



Policies

APRIL 2024



Absence of a Child from Nursery

LAST UPDATED: 17/03/22

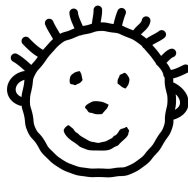
LAST REVIEWED: 18/04/23

1. Introduction

We appreciate that from time to time children may be absent from nursery and that this can be for various reasons such as holiday, illness and family commitments. However, in order to maintain accurate records we ask that the following procedures are adhered to. This is to ensure that we continue to work and maintain high standards of communication with our families and are able to safeguard the children that attend the nursery.

2. Procedure

- 2.1. If a child is absent without notification, the manager will contact the parents on the first day of absence to enquire as to the child's wellbeing. The reasons for absence will be noted on the child's file at Snapdragons.
- 2.2. If the child is absent due to a contagious disease, e.g. chickenpox, notices will be displayed to alert parents and, if necessary, relevant authorities contacted, i.e. Environmental Health / Ofsted.
- 2.3. Absence due to other illnesses - please follow the exclusion periods in the 'Health, Hygiene and Illness' policy.
- 2.4. If the absence is due to sickness and diarrhoea, the child will stay away from nursery for at least 48 hours after the symptoms have subsided. If there are more than three children affected in any age group, staff will undertake a thorough clean of the nursery, parents will be informed via notices.
- 2.5. Each occasion will be recorded by the nursery to monitor overall child absences and assist in identifying illness patterns across the nursery as a whole.



Accidents Procedure & Taking A Child to Hospital

LAST UPDATED: 19/12/2022

LAST REVIEWED: 20/12/2023

1. Introduction

This policy will describe the correct procedures for dealing with various accidents at nursery and the correct methods that should be used in certain scenarios, including taking a child to hospital.

2. Logging accidents

- 2.1. The nursery maintains accident forms that must be completed in the event that a child sustains an injury at nursery. Details of the nature of the injury, the treatment that was given, when and where the accident happened, must be recorded, signed and dated by the practitioner, a witness if applicable and parents. These details are input to the online PowerApps system under 'Accident Summary' and the hard copies are destroyed.
- 2.2. In the event that a child sustains an accident at home, parents are asked to inform the nursery and complete a 'Pre-Existing Injuries' form.
 - 2.2.1 Details of the nature of the injury and when the accident happened must be recorded, signed and dated.
 - 2.2.2 In the event a child presents with an unknown injury, this would be documented on a 'Parent Communication Record'.
 - 2.2.3 Details of the injury must be recorded, signed and dated by the person who noticed it. This is to assist the nursery to ensure all injuries are accounted for.
 - 2.2.4 These forms will be stored in the 'chronology of concerns' online file. Individual accident patterns will be monitored by the Designated Safeguarding Lead.
- 2.3. In the event that a member of staff or parent sustains an injury at nursery, an adult accident form must be completed and RIDDOR / insurance company / OFSTED informed if appropriate.

3. First aid kits

- 3.1. The nursery will ensure that the first aid equipment is kept clean, in-date and replenished.
- 3.2. Sterile items will be kept sealed in their packages until needed.

4. Bodily fluid spillages

- 4.1. Follow procedure as described in "Spillages" of the Health & Hygiene policy.



5. Head injuries

- 5.1. Parents must be contacted when there is any substantial head wound (at the manager's discretion).
- 5.2. If the mark is over 4cm in diameter, then parents must be called straight away to collect and seek medical advice.
- 5.3. If you are unable to get hold of the parent within 30 minutes, then an ambulance must be called.

6. Biting & dental injuries

- 6.1. In the event that a child bites another child or adult and draws blood both parties are advised to seek medical attention. An accident / injury report form must be completed.
- 6.2. In the event of a dental injury, a parent must be contacted and advised to seek medical / dental attention.
- 6.3. If the child loses a tooth, it must be stored in full-fat milk and accompany the child to a medical / dental appointment immediately. There should be no attempt to push the tooth back into the mouth.
- 6.4. If parents cannot be contacted immediately then follow "9. Procedure for taking a child to hospital".

7. Bruising in non-mobile children

A non-mobile child is anyone who cannot roll, sit or walk unaided. Bruising in these people is rare and they are unlikely to have bruised themselves accidentally. When children start at nursery and when they have their 'Two Year Progress Check' practitioners must ask to see the child's red book. Information of any early birth traumas, birth marks and Mongolian blue spots should be transferred to a child's 'All About Me' form. It is important to note that Mongolian blue spots can appear later in a child's life and may not be present at birth.

- 7.1. In the event that a bruise is noticed in a non-mobile child all paperwork should be checked in case of known marks.
- 7.2. The bruise must be reported to the on-site Designated Safeguarding Lead.
- 7.3. Details of the mark are recorded on the Child Welfare and Child Protection Concern Record.
- 7.4. The Designated Safeguarding Lead will contact Social Services and follow procedures in accordance with the nursery Safeguarding Policy.

8. Responsibilities

- 8.1. The Safeguarding and Compliance Lead must notify Ofsted / RIDDOR / insurance company of any serious injury that the child sustains at nursery, if appropriate. In the case of Ofsted, any injury that involves a child staying in hospital for 24 hours and / or receiving treatment.



- 8.2. These injuries include; dislocations, broken bones, cuts or bumps that require medical attention. RIDDOR must be notified of serious injuries or hospitalisation of staff, parents or visitors whilst on site if the injury relates to equipment or furniture failure or malfunction.

9. Procedure for taking a child to hospital

- 9.1. First aider to remain with and comfort child and to call for help.
- 9.2. Second person on scene to alert manager / deputy and to supervise other children.
- 9.3. Manager / deputy to phone ambulance / parents and give the location of the child.
- 9.4. First aider to accompany child to hospital with another member of staff and take 'Child Emergency Details Form' and details of accident / incident.
- 9.5. First aider to remain at hospital until parents arrive or child is able to leave, and parents aren't coming.
- 9.6. Manager to write up accident report and notify Safeguarding and Compliance Lead who will notify Ofsted, RIDDOR and Insurance company, as appropriate. Parents to sign all documentation and receive a copy, if requested.



Admissions

LAST UPDATED: 08/02/2024

LAST REVIEWED: 08/02/2024

1. Introduction

At Snapdragons, we are committed to being as inclusive as possible with our admissions at the Nurseries and Out of School Clubs. This policy outlines our approach to nursery admissions, our admissions criteria, and our plans for offering funded childcare in a sustainable and inclusive manner.

2. Admissions

- 2.1. At our nurseries we care for children between the ages of six weeks and five years of age, and the numbers and ages of children admitted to the nursery as set out within the Department of Education Statutory Framework for the Early Years Foundation Stage (EYFS). When considering admissions we are mindful of staff:child ratios and the facilities available at the nursery.
- 2.2. Places will usually be offered on a first-come, first-served basis if there are places available within the age group, but if there is a waiting list, the nursery will use the following admission criteria which will be applied in the following order of priority:
 1. Children currently attending who are increasing their sessions
 2. Children who have siblings already attending the nursery
 3. Children attending another Snapdragons Nursery, who are transferring
 4. Children of Snapdragons' employees
 5. Looked after children
 6. A child known by the local authority to have special educational needs and/or a disability (SEND) and whose needs can be best met at the preferred nursery
 7. A vulnerable child with either a Child Protection or a Child in Need Plan or Local Authority/Common Assessment Framework
 8. Children whose parents live within the local area
 9. Children whose parents work within the local area
- 2.3. A child requiring a full-time place may take priority over one requiring a part-time place, and bookings for full sessions and all year round will take priority over part-sessions and term-time only bookings.
- 2.4. Government funding for early education can be used for hours within normal bookings and paid-for hours and additional charges will apply to cover items not covered by the government funding. Parents requiring hours in excess of funding will be charged at the published hourly rate for their nursery.
- 2.5. Fully funded sessions may be available for two, three and four year olds, subject to eligibility and the availability of sessions and staffing arrangements. No additional charges will be made for those sessions, but attendance will be limited to specific



hours, and charges will be incurred for any additional attendance. These sessions will have a termly intake and will be allocated six weeks prior to the start of each term, in line with the admission criteria above.

- 2.6. All funded sessions are now in-line with the flexible arrangement as specified by the Government. When you register your child for their funded place, we will discuss your needs and, as far as possible with availability and staffing arrangements, we will accommodate your wishes.
- 2.7. We operate an Equality, Diversity & Inclusion policy and ensure that all children have access to nursery places and services irrespective of their gender, race, disability, religion or belief or sexual orientation of parents.
- 2.8. Where a child has known medical needs, it is important that the nursery prepares an individual healthcare plan before a medical emergency arises. Refer to the Special Educational Needs & Disability policy for further information. Safety of the children is paramount. The plan should be completed, along with any relevant training for employees, prior to the child starting at nursery.
- 2.9. Prior to a child attending nursery, parents must complete and sign a contract and registration form. These forms provide the nursery with personal details relating to the child. For example, name, date of birth, address, emergency contact details, parental responsibilities, dietary requirements, collection arrangements, fees and sessions, contact details for parents, doctor's contact details, health visitor contact details, allergies, parental consent and vaccinations etc.
- 2.10. A non-refundable registration fee is payable to secure a booking, but this is not payable for fully funded places. Please refer to the registration form for the current fee price.
- 2.11. A parental contract must be signed by both legal parents of the child upon confirmation of a place on the waiting list or start date. The child may not start the nursery until the contract has been completed.
- 2.12. The nursery requires one month's written notice to decrease or cancel sessions and written notice to change or increase nursery sessions. All requirements are added to the nursery's waiting list and allocated according to the date of application and availability. This only applies to families already using the nursery.

3. Out of School Club Admissions

- 3.1. Children wishing to attend Snapdragons Out of School Clubs are required to pay a £20 registration fee. Our Out of School Clubs provide care for children between the ages of five and twelve years. Children must have completed at least one term of school to be eligible for Holiday Club.
- 3.2. Our admissions policy is primarily one of first-come, first-served, but during school holidays when demand is high places will be allocated as follows:
 1. School children that attend the breakfast or after-school club on a weekly basis
 2. Children of Snapdragons employees
 3. Holiday club children from other schools



- 3.3. All sessions should be booked in advance and any cancellations must be made with plenty of notice. Regular booked sessions require six weeks' notice and ad hoc sessions require one week's notice.



Aims of Snapdragons Nursery

LAST UPDATED: 18/05/18

LAST REVIEWED: 18/01/21

- 1.1. To promote the all-round development of each individual child, building on past experiences.
- 1.2. To develop a positive attitude amongst staff and children towards individual differences - including ethnic groups, ages, sex and disability.
- 1.3. To develop independence and self-esteem, to encourage self-awareness in terms of feelings and interaction with others.
- 1.4. To seek to develop the physical health and development of all children within a safe, secure and happy environment.
- 1.5. To seek to promote the spiritual and moral development of all children so each child recognises their own personal worth and that of others.
- 1.6. To facilitate an appreciation of our environment and its influences, together with a simple understanding of human achievements and the natural world in which we live.
- 1.7. To provide appropriate planned and unplanned opportunities, instruction, encouragement and materials for the acquisition of basic skills in literacy and numeracy necessary in a contemporary society.
- 1.8. To cultivate the closest possible relationship between home, nursery and the community establishing a secure and happy environment in which to play and learn.
- 1.9. To create opportunity for artistic expression and aesthetic appreciation.
- 1.10. To encourage a positive attitude and disposition to learn through a broad and balanced curriculum and one which gives children the opportunity to become involved in the planning of their own learning.
- 1.11. To aspire continually to improve, by regularly reflecting on our practice and thinking creatively about new ways to make a positive outcome for each individual child's learning.



Allegations Against Staff

LAST UPDATED: 20/12/23

LAST REVIEWED: 20/12/23

1. Introduction

Snapdragons is committed to providing the highest level of care for both its children and its employees. It is extremely important that any allegation of abuse against a member of staff or volunteer in our nursery is dealt with thoroughly and efficiently, maintaining the highest level of protection for the child whilst also giving support to the person who is the subject of the allegation.

Our policy is in line with statutory guidance from the Department of Education set out in the following documents:

- Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (HM Government 2018)
 - Keeping Children Safe in Education (Department of Education 2023)
1. This policy is designed to ensure that all employees, children, parents, and carers are aware of the procedure to investigate allegations of abuse. All complaints are dealt with promptly and consistently.

2. Key points

- 1.1. Any allegation from parents, children, or colleagues about the behaviour of paid workers, volunteers or visitors are taken seriously.
- 1.2. Nursery procedure is paramount.
- 1.3. If there is unmistakable evidence or serious reason to suspect physical or sexual abuse a worker could be suspended, depending on the severity of the accusation, whilst further enquiries take place.
- 1.4. Allegations of neglect or emotional abuse are always harder to prove or disprove. Observations of a worker or volunteer will be used to review the quality of their practice.
- 1.5. Inappropriate habits such as raised voices or nagging at children will be handled through further training and mentoring. Staff members will be given clear directions and strategies to deal with appropriate behaviour with children.
- 1.6. Staff should have a positive approach to children's behaviour as detailed in their job descriptions.
- 1.7. Communication with employees regarding bad practice that requires supervision will be recorded in specific terms on the staff member's file. Records of bad practice are kept on a 'Low Level Concerns' spreadsheet. If an adult's behaviour has been called into question and meets the Safeguarding threshold, appropriate people will be informed i.e., Ofsted, the local authority. If a worker does not heed warning and persists in bad practice, then they may be dismissed.



2. Nursery procedure

- 2.1. Do not leap to conclusions one way or another. Listen carefully to what is told.
- 2.2. Make accurate notes based on what has been said or what was witnessed first-hand. Complete an 'Allegations of Abuse' form.
- 2.3. Discuss the matter with the Safeguarding and Compliance Lead to help you establish a sound perspective in the matter. Confidentiality is important.
- 2.4. Depending on the severity of the allegation:
 - incident dealt with internally, e.g., extra supervision, mentoring, training.
 - staff members consult the internal flowchart for dealing with allegations.
 - all allegations are reported to the Local Authority Designated Officer (LADO) on the number given on the Safeguarding flowchart. In some counties this role is named Designated Officer for Allegations (DOFA) but for ease of the policy we will refer to LADO. When LADO is consulted, no investigation will commence until advised to do so.
 - The Designated Safeguarding Lead consults with and informs Ofsted within 14 days and in partnership with the LADO will decide on an appropriate course of action – this may be a reinstatement, suspension of duties or dismissal.
- 2.5. Report back to person who has made the allegations / complaint within 14 days.

It is important to gather as much accurate information as possible and to focus on the evidence on which the allegation is based. Once outside agencies are involved, procedures may vary. It is important to maintain confidentiality whilst reassuring people involved in the allegations that the situation is being dealt with. The insurance company may need to be informed depending on the result of the investigation.



Anti-Bullying

LAST UPDATED: 18/05/18
LAST REVIEWED: 19/03/2024

1. Introduction

Bullying is not acceptable at Snapdragons Nursery. Nursery practitioners will respond appropriately and promptly to any form of bullying through its behaviour & well-being policy and according to the child's needs and stage of development. Parents will be consulted and nursery practitioners will work with parents to manage this behaviour. If necessary, the nursery will endeavour to seek further guidance from an outside agency.

2. Definition

Bullying is a deliberate action or words that hurts, frightens, threatens, or intimidates another person. Bullying can include:

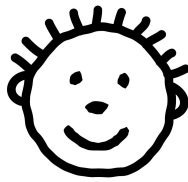
- Physically hurting someone.
- Threatening, name calling, teasing.
- Damage to someone else's property.
- Ignoring or excluding someone.

At nursery all these behaviours are normal as children learn about and explore social interaction and relationships. Therefore, we support children to learn what is and is not socially acceptable.

3. Procedure

If unacceptable behaviour escalates the nursery will put measures in place to support the children involved. These may include:

- The nursery will follow its Behaviour & Well-Being policy to manage the child's unacceptable behaviour.
- Time for parents to talk with relevant nursery practitioners to explore what is happening for their child and how the nursery and parent can support the child together.
- Behaviour will be monitored through written observation for the parent to reassure them of progress that is being made.
- Looking at how the playroom is set out and nursery practitioners are deployed so that the child does not find themselves in a vulnerable situation.
- Discussing appropriate behaviour (being kind to each other, etc) through circle time.
- Implementing a system for praising and encouraging acceptable social behaviour.
- Unacceptable behaviour is monitored through written observation and reviewed with the parent on a regular basis.



Arrival & Collection of Children

LAST UPDATED: 18/12/23

LAST REVIEWED: 18/12/23

1. Introduction

At Snapdragons Nursery the safety of children is one of paramount importance. To ensure that children arrive and are collected safely from nursery, the following procedures are in place.

2. Arrival & collection procedure

- 2.1. When a parent / named collector arrives to drop off or collect a child, staff should sign them in / out on the register, along with an accurate time.
- 2.2. When dropping off, parents must ensure that they know their child's arrival is acknowledged by a member of staff and signed in accordingly. Parents must not leave until the handover of responsibility has been confirmed.
- 2.3. Children are only released into the care of a person who has been authorised by the parent.
- 2.4. Prior written consent has been obtained from parents as to who can collect their child and entered onto a Collection Form.
- 2.5. When a parent gives consent by telephone, a password or a description and name of the person who is collecting the child is obtained. On collection of the child the person is asked for identification or password or both.
- 2.6. Children will not be released into the care of a parent / carer who is clearly under the influence of drugs or alcohol. See "5. Parent unsuitable for collection of their child".
- 2.7. Children will not be released into the care of a minor, or any person under the age of 16 years old, regardless of parental consent.

3. Settling in

Nursery practitioners at Snapdragons Nursery work with parents and carers to ensure children and their families settle into nursery as smoothly as possible. Practitioners are committed to supporting parents and carers and will provide advice, reassurance and support to enable children to settle at their own pace.

There are no set times by which a child would be expected to settle into nursery however the following strategies can help:

- Parents are asked to visit the nursery with their child for at least a one-hour session before the child is left for a short two-hour session. Parents are encouraged to attend for additional sessions with their child before leaving them for a play on their own. It is recommended that parents build on the number of hours the child attends over a period of time and before their actual start date. The nursery is a new environment for a child, they need time to adjust and build relationships with practitioners and other children. Snapdragons offer six hours of settling sessions and anything additional to this will be chargeable at the hourly rate.



- Parents are able to telephone the nursery to find out how the child has settled, practitioners will be honest when giving feedback to parents.
- Parents are encouraged to be involved in nursery life through the nursery adopting an open-door policy.
- Key people may telephone parents to let them know how the child is settling or telephone in the event that a child is unable to settle.
- Parents are asked to bring into nursery any comfort toys, dummy or blanket. The child will then feel more secure, which will help the child settle into nursery.
- Practitioners will gain information such as, special words for potty or toilet, or for sleep, favourite songs, story or activity from the parents through the 'All about me' form and 'Development Steps'.
- Parents are provided with information about what to bring to nursery, meal and snack times, how the room their child is situated in operates and also ask for information about the child for their key person.
- Parents can also arrive and collect their child at any time between the hours of their agreed sessions.
- Parents must inform the nursery by phone or email for any days absent from nursery.
- Parent failing to collect a child at the appointed time

Between 08:00 - 18:00

- 3.1. After fifteen minutes, nursery staff will telephone all contact numbers.
- 3.2. If this is not successful, after 90 minutes, the emergency duty team / police are contacted.
- 3.3. Staff will continue to call all contacts for the child every 10 minutes throughout the 90-minute duration.

After 18:00

- 3.4. After fifteen minutes, nursery staff will telephone all contact numbers. If this is not successful, after 45 minutes of no contact, the emergency duty team / police are contacted.
- 3.5. Two members of staff will remain with the child/ren until all have left.
- 3.6. Ofsted will be informed if the child is handed over to social services / police.

4. Parent unsuitable for collection of their child

If a parent arrives in an 'unfit' state (as deemed by the nursery manager), that has the potential to cause harm to the child, the manager may refuse permission for the child to leave the nursery with the parent. This may include being under the influence of drugs or alcohol or acting in an overly-aggressive manner.

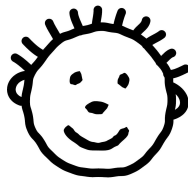
In these instances, the following procedure should be followed. If, at any point during these steps, the parent is, or becomes, unruly, then the police should be contacted immediately, and attempts made to prevent the parent from leaving with their child.



1. Parent will not be allowed entry into the nursery. If they have already been granted access, they should be encouraged to remain in the office whilst:
2. An attempt will be made to contact the child's second parent or, if unavailable, a named emergency contact.
3. If no other contacts can be reached and the manager is still concerned about the safety of the child leaving in the parent's care, then the police should be contacted.
4. If the situation gets out of hand and the parent is perceived as a threat to the nursery, its staff and the children, then the procedure laid out in the "Lock down" policy should be followed.

5. Collections from school (Out of School Club)

- 5.1. All new children must be told about the rules for leaving the school before departing.
- 5.2. Two adults must be present for each collection and a ratio in line with the statutory framework must be maintained.
- 5.3. Staff must take a register or list of children in their care and do a head count every 10 minutes.
- 5.4. Children must tell a staff member if they are going inside, e.g. to the toilet and when they return. Staff should use their discretion as to the child's maturity for this.
- 5.5. Nursery mobile phones and a first aid kit should be taken up to the school.



Behaviour & Well-Being

LAST UPDATED: 30/04/2021

LAST REVIEWED: 30/04/2021

1. Introduction

At Snapdragons Nursery all of the children are supported and encouraged to respect themselves and each other. Nursery practitioners promote children's emotional well-being and social development. They support children's individual needs according to their stage of development and level of understanding. Each Key Person works closely with parents/carers to gain a deeper understanding of each child's needs.

2. How we support children's behaviour and well being

Each of our nursery settings have the same consistent approach and expectations of behaviour outlined in our "Code of Kindness".

- We listen to each other
- We ask when we need help
- We walk inside
- We take turns and share toys and books
- We all join in at tidy up time
- We are kind and look after each other
- We say please and thank you

To help children learn and develop these behaviours we refer to them when encouraging and praising positive actions and also when setting clear boundaries to guide away from unwanted actions. We talk about the reasons behind each statement to embed understanding, for example; we walk inside so we don't get hurt.

We train our staff to understand the reasons why children present certain behaviours at different stages of development. For example; having tantrums, biting, hitting, not sharing, being upset, feeling lonely, crying etc. Our methods to support children through these distressed behaviours aim to ensure the emotional needs of the child are being met.

We understand that children are learning to cope with big emotions and can get overwhelmed. They need us as caring adults to support them with these emotions and the behaviour that can emerge through this distress.

SELF-REGULATION - The ability to choose what to do to cope with emotions and feel better.

CO-REGULATION - The adult supporting the child through their emotions.

Being there for children when they need us most will help them to gradually develop the self-regulation skills they will need to gain emotional resilience and be able to cope with challenges and bounce back.



Our role as adults in supporting their emotions and what they can do to feel better is known as co-regulation. Simple actions like learning that they can seek out a trusted adult for comfort and reassurance, that there are things they can do to feel better such as becoming involved in a calming activity like a story, play dough or colouring, all build up to a toolkit of strategies they will use to cope with their emotions as they grow older.

Part of co-regulation is supporting the child to gain an understanding of their different emotions.

We do this by naming emotions as they are experiencing them.

'I understand you are sad because you miss your Mummy'

'I can see you are angry because someone knocked your tower down'

Acknowledging how they feel and naming emotions has been proven to be effective in helping the child's brain to process and deal with stress more effectively.

3. Procedure for supporting distressed behaviour – unwanted actions

e.g. aggression-biting, scratching, hitting, unkind words/actions

- 3.1. CALMNESS - calm yourself first, then approach the child in a calm way.
- 3.2. CONNECTION - get down on the child's level
- 3.3. COMMUNICATION - communicate clearly, find out what has happened and if possible, why. Acknowledge and name their emotions as you support them.
- 3.4. CORRECTION - set clear, firm boundaries, use a serious face and say no if appropriate. However always help the child to understand what they should do. Link to the Code of Kindness, for example - "No. No biting, biting hurts. Teeth are for eating", "We are kind and look after each other", "No. No snatching. We take turns and share our toys."
- 3.5. CONTINUE - turn over a new leaf. Don't let yourself or the child dwell on the negative. Move on in a positive way, support the child to move forward. What can you do to help them next? Praise their positive behaviour frequently.
- 3.6. CONSISTENT - always follow our positive approach.

4. Procedure for supporting distressed behaviour – emotional well-being

e.g. crying, tantrums, being upset, withdrawn

- 4.1. CALMNESS - calm yourself first, then approach the child in a calm and gentle way.
- 4.2. CONNECTION - get down on their level. Let the child know you are there for them.
- 4.3. COMMUNICATION - reassure and comfort the child using a kind face, kind tone of voice and kind words. Work out what is the reason behind the child's emotional state. Acknowledge and name their emotions as you support them.
- 4.4. CONTINUE - support the child to move forward. What can you do to help them next?
- 4.5. CONSISTENT - always follow our positive approach.

We make it clear to all our staff that at Snapdragons we do not

- WE DO NOT use a loud or intimidating voice.
- WE DO NOT tell them off in a way that makes them feel bad by shaming them.



- WE DO NOT use time out in any form.
- WE DO NOT take away their comforter (dummy, special toy, muzzy, blanket etc).
- WE DO NOT move the child in a forceful way.

Through this approach we aim for each Key Person to form a caring, secure bond of attachment with each child.

5. Additional Support

We aim to meet each child's personal, social and emotional (PSE) needs according to their stage of development and plan support to enable them to make progress. We provide a clear Behaviour Flowchart which sets out the steps to take if there are ongoing concerns about a child's behaviour. If the Key Person has concerns, observations should be recorded and reviewed in partnership with parents/carers using the following:

5.1. ABC Observation Form

- To record ongoing behaviour incidents. This is analysed to inform an action plan.

5.2. Individual Action Plan to Support Behaviour

- To outline aims for the child.
- To clarify how adults will provide specific support.
- Review at set dates and adjust plan accordingly.

We provide small group and individual Theraplay sessions to support children's personal, social and emotional needs. These "Sunshine Circles" are effective in enabling children to gain confidence and social skills at their own pace through a carefully devised programme, which facilitates positive progress.

However, in the event that a child does not progress in their PSE development it may be necessary for the child's Key Person together with their parents/carers to seek the support of other professionals e.g. Health Visitor, GP, Area Special Educational Needs Coordinator. A more targeted plan can then be drawn up in consultation with parents/carers, Key Person, the Nursery Special Educational Needs & Disability Co-ordinator and other professionals to effectively support the child's emotional needs.

6. Physical intervention

Physical intervention should only be used in exceptional circumstances, where it is necessary in order to prevent a child from injuring themselves or others or causing serious damage to property, or other situations that are regarded as exceptional circumstances. In the event that a nursery practitioner is required to use physical intervention an accurate record of the incident must be recorded using the Incident Report which must be shared with the parents / carers at the end of the session. However, in the event of any injury parents should be contacted immediately. Nursery practitioners do not use physical punishment or threaten to use this.



7. Children under two

Working with babies and toddlers can be stressful and exhausting, especially when they are settling in. It is important that staff come to work feeling fit and well. It is important that they support one another and recognise if a colleague appears anxious or unsure what to do, reporting concerns if necessary.

Staff are aware that children of this age cannot tell you how they feel and do not do things on purpose so should check the obvious - do they need changing, feeding, are they tired, or do they want a cuddle, are they bored?

8. Behaviour and Well-Being Coordinator

Each nursery has an appointed Behaviour and Well-Being Coordinator whose responsibilities are to attend training and feedback to staff offering advice and training.

9. Exclusion from Out of School Club

- 9.1. Any child who has been excluded from school will not be able to attend the nursery.
- 9.2. In addition, any child who has been excluded from school may not attend nursery if they are beyond their fifth birthday or at the discretion of the manager.
- 9.3. Each case will be dealt with on an individual basis and we reserve the right to seek advice of an outside professional should we need to do so.



Bottle Feeding

LAST UPDATED: 04/01/2024

LAST REVIEWED: 04/01/2024

1. Introduction

The purpose of this policy is to ensure consistency amongst staff who work within the nursery when providing support and education for families around infant feeding and early years development.

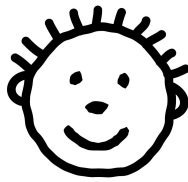
2. Important notes

- 2.1. Milk is prepared in the baby kitchen area away from the children because of the need for boiled water
- 2.2. Staff must not take children with them when going into any kitchen areas
- 2.3. The safety of the children is paramount and other staff must be utilised to care for the baby / babies who are waiting for bottles / meals to allow the key person to collect what they need
- 2.4. Preparation areas must be thoroughly cleaned, hands washed with soap and dried.
- 2.5. We only provide first infant formula. NHS guidance recommends first stage formula milk up until one year old. From one year old, children can be offered cow's milk to drink, as long as it is pasteurised. If parents would like their child to drink stage two formula or follow on milk, this should be provided by the parent.
- 2.6. Any formula milk should be discarded after 4 weeks of opening, unless stated differently on the box.

3. Formula milk procedure

Please follow these steps, as outlined by the NHS:

1. Put on a kitchen apron (yellow). Clean and disinfect the surface you are going to use.
2. Wash hands with soap and water and then dry.
3. Before use, bottles and teats must be thoroughly cleaned, and sterilised for children under one.
4. Fill the kettle with fresh tap water. Do not use water that has been boiled before. Boil the water. Leave the water to cool for no more than 30 minutes, so that it remains at a temperature of at least 70C.
5. Check the brand and amount of formula milk the child is due to be having.
6. Follow the manufacturers' instructions and pour the amount of water you need into the bottle. Double check the water level is correct. Always put the water in first, while it is still hot, before adding the powdered formula.



7. Loosely fill the scoop (provided in the formula tub) with formula powder, according to the manufacturer's instructions, then level it by using either the flat edge of a clean, dry knife, or the leveller provided in the formula tub. Different formulas come with different scoops. Make sure you only use the scoop that comes with the formula and store it correctly (not left in the formula powder or wet. Add the exact amount of formula as to the amount of water (e.g. 4 scoops of formula powder and 4 ounces of water). Adding too much than instructed could make the baby unwell.
8. Holding the edge of the teat, put it into the retaining ring, check it is secure, then screw the ring tightly onto the bottle. Make sure the ring is attached firmly.
9. Cover the teat with the cap and shake the bottle until the powder is dissolved. Firstly, shake side to side, then up and down, to make sure the powder doesn't become stuck in the teat.
10. Cool the formula so it's not too hot to drink. Do this by holding the bottle (with the lid on) under cold running water or placing the bottle in a container of cold water.
11. Bottles should be made up only when required. Test the temperature of the formula on the inside of your wrist before giving it to the baby. It should be body temperature / lukewarm, not hot.
12. Label the milk with the child's name by putting a name tag around the bottle.
13. Double check you are giving the correct formula milk to the correct child.
14. Complete the Baby Milk Log on the Room Management app.
15. If there is any made-up formula left in the bottle after feed, throw it away. The contents of bottles should be disposed of once the child has finished feeding (must be within two hours of bottle being made up, as per the NHS guidelines).
16. Bottles and teats will be thoroughly washed with hot soapy water and then sterilised for children under one. Sterilisers must be cleaned daily.
17. Make sure you are aware of the guidelines for amount of formula milk based on the child's age and discuss with parents if it differs to the recommended amount.

4. Breastmilk

Please follow these steps, as outlined by the NHS, along with those listed in Formula Milk procedures where applicable.

- 4.1. If parents bring in breast milk for their child to consume, it must be labelled with the child's name, date and stored in the fridge immediately. This includes if the breast milk is frozen so it can defrost. We will not store breast milk in the freezer.
- 4.2. Once removed from the fridge, breast milk can be given cold if the child is happy to drink it cold. Alternatively, it can be warmed by putting the bottle of breast milk in a jug of warm water or holding it under warm running water. The contents of the bottle must be consumed within one hour of the bottle being made up.
- 4.3. Defrost frozen breast milk safely by storing it in the fridge until defrosted. If it needs to be consumed sooner, it can be defrosted by putting it in a jug of warm water or holding it under warm running water. Once defrosted, give it a gentle shake to ensure it has fully defrosted and separated. The contents of bottle should be disposed of once



the child has finished feeding (must be within one hour of bottle being made up, as per the NHS guidelines).

- 4.4. If parents choose to supply breast milk, it can be stored in the fridge for up to one week and will then be disposed of or sent home, depending on parents' preference.

5. Formula Preparation Machines

Please follow these steps, as outlined by the NHS, in addition to those listed in Formula Milk procedures.

1. Follow the manufacturer's instructions on how to make up the formula milk using the preparation machine.
2. The water tank must be cleaned and refreshed daily.
3. Filters must be changed as soon as preparation machine indicates it is due to be changed, or at least every three months.



Care of Animals

LAST UPDATED: 18/05/18
LAST REVIEWED: 12/02/2024

1. Introduction

At Snapdragons, we understand the value that interaction with animals, insects and other creatures can add to a child's early years' education and want to ensure that children have opportunities to do so. This policy will outline the expectations in place for situations in which animals are involved.

2. Procedure

2.1. Care

- 2.1.1 Any animals or pets on the premises will be free from disease. This includes animals from external agencies as well as nursery pets.
- 2.1.2 Animals should have regular health checks with a qualified veterinarian.
- 2.1.3 They will be cared for in a humane manner and their habitats cleaned out weekly at a minimum.
- 2.1.4 They will have suitable and adequate housing, water, food, exercise and care routines.
- 2.1.5 Their food bowls and litter trays will be cleaned daily and will not be accessible to the children.

2.2. Handling

- 2.2.1 Children should be supervised when handling to ensure correct technique and that the animal is not in any discomfort.
- 2.2.2 We teach the children to be caring, gentle and sensitive to animals and to be aware of their habits and behaviour patterns.
- 2.2.3 Children must wash their hands immediately after handling animals or their equipment.

2.3. Other

- 2.3.1 We clean up any area fouled by animals immediately.
- 2.3.2 We keep parents informed about any animals on the premises, including those brought in with an external agency.
- 2.3.3 We expect parents to inform us if they find their child has an allergy to any of the pets at Snapdragons.



Children's Belongings

LAST UPDATED: 18/05/18
LAST REVIEWED: 25/01/2021

Children should not bring any valuable or precious items, e.g. toys, to nursery as staff cannot be held responsible for any personal belongings being lost or damaged.

It is an essential component of educative play that children are able to enjoy arts and craft activities with, for example, glue, paint, water, etc.

Inevitably, children will transfer these materials to themselves and clothing. We will attempt as far as possible to purchase materials which are 'washable' but in practice not everything is washable off all clothing materials. Parents should therefore dress their children with this in mind.

Snapdragons will accept no liability for clothing damaged or lost, if unnamed, whilst the child is at nursery.



Closed Circuit Television (CCTV)

LAST UPDATED: 26/07/2023

LAST REVIEWED: 26/07/2023

1. Introduction

This document sets out the appropriate actions and procedures, which must be followed to comply with the Data Protection Act and the General Data Protection Regulation (GDPR) in respect of the use of CCTV (closed circuit television) surveillance systems managed by Snapdragons Nursery.

2. Definitions and explanation of terms

Prior to considering compliance with the principles of GDPR, a user of CCTV or similar surveillance equipment, will need to determine two issues:

2.1. The type of personal data being processed, i.e. is there any personal data which falls within the definition of sensitive personal data as defined by Section 2 of the Act; 'Sensitive personal data' includes:

- Ethnic origin or race
- Political opinion
- Religious beliefs
- Health – mental or physical
- Sexual orientation
- Commission of any offence (or alleged)
- Any court proceedings or findings

2.2. The purpose(s) for which both personal and sensitive personal data is being processed.

3. Objectives of the CCTV

- To protect and safeguard the children in our care
- To protect members of the public and private property
- To protect the nursery building and its assets
- To increase personal safety and reduce the fear of crime
- To support the Police in a bid to deter and detect crime
- To assist in identifying, apprehending and prosecuting offenders
- To assist in managing the nursery
- To assist in the training of employees



4. Intent

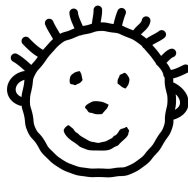
- 4.1. The nursery will be registered with the Information Commissioner and will seek to comply with the requirements both of GDPR and the Commissioner's Code of Practice.
- 4.2. The nursery will treat the system and all information, documents and recordings obtained and used as data which is protected by GDPR.
- 4.3. Cameras will be used to monitor activities within the nursery to identify criminal activity actually occurring, anticipated, or perceived, and for the purpose of securing the safety and well-being of the nursery, together with its visitors.
- 4.4. Employees have been instructed that static cameras are not to focus on private homes, gardens and other areas of private property and any such areas should be privacy-masked using camera software.
- 4.5. Materials or knowledge secured as a result of CCTV will not be used for any commercial purpose. Video will only be released to the media for use in the investigation of a specific crime and with the written authority of the Police. Video will never be released to the media for purposes of entertainment.
- 4.6. Materials may be shared with involved parties if requested, e.g. a collision in the nursery car park. This material will only be shared when any other third-parties have been obfuscated from the footage.
- 4.7. The planning and design have endeavoured to ensure that the scheme will give maximum effectiveness and efficiency but it is not possible to guarantee that the system will cover or detect every single incident taking place in the areas of coverage.
- 4.8. Warning signs have been placed at the entrance to areas covered by the nursery CCTV.

5. Who is responsible

- 5.1. The scheme will be administered and managed by the Directors, in accordance with the principles and objectives expressed.
- 5.2. The day-to-day management will be the responsibility of the Senior Management Team during the day.
- 5.3. The CCTV system will be operated 24 hours each day, every day of the year.

6. Monitoring procedures

- 6.1. The Nursery Manager will check and confirm the efficiency of the system on a weekly basis and that the equipment is properly recording and that cameras are functional.
- 6.2. Recorded footage will be kept for no longer than one month, dependent on the storage capacity of the system.
- 6.3. Access to the CCTV facilities will be strictly limited to the Senior Managers, Nursery Manager and Deputy Manager or persons in their supervised presence. Remote access will be limited to site IP address only.
- 6.4. If out of hours emergency maintenance arises, the Nursery Manager must be satisfied of the identity and purpose of contractors before allowing entry.
- 6.5. Full details of visitors / maintenance workers to the CCTV system including time / date of entry and exit will be recorded.



