, vomiting, or rash) are excluded from the setting until they are symptom-free or cleared to return by a medical professional.
 - The exclusion period follows **NHS** and **Liverpool health authority** guidelines for specific illnesses (e.g., 48 hours after the last episode of vomiting or diarrhoea).



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- **Notification:**

- Parents and carers are informed promptly if their child becomes unwell during the day, and arrangements are made for their collection.
- Families are notified of any reported cases of infectious illnesses within the setting (e.g., chickenpox or hand, foot, and mouth disease).

2. Managing Outbreaks

- **Local Health Guidelines:**

- In the event of an outbreak, the setting follows the guidance of the **Liverpool Public Health Authority** and communicates any necessary precautions to families and staff.
- For illnesses such as COVID-19, staff adhere to isolation periods, testing requirements, and any additional protocols specified by the government.

- **Enhanced Measures:**

- Increased cleaning and sanitisation of high-touch surfaces and shared equipment.
- Temporary adjustment of group activities to minimise close contact if necessary.

3. Hygiene Practices

- **Handwashing:**

- Children and staff wash hands frequently, including before meals, after using the toilet, and after outdoor play.
- Posters and songs are used to encourage proper handwashing techniques among children.

- **Cleaning Routines:**

- Surfaces, toys, and equipment are cleaned and sanitised daily, with additional attention to high-touch areas (e.g., doorknobs, light switches, and tabletops).
- Bedding, towels, and other personal items are washed regularly and not shared between children.

- **Personal Hygiene:**



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- Staff wear disposable gloves and aprons when handling bodily fluids or changing nappies, following best practices for infection control.

4. Communication with Families

- **Guidance:**
 - Parents receive information about recognising symptoms of common illnesses and steps to take if their child is unwell.
 - Families are provided with updates on health policies, including vaccination requirements and outbreak management protocols.
- **Support:**
 - Staff offer support to families dealing with long-term or recurring illnesses by providing resources and maintaining open communication.

Public Health England (now part of the UK Health Security Agency, UKHSA) provides detailed guidance on managing infectious diseases in early years settings to minimise risks and ensure effective infection control. Key elements of this guidance include:

1. **Exclusion Periods for Illnesses:** For certain infectious diseases, children must be excluded from settings to prevent spread:
 - a. **Chickenpox:** Exclude until all spots have crusted over.
 - b. **Diarrhoea/Vomiting:** Exclude for 48 hours after the last episode.
 - c. **Measles, Mumps, and Rubella (MMR):** Exclusion varies depending on the specific illness but typically involves 4-5 days from onset.
 - d. For a full table of diseases and exclusion guidelines, consult the UKHSA's exclusion table.
2. **Hygiene Practices:**
 - a. Regular handwashing with liquid soap and warm water.
 - b. Cleaning toys and surfaces frequently with appropriate disinfectants.
 - c. Proper disposal of clinical waste, such as nappies, gloves, and contaminated items.
3. **Outbreak Management:**
 - a. Notify the local UKHSA Health Protection Team in case of an outbreak.
 - b. Follow protocols such as enhanced cleaning, isolating symptomatic individuals, and providing information to parents.



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4. **Immunisation:**

- a. Encourage routine vaccinations, including MMR and flu vaccines, to protect children and staff.

5. **General Preventive Measures:**

- a. Supervised handwashing, especially after toileting and before meals.
- b. Avoiding shared soft toys or sand/water play during outbreaks.

For more comprehensive information, the UKHSA provides practical resources and guides accessible on their [official website](#)

[GOV.UK](#)

[HSC Public Health Agency](#)

[GOV.UK](#)

5. Staff Training and Preparedness

- **Health and Safety Training:**
 - Staff receive regular training on infection control, hygiene practices, and identifying signs of illness.
- **First Aid and PPE:**
 - Adequate personal protective equipment (PPE) is available for staff handling medical or hygiene-related tasks.
 - First aid training includes protocols for managing contagious illnesses safely.

6. Monitoring and Review

- **Policy Updates:**
 - The Illness and Infection Control Policy is reviewed annually or following changes in public health guidelines.
- **Incident Documentation:**
 - Records of illnesses, symptoms, and actions taken are maintained and reviewed to identify patterns or necessary improvements.

By implementing these procedures, Bloom minimises the risk of illness and infection, ensuring a safe, healthy, and supportive environment for all.



10. Staff Recruitment and Development Policy

- **Purpose:** To hire and retain qualified, committed staff.
- **Procedures:**
 - Conduct thorough interviews and reference checks for all new hires.
 - Provide regular training and professional development opportunities.
 - Monitor staff performance through regular appraisals and feedback.

Staff Recruitment and Development Policy

Purpose

To hire qualified, enthusiastic, and dedicated staff members and foster their professional growth to ensure the highest quality of care and education within Bloom.

Procedures

1. Recruitment Process

- **Trials/Interviews and Reference Checks:**
 - Conduct structured trials/interviews to assess candidates' qualifications, experience, and alignment with the setting's values.
 - Verify references from previous employers and educational institutions.
 - Require enhanced **Disclosure and Barring Service (DBS)** checks to ensure suitability for working with children.
- **Job Descriptions:**
 - Provide clear, detailed job descriptions outlining roles, responsibilities, and required qualifications.
- **Equal Opportunities:**
 - Ensure a fair and inclusive recruitment process that complies with equality legislation, encouraging applications from diverse backgrounds.



2. Induction and Onboarding

- **Orientation:**
 - New staff undergo a comprehensive induction program covering safeguarding, health and safety, and the setting's policies and procedures.
- **Mentorship:**
 - Assign mentors to new hires to support them during the initial months of employment.

3. Training and Professional Development

- **Regular Training:**
 - Provide mandatory training in safeguarding, first aid, and health and safety.
 - Offer ongoing opportunities for staff to enhance their skills through workshops, conferences, and e-learning platforms.
- **Specialised Development:**
 - Support staff in gaining qualifications such as Level 3 Early Years Educator or higher, depending on their role.
 - Provide funding or time allowances for formal education and certifications.
- **Reflective Practice:**
 - Encourage staff to engage in reflective practice to continuously improve their methods and approaches.

4. Performance Management

- **Regular Appraisals:**
 - Conduct performance appraisals annually, with mid-year reviews to provide structured feedback.
 - Set achievable goals tailored to each staff member's strengths and areas for development.
- **Ongoing Feedback:**
 - Create an open-door policy for informal feedback, fostering a culture of continuous improvement.
- **Recognition and Reward:**



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- Acknowledge and celebrate achievements through awards, recognition programs, or career advancement opportunities.

5. Retention Strategies

- **Work-Life Balance:**
 - Offer flexible working arrangements where possible to accommodate personal needs.
- **Wellbeing Initiatives:**
 - Provide access to mental health resources, wellness programs, and team-building activities.
- **Career Growth:**
 - Develop clear pathways for progression within the organisation to motivate and retain talent.

6. Monitoring and Review

- **Policy Updates:**
 - Review recruitment and development policies annually to ensure alignment with best practices and legal requirements.
- **Feedback Collection:**
 - Gather input from staff to enhance recruitment and development strategies and address challenges proactively.

By implementing these procedures, Bloom ensures a skilled, motivated workforce capable of delivering exceptional care and education while fostering a positive working environment.

11. Complaints Policy

- **Purpose:** To address concerns or complaints in a transparent and timely manner.
- **Procedures:**
 - Provide clear information on how to raise complaints.
 - Maintain a complaints log and investigate issues promptly.



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- Respond to complaints within a specified timeframe, and escalate unresolved issues to external authorities (e.g., Ofsted).

Complaints Policy

Purpose

To address concerns or complaints raised by parents, carers, or stakeholders in a transparent, effective, and timely manner, ensuring continuous improvement in the quality of care and education provided.

Procedures

1. Raising Complaints

- **Accessible Information:**
 - Parents and carers are provided with clear written guidance on how to raise a concern or complaint.
 - This information is included in welcome packs, displayed prominently within the setting, and accessible online.
- **Communication Channels:**
 - Complaints can be made in person, via email, or through a written form available at the setting.

2. Logging and Investigating Complaints

- **Complaints Log:**
 - All complaints are recorded in a dedicated complaints log, including details of the issue, date, and actions taken.
- **Prompt Investigation:**
 - The setting manager or a designated senior staff member investigates complaints thoroughly and impartially.
 - Confidentiality is maintained throughout the process, sharing information only on a need-to-know basis.



3. Responding to Complaints

- **Specified Timeframes:**
 - Acknowledge receipt of the complaint within **two working days**.
 - Provide a formal response detailing findings and actions within **10 working days**. If additional time is needed, the complainant is informed and given regular updates.
- **Resolution:**
 - Wherever possible, aim to resolve complaints amicably through discussion and agreed actions.

4. Escalation Process

- **Internal Escalation:**
 - If the complainant is dissatisfied with the initial response, they may request a review by the setting manager or a senior team.
- **External Authorities:**
 - Unresolved complaints can be referred to external authorities, such as **Ofsted**.
 - Contact details for Ofsted are provided in the complaints policy document:
 - Phone: 0300 123 1231
 - Online: Ofsted's complaints page.

5. Continuous Improvement

- **Feedback Utilisation:**
 - Complaints and their resolutions are reviewed periodically to identify patterns or areas for improvement.
- **Policy Updates:**
 - The complaints policy is reviewed annually to ensure it remains effective and aligned with regulatory standards.

By addressing complaints constructively, Bloom fosters trust, improves its services, and ensures the satisfaction and wellbeing of children and families.



12. Curriculum and Learning Policy

- **Purpose:** To support the holistic development of every child.
- **Procedures:**
 - Follow the Early Years Foundation Stage (EYFS) framework.
 - Create individual learning plans for children with special educational needs or disabilities.
 - Use play-based activities to develop social, emotional, cognitive, and physical skills.

Curriculum and Learning Policy

Purpose

To support the holistic development of every child by providing a stimulating, inclusive, and play-based learning environment aligned with statutory guidelines and individual needs.

Procedures

1. Alignment with the Early Years Foundation Stage (EYFS)

- **Curriculum Framework:**
 - Follow the **EYFS statutory framework**, focusing on the seven areas of learning and development:
 - **Prime Areas:** Communication and Language, Physical Development, Personal, Social, and Emotional Development.
 - **Specific Areas:** Literacy, Mathematics, Understanding the World, Expressive Arts and Design.



Curriculum Framework Overview

The **Early Years Foundation Stage (EYFS)** statutory framework emphasises holistic development and readiness for future learning. It outlines **seven key areas of learning and development**, which are divided into **Prime Areas** and **Specific Areas**:

Prime Areas (Crucial for building a strong foundation for learning):

- 1. Communication and Language:**
 - a. Focus on developing children's ability to listen, speak, and understand.
 - b. Encourage interactions through storytelling, role-play, and discussions.
- 2. Physical Development:**
 - a. Promote gross and fine motor skills through physical activity and hands-on tasks.
 - b. Educate about healthy choices and personal care routines.
- 3. Personal, Social, and Emotional Development:**
 - a. Support building relationships, self-regulation, and confidence.
 - b. Foster independence and teamwork through cooperative play and group activities.

Specific Areas (Build on the Prime Areas to extend learning):

- 4. Literacy:**
 - a. Introduce reading and writing through phonics, storytelling, and mark-making activities.
 - b. Encourage a love of books and early writing practices.
- 5. Mathematics:**
 - a. Develop understanding of numbers, counting, patterns, shapes, and measures.
 - b. Use practical, play-based approaches like puzzles and building blocks.
- 6. Understanding the World:**
 - a. Explore the natural world, technology, and cultural diversity.
 - b. Facilitate inquiry-based activities like nature walks or community visits.
- 7. Expressive Arts and Design:**
 - a. Inspire creativity through music, dance, art, and imaginative play.



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- b. Offer opportunities for self-expression using diverse materials and media.

Intent, Implementation, and Impact of Our Curriculum

Intent

The intent of our curriculum is to foster a holistic approach to child development, ensuring that every child:

1. Feels valued and included, regardless of their background or abilities.
2. Develops essential skills across cognitive, social, emotional, physical, and creative domains.
3. Builds curiosity, independence, and a lifelong love for learning.
4. Is prepared for future educational stages by mastering the Early Years Foundation Stage (EYFS) areas of learning.

Our goal is to create a curriculum that is:

- **Inclusive:** Tailored to meet individual needs, including those with special educational needs or disabilities (SEND).
- **Engaging:** Based on play and exploration, stimulating curiosity and problem-solving.
- **Culturally Aware:** Promoting an understanding of diversity and community.

Implementation

The curriculum is delivered through:

- 1. Play-Based Learning**
 - a. Incorporates structured and free-choice activities to promote exploration and creativity.
 - b. Engages children in real-world experiences (e.g., gardening, cooking, community visits).
- 2. Individualised Planning**
 - a. Key workers develop personalised learning plans based on ongoing observations and assessments.



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- b. Focus on child-led activities while introducing adult-led sessions to balance learning styles.
- 3. Thematic Learning**
 - a. Topics are chosen based on children's interests and linked to EYFS areas, ensuring all domains are covered.
 - b. Themes incorporate global perspectives and local community relevance.
- 4. Parental Involvement**
 - a. Regular updates, workshops, and parent-child activities bridge learning at home and in the nursery.
- 5. Continuous Professional Development (CPD)**
 - a. Staff are trained to stay updated with modern pedagogical practices and the latest EYFS framework changes.

Impact

The success of the curriculum is measured by its impact on children's development:

- 1. Developmental Progress**
 - a. Children consistently meet or exceed developmental milestones.
 - b. Specific progress in prime areas (e.g., communication, personal development) forms a foundation for later learning.
- 2. Readiness for School**
 - a. Children demonstrate confidence, independence, and foundational literacy and numeracy skills.
- 3. Wellbeing and Confidence**
 - a. Strong relationships with peers and staff reflect a positive and inclusive environment.
 - b. Children express themselves creatively and engage meaningfully with their surroundings.
- 4. Feedback and Outcomes**
 - a. Regular assessments, parent feedback, and reflections from staff guide continuous improvements.
 - b. External evaluations (e.g., Ofsted reports) confirm the curriculum's alignment with national standards.



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Through these approaches, our curriculum ensures a nurturing, high-quality educational experience that supports every child's unique journey.

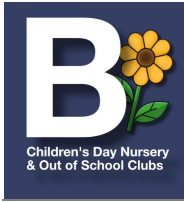
- **Observation and Planning:** Tailor activities to each child's developmental stage and interests, ensuring alignment with the EYFS framework.
- **Integration Across Areas:** Many activities address multiple areas (e.g., a cooking activity can include math, communication, and physical development).
- **Child-Led Learning:** Encourage exploration and creativity, letting children guide their play and learning experiences.

By focusing on these areas, the curriculum ensures a well-rounded approach that supports every child's unique learning journey while meeting statutory requirements. More details can be found in the official EYFS framework document on the UK Government website.

- **Observation and Assessment:**
 - Regularly observe and document children's progress to plan next steps.
 - Use progress checks at age two and EYFS Profile assessments at the end of the foundation stage as mandated.

2. Individual Learning Plans

- **Special Educational Needs and Disabilities (SEND):**
 - Work closely with parents, carers, and external professionals to develop individualised learning plans for children with SEND.
 - Design activities and provide resources to ensure full participation and access to the curriculum.
- **Key Person System:**
 - Assign a key person to every child to ensure tailored support and meaningful relationships.



3. Play-Based Learning

- **Approach:**
 - Implement play as a primary method for learning, ensuring it is engaging, age-appropriate, and fosters exploration.
- **Skill Development:**
 - Design activities to develop:
 - **Social Skills:** Cooperative play and teamwork.
 - **Emotional Skills:** Role-play and storytelling.
 - **Cognitive Skills:** Problem-solving games, puzzles, and early numeracy/literacy tasks.
 - **Physical Skills:** Outdoor activities and fine/gross motor challenges.

4. Inclusive and Stimulating Environment

- **Diverse Resources:**
 - Provide materials reflecting different cultures, abilities, and interests to foster inclusivity.
- **Learning Spaces:**
 - Designate areas for quiet learning, active play, creativity, and sensory exploration.

5. Parent and Community Involvement

- **Parental Collaboration:**
 - Share learning outcomes and progress with parents through regular communication and meetings.
 - Involve parents in learning through activities such as workshops or story-sharing sessions.
- **Community Links:**
 - Utilise local resources, such as libraries and parks, to enhance learning experiences.



6. Monitoring and Review

- **Continuous Improvement:**
 - Regularly review the curriculum and teaching practices to ensure they meet children's developmental needs and statutory requirements.
- **Feedback Integration:**
 - Use feedback from staff, parents, and children to refine the curriculum.

By adhering to these procedures, Bloom ensures a robust framework for fostering every child's development in preparation for lifelong learning.

13. Parent and Community Engagement Policy

- **Purpose:** To foster strong partnerships with families and the local community.
- **Procedures:**
 - Hold regular parent-teacher meetings and workshops.
 - Communicate updates through newsletters, emails, or an online portal.
 - Involve parents in activities such as fundraising or cultural events.

Parent and Community Engagement Policy

Purpose

To strengthen relationships with families and the local community, ensuring collaboration and mutual support for the benefit of children's learning and development.

Procedures

1. Regular Communication

- **Parent-Key-person Meetings:**
 - Organise termly meetings to discuss children's progress, share observations, and set goals collaboratively.
- **Updates and Announcements:**



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- Use diverse communication methods such as newsletters, emails, notice boards, or an online portal to keep families informed about events, updates, and policy changes.
- **Feedback Opportunities:**
 - Provide avenues for parents to share feedback through surveys, suggestion boxes, or informal chats with staff.

2. Workshops and Information Sessions

- **Parental Involvement in Learning:**
 - Host workshops on topics like child development, literacy support at home, or managing behaviour.
- **Transition Support:**
 - Offer guidance to parents during key transitions, such as starting childcare or moving to primary school.

3. Family Participation in Activities

- **Fundraising Events:**
 - Involve parents in organising and participating in fundraising activities to support the setting's resources or community causes.
- **Cultural Celebrations:**
 - Encourage families to share their cultural traditions through storytelling, food, or activities, promoting diversity and inclusion.
- **Volunteering:**
 - Invite parents to volunteer during outings, reading sessions, or special projects.

4. Community Engagement

- **Local Partnerships:**
 - Collaborate with local businesses, libraries, and community groups to provide enriched learning experiences.
- **Guest Speakers:**



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- Invite professionals or community members to talk to children and parents about various topics, such as health, safety, or career awareness.