- 6.6. When not manned the monitoring area must be kept secured.
- 6.7. Other administrative functions may include maintaining hard disk space, filing and maintaining occurrence and system maintenance logs.
- 6.8. Camera surveillance may be maintained at all times.
- 6.9. A Network Video Recorder and hard-drive setup is installed in the nursery office to which footage will be continuously recorded.
- 6.10. Cameras will be positioned to avoid capturing sensitive areas such as changing or toileting areas, or neighbouring properties. If necessary, privacy exclusion zones will be set up.

7. Data procedures

- 7.1. Footage may be viewed by the Police for the prevention and detection of crime.
- 7.2. A record will be maintained of the release of footage to the Police or other authorised applicants. A register of access requests is kept on a secure SharePoint site.
- 7.3. Viewing of footage by the Police must be recorded on the log. Requests by the Police can only be actioned under section 29 of the Data Protection Act 1998.
- 7.4. Should a DVD or Memory Stick be required as evidence, a copy may be released to the Police. DVDs / Memory Sticks will only be released to the Police on the clear understanding that the DVD / Memory Stick remains the property of the nursery, and both the tape and information contained on it are to be treated in accordance with this Code. The nursery also retains the right to refuse permission for the Police to pass to any other person the tape or any part of the information contained thereon.
- 7.5. Applications received from outside bodies (e.g., solicitors) to view or release footage will be referred to the Nursery Directors. In these circumstances footage will normally be released where satisfactory documentary evidence is produced showing that they are required for legal proceedings, a subject access request, or in response to a Court Order. A fee can be charged in such circumstances: £10 for subject access requests; a sum not exceeding the cost of materials in other cases.
- 7.6. Performance monitoring, including random operating checks, may be carried out by the Nursery Manager.

8. Breaches of the code (including breaches of security)

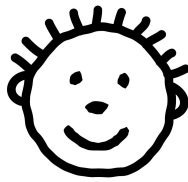
- 8.1. Any breach of the Code of Practice by nursery employees will be initially investigated by the Nursery Manager, in order for him / her to take the appropriate disciplinary action.
- 8.2. Any serious breach of the Code of Practice will be immediately investigated and an independent investigation carried out to make recommendations on how to remedy the breach.
- 8.3. Any complaints about the nursery's CCTV system should be addressed to the Nursery Manager.

9. Access by the data subject

- 9.1. GDPR provides Data Subjects (individuals to whom "personal data" relates) with a right to data held about themselves, including those obtained by CCTV.



- 9.2. Requests for Data Subject Access should be made in writing to the Nursery Manager.
- 9.3. Refer to our Data Protection Policy for information on Rights to access information.



Concerns & Complaints Policy

LAST UPDATED: 08/02/2024

LAST REVIEWED: 08/02/2024

In the event that you have a concern or complaint about the provision at Snapdragons Nursery please contact the Nursery Manager. You can contact the Nursery Manager in person, in writing (including email) or by telephone. All complaints will be dealt with confidentially and as a matter of urgency. The Nominated Person may also be informed of your complaint.

The Nursery Manager will ensure that the complaint is fully investigated by holding interviews and reviewing records where necessary. The Nursery Manager or Nominated Person will contact you in writing to inform you of the outcome, and action, if any, that was taken, or we intend to take as a result of your complaint within 20 days. Depending on the nature of the complaint or the outcome of the investigation, it may be necessary to evoke the nursery's disciplinary procedure or the nursery's safeguarding children procedures to ensure children's wellbeing and safety is maintained.

If your complaint is relating to the Nursery Manager, please contact the Nominated Person, in writing or by email. The Nominated Person will investigate your complaint and contact you in writing to inform you of the outcome of your complaint within 20 days.

The Nursery holds a summary of complaints record which must be completed by the Nursery Manager. The record gives details of who made the complaint, the nature of the complaint, how the complaint was investigated, any actions or outcomes. The record does not name individuals and confidentiality is maintained at all times. This record will be shared with Ofsted at all inspections and any parent who requests to see it. Complaints can also be made directly to Ofsted who will pass your complaint to the Nursery to be investigated, in the first instance. In the event that Ofsted carries out an investigation into the Nursery's suitability to provide childcare, following a complaint, Ofsted will inform the Nursery of the outcome of their investigation. The Nursery Manager will include these details on the Complaints Record.

Contact Details

Nursery Manager	
Tel:	Email:
Nominated person Rosemary Collard Prospect Farm, 43 Bath Road, Atworth, Melksham Wiltshire, SN12 8JW Tel: 01225 707009 Email: rosemary@snapdragonsnursery.com	Ofsted Picadilly Gate, Store Street, Manchester, M1 2WD Tel: 0300 123 1231 / 0300 123 4666 https://contact.ofsted.gov.uk/onlinecomplaints



Daily Routine

LAST UPDATED: 20/03/2023

LAST REVIEWED: 20/03/2023

1. Introduction

Established and predictable routines help to support the smooth running of a nursery day, give confidence to staff members in their own knowledge of practice and help to ensure young children feel secure in their childcare setting.

It is essential that a daily routine ensures children's physical and emotional needs are met with plenty of opportunities for progression of their learning and development.

2. Staff preparation for the day

- 2.1. Staff members are expected to start their shift, at the time scheduled, in the nursery room where they are based. Therefore, they must arrive at the nursery with enough time to allow use of toilets, time to get changed (if needed), fill up water bottles, and any other action needed to prepare themselves for their time in the nursery room.
- 2.2. All staff bags must be stored in a separate area to the children's playrooms. This could be in the nursery office, staff room or other designated area.
- 2.3. If a staff member needs to take medication during the day the same policy applies to staff as to the children. Medicine(s) must be stored in the nursery office with the exception of emergency medication – inhalers, auto injector pens. When a staff member takes medicine this must be done in the nursery office and with the knowledge of the named First Aider.
- 2.4. If a staff member is visiting another nursery site to their usual base they complete the 'Visiting other sites' tab on their Snappies App. The staff member is informed of any essential information i.e. dietaries in their room, medical issues, the designated safeguarding lead, where the toilets are, evacuation routes.
- 2.5. The nursery manager holds a daily briefing with the senior staff from each nursery room. This is preferable face to face but on occasion may be via phone. The daily briefing should include, but is not limited to, sharing information of the number of children in each room, lunch cover needs, events for the day, settling in sessions and staff needs.

3. Mobile Phones

- 3.1. Mobile phones are stored in the designated area of the nursery.
- 3.2. Staff members should not leave their rooms to check their mobile phones during their working hours.
- 3.3. Mobile phones can be used in designated phone areas on a staff members break.



- 3.4. If a staff member is expecting a phone call they are able to give the nursery phone number out or leave their personal phone with the office staff. Privacy will be respected when a staff member needs to take a private phone call.

4. Respect between team members

- 4.1. All staff members are expected to work together to enable the children in their care to learn respectful behaviours.
- 4.2. Staff members speak to, and treat each other, with respect at all times.
- 4.3. Respect and confidentiality between employees is extended to all social media platforms.
- 4.4. Any concerns are relayed to the nursery manager or safeguarding lead. Where necessary the company Grievance policy is followed. All staff have access to all policies on their Snappies App.
- 4.5. Staff members communicate if they are leaving the room i.e. to use the toilets. This ensures the supervision of the children remains a priority.
- 4.6. Staff members have exemplary timekeeping and respect others by returning from their own breaks at the correct time.
- 4.7. A staff member will not leave the room for a prolonged period of time (or at the end of their shift) until confirming that the room is in ratio, a qualified staff member is present and, when needed, a cover staff member has arrived to relieve them.

5. Mealtimes

- 5.1. A qualified staff member completes the daily dietary lists on PowerApps – Room Management. This is completed by 8.30am each morning for the coming day. Daily dietaries are then accessible for the nursery chefs.
- 5.2. Children's meals are delivered to the children's room by the nursery kitchen team. Dietary meals are delivered at the same time.
- 5.3. Staff members wash their hands before mealtimes and wear a yellow apron.
- 5.4. Children are served their meals by a qualified member of staff. Dietary meals are served to the children first. Staff members politely serve the children by coming to the child's level and using appropriate cutlery.
- 5.5. Children are always served meals on crockery and with cutlery suited to their age and stage of development.
- 5.6. Staff members support children to self serve (depending on age and stage of development). When staff members are serving food they have clean hands, are wearing a yellow aprons and use appropriate serving utensils.
- 5.7. Staff members are encouraged to sit at the table with the children, engage with them and share a small portion of their food to model polite table manners and eating habits.

6. Monitoring of Children

- 6.1. Each morning children are organised into key groups and assigned a staff member for their daily needs. Staff members wear lanyards with their assigned group for the duration of the day. Children's groups are also written onto the daily register.



- 6.2. If a staff member leaves the room at end of shift or for a prolonged period of time they must hand their lanyard over to another member of staff.
- 6.3. Children transition in their groups and professional judgement is used to determine how many children travel at any time.
- 6.4. Transitions should be calm and smooth and conducted in a timely manner. Children should be prepared for the transition and kept informed with what is happening.
- 6.5. Practitioners should be mindful that some children may need additional support with transitions.
- 6.6. Register checks are completed every morning and after every transition, particularly when travelling in and out of the building and on trips. Headcount forms are completed throughout the day.

7. Activities

- 7.1. At Snapdragons, our daily provision varies across the age groups but we have a consistent approach across the nurseries. We promote a balance of 'In the moment' planning along with adult focused activities, both indoors and outdoors. All children will have the opportunity to participate in Sunshine Circle and Attention Bucket sessions. Our Pre-school children will participate in BLAST, Letters & Sounds and our Pre-school Skills programme. Activities and continuous provision should be purposeful, engaging and should spark children's curiosity. They should be age and stage appropriate but challenging. Adults need to sit at the children's level and, as far as possible, maintain eye contact. Tone of voice is important using careful language that is kind, encouraging and informative. Resources should be in good condition, prepared and planned in advance. Children's independence should be encouraged when resourcing and tidying up activities. Be prepared to adapt activities depending on child interaction.



E-Safety & Technology

LAST UPDATED: 18/07/2019

LAST REVIEWED: 07/11/2023

1. Introduction

ICT, digital and mobile technology resources are now regarded as an essential resource to support learning, teaching and personal and social development. When using technology with young children, professionals need to ensure that the resource is used safely and responsibly. Computer and web-based skills are vital to access life-long learning and employment; indeed, ICT is now seen as an essential life-skill.

- The Internet can be used to support learning as well as for social and personal development activities. It can motivate, engage and develop self-esteem, confidence and as a tool for the development of social capital.
- The Internet allows us to share observations and assessments directly with parents and carers via the iConnect / Parent Zone portal, or daily nursery updates via social media sites such as Twitter and Instagram.
- Internet access is an entitlement for children who show a responsible and age appropriate approach to its use.
- The Internet is an essential element in 21st century life for education, business and social interaction.

2. Risks and monitoring

- 2.1. A designated senior member of staff will manage the permitting and banning of additional web sites identified by Snapdragons.
- 2.2. Filtering is managed by DNSFilter, who run a comprehensive list of categories and sites to prevent unauthorised access to certain areas.
- 2.3. All devices connected to the Snapdragons network will filter through DNSFilter.
- 2.4. If practitioners or children discover unsuitable sites, the URL (address) and content must be reported to the nursery manager.
- 2.5. In common with other media such as magazines, books and DVDs, some material available via the Internet is unsuitable for children. Snapdragons will take all reasonable precautions to ensure that users access only appropriate material. However, due to the international scale and linked nature of Internet content, it is not possible to guarantee that unsuitable material will never appear on a computer. Snapdragons cannot accept liability for the material accessed, or any consequences of Internet access.
- 2.6. Practitioners will supervise any access children have to the Internet, making regular checks on their activity.
- 2.7. The use of computer systems without permission or for inappropriate purposes could constitute a criminal offence under the Computer Misuse Act 1990.



- 2.8. Any material that the setting or organisation believes is illegal must be referred to the Internet Watch Foundation (IWF - <http://www.iwf.org.uk/>).
- 2.9. The consequences for Internet and mobile phone / technology misuse will be clear so that all adults are confident to apply this should the situation arise (e.g. supervised access, withdrawal of access).
- 2.10. Practitioners should be aware that Internet traffic is monitored and can be traced to the individual user. Discretion and professional conduct is essential and communication may be monitored.
- 2.11. Community users of Snapdragons free Wi-Fi must acknowledge the user policy before being granted access.

3. Online communication & social networking

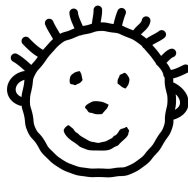
- 3.1. In general, the use of online chat for children or practitioners should not be permitted other than as part of an online learning environment.
- 3.2. Children will not be allowed access to social networking sites.
- 3.3. Social networking sites can be allowed for specific purposes, e.g. teaching e-safety or part of a requirement for public access, though this will need to be in line with the site's terms and conditions.
- 3.4. Practitioners may post images from the nursery onto the company social media accounts, providing any children included have permission for social media usage. Photos should be appropriate for the medium and not contain any children in a state of undress. Please refer to the Photography & Filming policy for more information.
- 3.5. Social media posts should never include a location marker if you are currently onsite at said location.
- 3.6. Social media posts should be constructed to succinctly describe the activity and its learning goals, whilst also taking into account spelling and grammar. Practitioners should remember that they are representing the outward face of Snapdragons with their posts.
- 3.7. The content of social media posts, including hashtags, should be free of bias and not marginalise groups or reinforce stereotypes, including gender, race or sexuality.

4. Introducing the Policy to children

- 4.1. Support for responsible and safe use should precede Internet access.
- 4.2. Children must be informed that Internet use is monitored.
- 4.3. The teaching of e-safety will be part of the offer for all children, it will include key messages that are age and maturity appropriate, such as keeping personal information safe, dealing with cyberbullying, knowing who to tell if there is inappropriate content / contact on-line.

5. Complaints

- 5.1. Responsibility for handling incidents will be delegated to the Early Years Manager or Designated Safeguarding Lead.
- 5.2. Any complaint about practitioner misuse must be referred to the Early Years Manager and/or the Designated Safeguarding Lead.



- 5.3. Parents and children will need to work in partnership with practitioners to resolve issues should they arise.
- 5.4. There may be occasions when the police must be contacted. Early contact could be made to establish the legal position and discuss strategies. Communication would be most likely to be via the local police contact centre.
- 5.5. Sanctions available include:
 - Interview/counselling by a designated senior practitioner.
 - Removal of Internet or computer access for an identified proportional amount of time
 - Supervised access

6. iPad policy for practitioners

- 6.1. iPads are used in the settings for observational and assessment purposes only. Personal usage during work hours, or whilst with the children, will result in disciplinary action.
- 6.2. iPads will have restricted access to certain applications and functions to prevent misuse. Email settings and file sharing will be included in this restriction.
- 6.3. Photographs may be taken on the iPads for accompanying observations. These photographs should not be inappropriate or feature children in a state of undress.
- 6.4. Photographs may only be uploaded to the iConnect application, for the purpose of observation. No attempt to share photographs via email or message to external addresses should be made.
- 6.5. iPads should never be taken offsite unless on a trip away from the nursery. They should never be taken home by a member of staff.
- 6.6. Access to iConnect is restricted to onsite nursery use, access out of core working hours requires a passcode from the Designated Safeguarding Lead.

7. Computer policy for practitioners

- 7.1. Nursery computers are allocated to the Early Years Manager and are their responsibility. If another member of the team uses them, the responsibility still stays with the individual allocated. Only Snapdragons practitioners within the setting should use the computers.
- 7.2. The computer remains the property of Snapdragons.
- 7.3. Computers with sensitive information should have software to encrypt the data.
- 7.4. Computers with sensitive information should have password protected screen savers that will appear after two minutes.
- 7.5. Any unnecessary data should be deleted from the computer.
- 7.6. When in the setting and not being used, the computer should be logged out and kept secure.
- 7.7. Whenever possible, a laptop should not be left in an unattended car. If there is a need to do so it should be locked in the boot.



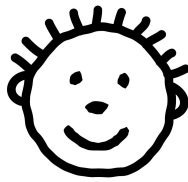
- 7.8. Laptops should not be taken abroad, other than as part of an outing / trip and its use agreed by prior arrangement with the Company Directors with evidence of adequate insurance.
- 7.9. If any removable media is used then it should be checked to ensure it is free from any viruses and should be saved on an encrypted memory stick.
- 7.10. Practitioners should not attempt to significantly alter the computer settings other than to personalise their desktop working area without express authorisation from the setting manager.
- 7.11. Children must never use the computer without adult supervision and knowledge.

8. Contacts

Childnet International - <http://www.childnet-int.org/>

IWF - the Internet watch Foundation - <http://www.iwf.org.uk/>

Think U Know for Parents - www.thinkuknow.co.uk/parents



Emergency Closure

LAST UPDATED: 08/02/24

LAST REVIEWED: 08/02/24

1. Introduction

On occasion, it may be necessary to close the nursery for a variety of reasons including:

- severe weather including snow, flooding or storms
- disruption to transport, for example through petrol or diesel shortage
- accommodation and utility problems, for example loss of power supply, heating failure or fire damages

The nursery will, however, endeavour to remain open where possible. Contingency plans will be passed on to staff, parents/carers and students when appropriate.

In rarer circumstances (e.g. during a national pandemic, civil unrest, major industrial action etc.) a specific contingency plan will be prepared and published based on National, Government or Local Authority guidelines issued at the time.

2. Closure before the start of the day

The decision to close the nursery will normally rest with the Nursery Director or, in their absence, the Operations Manager. The decision shall be made, where possible, before 6.00am and on the basis of information received from:

- the Media about the weather, condition of the roads and paths and public transport
- on the spot observation, either personally or from staff members better placed to make such observations
- through appropriate external agencies such as the Met Office

Factors involved in reaching the decision to close the nursery are likely to be:

- access to the nursery, i.e. road conditions (obstructions, snow, ice, flooding etc).
- breakdown of nursery essential services (heating, electrical services, water, storm damage etc.)
- consultation with the other Nursery Managers so that there is a consistent approach
- specific advice received from the Local Authority, Police etc.

Parents/carers and students are recommended to check the nursery website, social media, where further information specific to the nursery will be made available.

The whole nursery, including nursery families, shall be made regularly aware of this procedure as incidents can occur with little or no warning.



3. During nursery closure guidance

On occasions it may be necessary for the nursery to close during the day i.e. if the weather is deteriorating and there is doubt as to whether children or staff can be return home later in the day. In such cases the nursery will ensure that:

- the nursery communicates to parents/carers
- uses the nursery website to inform of early closure
- children who cannot be collected remain in nursery until either collected or until parents/carers contact the nursery with alternative arrangements

4. Staff attendance

Although it is recognised that severe weather conditions make it difficult for some staff to get to and from work, the expectation is that staff will present themselves for work unless advised to the contrary by the Nursery Manager. The Nursery Manager will assess whether there are sufficient staff present for the nursery to be opened / remain open safely.

In the latter case, it may be necessary to partially close the nursery. Places may be available on a first-come, first-served basis and nursery hours may be reduced to ensure the safe journey home of children & staff.

The decision and communication process will be as described in section 2 & 3 above.

5. Clearance of snow

Within the nursery site, the nursery is responsible for snow clearance and the clearing of approach paths is the specific task of the Maintenance Team. When severe weather is forecast, the Maintenance Team will be tasked to lay salt and grit on arrival. The clearance of public roads is the responsibility of the Highways Department. If there is any question of child or employee safety being at risk, the nursery has a responsibility in inclement weather to keep the children and employees indoors.



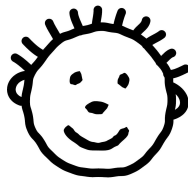
Emergency evacuation from building

LAST UPDATED: 02/12/2022

LAST REVIEWED: 15/12/2023

The following procedure will be followed in the event of an evacuation from the nursery building:

1. Everyone will leave from the nearest fire exit and congregate at the nursery emergency evacuation location.
2. The room leader / senior person in each room will collect their registers and grab bags containing essential items (emergency details, nappies, wipes, tissues, spare clothing, blankets and torch.)
3. The Early Years Manager, Admin or senior person in charge of the nursery will collect the registration folder, staff next of kin folder and mobile phone.
4. At the assembly point, the named Fire Marshall will call the register to ensure all adults and children are safe and present.
5. If the evacuation is a drill or false alarm and appropriate checks have been made, the Fire Marshall will request that everyone return to the building. If it is unsafe to return, everyone will go to the named backup emergency evacuation location.
6. The Fire Marshall will alert the Fire Brigade as to the address of the fire and the numbers of staff, adults and children.
7. The Early Years manager will contact the next of kin.
8. Everyone will remain at the secondary area as stated above until help and the children's next of kin arrives.
9. Ofsted and the insurance company will be contacted and copies of reports are kept on file. If any person has been injured, RIDDOR will be contacted.



Environment

LAST UPDATED: 11/03/2020

LAST REVIEWED: 06/04/2021

1. Introduction

Snapdragons is dedicated to limiting its impact on the environment so that the children they care for can inherit a clean, safe and viable world. All stakeholders are included in Snapdragons' efforts to be sustainable: directors, employees, parents, children, suppliers and the wider community. We continually reflect, improve and innovate and the environmental policy will be regularly reviewed to ensure that it is effective and in line with developing environmental recommendations. The company puts children and their rights at the forefront of its decisions regarding the environment in line with The UN Convention on the Rights of the Child, Article 24, which states:

“Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food and a clean environment and education on health and well-being so that children can stay healthy.”

We encourage all members of the Snapdragons community to use the “8 Rs” model as a framework for reducing harmful environmental impact:

Rethink - Do you do things because that's how they've always been done? Can they be done differently or better? We welcome innovations and suggestions.

Refuse – Before buying something, stop and consider whether you really need it. Everything that you buy has an environmental impact. Can you use something you already have instead?

Reduce – Think about the quantities you are consuming. Monitor waste, cut energy use by turning off lights, hanging out washing when possible instead of using a tumble dryer and using heating and air conditioning mindfully, for example.

Reuse – Prolong the life of resources: refill anti-bac sprays from bulk containers, use non-confidential office scrap paper for art, save bubble wrap for re-packing, save left-over food, eg, make breadcrumbs from un-used bread and freeze. Pass on clothes through sales, swaps and charity shops.

Repurpose – Plastic bottles, food cans, pallets, boxes, etc, can be used for planting, staging or playing to give them a longer life before eventual recycling.

Repair – Think before binning broken items. Many can, and should, be repaired to prolong their life and save them from landfill. Cheaper is not always better if it means high breakage and replacement rates.

Return – Return items ordered in error or not as described on websites rather than chalking it up to experience and hiding it in a cupboard. Re-gift presents or donations that duplicate things you already have or that you don't need.



Recycle – Follow recycling instructions on packaging and recycle once all other uses have been explored. Remember to wash items thoroughly to eliminate grease and food to avoid contaminating a recycling load.

*“The climate crisis has already been solved. We already have all the facts and solutions. **All we have to do is to wake up and change.**” Greta Thunberg, climate activist*

2. Education

We will work together with the Snapdragons community - directors, children, parents, employees, suppliers and the wider community - to share ideas, innovations and knowledge that benefit the environment. We will encourage the children to be aware of the environment and their place within it. Environmental stations with displays, recycling bins and sharing libraries will be used to promote environmental themes, news and issues and give positive and practical ideas to encourage participation and engagement.

2.1. Appreciating living things

- 2.1.1 We teach children and staff to respect, enjoy and care for the natural world.
- 2.1.2 Children will experience growing fruit, vegetables and flowers to understand their importance as both food and habitat for wildlife.
- 2.1.3 The children learn about where food comes from and the food chain.
- 2.1.4 Activities will reinforce the concept of care for living things and creatures.
- 2.1.5 Adults will be positive role models in their respect for living things and creatures

2.2. Local community

- 2.2.1 Children will be taken on walks around the locality
- 2.2.2 Children will be encouraged not to drop litter and to use litter bins
- 2.2.3 Members of the local community will be invited to the nursery
- 2.2.4 Children will be encouraged to respect and appreciate their local environment

2.3. Wider community

- 2.3.1 Themes and topics chosen will introduce children to the wider community
- 2.3.2 Children will be encouraged to develop a sense of curiosity, awe and wonder in relation to the natural world
- 2.3.3 The nursery will positively reflect the diverse society in which we live

2.4. Recycling

- 2.4.1 Children will be made aware of the need to recycle materials and food
- 2.4.2 Children will be made aware of the need to not waste our precious resources, especially food and water
- 2.4.3 Children will be involved in recycling within the nursery
- 2.4.4 We encourage children to learn life skills which will equip them with skills to conserve or reuse resources, e.g., cooking and mending
- 2.4.5 We encourage staff to think about their impact on the planet, e.g. by using reusable water bottles rather than single use ones.
- 2.4.6 We have recycling and upcycling schemes that parents and children can be involved, e.g., collecting stations for food pouches and toothbrushes, collecting clothes for swaps or charity. This helps children learn about the wider context of



environmental issues and community and helps staff, children and parents reflect on and learn about consumption and waste.

3. Energy Use

Everyone at Snapdragons has a responsibility to consider their own actions to cut energy use. The company has installed solar panels at three of its nurseries and will continue to invest in green energy sources. Currently around 50% of the energy we use is from renewables and this will be reviewed as existing energy contracts expire. We pledge to consider every aspect of our energy consumption in order to reduce the carbon dioxide emissions that contribute to global warming.

“When fossil fuels are burned, they release carbon dioxide and other greenhouse gases, which in turn trap heat in our atmosphere, making them the primary contributors to global warming and climate change.” – National Geographic

3.1. Energy Suppliers

- 3.1.1 Snapdragons will review its energy suppliers as existing contracts end to ensure a move to more renewables – currently at approximately 50% - and reduced carbon emissions.

3.2. Lights

- 3.2.1 Staff must ensure that lights are turned off when leaving rooms unoccupied or when natural light is good.
- 3.2.2 Low energy light bulbs are used.
- 3.2.3 Outdoor lighting is controlled by timers and only in use during nursery opening hours unless it is security lighting triggered by movement.

3.3. Heating and Air Conditioning

- 3.3.1 Outside doors must be closed when heating is in use.
- 3.3.2 Radiator thermostats will be used to control room temperature rather than windows if the heating is on.
- 3.3.3 In hot weather, windows will be opened as a **first** option to cool rooms. Air conditioning should only be used if temperatures cannot be controlled naturally.
- 3.3.4 Doors and windows will be closed if air conditioning is turned on (it will not work if the room is not sealed).
- 3.3.5 Windows will be opened to eliminate odours, but closed afterwards to maintain temperature if heating or air conditioning is in use.
- 3.3.6 At no time will air-conditioning and heating be in operation at the same time.

3.4. Laundry

- 3.4.1 Washing machines should be operated with full loads and low temperature cycles used, unless cross infection is deemed to be likely (e.g. from bodily fluids or during D&V outbreaks).
- 3.4.2 Washing lines or airers should be the first option for drying clothes before using a tumble drier.
- 3.4.3 Fabric conditioner is not used.

4. Nappy Changing, Hygiene and Cleaning

4.1. Nappy Changing



- 4.1.1 Each child will use between 4000 and 6000 disposable nappies before they are toilet trained (source: WRAP - The Waste and Resources Action Programme - 2020). The best way to reduce this is to use reusable nappies and to support toilet training in partnership with parents as soon as a child shows signs that they are ready.
- 4.1.2 Nappies are collected by a specialist clinical waste company. We receive audits about how much of our waste has not gone to landfill.
- 4.1.3 Snapdragons will support families who wish to use reusable nappies.
- 4.1.4 We will encourage babies and toddlers to begin toilet training as soon as they are ready and in partnership with parents.
- 4.1.5 We do not provide or encourage the use of pull ups during toilet training unless there are special circumstances. Pull ups prolong the toilet training process.
- 4.1.6 Practitioners wear wipeable, not disposable, aprons for nappy changing.
- 4.1.7 A disposable glove may be worn on one hand for changing soiled nappies (not wet) and for applying nappy cream.

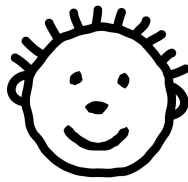
- 4.1.8 Flannels will be used for cleaning faces and hands.
- 4.1.9 Nappy sacks will only be used for disposal of soiled nappies, not wet.
- 4.1.10 Wet and dirty clothes will be sent home in reusable bags.

- 4.2 Cleaning and Hygiene
 - 4.2. We buy cleaning products and soaps in bulk and repurpose or recycle containers.
 - 4.3. Anti-bacterial sprays, washing up liquid bottles and liquid soap dispensers are refilled from larger containers.
 - 4.4. Solid soap bars or refilled liquid soaps are used for handwashing.
 - 4.5. Staff will ensure that taps are properly turned off after use and staff will monitor children's water use during hand washing, explaining why it is important to save water.
 - 4.6. Worn or broken dispensers and containers will be washed and recycled in the appropriate bins.
 - 4.7. Environmentally friendly cleaning products will be used if appropriate.

5. Food

Snapdragons was awarded its first Food for Life Gold Award from the Soil Association in 2012, reflecting the value we place on healthy, local, fresh food for our children. Our Food for Life GOLD Served Here award guarantees that our food is freshly prepared, free from trans fats, sweeteners and additives and uses ingredients from sustainable and ethical sources.

- We use local suppliers to help reduce food miles
- Fruit and vegetables are delivered loose, reducing plastic bag waste
- Menus are seasonal, using local, fresh ingredients which introduce a wide variety of fruit and vegetables
- Meat is from high welfare assured farms and all chicken and pork is free range.
- All our fish is MSC certified
- Eggs are free range or organic



- Milk and yoghurt are organic
- At least two meals a week are meat and dairy free with beans and pulses as a protein source.
- All meals are cooked from raw ingredients with no added salt and low sugar recipes
- No palm oil is used for cooking and products containing palm oil are from sustainable sources
- Food waste is monitored and menus/quantities are adjusted accordingly.
- Separate food waste collections ensure that waste will not go to landfill and contribute to greenhouse gases.
- Food is transported or stored in lidded reusable containers avoiding the use of clingfilm

5. Single-Use Plastics

We encourage the use of natural resources for play, but will continue the use of durable plastic resources, such as Lego, Mobilo and small world figures. Natural or repurposed resources will be our first choice if they are practical. Our Community Playthings furniture is predominantly wooden and made from sustainably sourced wood with plastic connectors which are free from BPA and PVC.

“Recent science has discovered chemicals in our everyday environment that may compromise our health. Tiny amounts of Bisphenol A (BPA) and phthalates--the softeners in polyvinyl chloride (PVC)—found in our bloodstreams have been linked to modern ills like obesity, diabetes, or early puberty.” – Community Playthings

The focus of our plastic reduction efforts is on single-use plastic. This is because of the wasted resources used in production and the potential pollution it causes in landfill or water systems. The first responsibility of all staff when buying or using single-use plastic is to apply the 8Rs framework.

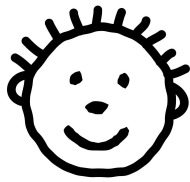
- Natural resources will be used for activities with the children, e.g. pinecones, leaves, logs and natural paints made by the children.
- We encourage staff to bring reusable drinking bottles and lunch boxes. If using single-use food packages and bottles, then they must be washed and either reused, repurposed or recycled in the appropriate bins.
- No glitter, sequins, plastic straws, clingfilm or cotton buds with plastic sticks to be used in activities with children.
- Flannels are used for wiping faces and hands, avoiding wet wipes which contain plastic fibres.
- Food is delivered loose in cardboard boxes or reusable plastic crates. We will communicate with suppliers to ensure that the minimum of packaging is used.
- We will buy in bulk and refill dispensers.
- Plastic toys will be a second choice and will be respected, repaired or regifted to prolong their use.
- Children will be educated about the importance of disposing of litter in bins to prevent pollution of waterways.
- Laminating is restricted to labels and notices which will be in use for long periods.



- Dressing up costumes (made from plastic fibres) will be re-used and shared to prolong life. Swap shops are used.

6. Office Administration and Promotional Materials

- We use a cloud-based system to share documents and only print where necessary
- We use digital learning diaries rather than paper
- Printing ink cartridges are recycled
- Printers are defaulted to print double sided and in black and white.
- Paper will be re-used whenever possible
- Promotional materials are available online
- The Snapdragons Magazine is printed in limited numbers on FSC paper using environmentally friendly ink and is also available online.



Equality, Diversity & Inclusion

LAST UPDATED: 19/03/2024

LAST REVIEWED: 19/03/2024

1. Introduction

Snapdragons welcomes children, families and staff from all social, cultural and religious backgrounds. We value the diversity of family structures and lifestyles. We make inclusion a thread which runs through all of the nursery activities.

2. Aim

- To provide a secure environment in which all children can flourish and in which all contributions are valued.
- Value the contribution of all families to our understanding of equality and diversity.
- To provide positive non-stereotyping information about people with disabilities and different ethnic groups.
- To improve our knowledge and understanding of issues of equality and diversity.
- To provide children with equal choices and opportunities regardless of ability.
- To demonstrate positive attitudes towards gender and sexual orientation

3. Methods

The ethnic origins of staff, children and their families will be respected and reflected. Every person's cultural and linguistic background will be recognised and celebrated. We acknowledge that children and staff have individual strengths and weaknesses that need recognising and supporting.

All individuals will be treated equally and fairly regardless of gender, race, ability, age or sexuality.

We help everyone to understand that discriminatory behaviour and remarks are unacceptable by creating an environment of mutual respect and tolerance.

A member of staff has specific responsibility for overseeing the practice of equality and diversity and being part of the review of this policy.

4. Admissions

Families joining Snapdragons are made aware of the Equality and Diversity Policy. We provide care for children with a variety of abilities (for any specific requirements we welcome calls and visits to discuss them further). We develop action plans to ensure people with impairments can participate successfully in nursery life.

5. Employment

All staff employed by Snapdragons are treated fairly and will be appointed because they are the best candidate for the job. We follow our Safer Recruitment Policy, which states that two references and a



suitable DBS clearance are necessary before employment can commence. Commitment to implementing the Equality and Diversity Policy forms part of the job description.

6. Training

We look for training opportunities for all staff to update their knowledge and to enable them to develop anti-discriminatory and inclusive practice, which enables all children to flourish.

7. Curriculum

All children will be respected and their individuality and potential recognised, valued and nurtured. Activities and resources offer children opportunities to develop in an environment free from prejudice and discrimination. Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.

We achieve this by:

- making children feel valued and good about themselves
- ensuring children have equality of access to learning
- recognising different learning styles and making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities
- selecting resources that positively reflect the widest range of communities and avoid stereotypes or derogatory images
- celebrating a wide range of festivals
- creating an environment of mutual respect and good manners
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable. Practitioners do not shy away from challenging stereotypes and discrimination in a calm and safe way.
- ensuring that planning is individual and inclusive to children with learning difficulties and disabilities and that any special arrangements to aid inclusion are known to staff ensuring that children with English as a second language have full access to the curriculum and are encouraged in maintaining their own language. Where possible, Makaton signing and visual timetables will be used.
- offering choice and access to activities enabling all children to feel good about themselves.

8. Valuing diversity in families

- we recognise that many different types of family successfully love and care for children.
- we encourage children to contribute stories or features of their everyday life to the setting.
- for families whose first language is not English, we value the contribution of their language and culture.
- we prevent prejudice by ensuring all parents feel welcome and valued and we encourage each family to celebrate their uniqueness
- we work in partnership with parents to ensure that medical, cultural, dietary needs and the emotional wellbeing of all children are met.



- we value parents' opinions and skills and, where possible, integrate them into nursery life.
- meetings will be scheduled so that parents are able to participate and they will be kept informed via newsletters, website or verbally.
- where possible, information will be provided in other languages. EMAS (Ethnic Minority Achievement Service) can offer translators for parents/carers with English as a second language.
- where possible we utilise linguistic skills of staff members and visitors.

9. Discriminatory remarks or behaviour

We take all incidents of discrimination very seriously and aim to challenge overt prejudice and discrimination when it occurs in a way that is sensitive and constructive. As a staff we reflect on our own beliefs and prejudices in relation to our own practice. We would fully support any child, member of staff, parent or nursery visitor who encountered discrimination or harassment in a sensitive and constructive manner,

10. Action to be taken in case of discrimination

Any concerns of discrimination should be reported initially to the manager and beyond that to the owner. The management team will consider whether discrimination has occurred and agree on appropriate actions and response. The response will be made in writing to the person raising the concern. Actions will be implemented and monitored, and a report written detailing the incident and recording any actions or outcome. If appropriate, other agencies will be informed.

11. Anti-Racist Early Education

What does being anti-racist mean for us and our children?

The 4 E's of Anti-Racist Practice [Liz Pemberton Director of The Black Nursery Manager]

These four things are at the foundation of how we create a sense of belonging and well-being for all our children, their families and our teams.

EMBRACE all children's racial, cultural and religious backgrounds.

EMBED a culture of belonging and value amongst practitioners and children.

ENSURE that our practice is culturally sensitive and places the child as the expert of their cultural, racial and religious identity.

EXTEND learning opportunities for the child by showing interest, expanding conversations and using diverse resources.

'Everybody working with small children must recognise the significant impact that they have on their world view. Conversations pertaining to race must not be overlooked if we are really invested in their futures of creating a society that makes everybody feel as though they belong'

'Fill every child with a sense of pride and confidence'

[Liz Pemberton – Director of The Black Nursery Manager]



‘Unfortunately, we do not live in an equal society. Many people face prejudice and discrimination every day. But it is my belief that education is the best way to drive enduring change.’

[Laura Henry-Allein MBE Early Years consultant, speaker and writer]

‘In a racist society it is not enough to be non-racist, we must be anti-racist’

[Angela Davis. Academic & author]

To be anti-racist it is important not take a ‘colour blind’ approach. To say we view children as ‘all being the same’ and to not recognise and value different skin colour is not useful and potentially harmful.

11. Representation through resources

All children need to see themselves reflected and represented in the images and resources that surround them. Representing different skin colour is as important in a Nursery where all children are white. We need to actively talk about skin colour and the beauty of everyone’s skin.