5. Monitoring and Review

- **Evaluation of Engagement:**
 - Regularly assess the effectiveness of engagement activities through parent feedback and participation rates.
- **Policy Updates:**
 - Revise the engagement policy annually to incorporate new ideas and adapt to changing needs.

By fostering a collaborative environment, the setting ensures families, and the local community actively contribute to creating a nurturing and enriching space for children.

14. Emergency Procedures Policy

- **Purpose:** To prepare for unexpected situations effectively.
- **Procedures:**
 - Develop a clear protocol for fire drills, lockdowns, and other emergencies.
 - Train staff to respond calmly and efficiently.
 - Maintain updated emergency contact information for all children.

Emergency Procedures Policy

Purpose

To ensure the safety and wellbeing of children, staff, and visitors by preparing for and effectively managing unexpected emergencies.

Procedures

1. Development of Emergency Protocols

- **Fire Drills:**



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- Conduct regular fire drills (at least once per term) to familiarise children and staff with evacuation procedures.
- Clearly display evacuation routes and meeting points.
- **Lockdowns:**
 - Develop a lockdown procedure to secure the premises during external threats, ensuring all entry points are locked and children are gathered in safe areas.

Lockdown Procedure for Childcare Settings

Purpose

To ensure the safety of children and staff during an external threat (e.g., intruder, external disturbance), a clear lockdown procedure is necessary to secure the premises and prevent harm.

Procedure Steps

1. Alert and Activation

- **Initial Warning:**
 - Staff are immediately alerted to the lockdown situation through a clear and distinct alarm (e.g., bells, intercom announcements, or emergency signal).
 - A predetermined code word may be used to discreetly communicate the need for a lockdown to avoid alarming children.
- **Action:**
 - Staff must immediately begin securing doors, windows, and any other entry points that could provide access to the premises.

2. Securing the Premises

- **Locking Doors and Windows:**
 - Ensure all external and internal doors are securely locked, including gates or any unsecured entry points.
 - Close and lock windows in areas accessible to the outside.



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- **Blocking Entry Points:**

- In the event of compromised doors, barricade them with furniture, curtains, or other available objects.
- Check for any vulnerabilities in the building's layout, such as open windows, and address them quickly.

3. Gathering Children in Safe Areas

- **Safe Room Identification:**

- Identify designated safe areas in advance, such as classrooms or rooms that can be locked and have no windows facing outside.
- Children should be moved calmly and quickly to these areas by staff.

- **Minimise Visibility:**

- Close curtains, blinds, or cover windows to prevent anyone from observing the children.
- Ensure children are kept quiet and away from windows or doors.

4. Staff and Child Accountability

- **Roll Call:**

- Teachers or key workers must conduct a headcount of children to ensure all are accounted for.
- Ensure staff members also confirm their own safety, and no one is left outside or in vulnerable areas.

5. Communication

- **External Communication:**

- Contact emergency services immediately to report the threat and seek guidance, if applicable.
- Use mobile phones or other secure methods to inform senior management or parents of the lockdown status.

- **Internal Communication:**

- Staff should use radios or mobile phones to communicate with each other, ensuring all areas of the building are locked and secure.



6. Duration and Ending the Lockdown

- **Lockdown Duration:**
 - Stay in lockdown until cleared by an authorised external body (e.g., police or emergency responders).
- **Ending the Lockdown:**
 - Only authorised personnel (e.g., emergency services) can declare the lockdown over and confirm that it is safe to resume normal operations.

7. Post-Lockdown Actions

- **Debriefing:**
 - Once the lockdown is over, conduct a debriefing with all staff to discuss the actions taken and areas for improvement.
- **Support for Children and Staff:**
 - Provide emotional support or counselling for children and staff members who may have been affected by the incident.
 - Notify parents promptly and provide them with information on how the situation was handled.

Key Considerations

- **Training:**
 - All staff members must receive regular lockdown procedure training, including how to remain calm and how to handle children during a lockdown.
- **Practice Drills:**
 - Regular lockdown drills should be conducted at least once per term, ensuring all staff and children are familiar with the procedure.

By implementing a clear and well-rehearsed lockdown procedure, childcare settings can ensure that they are prepared to handle external threats while maintaining a safe and secure environment for children and staff.

- **Other Emergencies:**



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- Establish protocols for medical emergencies, severe weather, power outages, or hazardous material incidents.

2. Staff Training

- **Emergency Response Training:**
 - Train all staff on emergency procedures, including evacuation, first aid, and incident reporting.
 - Designate specific roles (e.g., fire warden, first aid lead) and ensure responsibilities are understood.
- **Calm Response:**
 - Emphasise the importance of maintaining calm to reassure children and reduce panic during emergencies.

3. Emergency Contact Information

- **Updated Records:**
 - Maintain up-to-date emergency contact information for all children and staff, reviewed at least quarterly.
- **Accessible Records:**
 - Ensure emergency contact lists are easily accessible to staff, both digitally and physically, in secure locations.

4. Communication During Emergencies

- **Parental Notifications:**
 - Notify parents promptly during and after an emergency via phone, email, or text alerts, ensuring transparency and reassurance.
- **Emergency Services:**
 - Contact appropriate services immediately in cases of fire, medical emergencies, or security threats.



5. Post-Emergency Review

- **Incident Reports:**
 - Document all emergencies, detailing actions taken, outcomes, and lessons learned.
- **Policy Updates:**
 - Revise emergency procedures based on feedback from staff and observations during drills or actual incidents.

By implementing these measures, Bloom ensures preparedness for emergencies while prioritising the safety and security of all individuals present.

15. Babies and Toddlers Policy

A **Babies and Toddlers Policy** aims to provide a nurturing, safe, and stimulating environment tailored to the developmental needs of infants and young children (ages 0–3). Below is a general outline of key components included in such a policy:

1. *Purpose*

To support the holistic development of babies and toddlers through personalised care and learning experiences that foster growth, exploration, and secure attachments.

2. *Key Principles*

1. **Individualised Care:**
 - a. Acknowledge the unique routines, preferences, and needs of each child.
 - b. Collaborate with families to maintain continuity between home and childcare settings.
2. **Secure Attachments:**
 - a. Assign a **key person** to each child to provide emotional security and build trust.
 - b. Prioritise consistent caregiving to strengthen attachment bonds.
3. **Developmentally Appropriate Practices:**
 - a. Activities and interactions align with developmental milestones.



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- b. Provide opportunities for sensory exploration and motor skill development.

3. Procedures

1. Environment and Resources:

- a. Create a safe, clean, and inviting space for babies and toddlers to explore.
- b. Include age-appropriate toys, books, and sensory materials.

2. Health and Hygiene:

- a. Follow strict hygiene protocols, including regular handwashing and sanitising toys and surfaces.
- b. Ensure proper handling of feeding equipment, nappies, and sleep areas.

3. Feeding and Nutrition:

- a. Respect individual feeding schedules, including breastfeeding, bottle feeding, and the introduction of solid foods.
- b. Provide balanced, nutritious meals and snacks.

4. Sleep and Rest:

- a. Offer age-appropriate sleep arrangements, following safe sleep guidelines (e.g., firm mattress, no loose bedding).
- b. Respond to each child's sleep cues and routines.

5. Development and Play:

- a. Incorporate sensory activities like water play, painting, and tactile exploration.
- b. Encourage gross and fine motor skill activities, such as crawling, stacking, and grasping.

6. Communication and Language Development:

- a. Engage babies and toddlers in conversations, songs, and stories to foster language acquisition.
- b. Use non-verbal communication like gestures and expressions to connect with preverbal children.

4. Partnership with Parents and Families

- Maintain open, regular communication about the child's progress, daily routines, and developmental milestones.



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- Offer opportunities for parents to participate in activities or provide feedback on practices.

5. Staff Training and Qualifications

- Ensure caregivers have training in infant and toddler care, including developmental psychology and first aid.
- Provide ongoing professional development opportunities focused on the latest childcare research.

6. Monitoring and Review

- Regularly assess the policy's implementation through staff observations and parental feedback.
- Update the policy annually to align with best practices and regulatory standards.

By following a detailed Babies and Toddlers Policy, childcare settings can ensure a responsive, nurturing environment that supports early learning and development while building strong foundations for future growth.

16. Preschool Policy

A **Preschool Policy** outlines the principles and procedures for ensuring high-quality early childhood education and care. It focuses on fostering a safe, inclusive, and nurturing environment that supports the developmental needs of children aged 3 to 5 years.

1. Purpose

To provide a comprehensive framework for delivering developmentally appropriate, inclusive, and stimulating education, preparing preschool children for successful transitions to primary education.



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2. Principles

1. **Child-Centred Approach:** Activities and learning experiences are tailored to each child's unique needs and interests.
2. **Holistic Development:** Focus on physical, emotional, social, and intellectual growth.
3. **Inclusivity:** Ensure participation of all children, including those with Special Educational Needs and Disabilities (SEND).
4. **Partnership with Families:** Foster open communication and collaboration with parents or carers.
5. **Safe and Stimulating Environment:** Maintain an engaging and secure setting for learning and play.

3. Curriculum

1. Framework:

- a. Implement the Early Years Foundation Stage (EYFS) or relevant national guidelines in the creation of a bespoke curriculum that meets the needs of all children offering challenge, curiosity and intrigue.
- b. Address the **seven areas of learning:**
 - i. Prime: Communication and Language, Physical Development, Personal, Social, and Emotional Development.
 - ii. Specific: Literacy, Mathematics, Understanding the World, Expressive Arts and Design.

2. Activities:

- a. Play-based and experiential learning opportunities.
- b. Integration of structured group activities and free play.
- c. Outdoor exploration and physical activities.

3. Assessment:

- a. Regular observations to monitor progress and inform planning.
- b. Progress checks at age two and EYFS Profile at the end of the foundation stage.



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4. Environment and Safety

1. Learning Spaces:

- a. Designate areas for creative arts, quiet reading, sensory exploration, and active play.
- b. Ensure materials and toys are diverse, age-appropriate, and inclusive.

2. Health and Safety:

- a. Perform routine safety checks and risk assessments.
- b. Follow hygiene practices, including handwashing and toy sanitisation.
- c. Maintain clear protocols for emergencies and medical incidents.

5. Behaviour Management

- Use positive reinforcement to encourage good behaviour.
- Develop individual behaviour plans for children requiring additional support.
- Ensure consistency in expectations and routines.

6. SEND Support

1. Identification and Planning:

- a. Early recognition of developmental delays or additional needs.
- b. Collaboration with families and professionals to create Individual Learning Plans (ILPs).

2. Resources:

- a. Provide materials and activities that are accessible and tailored to children's needs.

7. Parental Engagement

1. Communication:

- a. Regular updates through meetings, newsletters, and digital platforms.
- b. Share progress and collaborate on learning goals.

2. Involvement:

- a. Encourage parent participation in workshops, events, and learning activities.



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8. Staff Training and Ratios

1. Qualifications:

- a. Ensure staff are trained in early childhood education and first aid.

2. Ratios:

- a. Maintain appropriate adult-to-child ratios, as per regulatory guidelines.

9. Policy Review

- Review and update the preschool policy annually to reflect best practices and regulatory changes.

By adhering to these principles and procedures, preschools can provide a high-quality, enriching environment that supports the growth and learning of every child.

17. Wraparound and Out-of-School Club Policy

This policy outlines the provision of wraparound care and out-of-school clubs, ensuring a safe, engaging, and inclusive environment for children outside regular school hours.

1. Purpose

To provide high-quality childcare services before school, after school, and during school holidays, supporting families by offering flexible care options that enhance children's social, emotional, and academic development.

2. Objectives

1. Support for Families:

- a. Provide reliable childcare solutions that align with family needs.
- b. Enable parents and carers to pursue work, study, or personal commitments.

2. Enrichment Activities:

- a. Offer opportunities for creative, physical, and educational activities.

3. Inclusivity:



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- a. Ensure all children, including those with Special Educational Needs and Disabilities (SEND), can participate fully.

3. Operating Hours

1. Before School Care:

- a. Typically operates from 7/7:30 AM to school start time.

2. After School Care:

- a. Operates from school dismissal until 5.50 PM or as per the setting's capacity.

3. Holiday Clubs:

- a. Provide full-day sessions during school holidays, with flexible pick-up and drop-off times.

4. Activities and Structure

1. Daily Schedule:

- a. A balance of structured activities and free play.
- b. Quiet areas for homework or relaxation.

2. Types of Activities:

- a. **Creative:** Arts, crafts, and music.
- b. **Physical:** Sports, outdoor games, and yoga.
- c. **Educational:** STEM challenges, reading time, and puzzles.

3. Themed Sessions:

- a. Offer special themes or workshops (e.g., nature exploration, cooking classes) during holiday clubs.

5. Safety and Supervision

1. Staff Ratios:

- a. Maintain appropriate adult-to-child ratios in line with regulatory requirements.

2. Health and Safety:

- a. Conduct risk assessments for activities and environments.
- b. Ensure first aid-trained staff are always present.



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3. Child Collection:

- a. Maintain strict procedures for authorised pick-ups and late collections.

6. Inclusion and SEND Support

1. Accessibility:

- a. Ensure the environment is accessible to children with disabilities.

2. Tailored Support:

- a. Develop Individual Care Plans (ICPs) for children with SEND.

7. Communication with Families

1. Parent Involvement:

- a. Provide regular updates through newsletters, apps, or meetings.

2. Feedback Mechanisms:

- a. Gather feedback from families to enhance the service.

8. Fees and Booking

1. Payment Policies:

- a. Please see our terms and conditions within our registration pack
- b. Offer flexible booking options, such as termly or ad-hoc sessions.

2. Subsidies:

- a. Provide information on government schemes (e.g., Tax-Free Childcare) or local funding options.

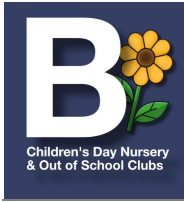
9. Staff Training and Development

1. Qualifications:

- a. Ensure staff are trained in childcare, safeguarding, and health and safety.

2. Professional Development:

- a. Encourage ongoing training in activity planning, SEND support, and behaviour management.



10. Policy Review

1. Annual Review:

- a. Update the policy based on feedback, legislative changes, and best practices.

By following this policy, wraparound and out-of-school clubs can create a secure, enriching, and enjoyable environment, fostering positive experiences for children and support for families.

18. Formula Milk Policy and Procedure

This policy provides guidelines for the safe preparation, storage, and administration of formula milk in a childcare setting, ensuring the health and wellbeing of infants.

1. Purpose

To support parents and ensure the safe handling and feeding of formula milk to infants in compliance with health and safety standards.

2. Key Principles

- Follow strict hygiene and preparation protocols.
- Respect parental preferences and cultural practices.
- Maintain accurate records for each infant's feeding requirements.

3. Procedures

Preparation of Formula Milk

1. Parental Instructions:

- a. Obtain clear, written instructions from parents regarding formula preparation, including the brand and preparation method.
- b. Request pre-measured formula and sterilised bottles from parents where possible.



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2. Preparation Standards:

- a. Use water boiled and cooled to 70°C or above to prepare formula, as recommended by health guidelines.
- b. Mix formula according to the manufacturer's instructions.
- c. Cool the bottle to feeding temperature by placing it under running cold water or in a container of cold water.

3. Hygiene:

- a. Wash hands thoroughly before handling bottles or formula.
- b. Sterilise all bottles, teats, and feeding equipment before use.

Storage of Formula Milk

1. Pre-Made Formula:

- a. If parents provide pre-made formula, ensure it is labelled with the child's name and date.
- b. Store in the refrigerator at 5°C or lower and discard any unused milk after 24 hours.

2. Freshly Prepared Formula:

- a. Use immediately after preparation, as recommended.
- b. Discard any milk left in the bottle after a feed.

Feeding Infants

1. Feeding Practices:

- a. Feed infants in a calm, safe, and supervised environment.
- b. Test the temperature of the milk on the wrist to ensure it is not too hot.
- c. Hold the infant during feeding; do not prop up bottles.

2. Feeding Records:

- a. Maintain a log for each infant, detailing the time, quantity consumed, and any observations.

Cleaning and Sterilisation

- Clean and sterilise all bottles, teats, and feeding equipment after use.
- Ensure proper storage of sterilised equipment to avoid contamination.



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4. Parental Communication

- Provide parents with daily updates on their infant's feeding schedule and amounts.
- Discuss any concerns, such as feeding difficulties or observed reactions, with parents promptly.

5. Staff Training

- Train all staff in formula preparation, feeding techniques, and hygiene protocols.
- Ensure familiarity with infant feeding cues and dietary requirements.

6. Emergency Procedures

- Be alert to signs of adverse reactions (e.g., allergies or intolerances).
- Have a clear protocol for managing feeding-related emergencies, including notifying parents and seeking medical assistance if needed.

7. Policy Review

This policy will be reviewed annually or as needed to align with updated health guidelines or parental feedback.

By adhering to this policy, childcare settings can ensure safe, hygienic, and supportive formula feeding practices, promoting the health and development of infants.



19. Safe Sleeping Policy for Under 2's

This policy is designed to ensure that all infants under the age of two are provided with a safe and secure sleep environment in line with the latest guidelines for Sudden Infant Death Syndrome (SIDS) prevention and best childcare practices.

1. Purpose

To create a safe sleeping environment that promotes the health and wellbeing of babies under two years old and reduces the risk of sleep-related incidents.

2. Key Principles

- Follow the sleep safety recommendations provided by recognised organisations such as the **NHS, Lullaby Trust, and American Academy of Paediatrics.**
- Respect the individual sleep routines and preferences provided by parents while ensuring adherence to safety guidelines.
- Maintain a calm and supervised sleep area.

3. Procedures

Sleep Environment

1. Cot Setup:

- a. Use firm, flat, and well-fitting mattresses with no gaps.
- b. Ensure no pillows, soft toys, or loose bedding are in the cot.
- c. Use fitted sheets that snugly cover the mattress.

2. Temperature Control:

- a. Maintain a room temperature between 16-20°C (60-68°F) for optimal comfort.
- b. Dress babies in lightweight, breathable clothing, and use approved baby sleeping bags if needed.

3. Positioning:

- a. Always place babies on their backs to sleep, as per SIDS prevention guidelines.



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- b. Ensure babies' feet touch the bottom of the crib (feet-to-foot position).

Monitoring During Sleep

1. Regular Checks:

- a. Conduct visual checks every 10 minutes to observe babies' breathing and sleeping positions.
- b. Record sleep duration, position, and any disturbances in a log.