Resources are so important. Children need to have access to a wide range of books and toys that feature different skin colour. When these are freely available the conversations and questions about our similarities and differences can occur, and negative attitudes can be challenged.

Choose books, resources and activities that acknowledge that *all* of us are “different” in some way.

- Ensure books and resources reflect cultural, religious, racial diversity and gender
- Provide stories, songs, rhymes and musical instruments from a wide range of cultures.
- Have dolls and puppets that reflect a variety of racial backgrounds with realistic skin colours and features.
- Provide a variety of opportunities and resources for role play with clothes and cooking utensils that reflect the variety of cultures.
- Use pictures showing positive role models including people from a range of racial backgrounds and both sexes participating in a full range of professions.
- We provide a range of non-gender specific outfits and clothing that reflects a range of cultural backgrounds

12. What do we do if we encounter negative attitudes to race in young children?

If a child comments or acts negatively with regard to race, whether about themselves or others, take this opportunity to support and teach them. As soon as we hear it, intervene and have the conversation.

For example if a child doesn’t want to play with a black doll or another black child, or if negative comments about their own or another’s skin colour are heard:

- Ask why they have said/done what they have, in an age appropriate way.
- Talk about how everyone’s skin is beautiful.
- Reinforce positive attitudes.
- Be a good role model.
- Set out clearly what is not acceptable behaviour or language and why, in an age appropriate way.



‘Children are not born racist; it is a learnt behaviour’

[Liz Pemberton Director The Black Nursery Manager]

‘Young children need caring adults to help them construct a positive sense of self and a respectful understanding of others’

[Teaching for Change]

13. Relevant legislation

- The Equality Act 2010 (replaces the Sex Discrimination Act, the Race Relations Act and the Disability Discrimination Act)
- Race Relations Act 1976 and Race Relations (Amendment) Act 2000
- The Children’s Act 1989
- The Disability Discrimination Act 1995 (and Amendment Regulations 2003)
- The Sex Discrimination Act (SDA) 1975 (amended 1986)
- The Employment Equality (Sexual Orientation) Regulations 2003
- The Employment Equality (Religion or Belief) Regulations 2003
- The Employment Equality (Age) Regulations 2006



Escalation

LAST UPDATED: 18/05/18

LAST REVIEWED: 18/01/21

1. Introduction

Occasionally situations arise when workers within one agency feel that the decision made by a worker from another agency on a child protection or child in need case is not a safe decision. Disagreements could arise in a number of areas, but are most likely to arise around:

- Levels of need
- Roles and responsibilities
- The need for action
- Communication

The safety of individual children is the paramount consideration in any professional disagreement and any unresolved issues should be addressed with due consideration to the risks that might exist for the child.

All workers should feel able to challenge decision-making and to see this as their right and responsibility in order to promote the best multi-agency safeguarding practice. This policy provides workers with the means to raise concerns they have about decisions made by other professionals or agencies by:

1. avoiding professional disputes that put children at risk or obscure the focus on the child
2. resolving the difficulties within and between agencies quickly and openly
3. identifying problem areas in working together where there is a lack of clarity and to promote the resolution via amendment to protocols and procedures

Effective working together depends on an open approach and honest relationships between agencies. Problem resolution is an integral part of professional co-operation and joint working to safeguard children.

Resolution should be sought within the shortest timescale possible to ensure the child is protected. Disagreements should be resolved at the lowest possible stage however if a child is thought to be at risk of immediate harm discretion should be used as to which stage is initiated.

2. Stages of the policy

2.1. Stage One

Any worker who feels that a decision is not safe or is inappropriate should initially consult a supervisor/manager to clarify their thinking in order to identify the problem; to be specific as to what the disagreement is about; and what they aim to achieve. They should also be able to evidence the nature and source of their concerns and should to keep a record of all discussions.

2.2. Stage Two



Initial attempts should be taken to resolve the problem at the lowest possible level. This would normally be between the people who disagree. It should be recognised that differences in status and/or experience may affect the confidence of some workers to pursue this unsupported.

2.3. Stage Three

If the problem is not resolved at stage two the concerned worker should contact their supervisor/manager within their own agency who should raise the concerns with the equivalent supervisor/manager in the other agency. The manager should also notify the Safeguarding Children's Board Manager (or equivalent), who will keep a record of all on-going disagreements.

2.4. Stage Four

If the problem is not resolved at stage three the supervisor/manager reports to their respective operations manager or named/designated safeguarding representative. These two managers must attempt to resolve the professional differences through discussion. Safeguarding Children's Board Manager should be advised of any outcome.

2.5. Stage Five

If it has not been possible to resolve the professional differences within the agencies concerned the matter should be referred to the Chair of the Local Safeguarding Children Board, who may either seek to resolve the issue direct, or to convene a Resolution Panel.

The panel must consist of LSCB representatives from three agencies (including the agencies concerned in the professional differences, where possible).

The panel will receive representations from those concerned in the professional differences and make a decision as to the next course of action, resolving the professional differences concerned.

3. Timescales

Some matters may be resolved very quickly, and this will be determined locally by the complexity of the issues. In all cases, the matter will be resolved as speedily as possible, and the primary focus will be on ensuring that the safety and welfare of the child concerned is assured whilst discussions take place.

4. Additional Notes

At all stages of the process actions and decisions must be recorded in writing and shared with relevant personnel, to include the worker who raised the initial concern. In particular this must include written confirmation between the parties about an agreed outcome of the disagreement and how any outstanding issues will be pursued.

It may be useful for individuals to debrief following some disputes in order to promote continuing good working relationships.



Extreme Temperatures

LAST UPDATED: 15/07/2022

LAST REVIEWED: 19/07/2023

1. Introduction

Young children are unable to control body temperature as efficiently as adults during extreme and sudden changes of weather.

Children do not sweat as much as adults and may be too young understand how to verbalise or indicate their needs.

Snapdragons wish to also ensure the safety of the staff members working with the children and encourage all employees to manage their own well-being in extreme weathers as well as overseeing the safety of the children in their care.

Snapdragons will continue to keep all parents informed with updates regarding extreme temperatures, via email and correspondence with the nurseries directly.

2. Health risks from heat

When the body is exposed to extremely elevated temperatures the mechanism that controls body temperature can stop working which can make one or more of the following conditions occur.

2.1. Dehydration

Symptoms of dehydration may be dry tongue and mouth, no tears when crying, no wet nappies for 3 hours /less frequent urination, sunken eyes, and cheeks, sunken soft spot on top of skull (babies), irritability, fatigue, confusion, and listlessness.

2.2. Heat Stress

Symptoms of heat stress may be that a person seems out of character and shows signs of discomfort and irritability.

2.3. Heat Exhaustion

Symptoms of heat exhaustion may be tiredness, dizziness, headaches, nausea, vomiting, confusion, and red, dry skin.

2.4. Heat Stroke

Symptoms of heat stroke may be an exceedingly elevated temperature (above 40 degrees Celsius), red hot skin, sweating that suddenly stops, fast heartbeat, fast, shallow breathing, confusion, lack of co-ordination, fits, loss of consciousness.

3. Actions to reduce the risk of health relating to heat

- 3.1. All staff members and children always have access to drinking water during the day, including at outdoor play.



- 3.2. Children are encouraged to sip water at least every 30 minutes.
- 3.3. Drinks are offered at every mealtime.
- 3.4. Water is always available when children and staff are playing outdoors including paddling pools, ice cube play, cool flannels.
- 3.5. Children and adults do not take part in vigorous physical activities on hot days.
- 3.6. When playing outdoors as much time as possible is spent in the shade and the sun is avoided between the hours of 11am and 3pm.
- 3.7. All staff and children wear sunhats when outdoors.
- 3.8. Staff members have a relaxed uniform and can wear loose, light coloured clothing while still adhering to the Snapdragons uniform guidelines.
- 3.9. All staff and children wear sun cream when playing outdoors. (Parents must supply sun cream for their children).
- 3.10. Windows are opened first thing in the morning to air rooms and allow stored heat to escape from the building.
- 3.11. Windows and blinds are closed when the outdoor air becomes warmer than indoors.
- 3.12. Air conditioning units are used, subject to manufacturing instructions.
- 3.13. Outdoor awnings, gazebos and shades are used as much as possible.
- 3.14. Lights are turned off.
- 3.15. Electrical equipment is not kept in 'standby mode' as this generates further heat.
- 3.16. Children and staff use all rooms and outdoor areas to minimise the amount of people in a room at any one time.
- 3.17. Oscillating fans are used to help move air in rooms.
- 3.18. If a person shows any of the symptoms above First Aid practices are followed – primarily the unwell person is moved to a cool room and sponged with cool water. They may be wrapped in a cool wet sheet and cool packs can be used. A fan may assist with cooling.
- 3.19. A child's parents should be called.
- 3.20. Medical intervention (ambulance called) must occur if the unwell person does not respond to these interventions after 30 minutes, their conditions worsen, or the unwell person deteriorates.

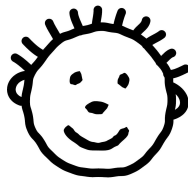
4. Health risks from cold weather

- 4.1. Cold weather can suppress the immune system and increase the risk of blood clots, heart attack, respiratory diseases, and hypothermia.
- 4.2. Staff members and children with known illnesses and conditions should already be known to nursery and their health must be managed according to their individual risk assessments and health care plans.
- 4.3. Symptoms of hypothermia may be shivering, slurred speech, clumsiness, a weak pulse, lack of co-ordination, memory loss, dizziness, and redness of the skin.
- 4.4. If a person shows signs of hypothermia First Aid practices are followed – primarily the unwell person is moved indoors to a warm room, wet clothing is removed, the head is covered, and they are wrapped in a dry towel / blanket / sleeping bag. They may be given a warm drink and sugary snack.
- 4.5. An ambulance must be called.



5. Actions to reduce the risk of health relating to cold

- 5.1. All staff and children are supported in receiving any relevant vaccinations.
- 5.2. Heating is used in all rooms at the nursery and will be put on before children and staff begin to arrive.
- 5.3. Heating can be boosted when needed.
- 5.4. Draught excluders are in use where appropriate.
- 5.5. Curtains and blinds are closed every evening and during the day to retain heat.
- 5.6. Radiators are not obstructed by furniture.
- 5.7. Staff members have access to hot drinks during their breaks.
- 5.8. Staff members are invited to eat meals with the children.
- 5.9. Meals are warm and filling and include fruits and vegetables to maintain health.
- 5.10. Physical activity is encouraged.
- 5.11. Children and staff wear multiple thin layers.
- 5.12. When playing outdoors all staff and children wear appropriate clothing – coats, gloves, hats, scarves, all-in-one suits – depending on age.



Fire Safety

LAST UPDATED: 12/03/2024

LAST REVIEWED: 12/03/2024

1. Introduction

The requirements of the Regulatory Reform (Fire Safety) Order 2005, adopt a self-assessment approach to fire safety in the workplace. The legislation places certain duties on the 'responsible person' for the premises, one of which is to ensure that a suitable and sufficient fire risk assessment is carried out; where there are more than five staff this assessment should be recorded.

2. Risks and hazards

2.1. The risk assessments in relation to fire safety should be reviewed periodically and in the event of:

- Changes to the work activities or the way they are organised, including the introduction of new equipment
- Alterations to the building, including the internal layout
- The introduction, change of use or increase in the storage of hazardous substances
- The failure of fire precautions, e.g. fire detection and alarm systems
- Significant changes in the occupancy levels
- A significant change in the mobility level or other factors influencing the response of visitors or staff in an emergency
- Changes to the management of the organisation

2.2. Significant Fire Hazards

- Lighting (including fairy lights)
- Office equipment, e.g. computers, laminators, photocopier
- Kitchen equipment e.g. toasters, oven microwave, kettle, dishwasher, fridge
- Boiler
- Fan
- Phone / camera / iPad / chargers

3. Prevention

- Separation from combustible materials (e.g. books, paper goods, furniture)
- Maintenance and testing
- Only authorised trained staff to use items
- Appliances switched off when not in use
- Suitable firefighting appliances located in vicinity
- Appropriate emergency plan



- Ensure furniture is not densely packed since the circulation spaces will reduce the fire load in the rooms and this can increase the speed with which a fire could spread, should such an incident occur.

4. People at risk

If there are people with mobility difficulties that would prevent them leaving the building unaided evacuations should be recorded in their personal risk assessment.

Pregnant members of staff may need fire evacuation to be added to their personal risk assessment.

The risk assessment must mention how the evacuation is managed for children aged under 2, non mobile children or others who should be classed as non-walkers for the purpose of emergency evacuation.

Contractors must be made fully aware of the nursery fire policy and evacuation procedures. Any work on the nursery premises must be risk assessed prior to work commencing.

5. Managing the hazards

5.1. Compliance with fire safety legislation

- Fire risk assessments have been completed in accordance with the Regulatory Reform (Fire Safety) Order 2005
- Fire safety documentation is available e.g. electrical testing, firefighting equipment and emergency lighting testing, fire drills, etc
- Visitors notices and lanyards to alert them to the procedure to be followed in the event of a fire

5.2. Means of escape

- Most rooms have direct access to fresh air or travel distances which are relatively short to a place of safety

5.3. Fire detection and alarm system

- The nursery has break glass warning systems fitted throughout and automatic detection. There are also battery-operated smoke detectors. A maintenance company tests the mains system annually and in-house staff make regular checks.

5.4. Firefighting equipment

- Extinguishers cover the correct risk, are serviced and easily locatable.

5.5. Fire safety signs and notices

- Signs are appropriately placed

5.6. Emergency escape lighting

- This is placed appropriately and is serviced annually.

5.7. Evacuation procedures



- Evacuation drills take place regularly and at least six times annually. Drills are recorded.
- Follow the Emergency Evacuation From Building policy.

Method of liaising with fire service on their arrival

The fire service will need to be met by the responsible person (Fire Marshal) and will require details of what's involved, details of any persons not accounted for and if there are any extraordinary hazards. The front of the emergency contact details should include the Evacuation Information Log to pass to the fire service.

5.8. Staff training

- Staff receive induction training and partake in fire drills. Fire safety is also discussed at staff meetings. Details of training is logged.
- Training should include the importance of shutting fire doors, not blocking fire exits, the appropriate use of fire extinguishers, the importance of reporting to the assembly point, exit routes, what to do during a fire drill and the contingency plan in the event of a fire.
- Training is necessary when staff start employment, where changes have been made to the evacuation procedures, where changes have been made to the building or there have been changes in staff responsibilities.

5.9. Housekeeping

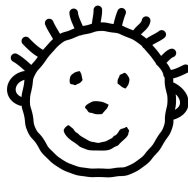
- There needs to be an excellent standard of housekeeping.
- Wheelie bins need to be stored away from the building.

5.10. Electrical factors

- Portable electrical appliances, fixed electrical appliances and installed wiring is inspected regularly.

6. Related policies

- Emergency evacuation from building



Forest School

LAST UPDATED: 12/01/2024

LAST REVIEWED: 12/01/2024

1. Introduction

Being outdoors benefits children's physical and mental health and forms a crucial part of their time at Snapdragons Nursery. In addition to the time spent outdoors during a child's day at nursery, extra opportunities are available as part of the Snapdragons Forest programme of learning, which delivers outdoor learning and forest school sessions.

2. Forest School (FS) and Outdoor Learning (OL)

At first glance the difference between FS and OL seems minimal; the Snapdragons Forest defines each one as:

2.1. Outdoor Learning

An experiential session outside the nursery building that takes place in a natural environment; woodland, park, riverside, field, garden, etc. Trips of any distance and length, whether they are walks from the settings to meadows, waterways and pasturelands, or longer minibus trips to woods or parks, can provide a range of experiences and spark any number of points of interest for children to further their learning and understanding.

2.2. Forest School

A group of sessions in a specific environment with a group of children, following their interests and understanding over an extended period of time and feeding back into the planning after each session to extend the opportunities and connect the group to the woodland. These sessions follow a set of principles laid out by the Forest School Association (FSA):

- FS is a long-term process of regular sessions, rather than one-off or infrequent visits; the cycle of planning, observation, adaptation and review links each session.
- FS takes place in a woodland or natural environment to support the development of a relationship between the learner and the natural world.
- FS uses a range of learner-centred processes to create a community for development and learning.
- FS aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners.
- FS offers learners the opportunity to take supported risks appropriate to the environment and to themselves.
- FS is run by qualified Forest School practitioners who continuously maintain and develop their professional practice.

Snapdragons Forest provide a range of experiences through both OL and FS sessions and each practitioner, as well as holding relevant qualifications, will use and develop their skills to provide the best range of activities for all children.



3. Sessions

3.1. Outdoor Learning sessions

Each session will be planned to work in line with the room planning at each nursery. The practitioner will liaise with the room staff in order to organise any transport required and any extra equipment that might be needed.

3.2. Forest School sessions

Each session will be planned out to maximise the opportunities for learning as well as to provide a springboard for new ideas and directions. Although the leader of the session will have planned activities for the group, these might change or not occur at all depending on the engagement and direction of interest of the group.

3.3. Planning

The Snapdragons Forest planning form is designed to reflect the malleable nature of a session and to put more emphasis on the knowledge and creativity of the FS leader as well as their ability to demonstrate the way that these ideas link to the national curriculum.

3.4. Order of a session

Beginning

Each session will begin with the session leader introducing the group to the space and repeating the three Forest School rules

- Always use your eyes (look where you're going, make sure you can see an adult)
- Always use your ears (listen for directions from adults or peers, listen to nature)
- Think about what you put in your mouth

If there is a large group, then a game of 'stop and go' will be played to get all the children used to listening and following safety instructions.

During a session

The main bulk of a session will be filled with different activities, exploration and games depending on the planning. The lead practitioner will move and change the session depending on the interests of the group.

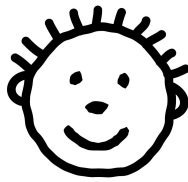
Ending a session

At the end of a session the children will be brought back into a group to talk about things they have seen and done. This is a good opportunity for the adults to hear more of the child's voice in order to add it to the planning process.

3.5. The role of adults in a session

Lead practitioner

The lead practitioner is in charge of the flow of the session. They will make final calls on safety and guide the group. They will be responsible for the well-being of the group and regularly check to ensure the smooth progression of the activities. They will be first aid trained and will lead the group in the case



of an emergency. As part of their training they will respond to the group's ideas to ensure the session remains engaging for all.

Support practitioners

Any other adults supporting the sessions will be in charge of head counts and filling in the relevant paperwork. They will engage with the group, listening to ideas and responding with enthusiasm to potential directions of learning as they appear. They will record observations and take photos. During emergencies they will respond with the lead practitioner to ensure the group's safety.

3.6. The role of lead practitioners out of sessions

Outside of sessions Snapdragons Forest practitioners are available to advise and help other staff with ideas, activities and information related to the outdoors. A current list of the trained staff and where they work is detailed below.

Staff member	Nursery	Qualification
Natalie Rankin	Bath and Wiltshire nurseries/Head Office	Level 3 Forest School
Holly Humphries	Atworth	Level 3 Forest School
Eloise Jeffries	Corsham	Level 3 Forest School
Jasmine Ruggiero	Weston	Level 3 Forest School pending
Ffion King	Broadwood	Level 3 Forest School pending
Cathy Vaughan	Keynsham	Level 3 Forest School pending
Karolina Zargoska	Shirehampton	Level 3 Forest School pending

4. Equipment and clothing

Good quality equipment that is well maintained is safer to use and will lead to a wider range of experiences during sessions. The equipment required for a session is split into two categories – specific provision and continuous provision.

4.1. Continuous provision

Due to the flowing nature of sessions practitioners will be prepared to facilitate children's learning as and when ideas arise. This is the purpose of a CP kit. Items that might be included in the CP kit are:

- Ropes
- String/wool
- Magnifying glasses
- Collecting tins
- Knife (see tool use)
- Nature book



The practitioner will be responsible for deciding what to include in their CP kit depending on the space that they have and being mindful of keeping extra items to a minimum.

4.2. Specific provision

This is equipment that the FS leader needs to run the activities planned. It is the FS leader's responsibility to ensure that the equipment is ready to use and that there is enough to cater for the group size safely. The Snapdragons Forest planning has a section for the FS leader to list the equipment that they will take in order for the session to run smoothly.

4.3. Clothing

Appropriate clothing is essential for children to enjoy and engage with the outdoors; it also plays a large role in ensuring each child's health and safety.

The British climate is constantly variable with warm, sunny days extending into October, and frosts and near-zero temperatures appearing in May. Parents, carers and staff are expected to check the forecast and prepare accordingly as well as engaging the children around them of the need for the right clothing.

Children should arrive for each session suitably prepared for time outdoors. This means having comfortable clothes that will provide protection from the weather. The table below give an overview of correct equipment.

	Wet	Dry
Hot	Wellies, light waterproof coat	Sunhat, sun cream, covered legs and shoulders, closed toe shoes
Cold	Wellies, waterproof coat, hats, scarves, gloves, layered clothing	Wellies or thick boots, thick socks waterproof coat, hats, scarves, gloves, layered clothing

Waterproof trousers will be provided for children and staff taking part in outdoor sessions. Snapdragons Forest reserve the right to deny access if children are not dressed appropriately for the session. When organising activities during periods of extreme heat or cold please refer to the Extreme Temperatures policy to aid your planning.

5. Activities

Each session will be planned to provide a range of experiences and learning opportunities, which can include:

- Walks
- Den building
- Nature spotting



- Art projects
- Games
- Tool use
- Fire lighting
- Bushcraft
- Free exploration

6. Tool use

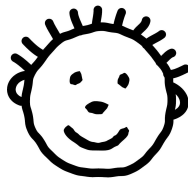
Tools are an important part of both Forest School and Outdoor Learning. Children have a natural curiosity about how things fit together and how they come apart, and tools allow them to explore both of those processes. At Snapdragons we want children to understand that the tools they use aren't dangerous by themselves, but it is the way we use them that increases the risk. A child who understands how to use a tool safely and to maximum effect will be less likely to use (investigate) the tool in an unsafe environment later on. Added to this the tool gives the child a sense of responsibility and power, it also links positively to the characteristics of effective learning as well as several areas of the EYFS framework.

During any FS or OL session:

- Snapdragons Forest leaders are responsible for bringing tools to sessions in suitable storage (toolbox, backpack or similar), counting them out at the start of the session and back in at the end. They are also responsible for ensuring that all tools are in good condition and maintaining tools when necessary.
- Staff and children will be briefed about safe use of tools before each use. Staff:Child ratios will be higher than during other activities in accordance with the risk benefit assessments and nursery insurance. Session leaders will follow minimum requirements, increasing ratios if warranted.
- Personal protective equipment will be provided for children as necessary.
- Running or using tools outside of their specified function is prohibited and will lead to children being asked to leave an activity if necessary.
- For safety all children will be assumed to have no prior experience using tools irrespective of contact they may have had outside of their time at nursery/out of school clubs. The session leader may give a child more independence using a tool if they see fit during a session.
- The session leader has the right to halt a session if the tool use is unsafe or increase Staff:Child ratios if necessary.

6.1. Regularly used tools table

	Axe/Cleaver	Knives	Bow Saw	Pruning/ Japanese Saw	Drills
Ages 1 and under	Not to use*	Not to use*	Not to use*	Not to use*	Not to use*



	Axe/Cleaver	Knives	Bow Saw	Pruning/ Japanese Saw	Drills
Toddlers	Not to use*	Not to use*	Can use 1:1	Not to use*	Can use 1:1
Preschool	Can use mallet to hit on axe or cleaver to split wood	Can be introduced, used 1:1 with hand over hand demonstration	Can use 1:1 with adult	Can use 1:1 hand over hand with adult	Can use 1:1
5-6 years	Can use mallet to hit on axe or cleaver to split wood	Can be introduced, used 1:1 with glove on non-tool hand	Can use 1:1 with adult	Can use 1:1 with glove on non-tool hand	Can use 1:1
6-7 years	Can use mallet to hit on axe or cleaver to split wood	Can use independently. 1:5 ratio with FS leader	Can use 1:1 with adult	Can use 1:1	Can use independently
7-8 years	Can use mallet to hit on axe or cleaver to split wood	Can use independently. 1:5 ratio with FS leader	Can use 1:1 with adult	Can use 1:1	Can use independently
8-9 years	With full introduction can use 1:1 with peer	Can use independently. 1:5 ratio with FS leader	Can use 1:1 with peer	Can use independently	Can use independently
9-10 years	Can use 1:1 with peer	Can use independently. 1:6 ratio with FS leader	Can use 1:1 with peer	Can use independently	Can use independently
10-11 years	Can use 1:1 with peer	Can use independently. 1:6 ratio with FS leader	Can use 1:1 with peer	Can use independently	Can use independently



	Axe/Cleaver	Knives	Bow Saw	Pruning/ Japanese Saw	Drills
*although young children are not to use the tools, watching them safely in use can provide a positive learning experience. All children must be outside of the 'blood bubble' zone (one arm's length holding the tool) while watching the activity.					

7. Fire Lighting

Having a fire is always an exciting part of any FS or OL session and, in a similar line with using tools, children at Snapdragons Nurseries are encouraged to experience and interact with fire in a safe and controlled manner. From Kelly Kettles to fire bowls and from learning to build and light a fire to cooking your own food, there are a range of activities that promote the positive use of one of the oldest tools known to mankind.

7.1. Location

- The session leader is responsible for choosing the site of the fire, filling out a risk benefit assessment for the location and will liaise with the relevant authorities to gain permission before commencing a planned session.
- Any dead leaf litter will be brushed aside or piled beside the area to be added to the fire after it has been lit
- Fires will be surrounded by logs, large stones (not flint), bricks or in a fire bowl to limit the chance of any burning material spilling out of the marked area

7.2. Safety

- Children and adults will be positioned a safe distance from the fire depending on its size and containment. The session leader will mark the area, be responsible for the fire and those around the fire.
- Wind direction will be taken into account by the session leader, children will be placed for minimum impact. If there is a strong prevailing wind, then children will be placed with it at their backs. If the direction is variable then the session leader will demonstrate ways for the group to minimise the effect of the smoke e.g. turning away, closing their eyes or carefully moving to a new space.
- Apart from the natural materials provided, no other items are allowed to be burned e.g. plastics, flammable liquids etc.
- Groups will be taught the safest way to add sticks to a fire; from the side with hands low, not over the flame. The session leader will allow children into the fire area to add material at their own discretion.
- Water will always be available to hand whenever a fire is being lit

7.3. Kelly Kettle

- Only the session leader is allowed to light the fire in the base pan unless they deem another capable, or if the layout is changed to simplify the process e.g. making a trail of cotton wool that leads to the base pan.



- The session leader will demonstrate how to add fuel safely to the Kelly Kettle when the kettle is on the base pan by holding sticks on the edge of the chimney and gently tipping them in. Children will be allowed to add sticks at the session leader's discretion
- The kettle will always have the cork out when being boiled
- The boiled water will be poured into cups that are on a level surface, not in someone's hands
- Care will be taken to ensure that all drinks are handed out at a suitable temperature to avoid scalding.

7.4. Independent fire lighting

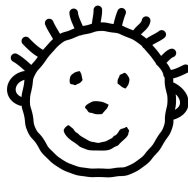
- Independent fire lighting is deemed a high-risk activity for children aged up to 5 years old. Snapdragons Forest practitioners will therefore work in a ratio of 1:2 when fire lighting is a part of the session.
- All fires will be lit on fire lighting boards (riven boards of wood) or in a suitable container e.g. foil roasting tray, fire bowl etc
- When first lighting independently, children will use one piece of cotton wool, let it burn down then extinguish safely (see extinguishing section).
- When building fires up using provided or foraged natural materials, children may use up to three cotton wool balls to increase the chances of the flames catching on the kindling. Once the fire has caught, the child must stay with the fire. If they need extra material to burn, they will need to organise their peers to collect it for them.

7.5. Extinguishing

- All fires will be put out completely and safely by the end of a session.
- Fires in the ground, fire bowl, foil tray or Kelly Kettle will be allowed to burn down in a safe and controlled manner as far as possible then fully put out with water.
- When the water has stopped bubbling and no more smoke is rising the ash will be dispersed to decompose naturally in the environment
- Any fires lit on boards will be allowed to burn down in a safe and controlled manner before the board being turned over and pressed down on to extinguish the embers completely. If smoke is still rising from the embers, then the board will be reapplied until the smoke has stopped.
- All ground fires will be covered with dirt and sticks to blend them back in with the natural environment.

8. Bushcraft (wilderness skills)

As part of the routine of planning sessions for OL and FS sessions each Snapdragons Forest practitioner will be looking to introduce a range of skills and experiences for each group. Some of these skills will be connected to knowledge of the natural environment that most children (and adults) may not be aware of. Using tree bark to make rope, lighting a fire with a mushroom, spotting an edible plant, learning how to navigate and orienteering using natural way markers are just some of the skills that could be part of a session. Though probably not essential to the group's survival these skills are an extra way to connect to the environment during the session.



As opportunities for using skills can appear at any point during a session, each bushcraft activity can be risk assessed either before a session or as a dynamic risk assessment during the session. Lead practitioners will be clear that the group are only to use the skills with a responsible adult outside of the session. Lead practitioners will also be aware of their own limitations during the activities and should not undertake any activity in which they are not wholly confident.

9. Supervision of children and boundaries

All FS sessions will be led by a qualified level 3 Forest School Leader with at least one extra member of staff.

Most off-site FS sessions will be categorised under the 'local trips' section of the trips and outings policy and procedure and, as such, EYFS ratios will be maintained at all times. During sessions higher ratios will be required due to certain activities being more inherently risky than others. High risk activities will be monitored on a 1:2 ratio by the leader of the session. Low risk activities will be monitored at standard ratios.

Examples of high-risk activities	Examples of low risk activities
Sawing	Exploration
Whittling	Bug hunting
Axe use	Den building
Hammering	Plant identification
Fire lighting	

All activities take place at the discretion of the session leader

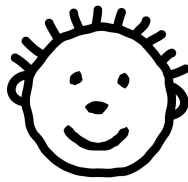
A member of staff who holds a level 3 qualification or higher is allowed to lead and carry out both high and low risk activities. A member or staff who holds a level 1 Forest School qualification will be allowed to lead low risk activities and assist with high risk activities alongside the lead practitioner. A member of staff who holds no qualification may lead low risk activities.

Boundaries

The session leader will set the boundaries for each session either by highlighting natural landmarks or by placing markers. Any extra rules that pertain to the area will be explained at the start of the session.

10. Healthy eating

Spending more time outdoors and in wilder spaces will naturally increase children's exposure to and awareness of edible plants, particularly berries, apples and other hedgerow fruit. Snapdragons Forest operates a 'no eating' policy without consent from the session leader. There will be seasonal periods where there are better and safer opportunities for foraging and these will be planned into specific sessions. Snapdragons Forest is also aware that some children will have a greater knowledge about edible plants in comparison to their peers however, in the interests of safety, the no eating rule applies to anyone taking part in a session without express permission from the session leader.



Some sessions will involve snacks and meals depending on the activities planned and timings that they run. All food that is available will be in line with the Healthy Eating Policy and Procedures and reflects Snapdragons commitment to providing children with a positive attitude to the food that they eat.

Examples of food that may be served at sessions are:

- Hot drinks using the Kelly Kettle – hot chocolate, herbal infusions
- Seasonal cold drinks – apple juice, elderflower cordial
- Food cooked over the fire – roast vegetables, damper bread, pancakes, marshmallows

The session leader and support staff in attendance are responsible for checking the list of children for allergies and will organise alternatives where necessary in accordance with the healthy eating policy and procedure.

Food and drink will only be consumed once children have cleaned their hands thoroughly.

11. First aid

All Forest School leaders will be first aid trained, where possible with a specific focus on OL and FS scenarios. A first aid kit will be carried at all times and will be checked by the session leader to ensure it is fully equipped for outdoor use. Each kit should, at least, contain:

- Antiseptic wipes
- Eye wash solution
- Small plasters x10
- Medium plasters x10
- Large plasters x5
- Sterile eye pads x4
- Triangular bandage x4
- Large wound dressing x2
- Small wound dressing x5
- Roll of hypo-allergenic tape
- Disposable gloves x4
- Scissors with rounded end

In addition, Snapdragons Forest practitioners can add any extra items that they feel necessary but should highlight any heightened risk in activities on the Forest School risk benefit assessment.

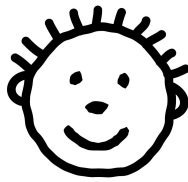
12. Extreme weather

You may also refer to the playing outside policy for guidance on working outdoors in different weather conditions.

Both FS and OL sessions will go ahead during most weather conditions providing that the group has correct clothing. The following exceptions will be made:

12.1. Heat

If temperatures are 25°C or above, extended sessions (longer than one hour off site) will take place in a shaded area and staff will ensure activities are not strenuous. Sessions will be shortened accordingly and plenty of water will be provided



The risk assessment for the day will be updated on the day to reflect the weather.

12.2. Cold

In extreme cold temperatures, session length will be shortened at the discretion of the session leader. Appropriate aid in the form of shelters or foil blankets will be provided for children who are excessively cold. Hot drinks will also be provided and children's overall health monitored.

The risk assessment for the day will be updated on the day to note the higher risk of ice and hardened ground.

12.3. Wind

Any sessions based in wooded areas will be cancelled if the continuous wind speed is equal to or greater than 35mph.

The risk assessment for the day will be updated to reflect the heightened risk of dead wood falling and other dangers above head height.

12.4. Wet

In the case of extreme rainfall adequate shelter will be provided by the session leader.

The risk assessment for the day will be updated to reflect more hazardous conditions.

13. Toilet procedures

If a session is taking place on a nursery site then the on site facilities will be used as stated in nursery policy

If the session is off-site then children will be encouraged to go to the toilet before leaving.

Off site, children will be able to do a 'wild wee' in a secluded area e.g. behind a tree or behind a shelter. Wipes and hand cleaning facilities will be available.

Any faeces will be wrapped in toilet paper and placed in a plastic bag before being disposed of at a convenient time.

14. Emergency procedures

All FS and OL sessions will follow the Snapdragons trips and outings policy when dealing with emergency procedures. In the case that the group is located within a woodland or away from a main road, the session leader will stay with the group while a support member of staff goes back to the designated entrance to await the emergency services and lead them to the site, marking their way if necessary to ensure first aid is administered as soon as possible.

15. Equality and Diversity

Snapdragons Forest session leaders will be prepared to adapt sessions for any children or staff with additional needs so that they can fully access the aims and opportunities of a FS or OL session to the highest standard. This reflects Snapdragons Nurseries' Equality and Diversity policy

16. Environment and Conservation

In order for Snapdragons Forest to continue to operate at a high level and fully achieve its aim of connecting children with the outdoors and natural environments it must take into account the



sustainability of its actions. All sessions will follow the rules; leave no trace, use what's around you and take in thirds.

16.1. Leave no trace

- At the end of each session the group will check the space to make sure that all items have been cleaned and cleared of material from the session.
- Any biodegradable resources that do not impact negatively on the environment e.g. clay faces (without nylon reinforcing) or natural art, may be left at the session leader's discretion.
- Any fires that have been lit will be covered and blended back in the natural environment in line with the fire lighting procedures

16.2. Use what's around

- To limit waste and to improve the efficiency of sessions, all leaders are encouraged to take minimal equipment out and to make responsible use of the items that occur in the environment.
- As detailed in section 4.1, good continuous provision actually allows for a wider range of activities to take place as it stimulates the holistic and improvisatory nature of a dynamically planned session.
- Session leaders should actively consider the time of year, the process that will be occurring in the environment and have a good working knowledge of the site to maximise opportunities for learning.

16.3. Take in thirds

- Snapdragons Forest recognise that all OL and FS sessions occur within active ecosystems which need to be respected.
- Snapdragons Forest also believes that picking flowers and collecting pine cones is part and parcel of a child's natural interaction with the outdoors
- Any collecting and harvesting of natural materials when done responsibly will only increase a child's understanding and valuing of the natural world.
- Any resources that need to be harvested while on a site will be obtained legally and preferably with the full permission of the land owner or manager.
- Resources harvested will not exceed more than one third of the total available.
- The session leader takes full responsibility for the actions of the group.



17. Covid-19

During the current pandemic Snapdragons Forest staff should keep themselves informed of safe working practices via the Coronavirus policy. Currently the evidence indicates that being outside reduces the risk of transmission if safe practices are in place. To ensure that the risks are kept to a minimum, Snapdragons Forest staff will adapt their working practice accordingly. This may include, but is not limited, to the following.

- Cleaning tools thoroughly after use.
- Only using tools with a bubble of children, cleaning before another bubble uses them.
- Reducing the number of children in a session.
- More frequent hand-cleaning.
- Having more equipment ready to lower chances of sharing.

18. Sites

This section of the policy lists sites at which Snapdragons Forest has permission to operate sessions and activities that are permissible, as well as other regularly used areas. Snapdragons Forest leaders are responsible for gaining access to new sites, contacting managers/woodland authorities and risk assessing each site prior to their usage.

18.1. Regularly used sites - Bath

Primrose Hill Community Woodland

1 Fonthill Road

Bath

BA1 5RH

Contact: info@primrosehillwoodland.com

Access either walking from Weston nursery or parking on Fonthill Road

Emergency access on Fonthill Road

Grid Ref: ST740668

Contact: info@primrosehillwoodland.com

Access permitted by the PHCW trust.

Planted in 2000. Young native predominantly broadleaf trees, native British species including Ash, Hazel, Cherry, Birch, Alder, Alder Buckthorn and Willow. Hillside location, all pathways at an angle.

No fires allowed. Regular dog walkers. Permission to use materials and remove felled trees (no chainsaws) permitted by landowner



Kensington Meadows/Kennet and Avon Canal

183 Ringswell Gardens

Bath

BA1 6BP

Public access via either end, Grosvenor have key to gate for easy access from nursery.

Emergency access from Grosvenor Bridge Road

Grid Ref: ST762661

Meadow area with Apple, Elder, Lindon and Blackthorn trees edging. Wild garlic in the spring. Riverside walk and council mulch pile (good for gardening). Pathway leading to canal passed damson trees and Undercliff Urban Farm. Canal lined with Apple and Hawthorn trees.

No fires allowed. Low impact activities fine. Regular dog walkers.