2. Breathing and Safety:

- a. Ensure the baby's face remains uncovered during sleep.
- b. Remove any bibs, pacifier clips, or other accessories that could pose a choking hazard.

Sleep Routines

- Collaborate with parents to understand each infant's routine, including nap times and soothing practices.
- Follow consistent practices to help babies transition to sleep in a calm manner.

4. Staff Training

- Train staff on safe sleeping practices, including how to identify and address risks.
- Update training periodically based on the latest safety research and guidelines.

5. Parental Communication

- Provide parents with information on safe sleep practices.
- Maintain an open dialogue about changes to routines or concerns observed during sleep times.

6. Emergency Response

- Have clear protocols for responding to medical emergencies, including unresponsive infants.
- Ensure staff are trained in paediatric first aid and CPR.



7. Policy Review

This policy is reviewed annually or as required to align with updated safety recommendations from trusted authorities.

By implementing these measures, nurseries can provide a safe and nurturing sleep environment for infants, ensuring both their physical safety and emotional wellbeing. For additional guidance, consult the **NHS Safe Sleep Guidelines** or the **Lullaby Trust** resources.

20. Display Board Policy

Purpose

To ensure all display boards across the nursery are aesthetically pleasing, purposeful, and contribute to the children's learning environment, supporting transitions and curriculum relevance.

Policy Guidelines

1. Allocation of Display Boards

- a. Each room/space within the nursery is allocated one display board.

2. Design and Aesthetics

- a. **Backing:** Boards must be hessian-backed for a neutral, natural look.
- b. **Borders:** No borders are to be used to maintain simplicity and focus.
- c. **Decorations:**
 - i. Incorporate ivy and battery-powered lights to dress the board and add visual appeal.
 - ii. Use Lucida Cursive font for any text to support the transition to cursive writing in reception. Font size must be age-appropriate and legible.

3. Content Guidelines



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- a. **Pictures:** Use high-quality colour pictures, no smaller than A4 size, mounted on NAVY card backing for consistency and clarity.
- b. **Purposeful Content:** Displays must align with the curriculum and be relevant to ongoing learning topics or themes.
- c. **Logo:** Include the nursery logo on each board in A4 size.

4. Refresh Schedule

- a. Displays are to be updated termly, three times per year, to maintain relevance and freshness.

5. Roles and Responsibilities

- a. Each setting/room must designate a **Display Coordinator** responsible for planning, creating, and maintaining display boards. Coordinators ensure displays adhere to the policy and reflect the curriculum accurately.

6. Monitoring and Review

- a. The effectiveness and adherence to this policy will be reviewed during termly audits conducted by the Display Coordinator and senior staff. Feedback from children and staff may guide updates or improvements.

By following this policy, displays will create an engaging, cohesive, and supportive learning environment tailored to the needs of children and aligned with educational goals.

21. Nappy Changing Policy and Procedure

Purpose

To promote a safe, hygienic, and respectful approach to nappy changing while maintaining the dignity and comfort of the child.

Policy Guidelines

1. Hygiene and Safety

- a. Staff must wear disposable gloves and aprons during each nappy change.
- b. Hands must be washed thoroughly before and after each nappy change.
- c. Nappy-changing surfaces must be cleaned and disinfected after every use.
- d. Soiled nappies must be disposed of in a designated, lidded bin that is emptied regularly.



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2. Child Comfort and Dignity

- a. Ensure privacy during nappy changes, using designated changing areas.
- b. Talk to the child throughout the process to provide reassurance and make it a positive experience.
- c. Encourage independence where appropriate, such as allowing children to hold wipes or assist in undressing if they are able.

3. Partnership with Parents/Carers

- a. Respect parents' preferences, including the type of nappies (disposable or cloth) and creams used.
- b. Keep open communication regarding changes in the child's toileting needs or any issues noticed during nappy changes (e.g., rashes or unusual stool).

4. Record Keeping

- a. Document each nappy change, including the time and any observations (e.g., nappy condition, skin irritation).

5. Staffing

- a. Only trained staff members should undertake nappy changes.
- b. A key worker or consistent staff member is encouraged to carry out nappy changes to foster trust and comfort for the child.

Procedure

1. Preparation

- a. Gather all necessary items, including gloves, aprons, nappies, wipes, creams, and a clean change mat.
- b. Wash hands and put on disposable gloves and apron.

2. Nappy Change

- a. Escort the child to the designated changing area.
- b. Gently lay the child on the clean mat and talk to them to keep them at ease.
- c. Remove the soiled nappy and clean the child's bottom using wipes, ensuring all creases are cleaned.
- d. Apply nappy cream if required, using a clean tissue or wipe to avoid cross-contamination.
- e. Put on a clean nappy and dress the child appropriately.
- f. Disposable gloves must be worn for each nappy change



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- g. UNDER NO CIRCUMSTANCES WILL A CHILD BE LEFT UNATTENDED DURING THEIR NAPPY CHANGE AT ANY TIME OR FOR ANY REASON WHATSOEVER.
- h. Wipe the child's bottom front to back
- i. If a child has three loose, out of character loose nappies, then in order to reduce the spread of any infections, then we will send the child home.
- j. Our hand basin/sink must be in close proximity and accessible to staff without the need to leave a child unattended on a raised changing surface
- k. Staff must always Wash hands after each nappy change using supplies of liquid soap and hand towels available at the hand/wash basin in the nappy change area.
- l. Hot water, liquid soap and paper towels must be available at all times at the hand/wash basin in the nappy change area.

3. Post-Change Hygiene

- a. Dispose of the soiled nappy, gloves, and apron in the designated bin.
- b. Clean the changing mat with an approved disinfectant.
- c. Wash hands thoroughly and assist the child in washing their hands.
- d. We always ensure any gloves or paper products that are used are disposed of in the bin.

4. Record and Inform

- a. Record the nappy change, including the time, condition of the nappy, and any observations.
- b. Inform parents/carers of any significant concerns at pickup.

NB: Children are always changed when necessary and NOT left to appointed nappy changing times.

Monitoring and Review

- This policy is reviewed annually to ensure it meets hygiene and safeguarding standards. Staff are trained regularly to maintain compliance with best practices.

By adhering to this policy, the nursery ensures a respectful and hygienic approach to nappy changing that prioritises the child's well-being and safety.



22. Settling In and Transition Policy and Procedure

Purpose

To ensure that children settle into the nursery in a supportive, nurturing, and comfortable environment, easing the transition from home or another setting, and to support emotional well-being and adjustment to the nursery setting.

Policy Guidelines

1. A Welcoming Environment

- a. The nursery will provide a calm, welcoming, and familiar environment that promotes security and comfort.
- b. Staff will be attentive, friendly, and approachable to both children and their families.

2. Individualised Settling-In Process

- a. Each child is unique, and the settling-in process will be tailored to their individual needs, preferences, and developmental stage.
- b. Families are encouraged to communicate any specific concerns or needs regarding their child's transition.

3. Parent and Child Communication

- a. Prior to the child's first day, staff will meet with parents to discuss the child's routines, preferences, any existing care routines, and any other important information (e.g., allergies, fears, special needs).
- b. Families will be kept informed about their child's progress, and parents should feel comfortable contacting the nursery with questions.

4. Gradual Introduction

- a. The settling-in process may involve a series of gradual visits, depending on the child's needs, starting with shorter visits and gradually increasing to full days. This allows the child to adapt to their new environment at their own pace.
- b. Staff will ensure a familiar routine and environment during each visit to ease the transition.

5. Key Person System



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- a. Each child will be assigned a “Key Person” who will be their primary point of contact. The Key Person will build a strong relationship with the child, offering security and supporting emotional needs.
- b. The Key Person will also be responsible for sharing important information with parents about the child's time at nursery and helping the child adjust to the setting.

6. Routine and Familiarity

- a. A consistent routine will be established to help children feel secure and know what to expect during their day.
- b. For younger children, familiar objects from home (e.g., a comforter or favourite toy) can be brought in to help them feel settled.

7. Encouragement of Positive Emotional Expression

- a. Children will be supported to express their emotions positively, and staff will help them cope with feelings of separation or anxiety during drop-off times.
- b. Activities, such as reading books or singing familiar songs, may be used to ease transitions.

8. Supporting Parents and Carers

- a. Parents are encouraged to stay with their child during initial visits if needed. Communication between staff and parents is vital for the child’s smooth transition.
- b. Parents will be encouraged to bring any items that will comfort their child, like a favourite blanket or toy, to help them feel at ease.

9. Ongoing Support

- a. Staff will monitor each child's progress and emotional well-being throughout the settling-in period.
- b. Feedback from parents and caregivers will be gathered regularly to assess how the child is adjusting and make any necessary changes to the approach.

Procedure Steps

1. Initial Parent Meeting

- a. Prior to the child’s start date, the parents meet with the Key Person to discuss the child’s background, routines, and preferences.
- b. Parents complete any necessary paperwork and provide details about health and emergency contact information.



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2. First Visit

- a. A short visit to the setting is arranged, where the child is introduced to the staff, their Key Person, and the room.
- b. Parents are encouraged to stay for a short period during this visit if the child feels unsure or anxious.

3. Gradual Increase in Time

- a. The length of time spent at the nursery is gradually increased, with the child staying for a longer period each day or week, depending on their comfort level.
- b. During these visits, staff will engage the child in activities that match their developmental stage and interests.

4. Observation and Adjustment

- a. Staff will observe the child's behaviour during each settling-in session to gauge their comfort level and identify any potential concerns.
- b. Adjustments to the settling-in process will be made as needed to support the child.

5. Feedback and Communication with Parents

- a. Parents will receive regular updates about their child's progress, including any concerns or milestones.
- b. Staff will be available for check-ins, and ongoing communication between staff and parents is encouraged.

6. Review

- a. After the first few weeks, the settling-in process will be reviewed with parents to assess how the child is adjusting to the environment and routine.
- b. Any necessary changes will be made to ensure continued support for the child.

When a new child starts at a nursery, gathering and sharing "All About Me" information is a crucial part of the settling-in process. This information helps nursery staff understand each child's individual needs, preferences, and background, ensuring they can provide tailored care and support. Here's how this process typically works:



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1. Gathering Information from Parents or Caregivers

Before the child starts at the nursery, parents or caregivers are asked to complete an "All About Me" form, which usually includes:

- **Personal Details:** Child's full name, date of birth, and contact information.
- **Family Information:** Names of family members and any significant people in the child's life, helping staff to understand the child's social context.
- **Routine and Preferences:** Details about the child's daily routine, including sleep habits, meal preferences, and comfort items from home (e.g., a favourite toy or blanket).
- **Health and Medical Information:** Information about any allergies, medical conditions, and required medications.
- **Communication and Language:** Primary language spoken at home, any language barriers, and preferred communication methods (e.g., sign language or specific gestures).
- **Behavioural Needs:** Information about the child's temperament, behaviour, and how they might respond to stress or unfamiliar situations.
- **Interests and Hobbies:** Activities or interests that the child enjoys, such as favourite toys, songs, or games, to help staff engage with the child.
- **Cultural or Religious Considerations:** Any cultural practices or religious preferences that should be considered, such as food restrictions or specific rituals.

2. Sharing Information Within the Nursery

Once collected, this information is shared with all staff who will be caring for the child. This ensures that everyone, from key workers to general staff, has a clear understanding of the child's needs. This information is stored confidentially in line with data protection regulations (e.g., GDPR in the UK).

- **Key Person Assignment:** The child's Key Person will have access to this information to build a strong relationship and ensure they're supporting the child's emotional and developmental needs.



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- **Day-to-Day Care:** The information helps inform decisions about how to support the child's transition, including strategies for calming or engaging the child based on their preferences or behaviour patterns.
- **Special Considerations:** If a child has specific needs or a medical condition (such as allergies), staff can ensure they have the proper training and resources to handle any situations that arise.

3. Communication with Parents

Effective communication between parents and nursery staff is essential for ensuring the child's transition is smooth. Regular updates should be shared, especially in the early days, to ensure any concerns are addressed. Parents may also provide feedback on how their child is settling in, which can help the nursery adjust care as needed.

- **Parent Meetings:** Early meetings between parents and staff can help establish a strong partnership.
- **Daily/Weekly Feedback:** Depending on the child's settling-in process, parents should be kept informed about how their child is progressing, what activities they enjoy, and how they are interacting with others.

4. Confidentiality and Privacy

It's essential that all "All About Me" information is treated with confidentiality. Only those directly involved in the child's care should have access to the information. Any sensitive details should be handled according to data protection laws, ensuring privacy is maintained.

This process of sharing "All About Me" information ensures that the child is supported in a way that respects their individual needs and preferences, while also building a positive relationship between parents and the nursery staff.

Monitoring and Review

- This policy and procedure are reviewed annually to ensure they remain effective and meet the needs of children and families.



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- Feedback from parents and staff will be gathered and used to improve practices.

By adhering to this policy, the nursery ensures that all children experience a smooth and positive transition, fostering a sense of security and well-being in their new environment.

23. Caring for a child recovering from a bone fracture requires careful attention to their physical and emotional well-being. Here's an outline of general guidelines to follow:

1. Medical Care and Guidance:

- **Follow the doctor's instructions:** Always ensure that you follow the healthcare provider's instructions about the type of fracture, cast care, pain management, and any restrictions on movement.
- **Monitor for complications:** Look for signs of infection around the fracture site (redness, swelling, warmth) or issues like increased pain or immobility, and contact a healthcare provider if needed.

2. Pain Management:

- **Medication:** Administer pain relief medication as prescribed by the doctor, ensuring you follow dosing instructions carefully. Over-the-counter pain relief, like ibuprofen, may also be recommended in some cases, but always confirm with a healthcare provider first.
- **Ice packs:** Applying an ice pack (wrapped in a towel) to the area can reduce swelling and provide comfort. Make sure not to apply ice directly to the skin and to use it in intervals (e.g., 20 minutes on, 20 minutes off).

3. Physical Activity and Rest:

- **Limit movement:** Restrict movement of the fractured limb as directed by the doctor. The child may need to stay in a cast, sling, or splint for a period of time, during which mobility should be restricted to allow proper healing.



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- **Encourage light activity:** Once advised by a doctor, encourage gentle, non-strenuous activities that don't strain the fractured area. This could include things like reading, puzzles, or watching TV to help keep the child mentally engaged.

4. Nutrition:

- **Bone health:** Ensure the child gets plenty of calcium and vitamin D, which are crucial for bone healing. This can be achieved through dairy products, leafy greens, or supplements if prescribed by the doctor.
- **Hydration:** Ensure the child stays hydrated to help with recovery.

5. Emotional Support:

- **Keep the child comfortable and positive:** Recovering from a bone fracture can be frustrating for a child, especially if it limits their mobility or regular activities. Offer emotional support, encouragement, and distractions like books or activities that are suitable for the child's condition.
- **Prepare for return to school or activities:** As the child recovers, gradually prepare them for a return to normal activities. Consult the doctor regarding when it will be safe for the child to resume physical activities like running, jumping, or sports.

6. Follow-Up Appointments:

- **Regular check-ups:** Ensure that the child attends all follow-up medical appointments to monitor the healing process and adjust the treatment plan if necessary (e.g., changes in the cast, physical therapy).

7. Special Considerations:

- **Mobility aids:** If the fracture is in a leg or other weight-bearing limb, a crutch, brace, or wheelchair may be necessary. Ensure the child uses them properly to avoid further strain on the injury.
- **Psychological impact:** Children may become anxious or frustrated due to the restriction of activities. Offering a calm, patient, and understanding presence is crucial for emotional recovery as well.



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Ensuring that the child's recovery process is comfortable, safe, and well-managed will help promote a speedy return to health and physical activities. Always consult with healthcare professionals for personalised advice and instructions.

24. Sun Care Policy ensures the safety and well-being of children, staff, and visitors when exposed to sunlight, especially during outdoor activities. It focuses on preventing sunburn, dehydration, and long-term health issues related to UV exposure. Here's an outline of what this policy may include:

1. Purpose:

To protect children from the harmful effects of excessive sun exposure, promoting safe outdoor play and learning.

2. Procedures:

- **Sunscreen Application:**
 - Apply sunscreen with at least SPF 30 to all children before outdoor play.
 - Ensure sunscreen is re-applied every two hours, especially after swimming or sweating.
 - Parents should provide sunscreen or consent for staff to use the nursery's supply.
- **Appropriate Clothing:**
 - Ensure children wear lightweight, long-sleeved clothing, wide-brimmed hats, and sunglasses with UV protection when outdoors.
- **Shade Provision:**
 - Designate shaded areas where children can rest when outdoors.
 - Plan outdoor activities during early morning or late afternoon to avoid peak sun intensity (usually between 10 a.m. and 4 p.m.).
- **Hydration:**
 - Ensure children have access to plenty of fresh water throughout the day.
 - Encourage regular water breaks, particularly during outdoor activities.
- **Education:**
 - Educate children about the importance of sun safety, including why sunscreen and hats are important.



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- Staff should model sun-safe behaviour by using sunscreen, wearing hats, and seeking shade when necessary.

3. Staff Responsibilities:

- Staff must be vigilant in applying sun protection and monitoring children for signs of overheating or dehydration.
- All staff should undergo training on sun care and recognise the symptoms of heat-related illnesses, such as heat stroke.

4. Parent and Guardian Involvement:

- Parents should be encouraged to provide suitable clothing and sunscreen for their children.
- Parental consent may be required for sunscreen application, especially if using products provided by the setting.

5. Monitoring:

- Regularly assess the effectiveness of the policy through observations and feedback from staff, parents, and children.
- Make adjustments as necessary, especially during particularly hot weather.

6. Review:

- The Sun Care Policy should be reviewed annually, considering new research on sun safety and health guidelines.

By following these guidelines, nurseries and childcare settings can significantly reduce the risk of sun-related health issues, ensuring a safer outdoor experience for children.

25. Anti-Bullying Policy in Early Years ensures that young children are in a safe, supportive environment where kindness, respect, and positive behaviour are promoted. The policy aims to prevent bullying behaviours, promote emotional development, and create an inclusive atmosphere. Here's an outline of what such a policy may involve:



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1. Purpose:

To create an environment where children feel safe, respected, and valued, preventing any form of bullying, including verbal, physical, or social bullying, in line with early years standards.

2. Definitions:

- **Bullying:** Repeated negative actions or behaviours directed at a child with the intent to cause harm, distress, or humiliation. Bullying can be physical, verbal, or emotional and may include exclusion, teasing, hitting, or name-calling.
- **Anti-Bullying:** Any proactive or reactive measures taken to prevent bullying, support victims, and educate children on appropriate behaviour.