Waterside risk assessment necessary

Weston Park East

Bath

BA1 2XD

Emergency access from either Weston Nursery (Southern edge) or Weston Park West (Northern edge).

Grid Ref: ST734659

Public access. Park and meadow area with wildflower area. Small wooded area with mix of native British trees, mainly Sweet Chestnut and Cherry. Second wildflower area, bramble thickets and small brook with bridge over. Pathway leads up Primrose Hill to the Community Woodland.

No fires allowed. Regular dog walkers

Manor Road Community Woodland

Manor Road

Saltford

BS31 3AB

Public access. Forest school permitted by B&NES council.

Entrances across fields from Keynsham (currently closed during building work) or via lay-by on Manor Road

Emergency access from Manor Road

Grid Ref: ST665671

21 hectare site planted since 1993 with a mixture of native broadleaf species; areas of Ash, Birch, Hazel and Cherry throughout. Wildflower meadow connecting two areas of woodland. Small accessible area of ancient woodland with small brook running through and large Maple trees.

No fires allowed. Regular dog walkers.



18.2. Regularly used sites - Wiltshire

The Batters

Corsham

SN13 9AS

Public access

Access via pathway off B3353 opposite Lypiatt Road

Emergency access via pathway on Ludmead Road

Small public copse with mixed deciduous trees. Sloped and stepped areas leading to fast running stream with a bridge over it. Flora includes Alder, Ash, blackthorn and wild Apple, Wild Garlic in Springtime.

Regular dog walkers

Corsham Court

Church street

Corsham

SN13 0BZ

Public access grounds

Access via pathway next to junction of B3353 and Lacock Road

Emergency access via car park at St Bartholemew's Church

Expansive grounds of Manor House with regular sheep grazing. Pastoral woodland with mature Lime and Oak. Lake with reeds and water mint growing.

Regular dog walkers

Green Lane Woods

Trowbridge

BA14 6DE

Access permitted by Wiltshire Wildlife Trust

Access via Huntingfield Road

Emergency access via Huntingfield Road

Grid Ref: ST885576

40 hectare mixed deciduous ancient woodland. Level, rough pathways. Lots of Oak, Ash and Hazel. Coppiced areas with information about woodland management. Plenty of variety in flora and fauna and a wildflower meadow on the outskirts of the trees.

Fires not allowed without prior consent. Email damianh@wiltshirewildlife.org for permission.

Regular dog walkers



Leafy Lane Wood
Leafy Lane
Corsham
SN13 0LD

Public Access

Emergency access via entrance on Leafy Lane opposite Kidston Way

Grid Ref: ST844698

Small, predominantly Maple woodland with some Ash, Beech, Lindon and Pine. Suitable for low level activities. Two large Beech trees fell in January 2018.

No fires allowed. Regular dog walkers. Now used as a natural burial ground.

Box Quarry Woods
Quarry Hill
Box
SN13 0NR

Public access

Emergency access via lay-by on Quarry Hill

Grid Ref: ST836690

Mixed broadleaf, mainly beech woodland in disused quarry. Public access across area. Used infrequently by mountain and motor-cross bikers. Pathway leads to steep hillside woodland managed by local estate and coppiced areas. Stick to footpaths. No fires allowed.

Atworth fields

Across the road from Atworth Nursery.

Public access

Emergency access via footpath opposite nursery

Grid Ref: ST867660

Open pasture land with a small brook running through the fields nearby.

No fires allowed. Regular dog walkers

18.3. Regularly used sites - Bristol

Leigh Woods
Valley Road
Bristol BS8 3QB

Public access

Emergency access via car park off Abbots Leigh Road opposite Clifton College.

Grid Ref: ST553739

Snapdragons Nurseries Ltd.



Large, mixed woodland owned by the National Trust. Areas of new and ancient woodland with regular management in coppicing areas. Lots of opportunities to explore, climb and build dens.

No fires allowed. Regular dog walkers and bike track in constant use.

Blaise Castle Estate
Kings Weston Road
Lawrence Weston
Bristol
BS10 7QS

Public access

Emergency access via car park on Kings Weston Road.

Grid Ref: ST558786

Large parkland estate with open park and hillside wooded area. Mixed established woodland, mossy pathways throughout.

No fires allowed. Regular dog walkers.

Gorse Covert
Penpole Woods
Penpole Road
Bristol
BS9 2EE

Public access

Emergency access via Penpole Lane opposite Oasis Academy Brightstowe

Grid Ref: ST543773

Partly ancient woodland but areas have been transformed as part of Kings Weston Estate. Mainly broadleaf woodland with Lime avenues and Hazel coppices.

No fires allowed, regular dog walkers.

18.4. Regularly used sites - all nurseries

Westonbirt, The National Arboretum
Tetbury,
Gloucestershire,
GL8 8QS

Public access

Emergency access via car park on A433

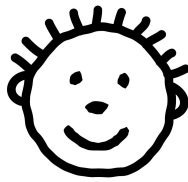
Grid Ref: ST855897

Snapdragons Nurseries Ltd.



Huge, mixed woodland with over 17,000 trees and 2500 species. Pathways crossing the entire site. Lots of different areas including coppicing coops, Acer glades and wooden play areas as well as fallen trees for climbing and a long walkway bridge with viewpoints. Strong learning opportunities throughout and during all seasons.

No fires allowed. Dog walkers in some areas. Regular trips are organised by Snapdragons Forest.



Fundamental British Values in the Early Years

LAST UPDATED: 18/05/18

LAST REVIEWED: 06/08/19

1. Introduction

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2014 Early Years Foundation Stage.

Separately, the Counter Terrorism and Security Act also places a duty on early years providers “to have due regard to the need to prevent people from being drawn into terrorism” (the Prevent duty). The duty came into effect from July 2015.

2. Democracy: making decisions together

As part of the focus on self-confidence and self-awareness as cited in PSED:

- Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other’s views and values and talk about their feelings, for example when they do or do not need help. When appropriate, demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.
- Staff can support the decisions children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

3. Rule of law: understanding rules matter as cited in PSED

As part of the focus on managing feelings and behaviour:

- Staff can ensure that children understand their own and others’ behaviour and its consequences and learn to distinguish right from wrong.
- Staff can collaborate with children to create the roles and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

4. Individual liberty: freedom for all

As part of the focus on self-confidence and self-awareness and people and communities as cited in PSED and Understanding the World:

- Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their



own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.

- Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into school.

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

As part of the focus on people and communities, managing feelings and behaviour and making relationships as cited in PSED and Understanding the World:

- Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
- Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

A minimum approach, for example having notices on the walls or multi-faith books on the shelves, will fall short of 'actively promoting'.

What is not acceptable is:

- actively promoting intolerance of other faiths, cultures and races
- failure to challenge gender stereotypes and routines that segregate girls and boys
- isolating children from their wider community
- failure to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of British democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.



Health & Safety

LAST UPDATED: 19/10/2021

LAST REVIEWED: 20/12/2023

1. Introduction

At Snapdragons we aim to ensure that all reasonable practical steps are taken to ensure the health, safety and welfare of all persons using our nurseries, a safe and healthy working environment and the prevention of damage to nursery property by promoting awareness of legal and personal responsibilities. At all times we will ensure that health and safety legislation is upheld e.g. Health and Safety at Work Act 1974 and the DfE Statutory Framework for the Early Years and any other relevant legislation.

2. Procedure

We will work towards this by:

- Establishing and maintaining a safe and healthy environment ensuring hazards are minimised throughout the nursery, indoors and out. This is done by daily checks and relevant risk assessments of the building and equipment and reporting hazards should they occur
- Risk assessing individual children and staff with additional health needs where we note any special measures that might need to be put in place
- Establishing and maintaining safe working practices amongst staff and children
- Reporting and documenting all accidents/injuries and auditing monthly to determine if an action plan needs to be put in place
- Ensuring there is sufficient instruction, training and supervision to enable everyone to avoid hazards and to contribute to their own and other's safety at work
- Ensuring that the staff understand the risks involved with forest school activities and the approach to using real objects. To undertake risk assessments which will include adequate supervision and ratios
- Ensuring that effective procedures are in place for fire and other emergencies and drills are practised and recorded on a regular basis
- Ensuring that the trips and outings policy is adhered to
- Reviewing the linked policies annually or as required

Any breach of the health and safety policy by staff constitutes misconduct and will be dealt with as a disciplinary matter.

The Directors, Paul Collard, Rosemary Collard, James Collard and Jennifer Biddel, are responsible overall for Health and Safety within the nurseries and their operations. They will ensure the nurseries have effective policies for matters relating to Health and Safety and will delegate specific responsibilities to ensure that all requirements of current Health and Safety legislation are satisfied.



The named Co-ordinator for Health and Safety across Snapdragons Nurseries is Hayley Fitton-Cook.

The day to day responsibility for all matters relating to Health and Safety in each individual setting is the named Early Years Manager.

All staff members complete basic online Health and Safety training as part of their induction process and this is refreshed annually. All employees are expected to manage their own personal safety and actively assess activities and practice during their working day. Any Health and Safety concerns are reported to the above-named Health and Safety Representatives.

Snapdragons operates using a colour coded cleaning plan for mop heads, buckets, cloths and any other cleaning apparatus:

- Yellow – Food and Kitchen
- Green – Art
- Blue – Toilet areas and Bodily Fluid
- Emergency clean up powder, aprons and gloves are located on site for use. Wet floor signs are available for use at all times.

The Health and Safety Policy has links to the following policies:

- Accidents Procedure & Taking A Child to Hospital
- Medication
- Fire Safety
- Emergency evacuation from building
- Health Hygiene and Illness
- Risk Assessments
- Allergies Procedure
- Forest School
- Outdoor Activities
- Security
- Sleeping babies and Toddlers



Health, Hygiene & Illness

LAST UPDATED: 23/02/2022

LAST REVIEWED: 18/04/2023

1. Introduction

Everyone at Snapdragons Nursery is committed to safeguarding children's welfare and maintaining a healthy environment where children can learn and develop through play. To assist with this, all employees will endeavour to minimise the spread of infection to other children and practitioners by following "3. Illness procedure".

Senior management must:

- Update and implement the latest Environmental Health Department and Health Authority requirements and recommendations relative to the premises, staff and children.
- Ensure premises are clear and safe and the cleaning rotas and risk assessments are in place.
- Provide protective clothing, e.g. gloves, aprons and appropriate cleaning materials.
- Actively promote good health and hygiene practice through posters and training, for example.
- Seek advice e.g. infection control nurse.
- Ensure staff encourage and demonstrate excellent hygiene practices towards the children.

2. Hygiene procedure

The transmission of infectious diseases in early years is a significant risk. Coughs, colds and respiratory infections are relatively commonplace, especially at certain times of the year, and outbreaks of serious infections, such as E.coli, can cause severe illness.

Many infectious diseases have the capacity to spread rapidly within a nursery. Early years staff must always be vigilant to this threat.

In some ways, childcare provisions are an ideal environment for the spread of infectious diseases because of the difficulties in maintaining hygiene with such a young age group.

Where children spend time together in close proximity, and share toys and equipment, the transfer of infection is hard to avoid. High standards of hygiene, cleanliness and infection control are therefore required if transmission is to be prevented.

2.1. Handwashing

All staff and children should be encouraged to wash their hands regularly and thoroughly, including after going to the toilet, after handling any body fluids, waste or soiled items, before handling foodstuffs and after messy play, indoors or outdoors.

To enable effective handwashing, managers should ensure that the premises are equipped with an adequate number of sinks that:

- are easily accessible
- have robust, easy-to-use dispensers for liquid soaps



- have a supply of disposable towels.

Liquid soaps are preferable to bar soaps which can rapidly become soiled. Disposable paper towels are preferable to linen towels which can also become soiled and damp. Thorough drying of the hands should be encouraged after washing as this further reduces the number of micro-organisms that remain on the hands.

Staff are advised to:

- keep nails short and clean
- remove nail varnish
- remove jewellery, e.g. rings with stones or ridges, wristwatches or bracelets before washing hands
- cover visible cuts and abrasions with a waterproof dressing.

Antibacterial gels or hand sanitisers are useful in circumstances where normal soap, water and paper towels are not available or where additional protection is required. However, they should never take the place of routine handwashing with soap and water. Hand gels do not kill some disease carriers, for example Norovirus, and may give a false sense of security. They are also ineffective where hands are visibly soiled or where they are wet.

Additional notes for children under two:

- staff must ensure that children's hands are clean before eating and that faces and hands are cleaned when they have finished
- flannels, not baby wipes, should be used - one per child
- do not go behind a child and wipe a flannel across their face but encourage a child to wipe their own face. If you are cleaning a child's face you should be in front of them whilst you are doing it and warn the child what is happening

2.2. A clean environment

To combat the spread of infection, the Early Years Manager must ensure that the environment is kept clean. All staff have a responsibility to help keep the premises clean and tidy and to identify areas that fall below acceptable or safe standards. Effective cleaning arrangements should be in place. These should be supported by regular quality assurance checks to ensure standards are being met.

In some cases, the nursery may employ external cleaning contractors to assist with the end-of-day cleaning of the nursery.

Toilets, washrooms and showers should be kept clean and free from dirt and grime at all times. Broken surfaces should be repaired as soon as possible.

Poor standards of cleanliness in kitchens are associated with ill health and can lead to food poisoning. Provisions must ensure high levels of kitchen cleanliness, and kitchen layout should provide enough working space for staff to carry out all tasks hygienically.

Separate cleaning equipment should be used in kitchen areas and toilets and additional schedules of cleaning may be required during active outbreaks of disease in the nursery or community.

2.3. Use of toilets and nappy areas



Children are monitored in toilet areas and are always within sight or hearing of staff members. Older children may use toilets independently but staff members carry out regular and consistent toilet checks.

Handwashing displays are clear and spillages are cleaned quickly. Liquid hand soap is kept filled and accessible. Paper hand towels and / or hand dryers are available at all times.

Nappy areas are cleaned after every use and are kept well stocked with nappies, wipes, access to water, access to handwashing, anti-bacterial sprays, sanitary bags and bins.

Visitors and parents do not use the children's toilets or nappy change areas when others are present.

2.4. Cleaning toys and equipment

Playing with toys or using equipment such as climbing apparatus and slides is an important part of the child's day in an early years provision. However, these items can quickly become soiled or unhygienic and a child's habit of putting toys in their mouth can lead to a situation where disease can be spread.

The Early Years Manager and staff should always ensure that toys and equipment are inspected and cleaned regularly. This should be done at the end of each working day and can be done with ordinary soap and hot water. Nurseries should also schedule occasional "deep clean" sessions to ensure a thorough cleaning of toys and combine this with an audit of the toys.

Toys should be replaced when unhygienic, as should play sand, play dough and other malleable play. Water trays must be emptied at least once a day.

Tables and chairs must be cleaned after use. Tables and arms on chairs must be checked underneath for food particles and straps on chairs need to be removed and cleaned weekly.

Additional notes for children under two:

- Cot mattresses must be checked before use to ensure there are no tears
- There must be no loose plug sockets, no loose or hanging wires and no plastic or string bags within reach of a child
- All children have their own bedding/individual sleeping bags that are washed weekly or when necessary e.g. if a child has been sick
- No shoes are to be worn in the baby room by children or adults

2.5. Spillages

Staff should ensure that spillages of body fluid, such as urine, vomit, faeces or blood, are cleared up as quickly as possible. Staff should be encouraged to treat every spillage of body fluids or body waste with caution as potentially infectious.

The following procedure should be followed:

- staff should assess any spillage first and make arrangements to secure the area so that children and visitors do not enter it
- they should wear appropriate personal protective equipment, such as disposable gloves and aprons
- disposable paper towels and a suitable product that combines both a detergent and a disinfectant should be used to clean up the spill



- used towels should be disposed of in a leak-proof plastic bag and disposed of in line with other biological material.

Staff should note that chlorine-based disinfectants should not be applied directly to acidic bodily fluids, such as urine or vomit, as potentially dangerous chlorine vapour may be released. Such spills should be cleaned up with paper towels and washed with warm water and a general purpose detergent before being treated with a disinfectant solution.

In all cases, staff should follow the manufacturer's instructions for any disinfectant product they are using.

Carpets and upholstery should be thoroughly cleaned with warm soapy water or a proprietary liquid carpet shampoo, rinsed and where possible, dried.

Mops should never be used for cleaning up blood and other body fluid spillages.

3. Illness procedure

Any child suffering from a communicable disease should not return to nursery until the end of the suggested exclusion period (see "8. Exclusion periods")

In the case of temperatures of 38 degrees Celsius and above:

- parents / emergency contact will be contacted and an emergency single dose (age appropriate) of Calpol (temperatures) / Piriton (allergies) will be administered, provided prior consent has been given by parents.
- Parents will be asked to collect their child within the next 4 hours (after Calpol) or 6 hours (after Piriton), we will continue to monitor the child's temperature at regular intervals.
- it is the parent's responsibility to ensure that their child is well enough to attend their next nursery session.

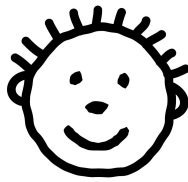
A notice will be displayed on the parent notice boards to notify parents of any cases of communicable or infectious diseases that have been reported to the nursery.

4. Contacting parents

In the event that a child should become ill at nursery the child's key person will make every effort to contact the parent or emergency contact number so that the child can be collected from nursery. Whilst waiting for the parent to arrive a member of staff will sit with the child in a quiet area and care for the child's needs appropriately.

Staff will check if consent has been given to administer medication, e.g. Calpol. The Head of Room / Manager will be notified as to the well-being of the child. If the situation worsens and no contact has been made, advice will be sought from NHS Direct or the child will be taken to hospital, following any guidelines for emergency medical procedures provided by the parent.

1. Two members of staff should accompany the child
2. They take the child's emergency details with them
3. The nursery must know which hospital the child has been taken to, so that parents can follow
4. Keep a log of the child's condition
5. Contact must be maintained with the nursery, providing regular updates



6. Inform Ofsted, if appropriate

5. Illness at home

Should a child sustain an injury or develop an illness that requires medical attention, either at home or at nursery the parent will be requested to consult with their doctor, health visitor or consultant to determine when it is safe for the child to return to nursery. The manager or person in charge may contact the child's health visitor for further advice or guidance, with the parent's permission and prior to the child returning to nursery.

6. Unknown rashes

Should a child develop an unknown rash, medical advice must be sought by the parent to establish the cause and determine if the rash or condition is contagious. Rashes that are known to the parent and identifiable by the nursery team, such as heat rash, must be closely monitored. Should the rash change or the child show other signs or symptoms parents must be contacted and medical advice sought.

7. Our responsibility and notifiable diseases

We respect the parents right to confidentiality. The nursery has a duty to notify Ofsted and the Health Protection Agency of any notifiable diseases such as scarlet fever, mumps, meningitis or multiple cases of sickness and diarrhoea. Any serious illness or injury will be reported to Ofsted within 14 days and a record will be kept. A notice will be displayed alerting parents to the situation.

Snapdragons take steps to remove risk of Legionnaires diseases in their settings. As an organisation Snapdragons Nursery buildings are deemed low risk. A risk assessment is in place.

8. Exclusion periods

The following is the Snapdragons policy for the period of exclusion from the nursery for children and adults due to illness. The management team takes responsibility for any variations in this policy. Whilst Public Health guidelines for Schools does not suggest exclusion for certain conditions such as conjunctivitis, slapped cheek or hand, foot and mouth, it should be appreciated that in a nursery setting such conditions can spread rapidly for children and staff, particularly as young children are dependent on the staff for their hygiene needs e.g. keeping the eye area clean. They can also be uncomfortable and painful conditions. Children should not be brought into nursery if parents believe they are generally unwell to minimise the risk of spreading infections.

Disease & incubation period	Period when infectious	Period of exclusion of infected person
Impetigo Commonly 4-10 days	As long as septic spots are discharging pus.	Until spots have healed.
Measles 7-14 days	One day before first symptom until four days after onset of rash.	At least nine days after onset of rash and the child feel well.



Disease & incubation period	Period when infectious	Period of exclusion of infected person
Mumps 12-25 days Commonly 18 days	Seven days before and up to nine days after onset of swelling.	At least nine days after onset of rash and the child feels well.
Coronavirus 3-10 days	Up to 14 days from first onset of symptoms	Until the child feels well.
Ringworm on body 4-10 days	As long as rash is present.	None once under treatment.
Rubella 16-18 days	One week before to one week after onset of rash.	Until seven days after rash appears.
Scabies Few days - six weeks	Until mites and eggs are destroyed by treatment.	Until day after treatment.
Scarlet Fever & streptococcal infection 1-3 days	Dry sore throat starts until 24 hours after antibiotics started.	Until day after treatment.
Threadworms 2-6 week for life cycle to complete	When eggs are shed in the faeces.	None once treated.
Tuberculosis Usually 4-6 weeks	Only when the sputum contains the bacteria.	After two weeks of antibiotic treatment.
Verrucae 2-3 months	As long as wart is present.	None
Whooping Cough 7-10 days	2-4 days before until 21 days after start of coughing. If treated with antibiotic five days after starting course.	Five days from starting antibiotic treatment.



Disease & incubation period	Period when infectious	Period of exclusion of infected person
Chickenpox & shingles 13-21 days	1-2 days before to six days after spots develop.	Until the spots have crusted over and the child feels well.
Conjunctivitis 24-72 hours	During active infection.	Once treatment has been prescribed and given for at least 24 hours.
Diarrhoea & vomiting, Norovirus Varies. Few hours to few days	While having symptoms of diarrhoea and vomiting.	Until symptom free for 48 hours and the child feels well. In some circumstances, advice may need to be sought from Consultant in Communicable Disease Control (CCDC).
Fifth Disease Variable - 4-20 days	Infectious before onset of the rash.	Until the child feels well.
Glandular Fever Probably 4-6 weeks	While virus present in saliva.	Until the child feels well.
Hand, Foot & Mouth Disease 3-5 days	During acute stage of illness.	Until the symptoms have subsided, spots have crusted over and are no longer weeping.
Head & body lice Eggs hatch in one week	As long as eggs or lice remain alive.	None if treated.
Hepatitis A 2-6 weeks	Several days before first symptom until seven days after onset of jaundice.	Until seven days after onset of jaundice and the child feels well.
Hepatitis B 6 weeks - 6 months	Not infectious under normal nursery conditions.	Until the child feels well.
Herpes Simplex 2-12 days	During infection.	None.



Disease & incubation period	Period when infectious	Period of exclusion of infected person
HIV infection Variable	Not infectious under normal nursery conditions.	None.
Slapped cheek Variable	Prior to rash development.	Once rash has faded and child feels well enough.
Oral thrush Variable	Whilst rash is present.	Until treatment is applied and symptoms subside.



Healthy Eating & Allergy Procedures

LAST UPDATED: 07/11/2022

LAST REVIEWED: 03/01/2024

1. Rationale

At Snapdragons we believe it is essential to provide children with positive healthy eating experiences in order to promote their well-being. We also encourage and teach children to look at the benefits and long-term effects of a healthy and balanced diet. We aim to ensure that mealtimes are a relaxed, enjoyable experience. Children will be encouraged to develop good eating habits, increase their self-help skills and develop socially.

2. Implementation of the policy in Snapdragons

Who the policy applies to:

- All members of staff including Chefs, Early Years Practitioners, Students and volunteers must read this policy as part of their induction training.
- Any deviation from this policy may result in disciplinary action.

3. Responsibilities

The Nursery Chef must ensure that:

- The Safer Food, Better Business book, Catering app and the Kitchen File is kept up to date. The Safer Food, Better Business tab on the Catering app must include but is not limited to delivery temperatures and arrival times, food temperatures (cooked and serving) and any other notable records from the day, for example, allergic reactions, issues with food orders, Chef's absence and any amendments made to dishes. The Safer Food, Better Business tab is audited by the Early Years Manager monthly. The Chef Kitchen File must include but is not limited to Children's Dietary Stickers, Health Care Plans and Allergen action plans
- All Kitchen personnel, including cover staff, are aware of the Safer Food, Better Business and Kitchen app and know that it is their responsibility to check these at the start of their shift.
- They know how to deal with specific reactions e.g. rashes, choking, anaphylaxis and have an awareness of how individual children react to their personal allergies. All staff need to know how to act quickly in case the named First Aider is unavailable. Kitchen staff complete paediatric first aid training within 6 months of starting work.
- They complete Food Hygiene, and Allergen Training as a minimum prior to active duties within the kitchen. This must be updated annually.
- Fridge and freezer temperatures are checked and recorded daily on the app

The Early Years Manager must ensure that:

- All staff handling food have completed Basic Food Hygiene and Allergen training.



- The Healthy Eating, Kitchen Procedures and Allergies policy is available to all staff, parents and carers.
- Children with allergies have a Health Care Plan (see appendix 1) and Allergy Action Plan (if appropriate) in place and that this is shared with all Nursery Chefs and Early Years Practitioners.
- Health Care Plans are reviewed each time a child transitions to a new room or if parents notify the nursery of any dietary / medical changes. All notifications from parents must be in writing.
- Any necessary training relating to children's dietary needs are promptly organised.
- They know how to deal with specific reactions e.g. rashes, choking, anaphylaxis and have an awareness of how individual children react to their personal allergies. All staff need to know how to act quickly in case the named First Aider is unavailable.

The Early Years Practitioners must ensure that:

- All staff and students are made fully aware of children's individual dietary needs and requirements.
- Records are kept of menus and food intake for babies and children under two.
- Parents / Carers will be advised if their child is not eating well or if staff have diet related concerns.
- Withholding food will not be used as a punishment. Food and drink will not be used as a bribe or punishment. Children will not be denied food or drink, e.g. if they have not eaten their first course then they will still be offered a second course. Children will be encouraged and supported to eat the meal served but if they do not eat anything then an alternative will be offered. They will never be forced to eat anything they do not want to.
- Children must not sit at tables or in high chairs for longer than a 30 minute period.
- Children will spend time outdoors every day as sunshine helps their bodies to make Vitamin D and promotes a healthy appetite.
- Children will never be left unattended while eating / drinking.
- Children will never be left to drink from a bottle unsupervised or put to bed with a bottle.
- Food is not to be brought in from home with the exception of Out of School Club children. (During holiday club sessions only)
- All Early Years Practitioners, including cover staff, are aware of the Key Person Files and know that it is their responsibility to check these files at the start of their shift.
- They know how to deal with specific reactions e.g. rashes, choking, anaphylaxis and have an awareness of how individual children react to their personal allergies. All staff need to know how to act quickly in case the named First Aider is unavailable.

The Nursery Administrator must ensure that:

- 3.1. A weekly menu is displayed to parents / carers.
- 3.2. Copies of children's Health Care Plans are printed for Early Years Practitioners and Nursery Chefs.
- 3.3. Dietary Sheets and Dietary Stickers are kept up to date.
- 3.4. No other versions of forms are used other than those outlined in this policy.



4. Availability of water

- 4.1. Fresh drinking water, suitable cups or water bottles are readily available for children and staff at all times.
- 4.2. Water will be available at all times when children are playing outside.
- 4.3. Children are only offered milk and water during the nursery day. Parents are not permitted to provide their own foods or drinks for children with the exception of Out of School club packed lunches. Healthy eating practices are encouraged and juice, squash and fizzy drinks are not an option.
- 4.4. Children are encouraged to help themselves to water, either with support or independently.
- 4.5. Children are taught to recognise that they need to drink water when they are thirsty, hot, tired or feeling unwell.
- 4.6. The amount that children drink is monitored.

5. Suppliers

- 5.1. Well respected, local suppliers are used whenever possible.
- 5.2. Meat is provided from farms which satisfy UK Welfare Standards.
- 5.3. Eggs are organic/free range and provided from farms using cage free hens and no additional colourings.
- 5.4. Fish purchased avoids the Marine Stewardship Council 'Fish to Avoid' list.
- 5.5. Our suppliers must comply with food safety schemes i.e. HACCP.
- 5.6. Balanced trading systems, for example, Organic Farming, Ethical Trade and Fairtrade certification are supported by the nursery.

6. Meals

- 6.1. Snapdragons mealtimes are set as follows:
 - **07:30 - 09:30** - Breakfast
 - **12:00** - Lunch (Babies may be served from 1145)
 - **14:00** - Snack
 - **16:00** - Tea
- 6.2. Leftover foods are returned to the kitchen to be disposed of. Food is not placed into playroom bins and chefs can then monitor wastage.
- 6.3. Meals operate on a four-week cycle and are planned seasonally.
- 6.4. Meals are freshly prepared on site.
- 6.5. Meals are varied, healthy, regular and adequate.
- 6.6. Seasonal fresh fruit and vegetables are available on a daily basis as part of a balanced diet.
- 6.7. Highly processed or GM foods are not served.
- 6.8. Children are encouraged to begin with savoury foods, sweet foods are not offered as a reward.
- 6.9. Salt content in all foods is at a minimum.



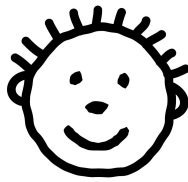
- 6.10. Children are taught the origins of foods and are encouraged to harvest and gather their own.
- 6.11. Children are encouraged to try a broad range of different foods from a variety of ethnic backgrounds.
- 6.12. Children are given the opportunity to pour drinks, cut foods and handle cutlery from an early age.
- 6.13. Children who require additional support at mealtimes will be assisted by a preferred Early Year Practitioner.
- 6.14. Cooked food containing meat and fish is probed when deemed ready and must exceed 75 degrees Celsius. The temperature and time checked is recorded on the Catering app. Food must be cooled to a serving temperature of 51 degrees Celsius or below before it leaves the kitchen to be delivered to nursery rooms. The serving temperature and time probed must also be recorded on the Catering app.

7. Multi-cultural requirements & special occasions

- 7.1. Children's cultural and religious needs are acknowledged, celebrated and respected.
- 7.2. Advantage is taken of celebrations and special occasions to introduce new foods and menu items into the cycle and to support children's learning.

8. Special dietary needs and food allergies

- 8.1. Snapdragons is an entirely nut free nursery. This includes all employee and Out of School club packed lunches.
- 8.2. When a parent registers their child to start at Snapdragons Nursery, they must disclose if their child has any food allergies or dietary needs on the initial registration form.
- 8.3. One month before a child's registered start date at nursery a 'Dietary Requirement Form' (see appendix 2) is automatically emailed to the parent / carer. The Nursery is notified by email when a form has been submitted.
- 8.4. Forms stating a food preference that does not trigger an allergic reaction (i.e. child is vegetarian) are immediately printed and handed to the chefs to store in their Kitchen File.
- 8.5. If a parent / carer has declared that a child has a food allergy, then a Health Care Plan must be completed with the Early Years Manager and Nursery Chef (where possible) at the child's first settling in session. Any necessary training should be immediately organised by the Early Years Manager. The Health Care Plan is printed immediately and stored in the kitchen file. A copy is given to the child's key person and stored in their key person file.
- 8.6. If a child has prescribed medication to be administered in the event of an allergic reaction, the Allergy Action Plan, completed and signed by a medical professional, must be shared with the Nursery. The required medication must also be provided (with prescription label and in the original packaging) prior to the child's first session without parents on site.
- 8.7. Nursery Chefs must maintain a strict regime for preparing food for children with allergies to ensure that no cross contamination occurs with other foods. Dietary meals are prepared in a separate area using specific crockery and utensils dedicated for



allergen preparations. Hands are washed thoroughly between food preparations. Foods are stored separately while waiting for service with lids securely on. Chopping board colours are always adhered to:

- Red – Raw Meat
- Yellow – Cooked Meat
- Blue – Fish
- Green – Fruit
- Brown – Vegetables
- White – Bread and Dairy
- Purple – Gluten Free

- 8.8. Alternative meals, prepared for children with allergies, must be healthy and contain ingredients across all food groups. Substitutes should be carefully planned and, wherever possible, meals should be similar in appearance and nutritional value to the standard dish served to other children in the nursery.
- 8.9. 'Dietary sheets' (see appendix 3) are kept up to date by the Nursery Administrator and must be reviewed monthly or whenever parents notify of an amendment. A copy of this sheet is displayed in each nursery room and in the kitchen for staff reference. These are to be displayed inside cupboard doors, out of sight of visitors, as per nursery Data Protection procedures. They must be completed with the child's full name but no photograph.
- 8.10. Individual Diets must be completed daily by a qualified member of staff. This must be submitted by 0830.
- 8.11. All prepared foods must be labelled with 'Dietary stickers' (see appendix 4) to ensure that foods are served to the correct child. These stickers are updated by the Nursery Administrator monthly or whenever the nursery is notified of an amendment. Dietary stickers are to be applied to the lids of **ALL** dishes that the child will be served during their nursery day. Clingfilm is not used within the nurseries.
- 8.12. Dietary meals must be delivered with other meals and must not arrive within a nursery room at a later time.
- 8.13. If a child has an allergic reaction during their time at nursery this must be logged as a 'Dietary Incident' on the Catering app. The parents should be informed immediately and should sign the report on collection that day. Medical advice should be sought if the reaction gives cause for concern. The Catering support manager will investigate, take appropriate action and review all processes following any incident.
- 8.14. If a child suffers a severe reaction, emergency services must be contacted. The nursery would then continue to follow procedure laid out in the policy 'Accident Procedure and Taking a Child to Hospital'. Ofsted should be informed within 14 days of the incident and Safeguarding procedures followed.

9. Breakfast and snacks

- 9.1. Snacks offered are varied and balanced and provide a range of cultural and nutritious experiences for the children.
- 9.2. Milk or water is served with breakfast and snack.



- 9.3. Children are encouraged to help prepare and select from the breakfast and snack options available.

10. Routines

- 10.1. Nursery Chefs will deliver the meals to each room, including any dietaries. The chefs also responsible for collecting the crockery when meals are finished. Nursery Chefs are responsible for the washing up unless Early Years Practitioners have access to appropriate washing up facilities and are able to do this themselves. Nursery staff do not use the kitchen area to clean dishes. The only exception to this is when the Nursery Chef is not on site and responsibility passes to another member of the team who is suitably trained to fulfil this role.
- 10.2. Dietaries will be served first, by the usual qualified staff member in the room. NOT by an apprentice/ student or volunteer. Dietary meals will be served on/in RED crockery.
- 10.3. Table place mats will be used in the toddler and pre school rooms to identify dietaries.
- 10.4. Mealtimes are pleasant, regular, social events.
- 10.5. The amounts of food waste are monitored.
- 10.6. Children are encouraged to take turns, share and be polite.
- 10.7. Common courtesies such as saying 'please' and 'thank you' are encouraged.
- 10.8. Meals and Snacks are served on plates / dishes.
- 10.9. Appropriately sized tables / chairs will be used in the children's eating area.
- 10.10. Appropriately sized cutlery and crockery will be provided suitable for the children's age and stage of development. Where it is part of a child's culture to eat with their fingers or chopsticks this will be supported.
- 10.11. Children and staff wash their hands prior to handling / eating food. Table surfaces, chairs and highchairs will be cleaned before and after eating. All staff handling food will wear yellow aprons. Children's hands and faces are cleaned after food.

11. Cooking with children

- 11.1. Regular opportunities will be taken with the children to allow them to take part in cooking activities.
- 11.2. Activities will involve a range of healthy recipes and will encourage the children to use a variety of ingredients from different backgrounds and cultures.

12. Social aspects

- 12.1. Children are involved in planning, preparing and serving snacks.
- 12.2. Staff sit and eat with children and model talking and listening to each other, learning to respect each other's views and opinions, likes and dislikes.
- 12.3. Staff provide a good role model for healthy eating.
- 12.4. Tables are arranged in small groups with room for adult interaction and supervision. Sufficient space will be provided for each child to eat comfortably at the table.
- 12.5. Birthdays are celebrated at nursery, but children are not allowed to bring in cakes or birthday food to manage the risk to children with food allergies. Chefs can make birthday cakes on request.
- 12.6. Children are given sufficient time to eat their meals to ensure it is a sociable occasion.



13. Storage of food including lunch boxes for Out of School Care

- 13.1. Food is stored in hygienic, clean, airtight containers.
- 13.2. Food is always eaten by its sell by date.
- 13.3. Parents are asked to bundle chilled food in an ice pack.
- 13.4. Appropriate safe and hygienic arrangements will be made for storing lunch boxes for Out of School Club children.
- 13.5. Advice is given to parents about suitable foods to bring from home.

14. Babies and children under two

- 14.1. Individual bottle and baby foods are stored and labelled hygienically and appropriately.
- 14.2. Bottles are checked that they are always made up to the correct proportions and quantities, using the correct dried formula or liquid milk.
- 14.3. Babies who require bottle feeding are held by a member of staff, in a way preferred to the baby and are never left unsupervised.
- 14.4. Parental wishes are carried out diligently. Children's individual personal, medical and religious requirements are discussed with parents before and during their time at nursery and an appropriate menu drawn up.
- 14.5. When a child is weaning, staff discuss a joint strategy with parents, and this is reviewed regularly. The consistency of food is appropriate to the child's age and stage of development. Early Years Practitioners liaise with parents if they have any concerns about a child's diet or eating habits.
- 14.6. Babies and toddlers are encouraged to eat independently and in a way that is appropriate for their age and stage of development.
- 14.7. Babies are served food using an appropriate weaning spoon and are given their own spoon. Babies are not discouraged from using their hands to eat their food as this is an appropriate stage of development.
- 14.8. Nursery Chefs ensure that food is safe for the children, i.e. chopped up correctly, sliced lengthways or pureed. Skins of fruit are removed to reduce risk of choking.
- 14.9. Early Years Practitioners do not blow on food.
- 14.10. All low feeding chairs are fitted with straps and these are used at all times.
- 14.11. Children are not left unattended when eating.
- 14.12. Food is cooked in a separate area to where children eat.
- 14.13. If food is prepared where children are eating e.g. cutting up fruit, this is done safely, by a responsible adult. Knives are stored safely where no child can access them.
- 14.14. Early Year Practitioners wear aprons when serving food.
- 14.15. Babies must wear bibs

15. Breastfeeding

- 15.1. All mothers have the right to clear impartial information about infant feeding and should be provided with information to make an informed choice.
- 15.2. All mothers are fully supported in whatever method of feeding they choose.