3. Procedures:

- **Recognising Bullying:** Staff should be trained to recognise early signs of bullying, which may include:
 - A child regularly being excluded from activities.
 - Unexplained injuries or signs of distress.
 - A child exhibiting aggressive behaviour towards others.
- **Responding to Incidents:**
 - Any instance of bullying should be addressed immediately.
 - Staff should remain calm and take the child aside to discuss the behaviour, providing reassurance and support.
 - If a child is a victim, provide emotional support, listen to their concerns, and ensure they feel safe.
- **Supporting Children:**
 - Both the child who has been bullied and the one exhibiting bullying behaviour should be supported appropriately.
 - Engage the child displaying bullying behaviour in discussions to understand why it occurred and guide them in developing positive social skills.
- **Parental Involvement:**



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- Parents should be informed if their child has been involved in bullying, whether as a victim or the aggressor, and strategies should be discussed for how both the nursery and the family can support positive behaviour.
- **Education and Prevention:**
 - Provide activities and discussions that teach empathy, respect, and kindness.
 - Use role-play and story time to demonstrate appropriate behaviours and conflict resolution.
 - Create a culture of inclusion by celebrating diversity and encouraging positive relationships.

4. Staff Responsibilities:

- Staff must model positive behaviours, using calm and respectful language with all children.
- They should be vigilant during playtime, ensuring all children are included in group activities.
- Staff should be trained to deal with bullying situations sensitively and promptly.

5. Monitoring and Review:

- Regularly monitor interactions between children to ensure there are no emerging patterns of bullying.
- Review the policy annually to assess its effectiveness and make any necessary updates based on feedback from staff, children, and parents.

6. Parental Communication:

- The policy should be shared with parents upon enrolment, and staff should encourage ongoing communication about their child's social development.
- Involve parents in resolving any bullying situations and promoting positive relationships.



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7. Outcome:

- By implementing this policy, children will learn to respect one another's differences, develop empathy, and understand how their behaviour impacts others. The goal is to create a positive, inclusive, and safe learning environment for all children.

This approach helps to prevent bullying from an early age, fostering a nurturing environment that supports emotional and social development.

26. Suspensions and Exclusions Policy in an early years or educational setting is designed to establish clear guidelines on how the setting will handle situations where a child's behaviour becomes disruptive or harmful to themselves, other children, or staff. While suspensions and exclusions are generally considered last-resort measures, the policy ensures that there is a fair, transparent process for managing such situations.

1. Purpose:

The purpose of this policy is to:

- Provide clear guidelines on how suspensions and exclusions are managed.
- Ensure that any decision is fair, consistent, and justified.
- Prioritise the safety, wellbeing, and development of all children involved.
- Maintain a supportive environment where behaviour issues are addressed promptly and effectively.

2. Circumstances for Suspension or Exclusion:

Suspension or exclusion will be considered in extreme cases where:

- A child's behaviour poses a significant safety risk to themselves, other children, or staff.
- Continued disruption occurs despite intervention strategies (e.g., behaviour management techniques, support from staff, and discussions with parents).
- Serious breaches of the setting's behaviour expectations, such as violent behaviour or bullying.



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- Situations where the child requires additional support or an environment better suited to their needs.

3. Procedures for Suspension or Exclusion:

- **Informal Steps:**
 - Initially, staff will attempt to resolve behavioural concerns through a range of strategies such as:
 - Positive reinforcement of good behaviour.
 - Clear and consistent communication with the child.
 - Engaging with parents to address the issues.
 - Developing an individualised plan to support the child's behaviour.
- **Formal Steps:**
 - If informal measures are ineffective, a formal meeting will be arranged with parents, and external professionals may be consulted to explore other support options.
 - Suspension may be considered if the child's behaviour remains problematic, and a clear plan for improvement will be made during this period.
 - Exclusion will only be considered as a final resort if all other options have been exhausted, and it is determined that it is in the best interest of the child or others.

4. Duration of Suspension or Exclusion:

- The **suspension** period will be determined on a case-by-case basis, considering the severity of the behaviour, the child's age, and the support required.
- **Exclusion** is usually permanent, but there should be a process for appealing the decision.

5. Communication and Documentation:

- The decision to suspend or exclude a child must be documented and communicated to the parents in writing.
- A formal meeting should be held with the parents before the suspension or exclusion, where the situation and the reasons for the action are explained.



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- Support services or recommendations for alternative settings may be offered during this process to help the child reintegrate successfully.

6. Support for Children:

- If the child returns after suspension, a reintegration plan will be developed with the child and parents to address any underlying behavioural issues.
- Continued support and monitoring will be provided to ensure positive behavioural development.

7. Monitoring and Review:

- The policy will be reviewed regularly to ensure it remains relevant and that any exclusions or suspensions are justifiable.
- Continuous feedback from staff, parents, and any external professionals involved in the child's care will be integrated into the review process.

8. Appeals Process:

- Parents have the right to appeal the decision to suspend or exclude their child. An appeal process should be outlined in the policy, including who will be involved in the review and how the outcome will be communicated.

9. Alternative Strategies:

- The policy should also emphasise the importance of considering alternative strategies before suspension or exclusion, such as:
 - Additional support from external agencies.
 - Modifications to the child's care plan to accommodate specific needs (e.g., SEN).
 - Strategies like positive behaviour support or therapeutic interventions.

By having a clear **Suspensions and Exclusions Policy**, the nursery ensures that it can handle challenging behaviour in a fair, consistent, and constructive manner while maintaining a positive environment for all children. It is crucial to balance the need for



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discipline with understanding the underlying reasons for a child's behaviour and providing the support needed for positive change.

27. Visits and Outings Policy in an early years or educational setting is crucial for ensuring the safety and enjoyment of children when they participate in off-site activities. The policy should outline the procedures for planning, conducting, and managing outings, as well as the measures taken to protect children during these activities.

1. Purpose:

The primary purpose of the **Visits and Outings Policy** is to:

- Ensure the safety and wellbeing of children while participating in outings and visits.
- Provide clear guidelines on organising, supervising, and assessing risks associated with off-site activities.
- Promote educational and developmental opportunities outside the setting by offering experiences that support the curriculum.

2. Procedures for Organising Visits and Outings:

- **Planning and Preparation:**
 - Outings must be planned, ensuring that the destination is appropriate and safe for the age and development of the children.
 - Adequate adult-to-child ratios must be maintained (usually at least one adult per three (under 2's) children, but this may vary based on the risk and age of children).
- **Risk Assessment:**
 - A thorough risk assessment must be completed prior to the outing. This includes identifying potential risks at the destination, during transport, and in the event of an emergency.
 - This should also include contingency plans for unforeseen circumstances (e.g., bad weather, child becoming ill).
 - The risk assessment should be reviewed and approved by the setting's management.
- **Parental Consent:**



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- Written parental consent must be obtained at registration.
- The consent should cover all details, including the date, destination, travel arrangements, and any necessary preparations (e.g., packed lunches, appropriate clothing).
- **Transport Arrangements:**
 - Transport should be arranged using safe, suitable vehicles (e.g., minibuses with seat belts, public transport, or private coaches with insured drivers).
 - Staff must ensure that children are securely seated, and any special equipment (e.g., booster seats) is used where necessary.
 - Children should never be left unsupervised during transport.
- **Supervision:**
 - Adequate staff will be present to always supervise the children, with clear roles and responsibilities. Staff should be familiar with the children and their specific needs.
 - Staff should be trained in first aid and have access to first aid kits.
 - A designated lead staff member will be responsible for the children's safety during the outing.

3. During the Visit or Outing:

- **Behaviour and Expectations:**
 - Clear expectations about behaviour should be communicated to children before and during the outing, including how to stay together as a group and follow adult instructions.
 - Staff should model appropriate behaviour and keep the group engaged in activities.
 - Regular headcounts should be performed to ensure all children are present and accounted for.
- **Emergency Procedures:**
 - Staff must carry a mobile phone and emergency contact numbers for all children.
 - In case of emergency, staff should follow the emergency procedures, including contacting emergency services if necessary and notifying the setting of the incident.



4. Post-Visit Review:

- **Debriefing:**
 - After each outing, a debrief should be held to discuss the success of the trip, any issues or incidents that occurred, and any areas for improvement.
 - The outcome of the review should be documented, and any lessons learned should be applied to future outings.

5. Considerations for Specific Needs:

- **Individual Needs:**
 - If children have specific health, dietary, or mobility needs, these must be considered and planned for in advance.
 - Extra staff may be required to assist with children who need additional support or have medical conditions that require attention during the outing.
- **Special Requirements:**
 - If the outing involves a visit to an area that could pose specific risks (e.g., water parks, farms, etc.), additional precautions must be put in place, such as increased supervision and specialised equipment (e.g., life jackets, sun protection).

6. Documentation:

- **Recording Details:**
 - A register of children attending the outing must be maintained, with notes on any special requirements (e.g., dietary needs, medical conditions).
 - An outing log should also be kept, documenting the details of the visit, including any incidents and how they were managed.

7. Monitoring and Review:

- **Ongoing Evaluation:**
 - The policy and procedures for outings should be regularly reviewed to ensure they remain up-to-date and compliant with any regulatory changes or best practices.