- 15.3. Employees do not discriminate against any woman and her chosen method of infant feeding and support her fully when she has made that choice.
- 15.4. Breastfeeding is promoted. There are suitable facilities for storing breast milk and children will be fed expressed breast milk as instructed by the parent / carer.
- 15.5. There are facilities at nursery for parents / carers who wish to breastfeed their baby during the time they are at nursery. These are available at any time.

16. Learning about and through Food

Learning about food is an important part of children's learning and development and can be linked to all areas of the EYFS.

- 16.1. Personal, Social and Emotional Development
 - 16.1.1 Mealtimes are an opportunity to taste different foods, overcome dislikes and learn how to share. Cooking activities are offered regularly and encourage teamwork and self-esteem.
- 16.2. Physical Development
 - 16.2.1 Fine and gross motor skills are developed through using cutlery, helping to prepare food and taking part in gardening activities. Mealtimes give opportunity to discuss healthy food choices.
- 16.3. Literacy
 - 16.3.1 Stories, factual books about food and recipe books are shared with the children and provide an opportunity to learn about ingredients, where food comes from and how food can be used for special occasions. It provides a way of looking at food from other cultures. Activities include writing shopping lists and labels for gardening.
- 16.4. Mathematics
 - 16.4.1 Children use counting skills when taking part in self-service during mealtimes. They visit local supermarkets and cafes, providing opportunities to learn about money.
- 16.5. Communication and Language
 - 16.5.1 Mealtimes provide an opportunity for children and adults to engage in conversation and encourage social skills and interactions.
- 16.6. Understanding the World
 - 16.6.1 Children have the opportunity to grow fruit and vegetables in the nursery garden. This teaches children where food comes from, life cycles and care for the environment. Food activities are linked to different cultural celebrations and will allow children to try different foods. Other food tasting activities and the nursery menus teach children about ingredients and the seasons.
- 16.7. Expressive Arts and Design
 - 16.7.1 Food is used in art and design and observational drawing. Children are encouraged to engage with food and notice different colours and shapes. Examples of real food are provided for children in their role play areas.



17. Evaluating healthy eating at Snapdragons

- 17.1. Snapdragons make use of the Eat Better, Start Better 'Code of Practice Checklist' to evaluate our approach to food and drink provision.
- 17.2. Snapdragons make use of the Eat Better, Start Better 'Menu Planning Checklist' when planning new menus.
- 17.3. Snapdragons encourage parental feedback throughout the year and hold taster sessions at parents' evenings.
- 17.4. Feedback is obtained through annual parent questionnaires.
- 17.5. Regular research of other settings is carried out to review Snapdragons approach to healthy eating.
- 17.6. Snapdragons take part in designated local authority award schemes to support healthy eating.
- 17.7. Staff training needs are regularly reviewed, and food safety certifications are checked as necessary.

18. Appendices

1. [Health care plan](#)
2. [Dietary requirements form](#)
3. Dietary sheets
4. Dietary stickers



Home Visits

LAST UPDATED: 18/05/18

LAST REVIEWED: 06/08/19

1. Introduction

This document sets out the appropriate actions and procedures, which must be followed when carrying out home visits with families of the nursery.

2. Who it applies to

This policy covers everyone that is employed by Snapdragons Nursery whilst in the course of their duties including temporary staff.

3. How it has been created

In creating this policy, due account has been taken of the following:

- Health and Safety at Work Act 1974

This act requires employers to have safe systems of work, and to provide information and training to employees. Under the Management of Health and Safety at Work Regulations 1999, an obligation is placed on employers to carry out an assessment of the risks to the health and safety of staff at work – this includes both on-site and off-site activities. The risk assessment will be reviewed annually to ensure the procedures in place are working and to take account of new or changed situations.

4. Why we do home visits

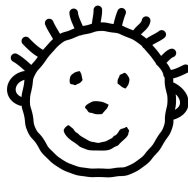
At Snapdragons, we want to make the transition from home to nursery a positive experience that focuses on the individual needs of the child and family.

We believe this can be achieved through positive relationships between parents/carers and staff. Continuity for children and their families is crucial in making transitions successful. Visiting parents/carers in a familiar environment at home in which they feel confident and comfortable provides staff with the opportunity to discuss with parents/carers any concerns as well as answering questions and observing children.

Staff use the information gathered during the visit to plan for each child's needs when they begin their settling in sessions at the nursery, enabling each child's key person to make the necessary adaptations to the environment and planning to ensure that the needs of all children are being met.

It is important for the child's key person to establish starting points for their learning and development, ensuring next steps are challenging and realistic.

We recognise that parents / carers are their children's first and most enduring educators. Forming relationships and working closely is beneficial for each child's learning and development. Recognising every family matters, it is our policy to visit each child at home before they enter Nursery, where possible and where requested. We offer home visits to every family along with settling in sessions for their child. Time is taken to find out about the child's likes, dislikes and interests. Visits are not to judge



parenting skills, but to offer the opportunity to ask questions and gather any information needed from staff to support the transition. Alternative arrangements can be made for the collection of information if the parents / carers do not feel a home visit is appropriate. All staff have volunteered to provide this service for families and the nursery would not insist that staff provide the service. Only one home visit per family is usual.

5. Purpose

It is important that parents understand the purpose of a home visit. Although you may make initial contact by letter, it is helpful to speak to the parents (on the telephone or face to face) to confirm details. Make sure that they know:

- when you will arrive
- how long you will stay
- the names of those who will be visiting
- what will happen
- what kinds of questions you will be asking
- what information you will bring

Ask them to think about the information they need from you, and make clear that you are not visiting to judge their parenting skills.

Parents who have received home visits may be willing to talk to other parents and children about the benefits of a home visit. This may also help parents to think about any questions they, or their children, will want to ask you.

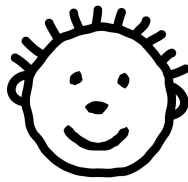
When planning a home visit, it is important that the nursery's management has appropriate measures in place to ensure the health and safety of those carrying out the visits. Members of staff undertaking home visits should not be at any more risk than those remaining on the nursery site.

6. Who is responsible

- 6.1. The home visit procedure will be managed by the Nursery Manager, in accordance with this procedure.
- 6.2. The on-site implementation will be the responsibility of all the members of staff attending the home visit.

7. Health & safety procedure when on-site

- 7.1. Considering potential risks arising from home visits should result in the nursery having clear procedures for staff to follow.
- 7.2. Do NOT organise any home visits unless you have personally met the parent/carer, i.e. do not organise visits via the telephone/email if there has been no face to face contact.
- 7.3. Staff should be briefed about the area they are visiting.
- 7.4. Staff should leave at Nursery details of:
 - 7.4.1 their nursery mobile phone number
 - 7.4.2 the registration number of their car (if they are driving)
 - 7.4.3 the name, address and telephone number of the child's home



- 7.4.4 the approximate arrival time and estimated length of their visit
- 7.5. If there is a change of plan after leaving the nursery premises or the child's home, the nursery should be informed.
- 7.6. Staff carrying out the home visits will be in nursery uniform and will identify themselves before entering the family home.
- 7.7. Staff must keep their mobile phones switched on at all times and must make parents/carers aware of this.
- 7.8. If staff feel uncomfortable in the child's home, they should leave immediately.
- 7.9. If staff are visiting a location which may pose a risk to their personal safety, they should arrange either to telephone the nursery after the visit to confirm their safe exit, or they should arrange for someone to telephone them during the visit to check their well being.
- 7.10. Each completed visit should be reported. If a member of staff fails to return to work (or reach home) at the designated time, an emergency procedure should be in place for action to be taken.
- 7.11. All incidents occurring during home visits should be recorded in writing as soon as possible, while events are still fresh in people's memories.
- 7.12. It is important that staff receive training in strategies to prevent violence. This should result in a greater understanding of the potential risks involved in home visits, and an increased confidence in diffusing difficult situations.
- 7.13. Any incidents that may occur during a home visit must be recorded in writing.
- 7.14. Any actions agreed during the home visit should be recorded and confirmed with the parents/carers.
- 7.15. Staff will ALWAYS return to the nursery after the visit.

8. What to do on a home visit

- 8.1. During the initial visit/registration, parents/carers will be informed who will be attending and when, length of visit, kind of questions and any information that might be required.
- 8.2. Introduce yourself, have identification available and explain again the purpose of the visit.
- 8.3. Take a selection of age-appropriate toys from nursery. This enables the child to choose whether to play with familiar or unfamiliar toys. Visit in pairs, so that one person can talk to the parent while the other plays with the child. This means that the parent can talk without worrying about their child. It also gives you the opportunity to observe the child at play in a familiar environment.
- 8.4. Make sure you are well informed about the family and are aware of personal circumstances, languages spoken, religion, etc.
- 8.5. By playing with the child, and by talking to the parents, you can find out what the child can do, and his/her interests, fears, strengths, and weaknesses. Make sure that parents understand that this is not any kind of test, merely a 'get-to-know-you' session.
- 8.6. Take information from nursery to discuss with parents. This could include the nursery magazine as well as information about what and how the children will learn. Take along photographs of children learning in the setting – this will give an idea of how the nursery is set up as well as prompting discussion about what the children are doing.



- 8.7. Use a learning journey example to explain them to the parents and discuss the EYFS and child observations.
- 8.8. Assure parents/carers that you will treat anything they tell you sensitively and will only tell the Nursery Manager or other appropriate staff.
- 8.9. Explain that you may need to take notes during the meeting.
- 8.10. Do not promise not to relay information to the nursery. Remember that under the Safeguarding procedures you must report disclosures or suspicions to the Nursery Manager.
- 8.11. Be sensitive to the culture, religion, etc of the home.
- 8.12. Be professional. Give professional advice and information rather than personal opinions. Be sympathetic but remain neutral. Do not get personally involved. Be discreet. Do not get caught up in gossip about the nursery, staff or other children / families. Be assertive about the direction of the conversation.
- 8.13. If you do not know the answer to a question say so and say that you will refer back to the nursery or other agencies.
- 8.14. Do not stay too long. Keep to the point.

9. What to do after a home visit

- 9.1. A thank you letter / email will be sent to the parents.
- 9.2. Report back to the nursery. Give written feedback to the appropriate staff.
- 9.3. An evaluation report of each visit must be recorded by staff when they return to nursery and any other relevant records updated.
- 9.4. Do not discuss individual home visits in the staff room or with staff who are not involved with those particular children (be professional and do not gossip at nursery or tell other families what you have learnt or been told on a visit).
- 9.5. It is essential that staff bring back any paperwork to the nursery and do not take it home or leave in your car. No information may be shared with family or friends. When staff make home visits they may gather confidential information, such as marital difficulties, alcohol abuse, financial information, etc and this information should be handled very carefully. Confidential information must be stored appropriately (see data protection policy).
- 9.6. The key person will support the child emotionally during the periods of initial separation, i.e. during settling-in visits and thereafter in line with the key person policy.



Learning, Development & Wellbeing

LAST UPDATED: 25/01/2021

LAST REVIEWED: 25/01/2021

1. Rationale

At Snapdragons we are committed to meeting the individual needs of all children. The welfare of the children is central to our provision of learning, development and wellbeing. We aim to meet the needs of all children in an inclusive way.

All children are respected and valued and we provide experiences to support their physical, social, emotional and intellectual development in a warm, caring and secure environment. Supporting children's communication and language development, underpins everything that we do.

Through carefully-planned activities, play opportunities and interactions, staff promote children's self esteem and support them in developing skills, knowledge and understanding as they explore their world. Children are encouraged and supported in making choices and decisions as active learners. Their progress is monitored regularly in order to ensure that individual needs are identified and provided for.

2. Implementation of the policy at Snapdragons

The senior management team must ensure that:

- 2.1. All members of staff, including volunteers and students, who look after the children, are suitable to do so.
- 2.2. All adults have appropriate qualifications and experience to support the learning and development needs of the children.
- 2.3. Adequate supervision is provided for students, other inexperienced staff, and volunteers.
- 2.4. Parents and carers are kept fully informed about the provision of learning, development and wellbeing for their child/ren.
- 2.5. Parents and carers are fully aware of the arrangements for delivering and collecting their child/ren.
- 2.6. A wide range of experiences and activities are provided so that children can learn through first-hand experiences and play.
- 2.7. There are established systems for planning children's experiences which reflect their individual needs.
- 2.8. The progress of individual children is monitored and recorded regularly and the information is shared with parents and carers.
- 2.9. The nursery follows the Early Years Foundation Stage (EYFS) which enables all children from 0-5 to develop and learn in different ways and at different rates.
- 2.10. Children are helped to build relationships and develop self-esteem.
- 2.11. Practitioners will use the EYFS framework to aid planning.



- 2.12. We respect and value all the children, whatever their background, and we encourage staff and children to treat others with respect and to have pride in themselves and their achievements.
- 2.13. We encourage children in their activities and provide support and reassurance for new experiences. We give appropriate praise to support their efforts and achievements.
- 2.14. We allocate each child a key person and a second key person who monitors progress and ensures that the child's needs are met. This member of staff provides the link between Snapdragons and home, managing communication between Snapdragons, the parents or carers and the child's other setting/s, particularly on routine matters, and the child's progress.
- 2.15. We encourage children to care for one another.

3. Learning, development & wellbeing

- We offer the children a broad and balanced curriculum which follows the curriculum guidance for the Early Years Foundation Stage.
- We offer a variety of activities, both planned and free choice, which provides opportunities to learn through play, indoors and outdoors.
- We run a carefully-planned programme of topics throughout the year to ensure that the children are given a wide range of active, real-life and everyday experiences to enhance their learning about their world. These topics are chosen to reflect the children's interests and include visits in and around the locality.
- We respect the cultural differences and abilities of all the children.
- We build on what the children already know and extend their interests.
- We encourage children to learn for themselves.
- We respect parents as the child's first educator.
- We take every opportunity to further individual children's communication skills in speaking and listening.
- We encourage the children to look at books and seek opportunities to read stories to, and with, them.
- We develop early mathematical skills through everyday routines, as well as through planned experiences and games.
- We provide activities which engage the children in problem solving and investigation.
- We stimulate the children's imaginative and creative development through a range of activities, including: role play; a variety of painting, modelling and drawing experiences, both planned and free-choice; singing and dancing to music, as well as listening to music and playing instruments.
- We encourage the children to make choices and decisions during free play. We also expect them, supported by adults, to take appropriate responsibility for the care and maintenance of resources and their environment.
- We value play because it enables children to learn experiences that cannot be taught.
- Through exploring and testing ideas children learn about their bodies, about how to get on with other people and about the physical world around them.



- Play is satisfying to the child and freely chosen.
- We aim to meet the needs of all the children in an inclusive way – Disability, race, age or parental income should not be obstacles to children playing together.
- We aim to provide a challenging and stimulating environment where children can take acceptable risks.

4. Organisation of resources

We make resources accessible to the children, wherever possible, so that they can choose their activities independently.

We label all resources so that children can find and return resources and equipment safely and easily.

We ensure the safe use and storage of resources by the children, but we also support their independence and problem-solving abilities.

5. Planning and record-keeping

Key people make observations on progress, experiences and achievements and record these in the children's individual records. This information is used to plan appropriate activities that will aid the children's development and is shared with other staff and parents to ensure continuity of learning and development. E.g. Learning Journeys. Key people are responsible for making sure that these records are updated regularly, and that the information is shared with parents and carers on a regular basis.

Achievements are noted and targets set at intervals throughout the year.

6. Babies and children under two

To meet the specific learning, development and wellbeing needs of babies and children under two:

- 6.1. Staff are trained in, and are qualified to meet, the developmental needs of babies and children.
- 6.2. The adult: child ratio is a minimum of 1:3.
- 6.3. We allocate each child a key person and a second key person who ensures continuity of care.
- 6.4. We invite parents and carers to regular consultations to discuss the development and significant mile-stones of every baby or young child. Each child's individual routine is accommodated, and this information is shared with any relevant staff. Parents are asked to keep the key person informed of any changes in a child's routine or care needs in order to ensure continuity of care.
- 6.5. We organise the physical space so that the children are safe, yet able to explore their environment.
- 6.6. We offer babies and children under two activities that are appropriate to their individual developmental needs using the Early Years Foundation Stage as guidance.
- 6.7. We organise routine care so that staff can devote time to talking to and playing with babies and young children.
- 6.8. We organise activities to accommodate the routines and sleep patterns of individual children, so that they can take part in a full range of activities with adults and other children.



- 6.9. Where appropriate, specific activities are planned which provide babies and young children with new experiences and opportunities to explore.
- 6.10. The toys and materials provided are appropriate for babies and children under two. Care must be taken that babies and young children under two do not have access to activities containing small pieces, which may be swallowed or otherwise injure the child.
- 6.11. Adults must supervise the use of treasure baskets and everyday objects and ensure that any damaged items are removed.
- 6.12. Authentic resources (china, glass and crockery will be checked for cracks and breaks daily) will be individually risk assessed. Any authentic telephones, where there are cords, will be removed.
- 6.13. Any toys that contain batteries will be secure so that the battery is not accessible to the child.



Lock down

LAST UPDATED: 04/01/2024

LAST REVIEWED: 04/01/2024

1. Introduction

On rare occasions, it may be necessary to seal off the nursery so that it is not able to be entered from the outside. This will ensure that the children, staff and visitors are safe in situations where there is a hazard in the nursery grounds or outside the nursery in the near vicinity.

A lock down is implemented when there is a serious security risk due to, for example, nearby chemical spillage, proximity of dangerous dogs, serious weather conditions or attempted access by unauthorised persons intent in causing harm / damage e.g. a suspected terrorist attack.

NaCTSO (National Counter Terrorism Security Office) provided the following advice, in January 2016, to leaders of schools and other educational establishments for reviewing protective security:

2. Bomb threats: Procedures for handling bomb threats

Most bomb threats are made over the phone and the overwhelming majority are hoaxes made with intent of causing alarm and disruption. Any hoax is a crime and must be reported to the police.

Be alert, but not alarmed.

On receipt of a bomb threat, dial 999 and the police will respond. Always consider their advice before a decision is taken to close or evacuate.

3. Notification of lock down

Staff will be notified if lock down procedures are to immediately take place, either by the internal telephone system, the room SONOS speakers or by the manager / senior on site going to each room / outdoor area and giving verbal instruction, using the words "Attention Lockdown!"

4. Procedures

1. These words will activate a process of children being ushered into the nursery building, or secure outdoor space, as quickly as possible / remaining inside and the locking of the nursery's office and all external doors.
2. Staff will keep the children in their rooms and ensure that windows and doors are closed / locked and screened, where possible, and children are kept away from sightlines from external windows / doors. Lights and computer monitors should be switched off.
3. All children should proceed to the nearest available room if coming in from outside / in toilets.
4. Staff must notify the office of any children not accounted for on their registers to ensure that they are safely within the building. The manager will need to check the location of those children by visiting all rooms.
5. No-one must move around the nursery except for the early years manager, as above.
6. Staff must support children in keeping calm and quiet.



7. Staff to remain in lock down position until informed by the manager / senior member of staff on site that the nursery is clear.

5. Staff roles

- 5.1. Office staff / manager / senior on site must ensure that the office is locked, and police called.
- 5.2. Office staff / manager / senior on site notifies Safeguarding and Compliance Lead that Lockdown is in place.
- 5.3. Office staff / manager / senior on site must lock the external doors and entrances.
- 5.4. All staff must close / lock / barricade the nursery room doors and windows and turn off lights.
- 5.5. All staff must ensure that they take a register to ensure that all the children have been accounted for.
- 5.6. Manager / senior on site will do a roll call after lockdown is lifted to ensure all staff and children are accounted for. They are also responsible for ensuring access to all children's emergency details and medication.

6. Communication with parents

- 6.1. If necessary, parents will be notified as soon as it is practical to do so via email.
- 6.2. Depending on the type and severity of the incident, parents may be asked NOT to collect their children from nursery as it may put them and their child at risk.
- 6.3. Children will not be released to their parents during lock down.
- 6.4. Parents will be asked not to call nursery as this may tie up emergency lines.
- 6.5. If the end of the day is extended due to the lock down, parents will be notified and will receive information about collecting their children as soon as the decision has been made.
- 6.6. A letter to parents will be sent home as soon as possible after the serious incident to inform parents the context of the lock down and to reassure parents.

7. Lock down drills

Lock down practices will take place three times a year to ensure everyone knows exactly what to do in such a situation. Monitoring of practice will take place and, where necessary, improvements made.



Lone Working

LAST UPDATED: 13/07/2023

LAST REVIEWED: 13/07/2023

1. Introduction

Snapdragons recognises that there may be an increased risk to the health and safety of its employees whilst working alone. Lone working is not covered by any specific legislation, but the Health and Safety at Work Act 1974 and the Management of Health and Safety at Work Regulations 1999 apply. This legislation states that “It shall be the duty of every employer to ensure, so far as is reasonably practicable, the health, safety and welfare at work of all its employees” and “It shall be the duty of every employee while at work to take reasonable care for the health and safety of himself and of other persons who may be affected by his/her acts or omissions at work; and as regards any duty or requirement imposed on his/her employer or any other person by or under any of the relevant statutory provisions, to co-operate with him/her so far as if necessary to enable that duty or requirement to be performed or complied with”.

At Snapdragons we define lone working as ‘any situation or location in which a member of staff works without a colleague nearby or when someone is working out of sight or earshot of another colleague or with a child or taking to a parent or carer.’

2. Safe working practices

At Snapdragons we have developed safe working practices (which are monitored) including:

- organising staffing levels so that adults are not left alone with individual children,
- ensuring that adults are never alone in a closed room with an individual child
- ensuring that students and volunteers working at the nursery are never alone with children
- employees whose hours are outside usual opening times (i.e., cleaners, maintenance personnel) have a ‘PeopleSafe’ lone working device that must be always in use
- lone workers hours and location is known to a senior manager prior to commencing work

3. Supervision

How staff will be supervised and how we record lone working within the nursery:

- although staff lone working cannot be subject to constant supervision, staff will be checked and can call for support from other staff, either verbally or by telephone/walkie talkie
- the staff sign in sheet within the room will record when a member of staff is lone working
- the Early Years Manager will check that employees have no medical conditions that may make it unsuitable for them to work alone.

There are simple measures in place to control and avoid the risks associated with lone working:

- all staff have an enhanced DBS (Disclosure and Barring Service) check, registered to the update service



- all staff have attended Paediatric First Aid
- all staff are aware of risks associated with lone working and have access to the Lone Working risk assessment



Medication Policy

LAST UPDATED: 07/07/2022

LAST REVIEWED: 03/11/2023

1. Introduction

This policy is in place to inform parents of the guidelines relating to the administration of medicines.

Before reading this policy, it is important to understand the difference between the words prescribe and prescription as outlined in Ofsted's document "Administration of Medication to Children in Registered Childcare." It states that when we use the word 'prescribe' we mean medicine that is recommended. When we use the word 'prescription' we mean written instructions from a doctor or dentist.

Most pharmacists cannot write prescriptions and can only prepare the medicine as instructed by a doctor or dentist. However, they can recommend (prescribe) over the counter medication such as teething gels when children are teething. Therefore, we can give medication that is recommended by a pharmacist or nurse without a written prescription as well as any medication prescribed by a doctor or dentist or an appropriately qualified pharmacist or nurse.

The only medication Snapdragons are willing to administer to children, without a doctor's written prescription, is eye drops/eye cream, liquid paracetamol, antihistamine, and teething gel/crystals.

As stated within the Statutory Framework, Snapdragons will only administer medicines containing aspirin with a written prescription from a doctor.

2. Prescription Medication / Creams / Ointments

Prescription medication prescribed by a doctor or dentist will only be given to the named child on the packaging. It must be in the original container with the child's name and prescription details of administration. The medication will only be administered within four weeks of the prescription date for antibiotics and general expiry dates will also be taken into consideration.

Medication can be signed in for the duration of the course. A new form does not need to be completed each day. Parents will need to confirm, before the child's session, each day, the time of their last dose.

Snapdragons expect parents to administer medicines in the mornings and evenings (unless an exact time is specified). Therefore, medication can only be administered in accordance with this assumption. I.e., if a child attends nursery for a full day session and have medication three times a day Snapdragons can administer one dose.

Medication must be signed in with a set time (i.e., not 'after lunch')

- Only permanent team members (not students, staff members still within their twelve-week probation period, temporary or bank staff) are authorised to administer medication. They must also ensure that there is a witness present when doing so who can verify all the information on the Medical Authorisation Form. A senior member of staff must be present for every



administration of medicine either as the administrator or the witness. Medication is always administered in the nursery office.

- Children must have taken a medicine before (for a period of at least 24 hrs). Snapdragons will not administer a medicine for the first ever time. This is to minimise the risk of an allergic reaction.
- Children who have been prescribed antibiotics must have received a minimum of one dose of that prescription's medication before returning to the nursery (and adhere to the above criteria re: 24 hrs for a first type medicine). The child's return to the nursery following an absence due to illness or infection is at the ultimate discretion of Snapdragons.
- If a child needs the administration of prescribed medication which requires technical / specialised medical knowledge, then individual training will be provided for team members working with the child, from a qualified health professional prior to the provision of the medication by team members.

3. Over the Counter Medication / Creams / Ointments (i.e., prescribed medication)

Supplies of over-the-counter medication are permitted if children have had them before so that it is known they are not allergic to them. To minimise unnecessary paperwork for the colleagues and parents, creams and ointments that cannot be overdosed (e.g., Diprobase, E45, Sudocrem etc.) can be administered by any permanent colleague. We will not record the administration of these treatments unless requested to do so by the parent regardless of whether they have been prescribed by a doctor or bought over the counter. Medical creams such as Hydrocortisone Cream will be treated as medication and the Medical Authorisation Form will need to be completed by the parent and colleague and each administration recorded.

This form will be retained (in line with our retention policies) after treatment is finished to ensure we can provide parents with information should there be an issue with the medication (e.g., an allergic reaction). Parents can request to retain the form themselves if they wish to.

We will only administer medicine in line with the instructions i.e., dose, frequency*, duration, age appropriateness and expiry date on the bottle.

Snapdragons expect parents to administer medicines in the mornings and evenings (unless an exact time is specified). Therefore, medication can only be administered in accordance with this assumption. I.e., if a child attends nursery for a full day session and is prescribed medication three times a day Snapdragons can administer one dose.

*Though medication must be signed in with a set time we cannot guarantee to give medication at that exact hour. Children may, for example, be sleeping, eating their lunch or the colleague trained to administer medication may be helping another child. However, it will be given in a timely manner. Parents wanting an absolute guarantee on specific times medication is given are welcome to pop in and administer the medication themselves.

4. Medicine Administered for an Unexpected Temperature

To prevent the delay of treating a child with an unexpectedly high temperature, parents can choose to pre-authorise the use of a single dose of Calpol via the 'Record of Calpol, Piriton & Teething Gel Given for Unexpected Temperature / Allergic Reaction / Teething Problems' Form. The dosage given will be



in line with the recommended dosage for the child's age group on the medicine packaging. Emergency medication can only be administered if the child has been in nursery care for at least four hours. If a child has attended for under four hours, the parent must be phoned to confirm verbally the time of any previous doses at home. If the parent cannot be contacted, medical advice will be sought.

If a child has been given medication prior to attending nursery, parents should complete the 'Pre-existing Medication Form,' providing details of the medication, including the time and dosage given.

If a child has been given any fever reducing medication (i.e., Calpol, Paracetamol, Nurofen) they must stay home for at least four hours prior to their nursery session starting.

When deciding whether to administer a dose of emergency Calpol, colleagues use the following criteria:

1. Child is feeling unwell
2. Child is in pain
3. Temperature is greater than 37.5°C

If the answer to two or more of the above criteria is yes, the child can be given emergency Calpol provided this has been pre-authorized by the parent. If a child's temperature goes over 38°C however, emergency Calpol can be administered on this fact alone.

If a child has had medication before nursery, and yet still shows symptoms of being unwell and parents are unavailable, medical advice should be sought.

Once a child has received a dose of Calpol parents will be asked to collect within 4 hours. Parents must be informed when Calpol is administered. This allows enough time for alternative arrangements to be made and the parents or carers to collect whilst keeping the child safe and comfortable.

5. Using Calpol and Ibuprofen Combined

Snapdragons will not administer temperature reducing medications during the nursery day unless advised in writing by a medical professional for relief of pain. Snapdragons will alternate between doses of Calpol and Ibuprofen providing the 'Medication Authorisation Form' has been completed in advance by the parent and is advised by a medical professional.

6. Medicine Administered for an unexpected allergic reaction

To prevent the delay of treating a child with an unexpected allergic reaction parents can choose to pre-authorise the use of a single dose of Piriton via the 'Record of Calpol, Piriton & Teething Gel' Form.

7. Medicine Administered for an unexpected teething

To prevent the delay of treating a child that starts to have issues with teething and is in distress, parents can choose to preauthorize the use of teething gel/crystals. Parents should provide their own preferred treatment if they know their child is teething.

8. General principles

- 8.1. Prescribed and Prescription medications will only be given if a parent has completed and signed a 'Medication Authorisation' Form giving permission for the named medication. This form must be completed daily and signed for on the day that the



medication has been administered by the parent in acknowledgement of this. Once completed (final dose given), this form will be retained for 21 years and 3 months in line with our retention policy, in the event there should be any queries or medical reactions. After this period, the form will be discarded.

- 8.2. If a child has recently had vaccinations (as evidenced in their red book) they can be administered Calpol, as needed. This dose is recorded on their 'Record of Calpol, Piriton & Teething Gel Given for Unexpected Temperature / Allergic Reaction / Teething Problems' Form. The 4 hours collection rule does not apply, provided the child is well in themselves.
- 8.3. All prescribed medication will be stored in accordance with the product instructions and kept in the original container.
- 8.4. Before any medication is administered, confirmation of the child's name, prescribed dose and expiry date of the medication must be checked.
- 8.5. Unused medication should be taken home at the end of each day's attendance; this must be signed out on the 'Medication Authorisation' Form by the parent. The only exception to this would be for ongoing, long-term medication that can be kept within the nursery.
- 8.6. For medication with a "Use Once Opened" time limit, we will use the prescription date as the opened date.
- 8.7. The nursery will not administer any form of homeopathic medication or treatment except for branded teething crystals in a sealed sachet.



Missing child procedure

LAST UPDATED: 13/07/2023

LAST REVIEWED: 13/07/2023

1. From nursery

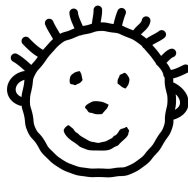
If a child goes missing from nursery, the Early Years manager must be alerted immediately, they will then lead actions as follows:

- 1.1. Allocate as many staff as possible to check the immediate vicinity, e.g. The grounds, building and surrounding streets.
- 1.2. Children still on site must be left in appropriate care of qualified adults within the correct ratio.
- 1.3. Staff should report back to the Early Years manager after fifteen minutes and continue searching.
- 1.4. After fifteen minutes, the Early Years manager must contact the Safeguarding and Compliance Lead, the police and the parents.
- 1.5. After taking advice from the police, the manager must complete a Child Welfare and Child Protection Concern Record and inform Ofsted.

2. On an outing

If a child goes missing whilst on an outing, the Early Years manager must be alerted immediately, they will then lead actions as follows:

- 2.1. The senior person should allocate sufficient qualified staff to stay with the remaining children at a designated safe area whilst other staff search the surrounding areas.
- 2.2. Staff working at the venue should be alerted so that they may join the search.
- 2.3. If the child has not been found after fifteen minutes the manager on site at nursery (if not already aware) must be contacted by the senior person.
- 2.4. The Early Years manager will contact the Safeguarding and Compliance Lead, the police and parents.
- 2.5. Advice should be taken from the police - it may be necessary for a member of staff to remain at the venue.
- 2.6. On return to the setting a Child Welfare and Child Protection Concern Record must be completed by the senior person, signed by the Early Years manager and Ofsted informed.



Mobile Phone & Camera Policy

LAST UPDATED: 07/11/2023

LAST REVIEWED: 07/11/2023

1. Introduction

Nursery staff have undertaken safeguarding training and are aware that having a statement about the nursery's use of mobile phones and other recording or internet communication devices cannot totally prevent child abuse or may otherwise be used in an inappropriate way.

It is Snapdragons's intention, therefore, to provide an environment in which children, parents, staff, volunteers and visitors are safe from images being recorded and inappropriately used as well as preventing staff from being distracted in their care of the children / work. The Manager (or deputy in the event of the absence of the manager) reserves the right to check the image contents of a member of staff's phone should there be any cause of concern over inappropriate use. Should inappropriate material be found this should be reported to the Designated Safeguarding Lead (DSL) who will contact the Designated Officer for Allegations (DOFA) and seek guidance.

It is the responsibility of ALL members of staff and adults on the premises to be vigilant and report any concerns to the DSL. Concerns will be taken seriously, logged and investigated appropriately.

2. Definitions

2.1. 'Designated Areas': Specific zones within the nursery premises where the use of certain electronic devices is permitted under strict conditions.

'Inappropriate use': Any use of electronic devices that violates the privacy of individuals, distracts from childcare responsibilities, or otherwise goes against the intended use as defined by this policy and nursery guidelines.

3. All persons

We do not permit the free usage of internet or cellular network connected devices onsite. Any devices that include a camera or the ability to take photographs or videos are strictly prohibited and must not be carried freely onsite. Smart watches that do not include cameras and are primarily used for timekeeping or fitness tracking are permitted, provided that the 'do not disturb' mode is activated to prevent notifications.

We do provide 'Designated Areas' for such devices to be used, which can be identified by the relevant signage or by speaking to the Manager. All devices should remain on silent so not to distract others even whilst in the Designated Areas. Even in Designated Areas, at no point may the cameras on personal devices be used for any purpose, e.g. social media. Use of the cameras is seen as breach of this policy and may be subject to disciplinary action.

4. Staff, students & volunteers

Use of personal mobile phones and other recording / internet communication devices by staff, students and volunteers:



- 4.1. These should be stored in the office turned off / on silent and only used during assigned breaks when in a named 'Designated Area' of the nursery.
- 4.2. Failure to follow this policy or usage of personal devices to communicate with third parties whilst in non-designated areas will result in disciplinary action.
- 4.3. The nursery's main telephone number can be used for emergencies by staff, students or volunteers or by people who need to contact them (in an emergency).
- 4.4. Nursery mobile phones will be used on trips and outings. Personal mobile devices are prohibited on trips and outings.
- 4.5. Staff should make the Manager aware that if there is a family emergency, they might need to check their mobile.
- 4.6. Staff should ensure that the Manager has an up-to-date mobile number on their personal records.

5. Visitors

- 5.1. Camera or internet communicator devices should be stored in the office and only used when in a named 'Designated Area' of the nursery.
- 5.2. Anyone who ignores this policy may be asked to leave the building.
- 5.3. The nursery's main telephone number can be used for emergencies by visitors.
- 5.4. If there was any suspicion that inappropriate images or filming might have taken place, advice will be sought from the DSL.

6. Parents / carers

- 6.1. Parents / carers are permitted to have their mobile phones on them during drop off and collection but are not under any circumstances allowed to use them in the building or nursery grounds, except in the office / 'Designated Area' with a member of staff present. During longer visits to the nursery i.e., settling in sessions / events, the 'visitors' steps above would apply (Section 4).
- 6.2. Staff are to be vigilant and to remind any parents / carers if they observe anyone not adhering to the rules.
- 6.3. Parents / carers remain responsible for their own property and will bear the responsibility of any losses.
- 6.4. Children are not permitted to bring their own mobile phones to nursery.

7. Company devices

- 7.1. We provide mobile phones, tablets, cameras and other recording devices for staff, students and volunteers to use to support their work with children. This is to ensure the appropriate use of this equipment and to safeguard the children.
- 7.2. Members of staff may only contact a parent / carer on nursery approved phones.
- 7.3. Only the cameras and recording devices belonging to Snapdragons may be used to take appropriate and relevant images of children e.g. observations, activities and events.
- 7.4. Cameras and recording equipment should not be used in areas where intimate care is carried out.



- 7.5. It is not appropriate to take photographs of bruising or injuries on a child for child protection concerns - the appropriate forms and body map should be used.
- 7.6. Nursery devices remain the property of the nursery at all times and may not be taken off the premises with the exception of visits, outings and personally assigned devices.
- 7.7. Company devices will be automatically monitored and checked by the Data Protection Security Team to ensure compliance with regards to appropriate images.

8. Related policies

- Photography & Filming
- Data Protection
- E-Safety & Technology
- Safeguarding
- Trips & Outings

9. Implementation and Communication

- 9.1. This policy will be communicated to all employees, volunteers, and visitors through induction sessions, displayed notices, and regular reminders during staff meetings. The policy will also be accessible on the nursery's internal website.

10. Enforcement and Disciplinary Process

- 10.1. Failure to adhere to this policy may result in disciplinary action, up to and including termination of employment. The process will be carried out in accordance with the nursery's disciplinary procedures, ensuring fairness and consistency.

11. Reporting Concerns

- 11.1. Employees and visitors are encouraged to report any concerns related to the misuse of devices to the Manager or the DSL. Contact details for these individuals are available on the nursery notice board and the internal website.

12. Legal Compliance

- 12.1. This policy will be regularly reviewed to ensure compliance with current data protection and privacy laws, including the General Data Protection Regulation (GDPR).

13. Review and Feedback

- 13.1. The nursery will review this policy annually and incorporate feedback from employees and stakeholders to ensure it remains relevant and effective.



Outdoor Activities

LAST UPDATED: 16/07/2021

LAST REVIEWED: 16/07/2021

Introduction

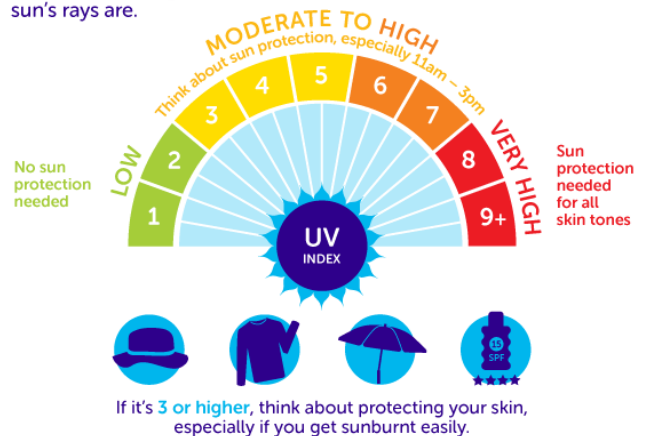
Outdoor activities are an important aspect of the positive developmental environment of the nursery. We provide an enabling environment whereby children's learning takes place indoors and out, in a variety of weather conditions. Children will be appropriately dressed for all types of weather.

- .1. The outside area is regularly checked to ensure that it is safe for the children.
- .2. Staff and children wear appropriate clothing, including sun hats and suncream (provided by parents).
- .3. Staff should ensure ratios are maintained.
- .4. Staff should take turns in being inside and outside.
- .5. Staff should encourage the children to tidy away at the end of the session
- .6. Notices should be left on the individual playroom doors in case parents arrive whilst children are still outside.
- .7. Registers must be taken outside so that children can be accounted for.

Hot weather

- .1. Sun hats and suncream must be worn by children and staff
- .2. Staff will decide on a daily basis the time of day and length of time that it is reasonable to play outside and UV checks will be consulted if available
- .3. The UV index is a useful tool that tells us how strong the sun's UV rays are and when we might be at risk of burning. The higher the value, the greater the risk of sunburn and the less time it takes to damage your skin
- .4. When the UV Index is 3 or more, the sun is strong enough to cause sunburn so take care
- .5. The UV index is not always highest when it's hottest. Between October and March in the UK, the UV index is normally lower than 3. At UV levels below 3, people are unlikely to be harmed by UV
- .6. Children will have water available at all times and will be encouraged to drink throughout the day
- .7. See the following pages for additional sun cream guidance

Check the UV index at www.metoffice.gov.uk/uv to see how strong the sun's rays are.





Extreme weather

.1. Hot weather

Should the temperature become excessively hot, staff will take measures to keep the children safe outside.

- children will wear as few layers as possible.
- children will be encouraged to drink water as often as possible and water will be available outside at all times.
- children will be encouraged to rest during the hottest part of the day.
- parents will be encouraged to contact the nursery to check on their children.
- activities may be less energetic.
- outside play will be kept to the coolest parts of the day, in the shade and for short periods to minimise risk of overheating.
- babies and toddlers will be closely monitored, especially if sleeping, for signs of overheating.

.2. Cold weather

With close to freezing temperatures, staff should continue to bear in mind the safety of the children.

- Outdoor play should be limited to shorter periods of time to avoid children becoming too cold
- Children should only be allowed outside when suitably clothed, including coats, gloves and hats
- Staff should monitor the children for any signs of extreme cold and ensure they take them back inside if any such signs are displayed.
- Certain activities, such as water play, should be limited and monitored closely

.3. Closure

If the nursery is forced to close due to extreme weather, e.g. severe snow, then full fees will still apply. The management will review this should the nursery remain closed for 72 continuous hours.

Insect repellent

During the warmer months of the year different insects will be active and the risk of them coming into close contact with children is raised. Snapdragons is happy for children to have insect repellent applied to them and for parents to leave the repellent for reapplication during the day (typically after approximately 3 hours. All repellent is classed as a medicine and parents providing it for their child must fill out a medication form upon arrival to nursery and provide instructions for the reapplication. Please see our Medication Policy for more information.

If a child does not have repellent, staff will minimise the risk of bites and stings by ensuring (as far as possible) that:

- Children have their arms and legs covered and are wearing shoes when they're outdoors.



- Children do not disturb nests and staff will monitor their interaction with insects.
- Any insect nest that is found will be reported to the nursery manager and a course of action will be decided upon in turn.
- Staff will be aware of areas where children are most likely to come into contact with insects (flowers, long grass, near water, near compost, recently disturbed ground) and monitor the children's play in those areas
- If a nest is disturbed staff will quickly but calmly lead children away from the area, preferably inside before assessing the incident e.g. who has been stung, bitten etc.

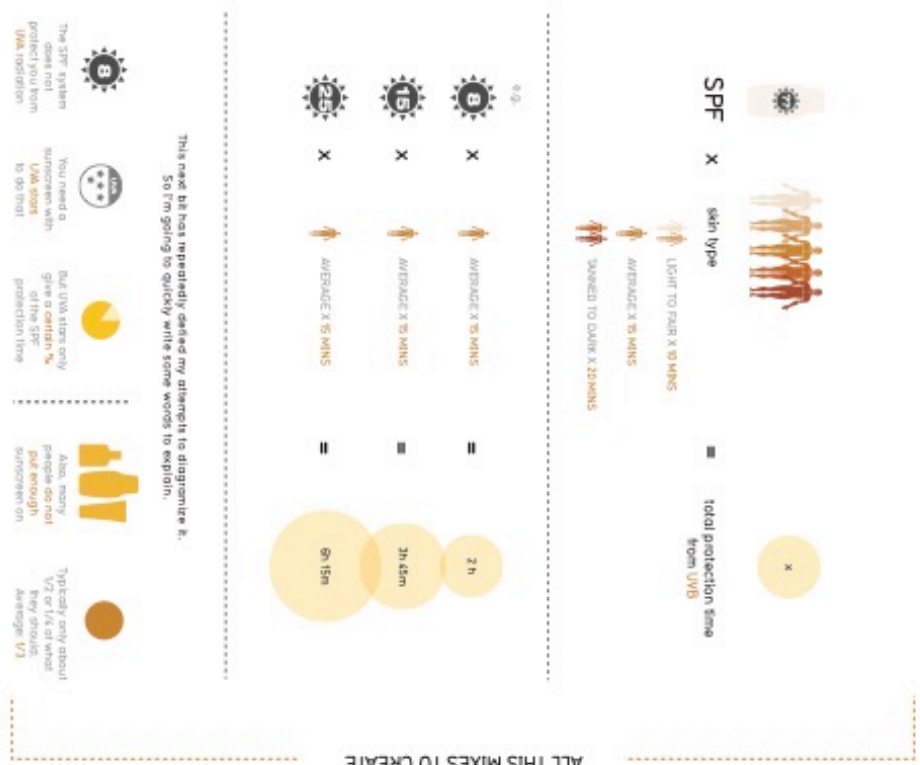
In the case of very small insects (e.g. mites), staff will inform the Nursery Manager and talk to the parents upon pick up to suggest an appropriate course of action.

Applying sun cream

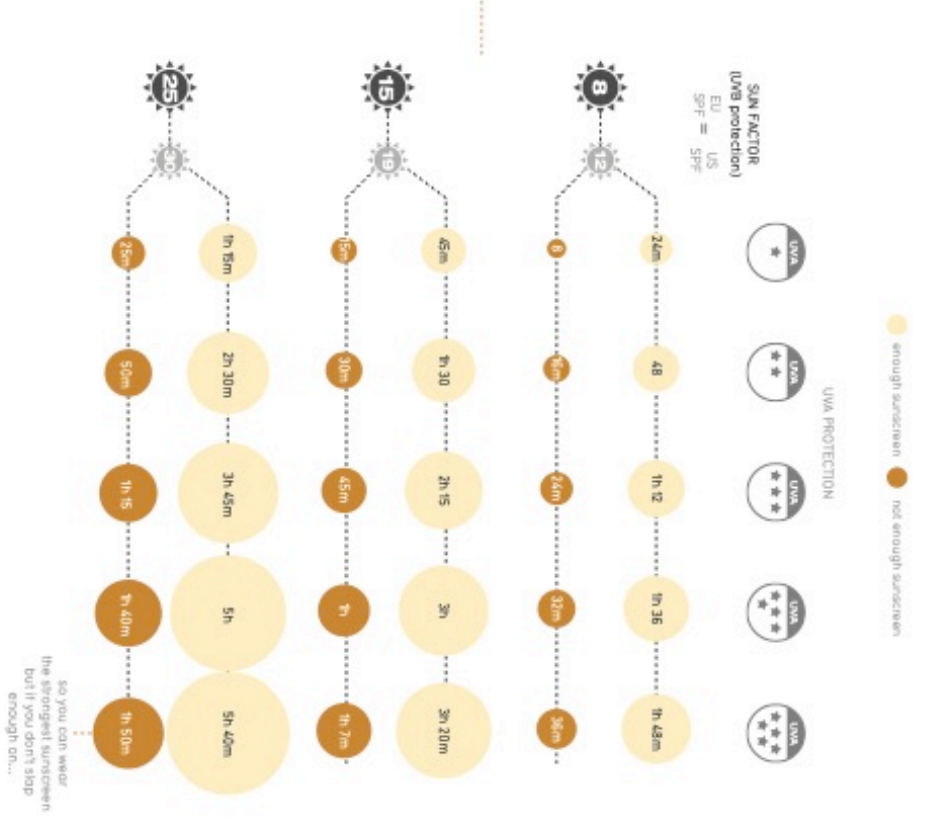
- Children should be sent to nursery with at least factor 30 sun cream.
- Staff should apply sun cream before taking the children outside and then 30 minutes after taking the children outside, but only when they are out long enough to burn. E.g. do not need to re sun cream if you are coming inside after 45 minutes.
- If children are outside for longer than two hours then sun cream should be reapplied.
- This process should be repeated in the afternoon.
- Children should be in the shade when the sun is strongest between 11am-3pm between the months of March and October. If you cannot make sure children stay in the shade, then they should remain indoors.
- Practitioners should be mindful of the individual sun cream application suggestions and follow these when applicable.
- Sun cream should be reapplied after water play.
- All children are different, and some are more sensitive to the sun than others, for fairer children, you may need to reapply sun cream more frequently.



What does sun factor number mean anyway?




Combined UVA & UVB Protection Times

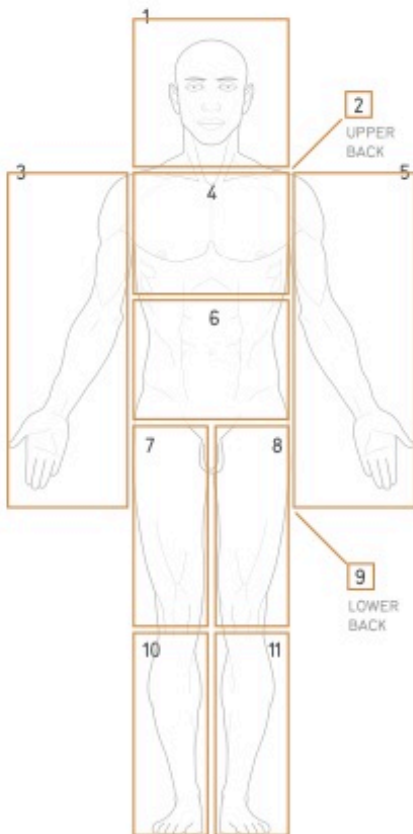



source: our calculations // data: <http://bit.ly/sunscreenmoke>



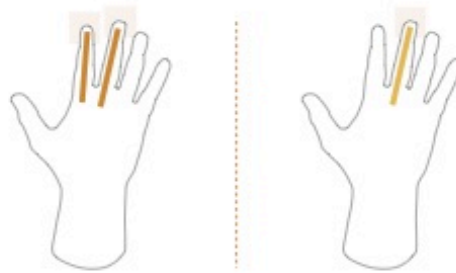
How much sunscreen should you wear?

 Divide your body into eleven zones



 Apply 1 or 2 fingers of sunscreen per zone

Use INDEX and MIDDLE fingers



EXAMPLE

SUN CREAM WITH



gives

2h 15m
PROTECTION

with

2 fingers

OPTIMAL

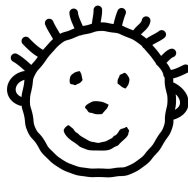
45m
PROTECTION

with

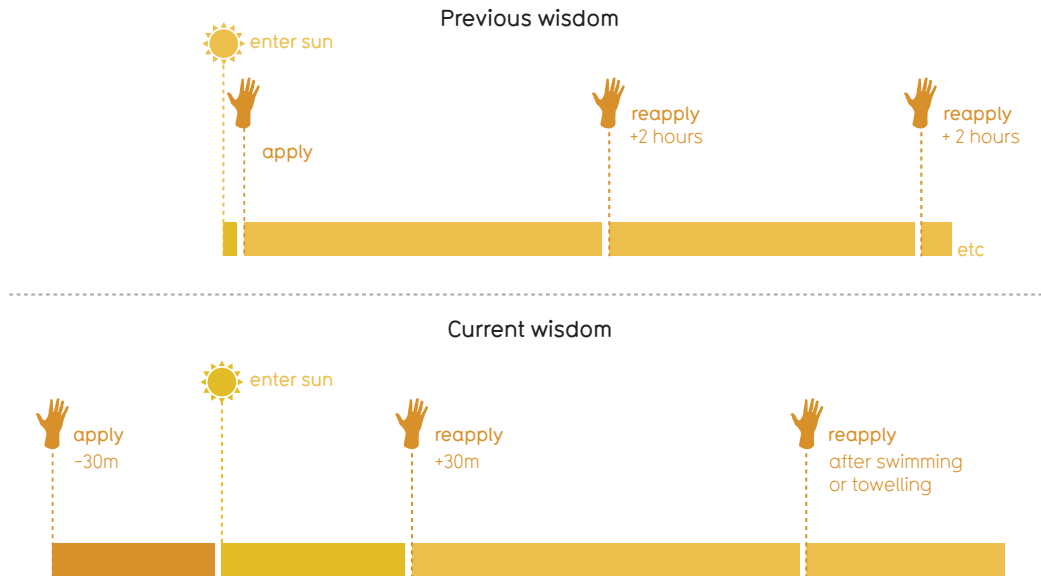
1 finger

ADEQUATE

source: British Medical Journal // data: <http://bit.ly/sunscreenmake>

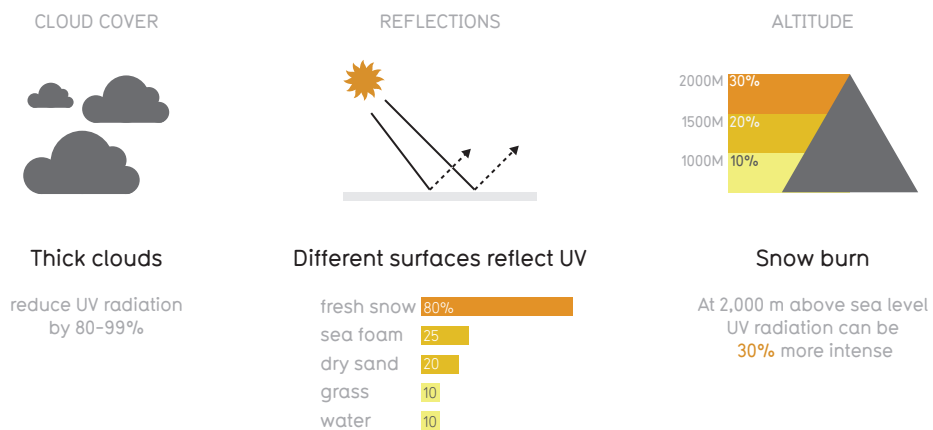


How often should you apply sunscreen?



source: British Medical Journal // data: <http://bit.ly/sunscreenSmoke>

What if it's cloudy?

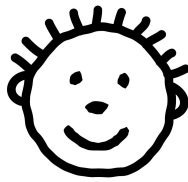


source: Norwegian Institute for Air Research, World Health Organization // data: <http://bit.ly/sunscreenSmoke>



Related policies

- Emergency Closure
- Forest School
- Physical Activity
- Trips & Outings



Parental Partnership & Key Person

LAST UPDATED: 12/11/18

LAST REVIEWED: 27/01/2021

1. Introduction

Nursery practitioners at Snapdragons Nursery are committed to working in partnership with parents and carers. It is essential that parents/carers and practitioners work together to support the child to progress to their full potential and to ensure the child's individual needs are met. Practitioners believe that parents are an essential part of nursery life. Parents are encouraged to be involved in nursery life through the nursery adopting an open-door policy, where parents can visit the nursery throughout the day to spend time with their child. Parents can also arrive and collect their child at any time between the hours of their agreed sessions.

2. Procedure

In order to develop and maintain a consistent and healthy partnership with parents, nursery practitioners will ensure:

- The nursery is a warm, welcoming environment where parents and practitioner / key person can build strong relationships
- Parents feel comfortable at nursery and staff are approachable so that the parent and practitioner can provide excellent childcare, thereby meeting each child's individual needs
- They share and discuss children's progress with parents on a regular basis and encourage parents to work with them to support their child's learning through seeking their input at all times
- Parents have the opportunity to share their skills/talents with the nursery team and children. For instance by being involved in activities such as cooking or music time with the children.
- Where appropriate, children's learning journeys are maintained each day and information is exchanged between the parent and key person at the beginning and end of the child's day at nursery
- That all parents are aware of the arrangements for the admission and settling of children into nursery
- All parents have access to the nursery's policies and procedures in paper format should the parent require it
- They seek support for parents/carers where English is their second language and where necessary, provide information in different formats.

A Concerns & Complaints Policy is in place to ensure any complaints are investigated and dealt with appropriately.

3. Responsibility & Key Person

The nursery operates a key person system that ensures each child has a nominated practitioner who has special responsibility for the child's welfare.



The key person is the first point of contact for parents should they have any worries they would like to discuss or share any achievements or progress the child has made at home. The key person has the responsibility of planning for children's individual learning and development according to the child's interest.

The key person will work with parents to obtain their knowledge and expertise of their child in order to plan effectively for their learning and development. Key people maintain the children's learning journeys and ensure parents have access to their child's records and that their emergency contact details are up-to-date.

A second key person will be nominated in case of the primary key person being absent so that continuity of care will be appropriately provided for each child.

The nursery holds two parents' evenings each year, which provides parents with the opportunity to discuss their child's progress with their child's key person and to meet other parents. These evenings also provide an opportunity for parents who do not normally visit the nursery to meet key persons and other nursery practitioners.

Nursery practitioners must consult with the nursery manager to:

Receive prior permission from the parent to share any information regarding their child with an external professional i.e. child's health visitor, the nursery's Area Special Educational Needs Coordinator or other settings.

Obtain prior written permission from parents to carry out activities such as going on outings and using photographs of their child for purposes outside the normal activities of the nursery. Such activities include using the child's photograph on the nursery's web pages or articles for the media.



Physical Activity

LAST UPDATED: 26/02/19

LAST REVIEWED: 26/02/19

1. Aim

To ensure that all aspects of physical activity in the nursery are provided for the health and well-being of all children, staff and visitors.

To promote and encourage every child to participate in sixty minutes a day of physical activity in a fun and enjoyable way.

2. Rationale

Why this policy is important

- It supports the ethos of the nursery as a health promoting environment.
- The health benefits of regular physical activity are substantial.
- The nursery can play a significant role in contributing to family and community health and well being.
- One of the major threats to health is the obesity epidemic and the decreasing levels of physical activity among children. We have a key role in encouraging increased participation rates among young children.
- To support EYFS (Learning and Development - Physical Development).
- Good health in the early years helps to safeguard health and well being throughout life.

3. Objectives

Our overall ambitions are:

- To increase children's knowledge, understanding, experience and positive attitudes towards physical activity.
- To ensure that the physical activity provision in the nursery reflects the cultural, physical and medical needs of all children and staff, and is inclusive for all.
- To ensure we work in partnership with parents and relevant specialists such as physiotherapists and occupational therapists when needed.
- To encourage children's confidence in what they can do through physical activities.
- To enable children to feel and understand the positive benefits of being healthy and active through physical development.
- To help children develop a positive sense of well being through physical activities.
- To build children's confidence to take manageable risks in their play.
- To practice new and existing skills and learn from their mistakes.
- To motivate children to be active and help them to develop movement skills through praise, encouragement, games and appropriate guidance.



- To notice and value children's natural and spontaneous movements and celebrate their achievements.
- To provide time to support children's understanding of how exercise, eating, sleeping and hygiene promote good health.
- To provide equipment and resources that are sufficiently challenging and interesting to all ages.

4. How objectives are delivered

- We encourage every child to be active throughout the day
- At the beginning of each session the children participate in a 'Wake and Shake' activity with the staff.
- The children aim to spend at least 65% of their time each day outside where a range of activities and resources are on offer which promote physical activity.
- Risk assessments are in place for outside play.
- The management are responsible for purchasing equipment and resources.



Physical Contact

LAST UPDATED: 14/07/23

LAST REVIEWED: 14/07/23

1. Introduction

Snapdragons staff are encouraged to form close bonds through the nature of their work with children. Children need contact with familiar carers to ensure they can grow confidently, feeling self-assured. This policy discusses physical contact and how it should be used in a nursery environment.

2. Basic practices

- 2.1. At times children need to be cuddled, encouraged, held, and offered physical reassurance. Daily intimate care routines are essential to children's basic needs. We believe friendly physical contact is crucial to warm, personal relationships and to the excellent quality care of young children.
- 2.2. Excellent quality practice in early years requires a full understanding of child protection. However, early years practitioners are also responsible for promoting the development of children, based on trust, secure attachments and emotional security. The behaviour of all practitioners needs to support children as they grow as self-accepting and proud individuals.
- 2.3. If a child requires comforting (following an accident, or on parents' departure) and short-term cuddles will help, or the child seeks comfort throughout the session, these will be given.
- 2.4. Occasionally, when separating a child from a parent or carer it is necessary to physically remove or transfer the child to a member of staff, with adult's consent.
- 2.5. Sitting a child on an adult's lap is often a way of giving comfort or calming a child, this will be done for a brief period with the child's consent. A child does not sit facing an adult with their legs around them.
- 2.6. The positive use of touch is a normal part of human interaction. Touch might be appropriate in a range of situations:
 - giving guidance to children (such as how to hold a paintbrush or when climbing)
 - providing emotional support (such as placing an arm around a distressed child)
 - physical care (such as first aid or toileting)
- 2.7. Staff members do not kiss children and must exercise appropriate care when using touch. Staff must be empathetic to children's individual needs and respond to them appropriately and regarding this policy's guidance.

3. Related policies

- Safeguarding



Prevent Duty

LAST UPDATED: 15/01/2021

LAST REVIEWED: 14/07/2023

1. Objective

To protect and safeguard young children and families deemed at risk of radicalisation with the intent to prevent them from being drawn into terrorism. This policy is intended to serve as a guidance for practitioners to recognise the signs of those who are at risk and inform parents of our legal requirement resulting in punitive consequences for any non-compliance.

The Prevent duty of care policy is part of our wider safeguarding duties in keeping children safe from harm and reinforces our existing duties by spreading understanding of the prevention of radicalisation.

2. Staff responsibilities

- 2.1. All practitioners must be able to identify children who may be vulnerable to radicalisation.
- 2.2. All practitioners should be sensitive to other family members and any changes in their behaviour that may also raise cause for concern.
- 2.3. There is no single way of identifying an individual who is likely to be susceptible to terrorist ideology, but staff should be alerted to changes in children's behaviour, including even young children, which could indicate they may need help or protection.
- 2.4. These behaviours can be evident during group time, role play activities and quiet times. Quiet times is a key time for children to make disclosures as this is the period that children are closest to their key person.
- 2.5. People from all social classes can be drawn into radicalisation, not necessarily those from a particular religion or ethnicity. Terrorism is not promoted by any religion.
- 2.6. The Prevent duty does not require childcare providers to carry out unnecessary intrusion into family life but we are required to act when we observe behaviour of concern.
- 2.7. The best way to help children resist extremist views or challenge views, is to teach them to become critical and independent learners, which is fundamental to the Characteristics of Effective Learning and teaching embedded in the EYFS (Early Years Foundation Stage).
- 2.8. We endeavour to support our children through the EYFS by providing playful learning opportunities to help them develop positive, diverse, and communal identities.

3. What to do if you suspect that children are at the risk of radicalisation

- 3.1. Follow the settings normal Safeguarding Procedures including discussion with the Designated Safeguarding Lead and, where deemed necessary, with child's parent.
- 3.2. The Designated Safeguarding Lead can also contact the Police or use the 101 service and talk in confidence about concerns and help to access support and advice.



3.3. The Department for Education has a dedicated telephone helpline (020 7340 7264) to enable staff to raise concerns relating to extremism directly. Concerns can also be emailed to counter.extremism@education.gsi.gov.uk. This is not to be used in emergency situations, such as a child in immediate risk of harm or in a security incident, in which case the normal emergency procedures should be adhered to.

4. Related policies

- Safeguarding
- Fundamental British Values in the Early Years



Risk Assessments

LAST UPDATED: 04/01/2024

LAST REVIEWED: 04/01/2024

1. Introduction

Practitioners identify and manage risks to children and adults by carrying out risk assessments. A risk is a likelihood of a hazard occurring and the hazard is anything that could cause harm to others.

All activities need to be considered, significant risks identified, and measures put in place to control or eliminate risks. All hazards and measures are recorded. Other risks that are identified must be controlled appropriately. For example, a child standing on a chair is a risk and must be controlled; however, this would not necessarily be recorded. All risks are dealt with promptly by the Early Years Manager or person in charge. Risk assessments are required to be “suitable and sufficient.”

Risk assessments do not have to be complicated. The level of detail contained in them should be relevant to the level of the risks involved with the activity. In many cases a risk assessment will lead to clarification and the documenting of protocols and procedures that are often already in place, following best practice and relevant industry standards where applicable.

Risk assessments can also assist in the identification of requirements for levels of instruction, information, training, and supervision that may be required for the activity.

In addition, some topic specific risk assessments are required by legislation for example those concerning fire safety, supervision, trips, manual handling, substances hazardous to health, provision and use of work equipment, and security assessments. This list is in no way exhaustive.

2. Responsibilities

2.1. Employees are responsible for:

- Assisting with and participating in the process of dynamic risk assessment and adhering to any risk control measures of which they are made aware.

2.2. A risk assessment author is responsible for:

- Identifying and implementing control measures and effectively communicating the significant risks and relative control measures to employees and others as appropriate.

2.3. Heads of Room / Early Years Managers are responsible for:

- Ensuring that risk assessments are completed for their rooms / areas of control.
- Allocating resources in response to risk assessments completed within departments and determining a course of action should it be identified that a risk cannot be suitably controlled as far as is reasonably practicable.
- Ensuring that a suitable mechanism exists to communicate the safe systems of work identified as part of the risk assessment procedures.



- Make suitable representation to the relevant Health & Safety Officer / Early Years Owner if risk assessments identify an outstanding need which cannot be resourced within existing nursery resources.

3. Regular checks

- 3.1. Each room is checked at the beginning and end of each day for hazards, in accordance with each room's risk assessment. These assessments are reviewed once a year or because of change to the room. If a risk is identified throughout the day or when opening or closing the nursery, a dynamic risk assessment is carried out to determine the severity of the risk and an appropriate course of action is taken to either control or eliminate the hazard.
- 3.2. Copies of risk assessments are stored online on nursery servers.
- 3.3. The garden area is checked every morning for hazards and again before children go out for outdoor play. This check is carried out in accordance with the nursery outdoor play risk assessment that is reviewed once a year or because of change to the area.
- 3.4. A risk assessment for a specific location must be carried out prior to practitioners taking children on outings.
- 3.5. Risk assessments are completed for children and employees with additional needs and are fully effective.

4. Risk assessments

Snapdragons has a responsibility to ensure that the risks posed to staff, children, property, contractors, and the public are reduced, as far as reasonably practicable.

Risk assessment is a subjective but logical process which can be broken down into five steps:

1. Identify the hazard
2. Decide who or what might be harmed and how
3. Evaluate the risks and decide on precautions
4. Record significant findings and implement them
5. Review the assessment and update if necessary

When conducting a risk assessment, Early Years Managers should adopt a team approach to risk assessment whenever possible and involve staff members who have practical experience (as they often have the best awareness and understanding of the hazards involved with the activity and how the activity is carried out.)

5. Types of Risk Assessment

All significant risks shall be assessed. Although the principles of assessment remain the same their application can differ. There are three recognised methods of assessment;

- 5.1. **Formal** – A written method of evaluating the risk of harm (i.e. a visit from a pet).
- 5.2. **Generic** – An evaluation of risk that can be applied to common tasks. (i.e. lone working). In unusual circumstances, when an unforeseen risk presents itself (a previous Formal or Generic risk assessment not having been compiled and / or in use) an employee may be required to use a dynamic risk assessment.



- 5.3. **Dynamic** – A mental assessment of risk for use when any delay would increase the risk from harm (i.e. a child standing on a chair).

6. Training

Snapdragons will provide appropriate risk assessment training for staff as necessary, as identified by their line manager.

Those who have a responsibility for the completion of risk assessments will initially be provided with basic risk assessment training as part of their induction.

This foundation training covers the processes and key stages of risk assessment including the rationale behind the risk assessment; application of suitable and sufficient control measures to mitigate risk; communication of the risk assessment; record keeping and incident management.

Safeguarding

LAST UPDATED: 26/04/22

LAST REVIEWED: 14/07/23

1. Introduction

We strive to create an environment in which children are safe from abuse and in which any concerns are dealt with promptly and appropriately. The welfare and safety of the child is always paramount. Any actions taken are in the best interests of the child and confidentiality will be always maintained. This policy applies to all persons under the age of 18 regardless of gender, disability, sexual orientation, ethnicity, or religion.

In this policy we refer to the Local Authority Designated Officer (LADO). We recognise that in some counties this role is referred to as the Designated Officer for Allegations (DOfA) though for ease of reference the term LADO will be used henceforth.

Staff will not discuss individual children, other than for purposes of curriculum planning / group management / individual education plans / areas of curriculum with people other than the parents of the child, unless outside agencies are also involved, or it is essential for the child's welfare in line with the Local Safeguarding Children's Board and Snapdragons Safeguarding Children policies and procedures.

2. Achieving a safe environment

To achieve a safe environment for children, we:

- adopt child protection guidelines that are in line with current statutory guidance with reference to leading documentation i.e., Keeping Children Safe in Education
- create an environment in which children and adults feel they can talk, are listened to, and are valued and respected in their beliefs
- encourage and enable children to develop the self-confidence and vocabulary to articulate their feelings
- respect children's privacy and provide private spaces to toilet and change clothing
- build trusting and supportive relationships between staff and families
- share this policy and guidelines with parents, carers, practitioners, volunteers, and students.
- follow the company procedure for safer recruitment
- ensure that all staff, students, and volunteers complete an enhanced Disclosures & Barring Service check, suitability declaration, medical questionnaire, qualifications check and at least two verified references
- create a positive safeguarding culture within the nursery by providing clear induction, training, support, and supervision to raise everyone's awareness of their child protection responsibilities, including the signs and indicators of abuse and the procedures to be followed
- develop good working relationships with other professionals involved with children and their families

- appoint a Designated Safeguarding Lead (DSL) and a deputy (DDSL) at every site who is appropriately trained

3. The Designated Safeguarding Lead (DSL)

The DSL is expected to:

- refer cases of suspected abuse to the local authority children's social care / LADO / the police, Ofsted in a timely manner
- support any staff who have been involved in making referrals to the local authority children's social care throughout and after conclusion
- refer cases to the Channel programme where there is a radicalisation concern
- complete training and register for Operation Encompass with the local police force
- support staff who have been involved in making referrals to the Channel programme throughout and after conclusion
- refer cases where a person is dismissed or has left Snapdragons employment due to risk or harm to a child to the Disclosure and Barring Service
- refer cases where a crime may have been committed to the Police
- act as a point of contact with the three safeguarding partners (clinical commissioning group, chief officer of police, the local authority)
- liaise promptly with the Safeguarding and Compliance Lead to inform them of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- as required, liaise with the Case Manager and designated officer(s) at the local authority for child protection concerns in cases which concern a staff member
- liaise, where appropriate, with relevant staff i.e. Well-Being Manager, Director of Technology, SENCo (Special Educational Needs Co-Ordinator), on matters of safety and safeguarding, including online and digital safety
- act as a source of support, advice, and expertise for all staff
- continue to monitor the progress of any child about whom concerns have been expressed
- ensure staff are up to date with knowledge of the policies and procedures on whistleblowing and allegations against staff
- keep up to date with safeguarding training
- keep up to date with safeguarding themes relating to their local community (i.e., dog baiting, county lines)

ALL staff members or adults working in the setting have a duty to inform the DSL if they suspect that a child is being, or is at risk of being, abused.

4. Procedures for dealing with concerns

All concerns relating to safeguarding will be kept confidential and shared only with the relevant people, under instruction from the DSL. All concerns are fully documented on the appropriate safeguarding forms. These forms are:

- Pre-Existing Medication Form - This is completed by the adult dropping off at nursery any child who has had medication prior to their arrival within 12 hours of their session start time
- Pre-Existing Injuries Record - This is completed by the adult dropping off at nursery any child who arrives with an accident or injury that occurred outside of the setting
- Parent Communication Record - Any minor concerns relating to a child's welfare. i.e., continual nappy rash, continual lateness, poor physical appearance, negative parenting, continued use of medication or an injury that has not been witnessed by a member of staff so therefore cannot be documented as an accident
- Welfare Communication Record – Documentation of conversations held with parents, carers, or external agencies
- Child Welfare and Child Protection Concern Record - For serious safeguarding concerns
- Allegations of Abuse Form – Documentation of an allegation against adults working with children

Paperwork is all kept in a safe and confidential place in line with our Data Protection policies.

Forms are completed with factual information, not opinion, fabrication, or guesswork. Action taken will be documented and signed by all relevant parties.

If a staff member suspects a child is being abused, or is at risk of being abused, they will discuss their concerns immediately with the DSL. This must be on the same working day.

The DSL will fully support and co-operate with any investigations undertaken by Social Care, LADO, Ofsted, or the Police.

The DSL will support any staff members concerned throughout and after conclusion of any investigation.

ALL staff members or adults working in the setting have a duty to share their concerns using the Safeguarding flowchart if they suspect that a child is being or is at risk of being abused. Concerns should be raised immediately on the same working day.

5. Allegations

The threshold for an allegation of abuse is when a person has:

- behaved in a way that has harmed, or may have harmed, a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child, or children, in a way that indicates he or she may pose a risk of harm to children
- behaved, or may have behaved, in a way that indicates they may not be suitable to work with children

If the concern is about the DSL, staff members should refer to Deputy DSL and Safeguarding and Compliance Lead. If the concern is about the Safeguarding and Compliance Lead, they should refer to

the Operations Manager. If it refers to the Operations Manager, they should refer to the company directors and if it refers to the company directors, they should refer to the LADO.

6. Procedure for dealing with concerns of an adult's suitability to work with children.

- if concerns are raised against an adult the DSL will instruct the whistle-blower to complete an Allegations of Abuse Form
- if the allegation meets the above threshold the DSL will contact the LADO and follow their advice
- the disciplinary and dismissal process policy will be followed and implemented if the allegation suggests there is enough evidence to be proven
- OFSTED will be notified within 14 days with a follow up once the investigation is concluded
- depending on the circumstances the staff member concerned may be suspended while the investigation takes place and appropriate action will be taken to ensure children's ongoing safety
- clear written records will be kept of any allegations of abuse and outcomes of any investigations
- all staff members involved in an investigation will be supported throughout and after conclusion

The Snapdragons Well-Being manager will ensure an appropriate person is assigned to the supporting role.

The employer must inform LADO within **1 working day** when an allegation is made, prior to any further investigation taking place.

The LADO will advise the employer whether informing the parents of the children involved will impede the disciplinary or investigative processes. Acting on this advice, if it is agreed that the information can be fully or partially shared, the employer should inform the parents. In some circumstances, however, the parents may need to be told straight away (e.g., if a child is injured and requires medical treatment).

The parents and the child, age appropriately, should be helped to understand the processes involved and be kept informed about the progress of the case and of the outcome where there is no criminal prosecution. This will include the outcome of any disciplinary process, but not the deliberations of, or the information used in, a hearing.

The employer should seek advice from the LADO, the police and/or Children's Social Care about how much information should be disclosed to the accused person.

Subject to restrictions on the information that can be shared, the employer should, as soon as possible, inform the accused person about the nature of the allegation, how enquiries will be conducted and the possible outcome (e.g., disciplinary action, and dismissal or referral to the DBS (Disclosure and Barring Service) or regulatory body).

The accused member of staff should:

- be treated fairly and honestly and helped to understand the concerns expressed and processes involved
- be kept informed of the progress and outcome of any investigation and the implications for any disciplinary or related process
- if suspended, be kept up to date about events in the workplace

Ofsted should be informed of any allegation or concern made against a member of staff in any Early Years setting, for any children under the age of 8, or against a registered child minder. They should also be invited to take part in any subsequent strategy meeting/discussion.

Children's Social Care should inform Ofsted of all allegations made against a foster carer, prospective adopter, or member of staff in a residential childcare facility.

7. Making a referral

Referrals for concerns about a child to Social Care are made through the below contacts:

South Gloucestershire (Access and Response Team)

- 01454 866000
- 01454 615165 – out of hours
- <https://sites.southglos.gov.uk/safeguarding/category/children/i-am-a-professional/>

Bristol (First Response)

- 0117 903 6444
- 0117 949 0944 – out of hours
- [First Response for professionals working with children - bristol.gov.uk](http://www.bristol.gov.uk/first-response-for-professionals-working-with-children)

Bath and North East Somerset (Children's Social Care Services)

- 01225 396312
- 01454 615165 – out of hours
- [Concerned about a child or young person \(bathnes.gov.uk\)](http://www.bathnes.gov.uk/concerned-about-a-child-or-young-person)

Wiltshire (Multi-Agency Safeguarding Hub)

- 0300 456 0108
- 0300 456 0100 – out of hours
- [Child protection - Wiltshire Council](http://www.wiltshire.gov.uk/child-protection)

Referrals for allegations against an adult working with children to the LADO are made through the below contacts:

South Gloucestershire (Access and Response Team)

- 01454 868508
- lado@southglos.gov.uk

Bristol (LADO)

- 0117 903 7795
- childprotection@bristol.gov.uk
- [LADO Concerns Professionals Bristol Referral Form \(bristolsafeguarding.org\)](http://bristolsafeguarding.org)

Bath and North East Somerset (LADO)

- 01225 396810
- lado@bathnes.gov.uk

Wiltshire (DOFA)

- 0300 456 0108
- dofaservice@wiltshire.gov.uk
- [Contact children's services - Wiltshire Council](#)

The Referral and Assessment Teams are available to give advice and support on any child protection issues.

If you have any concerns that a child in your care is being abused, act quickly, do not delay.

A detailed log of any phone calls is to be recorded on a Welfare Communication Record.