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- Feedback from staff, children, and parents should be considered in reviewing outings and making improvements to future trips.

By adhering to a structured **Visits and Outings Policy**, nurseries and early years settings can ensure that children benefit from valuable learning experiences outside the classroom while prioritising their safety and wellbeing. The policy should be clearly communicated to parents and staff to foster transparency and trust in the setting's ability to organise safe and enjoyable outings.

28.Late Collection of Children Policy

The Late Collection of Children Policy is designed to ensure the safety and wellbeing of children who are collected later than their expected pickup time. It also aims to provide clarity to both parents and staff regarding the procedures and potential consequences when a child is not collected on time.

Purpose:

- To ensure children are not left alone or unsupervised at the end of the day.
- To outline the steps taken when a child is not collected on time and to establish clear expectations for parents regarding punctuality.
- To provide a process for dealing with persistent late collections while maintaining a supportive and understanding approach.

Procedures:

1. Collection Times:

- a. The setting will have clearly defined opening and closing times, and parents/carers are expected to adhere to these hours.
- b. If parents anticipate being late, they must notify the setting as soon as possible.

2. Late Collection Procedure:

- a. If a child is not collected within the allotted time, the following actions will be taken:



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- i. Staff will attempt to contact the parent/carer via phone calls and any emergency contacts.
- ii. If no contact is made and the child is still uncollected after 30 minutes, the setting will consider notifying the emergency contacts or possibly involving local authorities if the child is deemed to be at risk.

3. Notification and Communication:

- a. **Contacting Parents/Carers:** The setting will make every reasonable effort to contact the parent or nominated emergency contact to arrange for collection.
- b. **Late Fees:** The setting will charge a late fee if the child is collected after a certain time. This fee is to cover the additional staffing costs incurred by the late collection.

4. Repeat Incidents:

- a. **Persistent Late Collection:** If a parent or carer consistently collects their child late, the setting will engage in a discussion to understand the reasons behind the lateness.
- b. If the lateness is habitual and there is no satisfactory resolution, the setting may implement stricter measures, which could include a formal warning or, in extreme cases, the withdrawal of a child from the setting.

5. Staff Responsibilities:

- a. Staff are to remain with the child until they are safely handed over to an authorised adult.
- b. Staff will ensure that the child is never left alone and is supervised throughout the waiting period.

6. Emergency Procedure in Extreme Cases:

- a. In the event that the parent/carer cannot be reached, and no emergency contact is available, the setting may contact the local authorities or child protection services to ensure the child's safety, especially if there is concern for the child's well-being.

7. Review and Support:

- a. If a parent consistently experiences difficulties with collecting their child on time (e.g., work commitments, transport issues), the setting may offer support or suggest alternatives, such as after-school care or altering collection arrangements where possible.

8. Parent and Staff Agreement:



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- a. A copy of the Late Collection of Children Policy will be provided to all parents upon enrolment, and they will be asked to sign a document acknowledging their understanding and agreement to the policy.
- b. The policy will be reviewed regularly to ensure it continues to meet the needs of children, parents, and the setting.

Conclusion:

The **Late Collection of Children Policy** ensures that children are safeguarded and cared for if parents are late. It promotes clear communication between parents and staff, ensures timely collection, and outlines fair consequences for repeated lateness. This policy helps foster a positive and secure environment for both children and staff.

29.Lost or Missing Child Policy

The **Lost or Missing Child Policy** is essential to ensuring the safety and wellbeing of children in early years settings. The policy provides clear procedures to follow if a child becomes lost or is unaccounted for, outlining responsibilities and actions to protect the child, maintain communication with parents, and meet legal obligations.

Purpose:

- To always ensure the safety and security of children.
- To provide clear and effective procedures for staff to follow in case of a missing or lost child.
- To minimise the risk of children being lost and ensure a swift response if an incident occurs.

Procedures:

1. Preventative Measures:

- a. **Staff Supervision:** All staff members are responsible for actively supervising children at all times, ensuring that no child is left unattended or can leave the setting without permission.



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- b. **Clear Headcounts:** Regular headcounts should be performed, especially when moving children from one area to another (e.g., during outdoor play, group trips, or transitions between rooms).
- c. **Security:** Secure entry and exit points should be in place to prevent children from wandering off. Doors and gates must be checked regularly to ensure they are properly secured.

2. Initial Response to a Lost or Missing Child:

- a. **Immediate Action:** If a child is noticed as missing, staff must immediately alert all other staff members in the setting. A headcount will be taken to ensure the child is not in another area of the setting.
- b. **Search Procedure:** A thorough and swift search of the setting must be initiated, covering both the internal premises (rooms, hallways) and external areas (playgrounds, gardens). Staff should check all potential hiding spots.
- c. **Notify Management:** The setting manager or designated person should be informed immediately and take charge of coordinating the search.
- d. **Contact Authorities:** If the child cannot be located within a reasonable time frame (usually within 5-10 minutes), or if there is concern for their safety, the police must be contacted to report the child as missing.

3. Parent/Guardian Notification:

- a. As soon as the child is confirmed missing, the child's parents or guardians must be notified immediately. The setting manager will be responsible for making the call, explaining the situation and informing them of the actions being taken.
- b. In cases where the child is found or returned to the setting, parents will also be informed about the search and the outcome, and a debrief will be held.

4. Search and Rescue Protocols:

- a. The setting will follow specific protocols for contacting emergency services if the child's whereabouts are unknown for an extended period or if there is a risk to the child's safety.
- b. Emergency contact information for the child will be provided to authorities immediately.

5. Recording and Reporting:

- a. A detailed record of the incident must be kept, including when and how the child was noticed missing, the actions taken, the individuals involved, and the time it took to locate the child.



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- b. An incident report will be completed and signed by staff and management, and a copy will be provided to the parent/guardian.
- c. The incident will be reviewed to ensure any necessary improvements are made to prevent future occurrences.

6. Post-Incident Review:

- a. Following the incident, a debriefing session will be held with all staff involved to discuss what went wrong, how the situation was handled, and how to improve procedures for the future.
- b. The setting will review its safeguarding and supervision policies to ensure that appropriate measures are in place to reduce the risk of future incidents.
- c. Parents will be involved in the review process to share any concerns or suggestions.

7. Training:

- a. All staff will receive regular training on the Lost or Missing Child Policy, as well as safeguarding and child protection protocols.
- b. New staff will receive training during their induction period to ensure they are aware of the procedures and the importance of vigilance and supervision.

Conclusion:

The **Lost or Missing Child Policy** ensures that children are kept safe and secure while in the care of the setting. It establishes clear procedures for preventing, responding to, and managing situations where a child is lost or missing, with a strong emphasis on staff supervision, communication, and swift action. This policy is vital for the protection of children and for maintaining the trust and confidence of parents.

30. Policy for Staff Using the Connect Management System and iConnect

Purpose

This policy ensures staff effectively use the Connect Management System and iConnect to manage nursery operations, safeguard data, and foster communication with families while maintaining compliance with privacy and security standards.



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Policy Guidelines

1. Staff Responsibilities

- **Training and Access:**
 - Staff must complete training on using the Connect Management System and iConnect before gaining access.
 - Login credentials are unique and must not be shared with others.
- **Data Management:**
 - Input accurate and up-to-date information for children's records, attendance, medical needs, and contact details.
 - Regularly update children's progress observations, ensuring details align with the nursery's curriculum goals.
- **Confidentiality and Security:**
 - Handle all information in strict confidence, adhering to the nursery's data protection policy.
 - Log out after use and never leave devices unattended while logged into the system.
 - Report any suspected data breaches immediately to the management team.
- **Communication:**
 - Use the platform to provide timely updates to parents, including photos, videos, and daily logs, as per nursery guidelines.
 - Ensure language is professional and content is relevant to the child's activities and development.

2. Management Oversight

- Regular audits will be conducted to ensure appropriate use of the systems.
- Misuse of the systems may result in disciplinary action, in line with the nursery's staff conduct policy.



Policy for What Parents Can Expect from iConnect/Parent Sone

Purpose

To outline the benefits and expectations for parents using the Parent Sone/iConnect platform to stay connected with their child's nursery experience.

Policy Guidelines

1. Platform Features

- **Updates on Activities:**
 - Parents will receive regular updates about their child's day, including meals, naps, and activities.
 - Photos and videos will be shared securely to provide insight into their child's development.
- **Progress Tracking:**
 - Detailed observations linked to developmental milestones will be recorded and shared with parents.
- **Communication:**
 - Parents can use the platform to message nursery staff for updates or to share important information about their child.
 - Notifications and reminders about events, payments, or important notices will be sent through the app.

2. Security and Privacy

- All data is securely stored and shared in compliance with GDPR and other relevant data protection regulations.
- Parents must not share their login credentials with others.
- Any concerns regarding data security should be reported to the nursery manager immediately.



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3. Parental Expectations

- **Engagement:**
 - Parents are encouraged to regularly check the app for updates and notifications.
 - Feedback or concerns about the platform should be communicated promptly to the nursery.
- **Content Sharing:**
 - Content shared via the platform must remain private and not be redistributed on social media or other platforms without permission.

4. Technical Support

- The nursery will help with login issues or general queries regarding the use of the platform.
- Any system outages or planned maintenance will be communicated to parents in advance, where possible.

Policy Review:

Both policies will be reviewed annually to ensure they remain relevant and compliant with technological updates and regulatory requirements.