All paperwork is stored in the Incident File in line with our Data Protection policies.

8. What is child abuse?

Abuse is any form of maltreatment towards a child. Anyone can abuse a child by inflicting or not preventing harm.

8.1. Children in need

Snapdragons Nursery has a duty to work with the local authority to safeguard and promote the welfare of children in need. The Children Act 1989 defines a child to be in need as follows:

- if s/he is unlikely to achieve or maintain or to have the opportunity of achieving or maintaining a reasonable standard of health or development without the provision for him/her of services by a local authority
- his / her health or development is likely to be significantly impaired or further impaired without the provision for him or her of such services
- s/he is disabled.

8.2. Which children are identified as being in need?

- disabled children and children with significant emotional and behavioural difficulties
- children separated from their parents and families
- children at elevated risk of family breakdown e.g., through poverty, limited informal support
- children at risk of significant harm

8.3. Significant harm includes

8.3.1 Neglect - persistent failure to meet a child's basic physical and / or psychological wellbeing, this includes failure to:

- provide adequate food, clothing, or shelter
- protect the child from physical and emotional harm or danger
- provide adequate supervision of the child
- access appropriate medical care or treatment
- respond to a child's basic emotional needs

8.3.2 Physical - physical harm to a child can include:

- throwing
- hitting
- shaking
- burning
- scalding
- suffocating
- drowning
- fabricating symptoms or deliberately inducing illness

8.3.3 Sexual - this can involve:

- forcing or enticing a child to take part in sexual activities
- penetrative or non-penetrative acts
- non-contact activities, such as involving children in watching sexual activities or encouraging children to behave in sexually inappropriate ways

8.3.4 Emotional - the persistent or severe emotional maltreatment of a child so that there is a severe adverse effect on the child's emotional development. This can include:

- bullying or making them feel like they are in danger
- making the child feel worthless or unloved
- making unrealistic expectations of a child
- denying them normal social interactions

9. Causes for concern

9.1. Physical injuries – early years practitioners are in regular contact with small children and therefore familiar with the normal range of minor injuries that children sustain in their day-to-day activity. There is a cause for concern if a child sustains significantly more than the average of these types of injuries, or if the injury is in an unusual place, or forms a pattern that raise concern (see attached image).

There could be internal injuries caused, for example, by violent shaking where there may be no external injury visible, but the child may appear in discomfort, or their behaviour may have changed.

9.2. Poor physical appearance - the child is often inappropriately dressed for the weather, presents unhygienically or often wearing dirty or ill-fitting clothes.

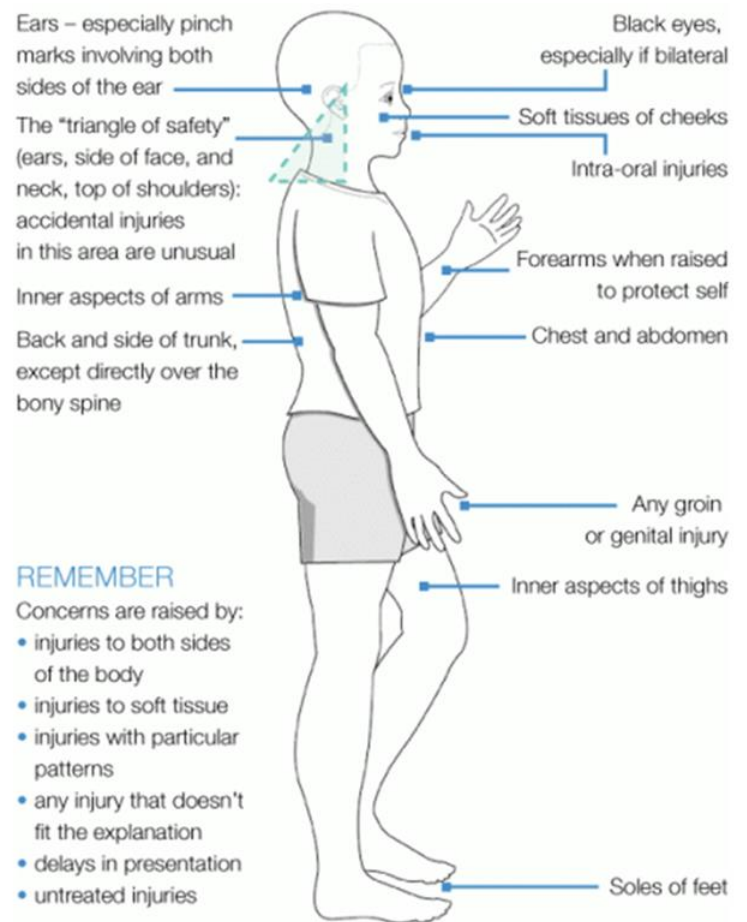
9.3. Nutritional neglect - a failure to grow properly may indicate serious neglect. The child may be undersized or of an average height, but seriously underweight. Poisoning may be indicated by frequent vomiting, stomach pains, confusion, or fainting fits. Evidence of neglectful oral hygiene.

9.4. Unusual behaviour - behaviour such as showing a negative behaviour or attitude towards an adult or the child's behaviour shows a pattern that is destructive, cruel, challenging or withdrawn. The child shows significant eating and / or toileting problems. The child displays belief that white people are of a superior race and should dominate society (white supremacy).

9.5. Verbal comment / disclosure - a child may say something that gives cause for concern. The observation of the child at play or interaction with the child may give reason to suspect that the child is being abused. Any disclosure should be communicated immediately to social care.

9.6. Negative parenting - the parent regularly shows anger, indifference or rejection towards the child or is more favourable to one over the other. If child has frequent appointments or bouts of illness but symptoms are not noticed by others, medical history does not make sense (fabricated illness). Child is blamed for misfortunes that take place, shunned, or marked with ink / dye (witchcraft). Child may disclose that they are bad or have brought shame to their family (honour-based abuse).

9.7. Physical injuries, verbal comments or sudden changes in mood or behaviour that might suggest sexual abuse. A child's statement that s/he has been sexually abused should always be taken



seriously. Child is uncomfortable during toileting, complaints of stomach pains (could be indicative of Female Genital Mutilation).

10. Bruising in non-mobile children

10.1. Non-mobile child – a child who is not crawling, bottom shuffling, pulling to stand, cruising or walking independently: this includes all children under the age of six months and any child with a disability who is not able to walk independently.

10.2. A bruise must never be interpreted in isolation and must always be assessed in the context of medical and social history, developmental stage and explanation given. Early recognition and action in such cases is key to preventing further injuries.

10.3. Bruising – blood coming out of the blood vessels into the soft tissues, producing a temporary, non-blanching discoloration of skin, however faint or small, with or without other skin abrasions or marks. Colouring may vary, yellow, through to brown or purple. This include petechia, which are tiny red or non-blanching spots, less than two millimetres in diameter and often in clusters. Bruising on darker skin tones may be more difficult to see.

10.4. Consideration should be taken if the child tends to bruise easily.

10.5. Bruising is the most common feature to present in physical abuse of children. Bruising in non-mobile children should prompt suspicion, in particular:

- bruises that are away from bony prominences i.e., bruises to the face, back, abdomen, arms, buttocks, ears, and hands
- multiple or clustered bruising
- imprinting and petechia
- symmetrical bruising

10.6. Minor injuries may include, but are not confined to, torn frenulum: grazing, abrasions, minor cuts, blisters, injuries such as bruises, scratches, burns / scalds, eye injuries e.g., sub-conjunctival haemorrhage / corneal abrasions, bleeding from the nose or mouth, bumps to the head.

10.7. Any bruising to a non-mobile child must be communicated to social care as an urgent referral.

11. Meetings and Groups

Early Years will be invited to voice their professional view in various social care meetings. Often the Early Years Professional will become the lead in the planning of these meetings, expected to set dates, allocate a note taker and chair meetings. The DSL will take any Lead Professional role with support from the child's key person.

Meetings you may be in attendance for could be:

- EHI (Early Help Involvement) – sporadic meetings for children and their families who need targeted but minimal support. Possible attendees include child’s Health Visitor and Family Support Worker
- TAC / TAF (Team Around the Child / Family) – meetings at least 6 weekly for children and their families who need further targeted support. Lead Professional is appointed. Possible attendees include specialised professional (i.e., Speech and Language Therapist), Family Support Worker, Health Visitor
- Strategy Meeting – An urgent meeting following a concern raised about a child. Parents are often not in attendance. Meeting may be dial in / remote. Decision made as to whether family needs support, intervention, taken to Section 17 or Section 47
- Section 17 – A conclusion that the child needs extra help from professionals to reach and maintain a reasonable standard of health and development. Child usually on a (CHIN) plan
- Section 47 – A conclusion that a social worker has a duty to carry out an investigation or assessment as the child needs emergency protection. Child usually on a (CP) plan
- CHIN (Child in Need) – 6 weekly Core groups with all professionals involved with the child. Parents are in attendance. Child can represent themselves (dependant on age). All professionals take on responsibilities to support the child and their family and share their progress. Meetings are chaired and have a lead professional. Possible attendees are Social Worker, Health Visitor, specialist professionals, Family Support Worker
- CPC (Child Protection Conference) – Led by an external chairperson. Time periods vary depending on severity of case. Parents are in attendance. Child can represent themselves. All children, including any siblings, are represented. Reports are completed by all professionals and submitted prior to the conference taking place. Possible attendees are Social Worker, police, schoolteacher, nurse, health visitor, specialist professionals

Refer to the Escalation Policy in the event of conflict with other professionals.



Safer Recruitment

LAST UPDATED: 12/01/23

LAST REVIEWED: 12/01/23

1. Introduction

Snapdragons recognises the importance of implementing a safer recruitment policy to ensure that those who are unsuitable to work with children are prevented from doing so. This policy exists to support the creation of a safer culture by reinforcing the safeguarding and well-being of children and young people in our care. All successful candidates for paid or volunteer employment will be made aware of these documents.

This policy is an essential element in creating and maintaining a safe and supportive environment for all children, staff and others within the nursery and aims to ensure both safe and fair recruitment and selection of all staff and volunteers by:

- attracting the best possible candidates / volunteers to vacancies
- deterring prospective candidates / volunteers who are unsuitable from applying for vacancies
- identifying and rejecting those candidates / volunteers who are unsuitable to work with children and young people
- Preventing unsuitable candidates / volunteers from commencing employment before pre-employment checks are complete
- Observing and supervising behaviours and attitudes regularly during induction and providing training in Safeguarding and Snapdragons policies and procedures

As an employer we are under a duty to refer any allegation of abuse against a member of staff to the Local Authority Designated Officer (LADO) within one working day of the allegation being made. We recognise that in some counties this role is referred to as the Designated Officer for Allegations (DOFA) though for ease of reference the term LADO will be used henceforth.

A referral will be made if a staff member (including volunteers) has:

- behaved in a way that has harmed, or may have harmed, a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child, or children, in a way that indicates he or she may pose a risk of harm to children
- behaved, or may have behaved, in a way that indicates they may not be suitable to work with children

The Human Resources department, along with the Early Years Manager will:

- ensure that the nursery operates safe and fair recruitment and selection procedures
- ensure that all appropriate checks have been carried out on staff and volunteers in the nursery



- monitor any contractors and agencies compliance with this document
- promote the safety and well-being of children and young people at every stage of this process

2. Applications

All advertisements for positions, paid or unpaid, will include the following statement:

Snapdragons is committed to safeguarding children and young people. All post holders in regulated activity are subject to appropriate vetting procedures and a satisfactory “Disclosure and Barring Service Enhanced check”.

Advertisements for positions should also make clear that staff will be expected to promote fundamental British values.

All applicants are provided with:

- A job description
- The nursery safeguarding policy
- The nursery safer recruitment policy
- The selection procedure for the position
- The nursery whistleblowing policy
- Staff code of conduct

Prospective applicants must complete, in full, a signed application form. A curriculum vitae will not be accepted in place of a completed application form.

3. Qualifications

Childcare qualifications are checked using the DfE (Department for Education) Early Years Qualification Finder and original documents must be produced.

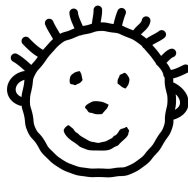
4. DBS (Disclosure and Barring Service) checks & references

4.1. Referee guidelines

- 4.1.1 At least two written references, one of which should be from the person’s current / most recent employer and should cover the last six years. The referee should be a manager of the previous organisation, not a colleague. Employment references must be made to a business email address, not a personal one.
- 4.1.2 References will be sought directly from the referee, and where necessary, will be contacted to clarify any anomalies or discrepancies. Both references are contacted via telephone to confirm their identity and the validity of the information provided.
- 4.1.3 Where necessary, previous employers who have not been named as referees may be contacted in order to clarify any such anomalies or discrepancies. Detailed written records will be kept of such exchanges.
- 4.1.4 Neither reference must be a relative.
- 4.1.5 One should be childcare-related if possible.

4.2. Referees will be asked specific questions about the following:

- 4.2.1 The candidate’s suitability to work with children



- 4.2.2 Any substantiated allegations
- 4.2.3 Any disciplinary warnings, including time-expired warnings, relating to the Safeguarding of children and young people
- 4.2.4 The candidate's suitability for the post, including the candidate's ability and willingness to promote fundamental British values.
- 4.3. Reference requests will include the following:
 - 4.3.1 Applicants current job title
 - 4.3.2 Dates of employment
 - 4.3.3 Live disciplinary on file
 - 4.3.4 Reason for leaving
 - 4.3.5 Safeguarding concerns
- 4.4. DBS checks are undertaken on staff prior to commencing employment and a record taken of the number and date sent for checking. Employees are required to register for the DBS Update Service if they are not already subscribed.

5. Selection process

Selection techniques will be determined by the nature and duties of the post, but all vacancies will require an interview of short-listed candidates.

- 5.1. Interviews will primarily be carried out face-to-face but in exceptional circumstances maybe carried out virtually via Teams and may include additional interview techniques such as observation or exercises (if interviews are being recorded the candidates will be informed how the recorded interview will be stored, how long for and how it will be shared).
- 5.2. Candidates will be required to:
 - 5.2.1 Explain any gaps in employment
 - 5.2.2 Explain satisfactorily any anomalies or discrepancies in the information available to the panel
 - 5.2.3 Declare any information that is likely to appear on the DBS disclosure
 - 5.2.4 Demonstrate their ability to safeguard and protect the welfare of children and young people and their ability and willingness to promote fundamental British values

6. Employment Checks

- 6.1. An offer of appointment will be conditional, and all successful candidates will be required to:
 - 6.1.1 Provide proof of identity
 - 6.1.2 Complete an enhanced DBS application, subscribe to the update service and receive satisfactory clearance
 - 6.1.3 Provide actual certificates of qualifications
 - 6.1.4 Provide proof of eligibility to live and work in the UK
- 6.2. All checks will be:
 - 6.2.1 Documented and retained on the staff file
 - 6.2.2 Followed up if they are unsatisfactory or if there are any discrepancies in the information received.



- 6.3. Employment will commence subject to all checks and procedures being satisfactorily completed.

7. Induction procedure

A thorough induction will include an introduction to the Safeguarding Children Procedures and training will follow as soon as practicable.

All staff will read Snapdragons policies and be aware of safeguarding, code of conduct, whistle blowing and allegations policies, in particular.

All staff will undergo an induction specific to the room they will be working in, to ensure that the age range in that room have their needs fully met. Staff that change rooms will be required to undergo a new induction for the new room.

8. Probation period

- 8.1. All staff will be involved in a supervised twelve-week monitoring period and three / six - month probation period to evaluate and support them.
- 8.2. During this time, they will be allocated an established member of staff as a mentor
 - 8.2.1 The mentor will be responsible, with the support of the Line Manager, for supporting the new employee and checking in with them during the first eight weeks to make sure they have all they need
- 8.3. There is a supervised monitoring period for all our staff with an appraisal after three / six months. Appointments are conditional on the completion of a successful probationary period.

9. Staff deployment

All staff have the experience and / or qualification suitable to their role and duties. Over half the staff at the nursery hold at least a level two childcare qualification with other members of staff working towards a full and relevant qualification in childcare as defined by the DfE. Snapdragons holds regular first aid courses to retrain all staff before their qualification expires and aims to train new staff within their first three months. Some staff are also trained in the following areas:

- Safeguarding children (child protection);
- Health and safety in the nursery environment;
- Managing children's behaviour;
- Caring for under twos.

Managers ensure that staff are kept up to date with childcare practices by producing annual training and development plans.

Training and health and safety procedures ensure the nursery is a safe and healthy working environment for nursery practitioners and children and a safe environment for parents.

The nursery has many additional roles. A full list can be found on the Staff Extra Responsibilities list that is displayed, but includes:

- Designated Safeguarding Lead / Deputy Designated Safeguarding Lead



- Named First Aider
- SENDCO (Special Educational Needs Co-ordinator)
- Health & Safety Officer
- Data Protection Controller
- Behaviour & Well-being Officer
- Fire Marshal
- Equality & Diversity Officer
- Trips & Outings Co-ordinator
- Physical Activity Co-ordinator
- Student Mentor

To ensure that these roles and nursery policies and procedures are fulfilled to their full potential, co-ordinators attend regular training events and cluster meetings.

9.1. Deployment within the under two age group

- At least 50% of staff must have undertaken specific training (this includes risk assessment, health and safety (general), eating, bottle making, sleeping, nappy changing, behaviour and well-being, in working with this age group.
- At least one member of staff must hold a full and relevant level 3 qualification and be suitably experienced with this age group. At least half of all other staff must hold a full and relevant level 2 qualification or higher.
- At least half of all staff must have received training that specifically addresses the care of babies.
- The member of staff in charge of that room must, in the nursery's judgement, have suitable experience of working with under 2's.

10. Dealing with staff absence

- 10.1. The Early Years manager will ensure that there are always enough staff to give the children the care and attention that they need and to ensure that staff numbers do not fall below the recommended staff: child ratios set by Ofsted.
- 10.2. The nursery has a list of people it can call on in the event of staff absence. These people are all DBS checked and may already work in one of the other nurseries on a full or part-time basis.
- 10.3. In the event of staff absence, there are at least two supervisory staff who have duties not related to working with the children but who have been police checked. They are able to cover until supply cover has been organised. Each nursery has at least two adults it can call upon if staff: child ratios are likely to present a problem.
- 10.4. Staff also agree to extend / change their hours if necessary.
- 10.5. If staff absence proved too problematic, e.g., flu epidemic, to overcome - and after having liaised with managers at other nurseries - it may be necessary to inform parents and shorten the length of the nursery day. Such measures would only be taken if all other avenues had been exhausted.
- 10.6. Baby Room Cover



- 10.6.1 Suitably qualified and experienced staff work with the under 2's. There are cover staff who work in 0 - 2s and have been selected for their qualifications and understanding of that age group. The manager keeps the names of these staff in the office.
- 10.6.2 All new staff are given an induction into working with 0 - 2s and any member of staff who may be asked to work with that age group will be given an induction by the baby room leader or deputy.



Security

LAST UPDATED: 13/02/2024

LAST REVIEWED: 13/02/2024

1. Introduction

Snapdragons Nursery recognise and accept their corporate responsibility to provide a safe and secure environment for children, employees, and visitors to the nursery. The security procedures will operate within the framework described in this policy.

Where appropriate, Snapdragons will seek any necessary expert advice to determine the security risks and precautions required to deal with them.

Snapdragons Nursery will provide staff with enough resources, information, and training to implement the security procedures.

Snapdragons Nursery will, where appropriate, be informed of breaches and failures of the policy to enable them to take any corrective action as is necessary to ensure the safety of children and staff.

2. Buildings

The nursery will take all reasonable efforts to prevent unauthorised access to the children or building and ensure the personal safety of staff.

The access control procedures for the building are:

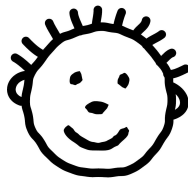
- The nursery buildings have access entrances monitored by staff members. Only authorised visitors are allowed access.
- All playgrounds are secured by combination of gates and fencing.
- The main reception area has access control in place.
- Unauthorised visitors will be challenged by staff.

3. Security of the Building

- An effective intruder alarm is in operation.
- Security lights are enabled whilst the premises is occupied after dark.
- It is the responsibility of the nursery staff to make sure that their room is left secure, windows closed, and equipment switched off before leaving the premises. This is recorded in Daily Building Closing Checks.
- The last key holder to leave the nursery is responsible for securing the building and completing the closing checks.

3.1. Alarm Callouts

If a key holder is contacted because of a 'Person Present,' they will wait in the outside car park until the police arrive. If necessary, additional key holders should be contacted for support.



4. People management

- The nursery acknowledges the concerns of all parents for the welfare of their children and its duty of care to ensure their safety. The following rules apply to all individuals who come into contact with children:
- All staff are fully vetted before joining the nursery. This includes the taking up of references and checks with the Disclosure and Barring Service (DBS) on criminal records for any offence. See Safer Recruitment policy.
- A single central register of visitors to the site is maintained by Admin Staff on the PowerApp - Visitors.
- All regular volunteers, visitors and contractors have DBS checks before working on the nursery site or to be unaccompanied around the nursery. They are never unsupervised with children.
- Visitors at the nursery must wear identification badges and nursery lanyards to enable the identification of unauthorised visitors by staff and children.
- For children being collected by people unknown to the nursery, the Arrival & Collection of Children policy should be followed.

4.1. Control of Visitors

The control of visitors is a fundamental part of our security policy for the safeguarding of both people and property.

- All visitors report to the reception desk on arrival.
- Visitors must sign into the nursery visitation system, PowerApps, when they arrive and sign out when they leave.
- All visitors without a current, clear DBS check will be always escorted when in the building during the nursery day where any access to children is possible.
- All visitors are issued with a lanyard to be always worn. This includes parents, helpers, contractors, LA (Local Authority) staff and any other person that is not a staff member of Snapdragons.
- Any person on site without a Snapdragons lanyard will be asked to accompany a member of staff to the reception desk or asked to leave the site.
- Any refusal will be reported immediately to the Early Years Manager. Any aggression will be reported to the police. Nursery may instigate a lock down (see Lockdown policy).
- Visitors will not remove any items of nursery property without the express permission of nursery staff.
- For their own safety, any authorised visitors will be given appropriate information on the nursery's health & safety procedures such as parking, fire safety and safeguarding.
- The nursery / staff have the right to refuse entry to an individual if they are uncertain as to the purpose of the visit.



- Under NO circumstances is any visitor allowed to leave with a child unless they are the approved person who has written or verified verbal authority from the child's parent to collect the child.

4.2. Supervision of contractors

- Contractors and maintenance personnel will not always have been DBS checked. However, if they have not been DBS checked, they will not have unsupervised access to children and will therefore be always escorted on nursery grounds.
- If we have been advised by his/her employer that the contractor has a clear, current DBS check, and we have received details of the DBS reference number and date of check, they will be able to move around on site unaccompanied.

4.3. All contractors will be controlled as follows:

- They will be asked to provide photographic ID to prove their identity.
- All will be given visitor lanyards and be expected to wear them.
- Will only carry out work agreed at the start of the contract and at the times agreed.

5. Unacceptable behaviour on premises

We believe that most parents, carers, and visitors behave in a reasonable way when on nursery premises, ensuring that the nursery remains a safe environment for the young children in our care. If there is aggressive, verbal or physically abusive behaviour towards our staff, this will not be tolerated.

The nursery staff will try to defuse any situation, with the support of others. However, all staff have the right to work without fear of harassment, violence, intimidation, or abuse.

We will not tolerate any behaviour that may cause the recipient or witnesses to feel distressed, e.g. shouting, swearing, physical contact, insulting language, violent threats, homophobia, racist comments, abuse on social media.

If we believe that the parent, carers, or visitor's behaviour would amount to a criminal offence, e.g. common assault, or public order offences (including threatening, abusive, or insulting words or behaviour) the incident will be reported to the police for investigation. If we are sufficiently concerned, the nursery will withdraw permission for the parent to be on site. If it is deemed necessary to exclude a parent from the nursery, advice will be taken as to continuity of care for their child e.g. contact with the local children's centre.

We would hope initially that any unacceptable behaviour could be resolved by a conversation with the parent and with a warning that should it happen again, this could result in exclusion from nursery. If the situation is deemed serious enough, this may result in immediate exclusion. The consequences of not complying with the exclusion will be treated as trespass and the police contacted.

There may be some instances where such a decision may be changed, and the parent allowed to bring their child back to nursery, but this will not be considered until the incident has been reviewed and the parent has written to the nursery manager to present why such a decision should be revoked.



The nursery manager will keep copies of any documentation relating to the incident and relevant authorities will be notified, as necessary. This could be the police, Ofsted, DOFA (Designated Officer for Allegations), Social Care, RIDDOR or the insurance company.

6. Serious Incidents or Threats

In the event of an unforeseen serious incident occurring, the nursery manager will be responsible for setting the procedure to be followed to ensure the safety and well-being of the children at the nursery, with the co-operation of the Senior Management Team.

Examples of serious incidents may be covered by other policies and procedures within this file and will be followed as required. They may include:

- Medical emergencies
- Lock down events
- Intruders
- Physical interventions
- Emergency evacuations
- Missing / lost children
- Child left unattended
- Verbal abuse from a parent

Ofsted and any other relevant authorities and / or insurance company, will be informed of the incident and the outcome within fourteen days of the incident occurring. All incidents will be recorded and fully investigated by the management team.

In the event of any serious incident staff should:

1. Stay calm.
2. Minimise the risk to themselves or others
3. Seek help as soon as possible
4. The general policy is:
 - The welfare, security and protection of the children, staff and visitors will take precedence over any other action required to contain the situation.
 - The Early Years Manager or other senior member of staff must be informed. This person will then decide what action to take, which may involve contacting parents or the police.

7. CCTV

The CCTV system is part of our security procedures. The system can record incidents to enable evidence to be presented to the appropriate authorities. Signage informs people of this. Refer to Closed Circuit Television (CCTV) policy for more information.

8. Cash Handling

We avoid keeping cash on the premises wherever possible. Safes are used and kept locked. Staff should avoid handling cash in visible areas



9. Valuable equipment

Items of valuable portable equipment with a value above £250 will not be left unattended in rooms where there is public access. Wherever possible valuable items will also not be left where visible from outside.

Risk assessments will consider the location and security arrangements for high value equipment, for example ICT equipment.

10. Security of Equipment

All items of equipment in the nursery are the property of the nursery and as such must be always kept well maintained and secure.

11. Computer Data Security

It is important that computer data used in administration is secured, as far as is practical and reasonable, from accidental or malicious damage or loss. To this end:

- Devices are encrypted and data is stored on the nursery cloud server to ensure it is not lost in the event of theft or damage.
- Devices can be remotely wiped
- Refer to the Data Protection Policy for more information.
- Only nursery cameras and memory cards are to be used. Permission must be obtained from the parents. Refer to the Photography & Filming policy for more information.

12. Personal Property

Personal property will remain the responsibility of its owner. This includes both staff and child personal property. Both are discouraged from bringing to nursery any valuable personal property.

Lost property should be handed to the nursery office where it will be kept for 6 months before disposal.

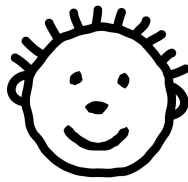
13. Medicines

There are occasions when children may be prescribed treatment where medicines are needed during nursery time. Parents will provide such medicines in the original, labelled containers. These containers will be locked in the nursery medicine cabinets in the office.

Arrangements for the administration of medicines are detailed in the Medication Policy.

14. Related policies

- Arrival & Collection of Children
- Closed Circuit Television CCTV
- Emergency Evacuation from building
- Lock down
- Medication
- Safer Recruitment



Sleeping Babies & Toddlers

LAST UPDATED: 16/01/2023

LAST REVIEWED: 13/02/2024

1. Introduction

Throughout the day children will be given the opportunity to rest and sleep appropriate to their age/stage of development and their individual needs. The individual sleep and rest pattern of children will be discussed and agreed with parents and met as far as possible within the daily routine.

2. Rest times

- 2.1. comfortable areas and an appropriate environment will be provided to allow children to rest as and when they wish to throughout the day
- 2.2. opportunities will be given for children to sit quietly, listen to music, look at books and be read or sung to

3. Sleep times

- 3.1. staff will recognise that children have individual needs when being settled to sleep
- 3.2. comfort items such as blankets, toys from home, soothers, etc will be used in line with parent's wishes and never used as a punishment or bribe
- 3.3. staff will ensure that children are clean and comfortable before being put down to sleep and will check if they need changing, feeding or a drink after the nap

4. Appropriate environment for settling down

- 4.1. draw curtains/blinds, close shutters to darken the room
- 4.2. sufficient room between beds and cots to prevent disturbance and promote hygiene
- 4.3. children are laid to sleep in a clear, flat space
- 4.4. beds are positioned a good distant apart and mats are laid 'top to tail' to prevent children lying face to face and maintain a hygienic sleeping area.
- 4.5. relaxing music/white noise may be played
- 4.6. children who are not sleeping or are unable to settle may be taken to another area to prevent disruption
- 4.7. the room temperature should be no cooler than 16°C and no warmer than 20°C
- 4.8. if children are very unsettled, staff will use other strategies such as taking for a walk or resting in another part of the base room

5. Safe sleeping

- 5.1. Safety of the environment
 - children will be provided with their own cot, bed or mat, dependent on parent's wishes
 - children under two will not be given pillows, side mattresses, duvets, buffers or bumpers



- personal bedding will be provided for each child which is clean and in good condition
- children who are sleeping in coracles or on mats will always have a member of staff in the room to ensure they are supervised at all times
- in addition to the checks baby monitors will be used in baby sleep rooms only when all children are in cots
- no bags, e.g. drawstrings will be hung on cots

5.2. Safety of the children

- shoes, bibs, hats and bulky items of clothing will be removed
- baby monitors are always within hearing of a nursery professional while children are in the sleep room
- children are never left indoors to sleep when all others are outside
- staff will check the child visually and ensure that they are breathing normally
- Babies and children who are sleeping will be checked at a minimum of 10 minute intervals. A record of these checks will be maintained
- children's heads will be uncovered and blankets pulled down as necessary
- babies / toddlers will never be put to bed with a bottle / drinking cup
- we follow all cot death prevention guidelines. Babies under one year are always laid to sleep on their back, regardless of whether they have reflux or were born prematurely, with their feet touching the foot of the cot. If they do turn over then you can leave them

5.3. Buggies / pushchairs / rockers

- if children are sleeping in prams or buggies, they will be transferred to a cot
- if children fall asleep in a bouncer, car seat or a rocker, they will also be transferred to a cot



Special Educational Needs & Disability

LAST UPDATED: 04/01/2024

LAST REVIEWED: 04/01/2024

1. Introduction

Definition – as in Education Act 1996 and in accordance with the Children and Families Act 2014

A child has special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

A child has a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a difficulty which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority; or
- is under five and falls within the definition at (a) or (b) above or would do so if special educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught.

2. Information about Snapdragons special educational needs provision

The aims and objectives of our SEND policy are:

- the early identification of any difficulties a child may have and on offering an appropriate learning environment in which we provide a range of differentiated activities to meet all individual needs.
- we aim to develop a partnership with parents and will always consult with parents if we feel a child is having difficulties.
- a child's progress will be observed, monitored and recorded as appropriate. If a child is placed on the SEND register, staff will liaise closely with the SENDCO on setting appropriate targets.
- we will liaise with other professionals to ensure we are offering effective provision for children with special educational needs.

The nursery has a named Special Needs and Disability Co-ordinator (SENDCO). The main responsibilities and duties of the SENDCO include:

- ensuring the objectives of the SEND and inclusion policies are reflected in the practice of the nursery.



- ensuring that staff understand, are familiar with and follow the SEND practice as stated in the SEND policy (e.g. early identification of any difficulties, observation and assessment, target setting, etc.)
- establishing a SEND register and keeping it up to date.
- promoting effective relationships with parents of children with SEND, stressing confidentiality and our complaints procedure.
- organise for an interpreter, if necessary.
- liaising with other professionals.
- awareness of funding for additional adult support.
- promoting staff development in relation to SEND and ensuring appropriate SEND training for staff.
- monitoring the SEND and inclusion policies and setting dates for evaluation and review.
- contributing to any written reports to parents on the SEND policy.
- ensuring staff are aware of new legislation.

We welcome all children and aim to respond appropriately to each child's background and individual needs. We ask parents to give as much notice as possible if a child is disabled or has special educational needs. This will enable us to explore with parents and with any outside professionals, how we can provide most effectively for that child.

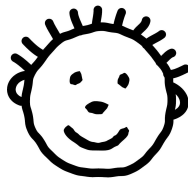
For some children with more complex needs, this may highlight training needs for staff involved in the care of that child, this may delay the start of the child's entry to Snapdragons. We offer flexibility in settling in procedures to meet the individual needs of the child. Advice will always be taken to ensure we meet each child's unique and individual needs.

3. Procedures

Snapdragons policies for identification, assessment and provision for children with special educational needs:

- Allocation of resources — a room leader, deputy and nursery nurses / assistants work with each age group. Staff are deployed within the key person system to work with individual children as appropriate. Additional support will be arranged, so that children with SEND can access the environment and learning opportunities.
- Reasonable adjustments will be made to meet individual needs including resources / specialist equipment. We provide a range of differentiated resources to promote independent learning, confidence and independence and will talk with parents and professionals about any need for additional specific pieces of equipment.
- We have regard for the Code of Practice on the Identification and Assessment of Special Educational Needs. We have adopted the 4-stage graduated response model and the practice of our setting is described through these stages:

3.1. Stage 1 - Assess



- The SENDCO seeks written permission from the parents to assess and observe the child. We will then record all observations and information in the child's individual file.
- A child's difficulties must be assessed so that the appropriate support can be provided. Staff will complete regular observations, supported by the Development matters and other relevant documents. These will be shared with the parents and agreed professionals, normally at Team Around the Child (TAC) meetings and / or meeting with parents and appropriate Snapdragons staff. This will include asking parents what they think their child's needs and provision looks like. Contacting and working alongside with outside agencies/ professionals.

3.2. Stage 2 - Plan

- Together with parents, we will plan the involvement needed (outside agencies/professionals) and the outcome the SEND support is intended to achieve. This will be supported by using Target Outcome Plans (TOPs).

3.3. Targeted Outcome Plans

- Targeted outcome plans are used when additional needs for a child have been identified. They will be specific to the child's individual needs. They will be measurable, so we can monitor progress that has been made. Achievable, so that the child enjoys completing them. Realistic to the child, being possible and practical. Time bound with regular reviews, dated and agreed with all parties concerned.
- These provide evidence to support any further interventions that may be required for the child to progress.

3.4. Stage 3 - Do

- Snapdragons will implement the planned support and work on agreed targets. The SENDCO will monitor and evaluate the child's progress (using the ongoing grid assessment), working closely with the child's key person and parents. This can be supported by use of 'The Local Offer'.
- For Wiltshire children - [Early years \(0-5\) - Local Offer \(wiltshire.gov.uk\)](http://wiltshire.gov.uk)
- For BANES children - [Information for 0-5 years | Live Well in Bath & North East Somerset \(bathnes.gov.uk\)](http://bathnes.gov.uk)
- For Bristol children - <https://www.bristol.gov.uk/web/bristol-local-offer>
- For South Glos children: [SEND Local Offer | South Gloucestershire \(southglos.gov.uk\)](http://southglos.gov.uk)

3.5. Stages 4 - Review

- Regular reviews of the child's progress will take place. These will be agreed at the parent meeting and / or TAC meetings. If a child is making progress, this cycle will continue until no further targets are identified.



- If necessary, the SENDCO will begin to collate evidence and complete the appropriate paperwork in line with their local authority. Parents will always be involved with the process and the child's voice / views heard. E.g. One Page Profile, My Plan, SEND Support Plan etc.
- If a child is not making progress and it is identified further support is required, the SENDCO will liaise with the local authority and request support from them.
- If the needs of the child cannot be met by the nursery, then, with parents and external agencies / professional agreement, there will be discussions around whether the child would benefit from a reduced ratio. Provided that the child meets the criteria set by the Local Authority, Inclusion Support Funding (ISF) can be applied for.
- If the child is not making expected progress and their needs are not being met with the implementation of the graduated approach, the SENDCO will liaise with parents, external professionals and the local authority to build the evidence for an Education, Health, Care needs assessment. The SENDCO will then continue to liaise with the local authority throughout the process until the outcome of the EHCP is determined.
- We plan our Early Years Curriculum (with access to the EYFS and our own Teaching Toolkit), to include children with SEND as follows:
 - our planning takes account of a range of special educational needs.
 - we plan differentiated learning targets.
 - we plan, assess, monitor and record individual progress.
 - we monitor and evaluate our curriculum to ensure we make changes to our practice as appropriate.
 - we adapt and change our teaching styles to deliver learning activities to children with different individual needs.
- Our learning environment provides the following opportunities for all children to be included in the setting as a whole:
 - we will make physical changes within the setting to ensure children with SEND are included e.g. moving furniture, changing the position of activities.
 - we make available differentiated play equipment/learning activities, resources, sensory equipment, etc.
 - we will promote the use of different communication systems e.g. communication aids, PEC's exchange system, Makaton sign language.
 - we will offer inclusive play activities, both inside and outside.

3.6. In considering what and how we are going to monitor and evaluate our policy / practice, we will focus on the following:

- how well our identification procedures have enabled us to attend to children with difficulties and to put appropriate observation and assessment processes in place.



- how well children have attained individual targets.
- how efficient record keeping has been in following a child's progress.
- how effective the curriculum delivery has been in ensuring access to a broad range of experiences and learning activities with other children.
- how well parents have been informed about their child's provision and how effective they feel it has been.
- how staff feel about our procedures of early identification, assessment and planning in relation to special educational needs, and whether they feel the children have made progress.
- Complaints about our SEND provision should be made to the manager. The manager will liaise with the SENDCO and Quality and Training manager.

3.7. Advice may be sought from outside professionals or from the SEND team within each local authority.

3.8. All complaints will be acknowledged and dealt with appropriately. Complaints will be recorded in the complaints log, along with the actions taken. If appropriate, Ofsted will be informed as to the nature of the complaint and to the action taken / outcomes.

4. Staffing Policies and Partnership with Other Professionals and Agencies

We ensure that all staff have understanding of special educational needs and address their different levels of need through training and staff development. The SENDCO will attend local authority training courses for their professional development and will cascade information to staff. Staff take part in in-house training sessions organised by the SENDCO or a nominated trainer. Opportunities to discuss practice, policy and procedures are available through staff and other meetings.

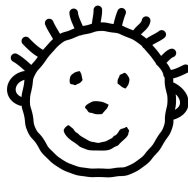
We believe in the importance of developing relationships with parents and seeing them as partners in the education / learning of children with SEND. If we believe a child is having difficulties, after discussion with the manager and SENDCO, the child's key person will approach the parents in a sensitive and confidential way, following the four-stage model outlined above. We will always gain written parental agreement before our first contact with any professional outside of the setting with regard to a specific child. At all times, parents will be involved in any discussion / decision making in relation to the educational provision and arrangements made to meet the child's individual needs.

Parents will be informed as to their child's progress, involving them with regular updates and reviews. For children with an Education Health Care Plan, or those in receipt of Inclusion Support Funding, the SENDCO will liaise with relevant professionals to meet the needs of the child.

When links have been formed with any specialist settings e.g. special schools, developmental therapy units, etc. records and observations and planning will be shared with these settings in order that common approaches are made to meeting a child's needs.

4.1. Transitions

If the child attends more than one setting or leaves for another setting, it is important to pass on accurate information, to ensure continuity of provision, access to appropriate equipment and sharing of



good practice. We will support this transition by planning and preparing the child. Our Local Offer is displayed on our website for parents to read and is also available as a paper copy.

Refer to the Escalation Policy in the event of conflict with other professionals.

5. Supporting children with medical needs

Where a child has known medical needs, it is important that the nursery prepares an Individual Healthcare Plan before the child starts, or, if already attending, as soon as the medical need is identified.

The plan should be completed and agreed between:

- The child
- The parents
- The Nursery Manager
- The relevant medical experts
- The SENDCO

The plan should be tailored to the needs of the child and provision that can be offered within the setting but should include the following:

- A communication system for alerting employees of the need for assistance by trained employees
- A system for calling an ambulance where necessary
- Contacting parents
- Evacuating other children from the room in the event of an emergency
- Formulation of a specific risk assessment indicating the signs to be aware of and the procedure to be followed

It is important that managers / senior team recognise that medical emergencies, whether illness or injury, make significant emotional demands upon those involved. It is important that support is available to them – which might include a sympathetic listener and time to compose themselves.

Some children might suffer from chronic medical needs which may require urgent action to prevent a possible life-threatening situation from developing and in the absence of specially trained staff, it may be necessary for other willing staff to exercise a duty of care.

Nurseries must ensure they have contingency plans in place if for any reason the normal routine is disrupted e.g. absence of the 1:1 support. This contingency plan should be included in the individual healthcare plan or risk assessment.

All employees should know what to do in the event of an emergency regarding a child with medical needs, e.g. who to alert, how to call an ambulance, emergency first aid or first aid required for that particular child i.e. as per our normal emergency procedures

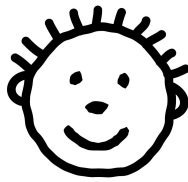
It is the responsibility of the parents to notify the nursery manager of any changes to the child's medical history or of any significant events that might have an impact on the individual healthcare plan. The risk assessment will be amended accordingly.



The Nursery Manager will ensure that advice is sought from the insurance company in order to best support children with specific medical conditions

6. Other relevant policies

- Escalation
- Learning, Development & Well-Being
- Health, Hygiene & Illness
- Medication



Staffing Absence Procedures

LAST UPDATED: 01/09/2023

LAST REVIEWED: 01/09/2023

1. Introduction

Snapdragons is dedicated to ensuring the safety and well-being of every child and staff member. We comply to current regulations of staff:child ratios. This contingency plan outlines the actions taken to ensure safe operation of a day at nursery in case of an elevated level of staff absence.

2. Ratios

- 2.1. The current regulations regarding staff:child ratios are laid out in the Early Years Foundation Stage (EYFS) Statutory Framework. These are:
- 2.2. 1:3 children under the age of 2 years
- 2.3. 1:5 children aged 2-3 years
- 2.4. 1:8 children aged over 3 years
- 2.5. Staff members who hold a qualification of Early Years Teacher (or relevant equivalent) can work on a ratio of 1:13 children aged over 3 years.

3. Qualifications

- 3.1. Snapdragons will always ensure that staff members on site hold the correct qualifications to count in ratio and maintain the high standard of childcare expected.
- 3.2. All Snapdragons staff members attend full twelve hour Paediatric First Aid training. There is at least one named First Aider on site at all times.
- 3.3. There is always a Designated Safeguarding Lead (DSL) and Special Educational Needs and Disabilities Co-Ordinator (SENDCo) contactable for staff members. If the nursery-based representative is unavailable staff members can contact the Safeguarding and Compliance Lead (DSL) and the Quality and Training Manager (for SENDCo queries).

4. Deployment of Staff

- 4.1. Staff members work predominantly in one room but support across the whole nursery site as needed and according to ratio.
- 4.2. Support staff members, without key children, are available to cover in multiple rooms depending on staff holiday / absence and to cover staff breaks.
- 4.3. Staff shifts and breaks are staggered to allow regular, familiar staff members to be always available to children and parents.
- 4.4. Supernumerary staff are available to support in rooms and are subject to the same robust Safer Recruitment procedures as those staff actively working in rooms.
- 4.5. Holiday is allocated to try to ensure that no one base room is adversely affected (i.e., too many staff off from one room).



- 4.6. In the event of unplanned absences (i.e., staff sickness) parents may be asked to remain on site until the required level of staffing is available.

5. Contingency planning for prominent levels of staff absence

- 5.1. In the case that a nursery is impacted heavily by staff holiday / absence the nursery manager will inform the Operations Manager who will advise further.
- 5.2. Staff members support all Snapdragons sites regardless of their usual base. Wherever possible, employees can be transported to a different site or are entitled to have their mileage paid by the company (if using their own transport and are suitably insured to do so. Insurance is the staff member's responsibility).
- 5.3. Early Years managers can contact non-full-time staff members and ask them if they are available to work additional hours.
- 5.4. A list of bank staff is kept on record by the Human Resources department. These people can be contacted at short notice to support at any site.
- 5.5. Supernumerary senior and head office staff are available to support in nursery rooms at any site.
- 5.6. In the unlikely event that none of these measures allows a nursery to reach appropriate level of care the Company Directors will make the decision that a room will need to be closed for the day. This will be the room most impacted by staff absence. Staff members will be re-deployed to support in other age groups / at other sites.
- 5.7. As much notice as possible will be given to parents in the event of a room closure. Staff deployment plans are made in advance and all measures will always be taken prior to the need to close a room.



Supervision of Children

LAST UPDATED: 01/09/2023

LAST REVIEWED: 01/09/2023

1. Introduction

The Early Years Manager is responsible for all staff, students and bank staff receiving information on health and safety in the nursery in order to supervise the children in the nursery at all times. All of these areas for supervision will be addressed either within a specific policy or associated risk assessment.

2. Sleeping

Children are supervised at all times, this includes children sleeping on mats in quiet areas. A staff member is based in a room with children sleeping unless all children are in cots in an enclosed space. Climbing children are not placed in cots. Cots must be spaced so that children cannot touch each other. Children in cots must be checked every 10 minutes and sleep times recorded.

3. Toilets

Older children may take themselves to the pre-school toilets once they are able to do so independently. However, practitioners must always be within sight or hearing of the children and be aware of the child's whereabouts, ready to assist where necessary. Staff members carry out spot checks in the toilets to ensure cleanliness and hand washing standards are being met. Children must never be left unattended on nappy changing units.

4. Ratios

The following ratios must be maintained at all times, inside and outside:

- 0 - 2 years, 1:3 (adult:children)
- 2 - 3 years, 1:5
- 3+ years, 1:8
- Staff members who hold EYT/QTS status can maintain a ratio of 1:13 for children 3+ years

4.1. Further points

- Staff must know which key children they are particularly responsible for but must be aware of all the children at all times.
- Staff members wear stickers with a list of their designated children for the day clearly displayed. Stickers are transferred to other staff members when a practitioner leaves the room and are stored on the registers at the end of the day.
- Children cannot be supervised or left alone with an adult who has not received DBS clearance, nor with students.
- No child can be left with a young person who is aged under 17 years.



5. Outside

- 5.1. When children are playing outside it is important that staff deploy themselves so that they can see and hear the children they are responsible for and inform other members of staff of children playing in their vicinity. If a staff member needs to return to the building, they must either take their group of children with them or inform another member of staff to be responsible for the children remaining outside.
- 5.2. It is good practice to inform the children you are responsible for that you have gone outside and who to go to if they need an adult. Staff need to be alert at all times as to the number of adults:children outside and the nature of the activities taking place so that the safety of the children is not compromised.

6. Outings

- 6.1. In the event of children leaving the nursery for an outing/trip, an adult ratio of 2 children to 1 adult is preferred for children under 3 and 4 children to 1 adult for children over 3. Room ratios must not be exceeded, and a risk assessment carried out prior to the outing. Practitioners must take emergency contact numbers, along with a first aid kit and mobile phones. For small group outings, there must be a sufficient number of practitioners remaining on site to maintain appropriate staff:child ratios. Children must always have parental written consent prior to leaving the nursery. Refer to the Trips & Outings Policy for more information.
- 6.2. Staff must be vigilant about risks posed by bushes, shrubs and plants e.g. eating berries, when playing outside. Refer to the Forest School Policy for more information.

7. Stairs

- 7.1. Special care should be taken when using climbing apparatus or when climbing and descending stairs
- 7.2. Staff will position themselves in front of children when going downstairs and behind children when going up stairs. An adult will never be more than two steps in front or behind. More mobile babies can be encouraged to crawl downwards and up the stairs
- 7.3. Children will never be unsupervised when on the stairs
- 7.4. When using stairs with babies and young children, the ratio is 1:2 (adult:children).
- 7.5. If possible, hold onto the handrail or ask for assistance
- 7.6. Individual nurseries must risk assess the most appropriate way for the stairs to be used
- 7.7. Practitioners will move slowly and give the babies plenty of time
- 7.8. Staff should not come down in large groups
- 7.9. Staff will wait until there is sufficient space to bring their group down safely
- 7.10. Young children and babies should not attempt to climb stairs in wellington boots or snowsuits if this impacts their mobility.
- 7.11. Staff are never to carry two children at the same time in any circumstance, on stairs or anywhere else, apart from during emergencies such as fire drills/lock down.



8. Eating

- 8.1. Children must be supervised at all times when eating and dietary requirements observed. Babies must never be left alone with a bottle and must be fed by an adult.

9. Water play

- 9.1. Children must be supervised at all times.

10. Other

- 10.1. No visitor will be allowed into the setting unless they have signed in and their mobile phone, or any item with a camera, has been removed.
- 10.2. No child will be allowed to leave the setting without their collector being authorised.



Toilet & Nappy Changing Procedures

LAST UPDATED: 12/01/2024

LAST REVIEWED: 12/01/2024

1. Introduction

In our nurseries, we have dedicated nappy changing and toilet areas. We promote children's privacy and independence in all age groups. We encourage children to be respectful of each other and value their self-care.

Only staff members are allowed in changing areas / children's toilets with children. Students, who need to gain experience, will be supervised at all times by a staff member. If parents need to access the facilities for their own child, their access will be permitted as long as there are no other children present in the changing area / children's toilets.

We work with families to support with toilet training when appropriate for their child.

Children in our preschool rooms may take themselves to the toilets once they are able to do so independently. However, practitioners must always be within sight or hearing of the children and be aware of the child's whereabouts, ready to assist where necessary. Staff members must carry out spot checks in the toilets to ensure cleanliness and hand washing standards are being met.

2. Nappy changing procedure

- 2.1. Children wearing nappies are checked and changed regularly, preferably by the key person / second key person.
- 2.2. Nappy changes are carried out every four hours, unless the child requires a change sooner. E.g. if the child has a soiled nappy or has nappy rash.
- 2.3. Practitioners must wear blue aprons when changing nappies. The apron must be wiped between nappy changes using anti-bacterial spray.
- 2.4. Practitioners can choose to wear disposable gloves whilst changing nappies, otherwise they must wash their hands before and after nappy changes.
- 2.5. The nappy changing mat must be sprayed with anti-bacterial spray after use.
- 2.6. All nappy changes are recorded on the Toilet and Nappy Changing Checklist and any relevant information is shared with parents when they collect. This may include information such as nappy rash. If required, parents may be contacted prior to collection to inform them of nappy rash.
- 2.7. When changing nappies we promote good hygiene practices, using baby wipes to clean children from front to back.
- 2.8. We do not provide nappy rash cream. Parents are asked to provide a cream to enable practitioners to use if their child has nappy rash. All nappy rash cream provided must be labelled with children's names.

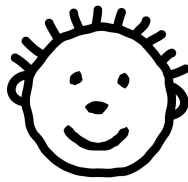


- 2.9. Practitioners follow safe working practices i.e. they do not work alone behind closed doors, must have a DBS, have undertaken first aid training and are aware of the risks associated with lone working
- 2.10. Practitioners aim to ensure that nappy changing is relaxed and a time to promote independence in young children. They are gentle, sensitive and communicative when changing children. Opportunities should be taken to make this a time for meaningful interaction - e.g. singing, rhymes, peek-a-boo.
- 2.11. Practitioners do not make inappropriate comments about children. This includes any negative reference to the child's bowel movements. Practitioners must maintain professionalism and respect for children's privacy at all times.
- 2.12. Nappies are disposed of in the designated bin and then disposed of by a registered waste contractor. Soiled/wet clothing is rinsed and bagged for the parent to take home.
- 2.13. Children must never be left unattended on nappy changing units

3. Toilet training procedure

- 3.1. Toilet training takes place with the parent's permission and at the child's pace.
- 3.2. If a child begins potty training, we will ask parents to bring in additional clothing in their child's bag.
- 3.3. Practitioners will have frequent discussions with parents around how their child is progressing with toilet training and will offer suggestions or advice where needed.
- 3.4. Children are encouraged to take an interest in using the toilet when age appropriate - this may be through interactions from adults during nappy changes or involve sitting on the potty if the child wishes to.
- 3.5. Potties and low-level toilets are available.
- 3.6. Potties should be emptied, washed and sprayed after each use.
- 3.7. We encourage all children to wash their hands using soap and to dry them afterwards.
- 3.8. Older children access the toilet independently, but adults will monitor to ensure good hygiene practices are taking place.
- 3.9. Practitioners will wear gloves if assisting children or dealing with soiled/wet clothes.
- 3.10. Practitioners follow safe working practices.
- 3.11. Practitioners do not make inappropriate comments about children. This includes any negative reference to the child's bowel movements. Practitioners must maintain professionalism and respect for children's privacy at all times.
- 3.12. In all cases, we ask that our staff are aware of the child's dignity and privacy. Prior to nappy changes we seek the child's consent and explain what we are doing.

All staff follow safeguarding and child protection procedures for all levels of care need.



Transition and Inter-Agency Working

LAST UPDATED: 18/05/18

LAST REVIEWED: 18/01/21

1. Introduction

Snapdragons is committed to working in partnership with all those involved with the child transitioning within nursery or to another setting.

It is our aim to support both children and parents with this transition to make it as smooth as possible.

We will do this by:

- Approaching each child and their needs as an individual.
- Working with parents and others to develop a team around the child.
- Acting with sensitivity and flexibility.
- Developing open channels of communication between both old and new settings.
- Management will contribute their support to staff involved with transition by way of offering advice and allow time and resources as necessary.

2. Children new to Snapdragons

It is imperative that we work with parents in their child's move to Snapdragons. We aim to do this by informing them of policies and procedures ahead of time, including how we manage data protection in relation to their child and allow them the opportunity to meet with their key person and Head of Room to ask any queries and concerns they may have.

2.1. To ensure a stress-free transition for both parent and child we will:

- 2.1.1 Provide parents with a timetable of visits based around the child's needs.
- 2.1.2 The Head of room will organise a key person with the parents prior to the first visit.
- 2.1.3 During the first visit, parents are to stay within sight of the child. During this time the key person will carry out a full introduction and supply parents with a welcome booklet, if they have not already received it.
- 2.1.4 Parents are invited to stay on site if they wish to do so.
- 2.1.5 All forms and paperwork must be completed before the child can be left at nursery without parents. These forms are sent electronically prior to the first settle session.

3. Children moving within the setting

We recognise the importance for a smooth transfer to toddlers / pre-school within the setting and aim to ensure this by:

- 3.1. The child's new key person will arrange an introduction meeting with parents before the child begins visiting their new room.



- 3.2. A timetable of visits will be created between the current and new key person based on the child's needs.
- 3.3. Current key person will inform parents on moving date and discuss these arrangements with them. They will introduce parents to the new key person and staff in the new room.
- 3.4. All information about the child's needs (dietary or otherwise) will be outlined in the 'All About Me' filled out by parents, checked by the current key person, and then passed onto new key person to be kept in the Key person file.
- 3.5. During the child's first few visits, a member of staff from their current room (usually their key person) will spend some time with them making sure they feel secure in their new environment.
- 3.6. Staff will be aware that at times of change a child may regress a little and need some additional support until they are settled, for example, to carry a comforter with them.
- 3.7. Parents will be kept informed on arrangements and progress made.

4. Children moving out of setting

- 4.1. With the parents' permission, all relevant information about the child will be shared with the new setting to assist in transition.
- 4.2. Staff from the new setting are invited to visit the child at the nursery.
- 4.3. Current staff will complete transition reports on the child's progress that will be shared with both parents and the new setting, with the parent's permission.
- 4.4. The nursery will take into consideration any external setting's procedures. They will carry out any requests, where appropriate, from the new setting.
- 4.5. Parents will be informed and updated on any changes and progress made.

5. Inter-Agency Working

We are committed to providing the best possible care and education for all children. In order to do this, we actively seek advice from a broad spectrum of other professionals, both within our setting and externally. This will always take place under the informed consent of parents (unless the safety of the child is at risk).

We welcome other professionals into our setting as their knowledge and advice is valued and appreciated. Parents are encouraged to share with us any information they have gained from meeting with other professionals to enable us to deliver the best support for the development of the children on our care.



Trips & Outings

LAST UPDATED: 16/05/22

LAST REVIEWED: 19/07/23

1. Introduction

It is imperative to maintain safety and excellent practice during all Trips and Outings so all Snapdragons Trip Organisers (TOs) must follow this established procedure, which is overseen by the designated Visits Co-ordinator (VC). This role is usually held by the Early Year Manager. In the absence of the Early Years Manager, the Head EYP or Deputy Manager must assume this responsibility.

2. Responsibilities

2.1. The role of the Visits Co-ordinator (VC)

The role of the Visits Co-ordinator at Snapdragons Nursery is undertaken by the Early Years Manager who will:

- Approve visits, ensure that they are spread through the different age groups and the nursery year, help staff involved with organising visits, and with checking parental consent.
- Ensure a register and headcount is done once the children have re-entered the nursery.
- Keep records of all previous visits.
- Keep records of any accidents or near misses and ensure DBS (Disclosure and Barring Service) checks are in place, as necessary.
- Ensure that any new senior staff members undertake a briefing on planning nursery visits.
- Ensure that all staff members are assessed in Trips and Outings as part of their induction process.

2.2. The role of the Trip Organiser (TO)

The role of the TO is to decide upon and plan a trip or outing. This will encompass:

- Checking and / or completing risk assessments for the trip.
- Advising parents of the trip.
- Obtaining consent forms or checking for pre-given consent where applicable.
- Completing required paperwork (Trips and Outings Plan) and ensuring this is signed off by the VC before and at the end of the trip (once all children have returned to nursery and a register check been carried out).
- Lead the trip adhering to specified Snapdragons Trips and Outings procedures.

2.3. The role of additional staff and adult volunteers

Additional staff and volunteers have a responsibility for the health, well-being, and safety of the young people in their care and have a duty to inform the TO of any relevant incidents. All employees and volunteers demonstrate appropriate conduct and behaviours as expected by Snapdragons Nursery.

2.4. The role of parents



Parents are required to give consent for their child to go on any local outing or visit. Parents are also responsible for ensuring that Snapdragons Nursery is made aware of any medical or personal circumstances that could affect their child during the trip.

3. Local trips & outings

3.1. Trips & outings forms

In the case of local outings, Snapdragons Nursery does not require any written permission aside from that previously given on the child's entry to nursery. Full trip planning procedures must still be followed by the TO and the VC. It is the responsibility of the TO to check children have prior consent.

3.2. Company minibuses

Outings may require the use of Snapdragons Nursery minibuses. No-one should drive the nursery minibus unless they have successfully met the current insurance criteria. There must be two adults present when using a minibus. At Snapdragons Nursery, every member of staff is expected to complete Drivers' Declaration and Driver Assessment Forms before they drive children in a nursery minibus as well as provide details of their driver's license for the nursery to keep on file. Copies of the completed forms are stored in the employee's personal file.

4. How a trip or outing is organised

This section contains all the information that is required for organising a nursery visit. A safe and successful visit starts at the initial stages with good planning. This section should be read in its entirety by the TO. Indeed, following this guidance is a good starting point for any trip. The section is presented in two parts:

4.1. Prior to the trip (allow reasonable time to book coaches / venues and obtain consent / payment from parents)

- Consult with VC and senior colleagues about a potential trip.
- Check dates with the nursery calendar.
- Make appropriate checks with the intended venue and make an informed risk assessment. This should be done after visiting the destination in person. Check individual arrangements for children with special needs.
- Book the trip well in advance including venue and transport where applicable.
- Check the nursery's insurance certificate is within date
- Decide on the accompanying staff and / or adults.
- Write a letter / notice to parents, clearly outlining the nature of the trip, date and times and any costs.

4.2. Day before the trip (for anything except a local trip or outing):

- Check that the parents have signed permission slips and have provided a list of contact names of all children, including two emergency contacts.
- Fully complete the Trips and Outings Plan and ensure it is signed by both the TO and the VC.



- Pack the First Aid kit, tissues, sick bags, drinking water, spare clothing and any permitted medicines labelled for each child.
- Ensure mobile phones are charged and have credit.
- Forward lists and contact details to the Nursery so that they can be used to inform parents of any problems on the trip, such as late arrivals.
- TO must brief all accompanying adults on Trips and Outings procedures

4.3. On the trip:

- Complete registers and headcounts regularly and at key points as per Trips and Outings Plan
- Ensure that any required medication is administered to the children at the appropriate time.
- Record any accidents, incidents or near misses.
- Define a clear meeting place and time for each event.
- Ensure all members of staff have a copy of the completed Trips and Outings Plan

4.4. Managing risks

- The TO must complete risk assessments on the potential hazards involved in a visit, trip, or activity that they are planning. This must be checked in advance by the VC.
- Risk assessments carried out for previous visits can be updated and re-used unless there has been a change of circumstances.

5. How a visit is implemented

5.1. Responsibilities of all staff members during the trip

- TO has overall responsibility for safe conduct during the trip
- Carrying out registers as per the Trips and Outings plan and recording these
- Checking that all children wear a seat belt
- Checking fire exits and escape routes at each venue
- Enforcing expected standards of behaviour
- Recording and reporting all accidents and near misses.
- Ensuring the safety and well-being of all trip members
- Understanding the lost/missing child procedure

6. Emergency Procedures

6.1. Illness or Minor Injuries

If a child has a minor accident, first aid should be administered by one of the qualified first aiders on the trip, outing or off-site visit. If a child becomes ill, the TO or another member of staff will phone the nursery and the child's emergency contact number at once and arrange for them to be collected.

6.2. Serious Injuries/Accidents



In the event of a serious accident resulting in the death or injury of one or more of the children and staff, the TO's priority would be to summon the emergency services and to arrange medical attention for the injured. At least one of the accompanying members of staff should accompany the injured persons to hospital and remain with them. The TO must ensure that the rest of the group is safe, secure, and adequately supervised. If necessary, the TO would make the decision for the remaining group to return to nursery immediately. The TO will telephone the nursery and seek advice where appropriate or possible.

The TO is also responsible for ensuring that the staff and accompanying adults are informed of the incident, and the resulting actions that have been taken. Follow-up communications should be maintained with the nursery until the group have returned to nursery. In addition, the TO would need to arrange, if necessary, for the parents of the uninjured children to be contacted on their emergency contact numbers. It might be necessary for parents to be asked to collect their children from the venue, hospital, or the nursery, depending upon the circumstances. The nursery would notify the Safeguarding and Compliance Lead and any other relevant parties as quickly as possible. A full record should be kept of the incident, injuries, and actions taken.

At Snapdragons Nursery, depending on the nature of the incident, staff undertake to inform both the families of the injured and of those who are unhurt, as swiftly as possible. It is recognised that in an era of instant communications, it may not be possible for the nursery to be the first to break the news. Nevertheless, staff passionately believe that they have an important duty to speak personally to the parents of any child who has suffered some injury or mishap. Where possible, communication with the media should be left to the Nursery Directors or Operations Manager. The TO should refer the media to the Nursery Director. If comment is unavoidable, it should be factual and calm, and no attempt should be made to cover gaps in knowledge.

7. Ratios and supervision

Each trip should have a minimum of 2 members of staff present. Legally, the ratios for outings do not differ from nursery ratios. The following ratios, however, are a sensible guide. It is the responsibility of the TO and the VC to ensure that ratios are appropriate for the specified trip or outing.

7.1. Nursery

- 1 adult to every 5 children over three.
- 1 adult to every 3 children between two and three.
- 1 adult to every 2 children under two.
- 1 adult to every 3 children under two if children are to remain in buggies.

7.2. Out of School Club

- 1 adult to 5 children for trips, with a minimum of two adults.

These recommended ratios should not be seen as automatically safe. The correct supervision must be based on risk assessments.

Two first aiders must be present on a trip to ensure that care is still available if one first aider is incapacitated.

7.3. Grouping



TO will allocate supervisory responsibility to each adult for specific named children. Each adult should know which children they are responsible for, and each child should know which adult is responsible for them. Each adult will wear a lanyard with these names on them. Groups are also recorded on the Trips and Outings plan at the end of the trip.

Each adult should regularly register and record that their group is present according to the Trips and Outings Plan. The TO should also establish rendezvous points and tell children what to do if they become separated. Registers of the entire group will be taken before leaving nursery, arriving at the venue, before leaving the venue and when arriving back at nursery.

All trips should include a contingency plan in the event of a member of staff or a group falling ill or becoming injured, including backup from nursery.

7.4. Lost / Missing children

If a child is unaccounted for, the Lost / Missing child procedures must be implemented immediately. All staff must be fully briefed on these procedures before departing on the trip. Staff members must never leave any children unattended while searching for missing children. Alert the attention of other adults for assistance and continue to follow procedure.

7.5. Staff breaks

Staff that accompany groups on full-day trips will be expected to eat with the children at mealtimes. A flexible approach to staffing breaks will be adopted in these cases as it may not be possible to offer staff their full 30 minutes of non-contact break time.

8. How a visit is concluded

- 8.1. If a visit is delayed by more than one hour, the TO should contact the Nursery, who in turn will notify all the parents on their contact numbers to alert them to the delay and the revised time of arrival.
- 8.2. Each TO must ensure that minor injuries, accidents, or incidents occurring on a trip are recorded on the relevant Accident/Incident form upon return to the nursery.
- 8.3. The TO must complete records regarding first aid administered during the trip, outing or off-site visit, and complete records regarding the administration of medication. He or she must also ensure that all medication is returned to the appropriate place.
- 8.4. The TO will inform the VC of any changes needed to the risk assessment.

9. Related policies

This policy should be read in conjunction with other related policies, including 'Safeguarding,' 'Missing Child Procedure,' 'Health, Hygiene & Illness' and 'Behaviour Management.'

10. Checklist for outings

- Consent forms for all children (which include at least two emergency numbers).
- Trip Risk Assessment completed by TO and checked by VC.
- List of children attending the trip and those responsible for them.
- Emergency details form including dietary and medical conditions.
- Two First Aiders present.

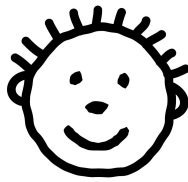


- First Aid kit.
- Food, drinks, cups, and plates (where applicable).
- Spare clothes, nappies, wipes, gloves etc.
- Two nursery mobiles, fully charged and in credit.
- Suncream, sunhat and suitable weather clothing including wellies.
- Children wearing high visibility jackets and wristbands with nursery phone number on.
- Staff wearing lanyards with names of children they are responsible for.
- Sick bags.
- All staff to read trips and outings policy and trip risk assessment.
- Trip transport is fully insured, driver holds DBS check and driver information recorded on Trips and Outings Plan.
- Vehicles must have seat belts and maximum seat capacity not exceeded.
- Regular head counts to be conducted and recorded.
- Coach will not leave the nursery until headcount and register is completed at destination, before leaving and upon arrival.
- The Early Years Manager will be informed upon arrival at destination, when leaving to return to nursery, if there are any delays on route, or if any incidents occur on the trip.



Data Protection

OCTOBER 2023



Bring Your Own Device

LAST UPDATED: 03/08/2019

LAST REVIEWED: 11/10/2023

1. Introduction

Snapdragons Nursery recognises the benefits that can be achieved by allowing staff to use their own electronic devices when working, whether that is at home or while travelling. Such devices include laptops, smart phones and tablets, and the practice is commonly known as 'bring your own device' or BYOD. It is committed to supporting staff in this practice and ensuring that as few technical restrictions as reasonably possible are imposed on accessing Nursery-provided services on BYOD.

The use of such devices to create and process Nursery information and data creates issues that need to be addressed, particularly in the area of data protection.

The Nursery must ensure that it remains in control of the data for which it is responsible, regardless of the ownership of the device used to carry out the processing. It must also protect its intellectual property as well as empowering staff to ensure that they protect their own personal information.

2. Data Protection Policies

All relevant Nursery policies still apply to staff using BYOD. Staff should note, in particular, the Nursery's Data Protection related policies. Several of these are directly relevant to staff adopting BYOD. This policy applies, in particular, to the seventh data protection principle which requires the Nursery to ensure that personal data is protected by appropriate technical and organisational measures against unauthorised or unlawful processing or disclosure and against accidental loss, damage or destruction.

- Data Handling
- Data Protection Policy

3. The Responsibilities of Staff Members

Individuals who make use of BYOD must take responsibility for their own device and how they use it. They must:

- Familiarise themselves with their device and its security features so that they can ensure the safety of Nursery information (as well as their own information)
- Invoke the relevant security features
- Maintain the device themselves ensuring it is regularly patched and upgraded
- In some cases, their device should also be enrolled to the Nursery Mobile Device Management (MDM) solution

While Nursery IT staff will always endeavour to assist colleagues wherever possible, the Nursery cannot take responsibility for supporting devices it does not provide.

Staff using BYOD must take all reasonable steps to:



- Prevent theft and loss of data
- Keep information confidential where appropriate
- Maintain the integrity of data and information, including that on site
- Take responsibility for any software they download onto their device

Staff using BYOD must:

- Set up passwords, passcodes, passkeys or biometric equivalents. These must be of sufficient length and complexity for the particular type of device
- Set up remote wipe facilities if available and implement a remote wipe if they lose the device
- Encrypt documents or devices as necessary.
- Not hold any information that is sensitive, personal, confidential or of commercial value on personally owned devices.
- Must not download unverified apps that may present a threat to the security of the information held on their devices
- Not use unsecured networks, e.g. coffee shop, instore Wi-Fi
- Where it is essential that information belonging to the Nursery is held on a personal device it should be deleted as soon as possible once it is no longer required. This includes information contained within emails.
- Ensure that relevant information is copied back onto Nursery systems and manage any potential data integrity issues with existing information.
- Report the loss of any device containing Nursery data (including email) to the Data Protection Controller
- Be aware of any Data Protection issues and ensure personal data is handled appropriately.
- Report any security breach immediately to the Data Protection Controller in accordance with the Data Breaches Policy.
- Ensure that no Nursery information is left on any personal device indefinitely. Particular care must be taken if a device is disposed of/sold/transferred to a third party.
- On the last day of employment with the Nursery, all employees must delete work-related personal data on his/her own device.

4. Monitoring and Access

The Nursery will not routinely monitor personal devices. However, it does reserve the right to:

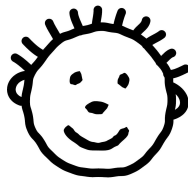
- Prevent access to a particular device from either the wired or wireless networks or both
- Prevent access to a particular system
- Take all necessary and appropriate steps to retrieve information owned by the Nursery

5. Data Protection and BYOD

The Nursery, in line with guidance from the Information Commissioner's Office on BYOD recognises that there are inherent risks in using personal devices to hold personal data. Therefore, staff must follow the guidance in this document when considering using BYOD to process personal data. A breach of the Data Protection Act can lead to the Nursery being fined up to €20,000,000. Any



member of staff found to have deliberately breached the Act may be subject to disciplinary measures, having access to the Nursery's facilities being withdrawn, or even a criminal prosecution.



Data Breaches

LAST UPDATED: 18/05/2018

LAST REVIEWED: 11/10/2023

1. Introduction

Snapdragons Nursery holds large amounts of personal and sensitive data. Every care is taken to protect personal data and to avoid a data protection breach. In the unlikely event of data being lost or shared inappropriately, it is vital that appropriate action is taken to minimise any associated risk as soon as possible. This breach procedure applies to all personal and sensitive data held by Snapdragons Nursery.

Data protection breaches could be caused by a number of factors. Some examples are:

- Loss or theft of child, parent or employee data and / or equipment on which data is stored
- Inappropriate access controls allowing unauthorised use
- Equipment failure
- Human error
- Unforeseen circumstances such as fire or flood
- Hacking
- 'Phishing' offences where information is obtained by deception

2. Data protection breach procedure

In discovery of a data protection breach, the following steps should be followed:

1. The Nursery Data Protection Controller (NDPC) should immediately log the breach on the Snapdragons Data Protection SharePoint, submitting the information to the Lead Data Protection Controller (LDPC). If the breach occurs or is discovered outside normal working hours, this should begin as soon as is practicable. If the NDPC deems the breach to be critical, they should contact the LDPC directly and immediately.
2. The LDPC must ascertain whether the breach is still occurring. If so, steps must be taken immediately to minimise the effect of the breach. An example might be to shut down a system, or alert relevant employees, e.g. the nursery manager.
3. As a registered Data Controller, it is the nursery's responsibility to take the appropriate action and conduct any investigation. In serious data breaches, the LDPC must be informed immediately, along with the Information Commissioner's Office (ICO) within 72 hours of becoming aware of the breach.
4. The LDPC must also consider whether the Police need to be informed. This would be appropriate where illegal activity is known or is believed to have occurred, or where there is a risk that illegal activity might occur in the future.



3. Breach reports

We document all breaches, even if they don't all need to be reported. However, consider the dangers of over-notifying. Not every incident warrants notification and over-notification may cause disproportionate enquiries and work.

The notification should include a description of how and when the breach occurred and what data was involved. Include details of what you have already done to mitigate the risks posed by the breach.

When notifying individuals, give specific and clear advice on what they can do to protect themselves and what you are willing to do to help them. You should also give them the opportunity to make a formal complaint if they wish.

4. Examples of data breaches

Data can be mishandled in many different ways. This section provides some examples about what may classify as a minor or critical data breach but should not be used as an exhaustive list. You should use this as a guide, taking into account the situation, the data and the scope of the breach when making your decision about how to report.

4.1. Minor breaches

- Confidential documents left in plain sight in the office, or in the photocopier.
- Confidential documents, such as safeguarding forms or employee data are visible to unauthorised parties and unsupervised.
- Financial documents, such as invoices, sent to incorrect recipient.

4.2. Critical breaches

- Confidential employee data such as records, supervisions or communication logs sent out to unauthorised parties
- Unauthorised party being given high level access to nursery data systems, e.g. iConnect, Snapdragons SharePoint

5. Review and evaluation

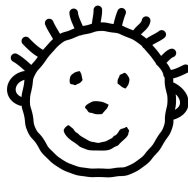
Once the initial aftermath of the breach is over, the LDPC should fully review both the causes of the breach and the effectiveness of the response to it. It should be written and sent to the Nursery Manager and NDPC for discussion. If systemic or ongoing problems are identified, then an action plan must be drawn up to put this right. If the breach warrants a disciplinary investigation, the Nursery Manager leading the investigation should liaise with Human Resources for advice and guidance. This breach procedure may need to be reviewed after a breach or after legislative changes, new case law or new guidance. Consideration should be given to reviewing this breach procedure whenever the data protection policy is reviewed.

6. Implementation

The Nursery Manager should ensure that employees are aware of the Data Protection policy and its requirements including this Data Breach procedure. This should be undertaken as part of induction and



supervision. If employees have any queries in relation to the policy, they should discuss this with their Nursery manager or the NDPC.



Data Handling

LAST UPDATED: 19/09/2021

LAST REVIEWED: 11/10/2023

1. Introduction

The Data Handling policy will lay out the procedures for employees when dealing with sensitive or personal information. Employees are to follow the listed procedures when dealing with the following specific types of data.

- Registration / employee application forms
- Daily registers and included forms
- Accident reports
- Collection forms
- Trips & outings forms
- Learning journeys when a child leaves
- Funding forms
- Safeguarding & SENDCO documents

2. Uploading to Nursery Records

'Nursery Records' is a secure Microsoft SharePoint site that is used to archive and store all nursery documents that need to be retained and archived for a set period of time, in accordance with the requirements laid out in our Retention Policy.

The procedure for adding documents to the vault is simple. The Data Processor for the nursery uploads their document, before choosing its category and creation date. e.g. the creation date for daily registers would be the date they were completed, not the date they were added.

When submitted, these records are then unable to be modified and will be deleted automatically when their retention period ends.

3. Registration forms / employee application forms

- 3.1. Online forms for Snapdragons Nursery are hosted by Cognito Forms. Upon submission, the nursery or HR manager will receive a confirmation notification.
- 3.2. A PDF copy of the entry will be submitted automatically to Sharepoint.
- 3.3. Upon confirmation that the PDF is saved securely, the entry should be deleted from Cognito Forms within 30 days.
- 3.4. Employee application forms will only be shared by the HR Manager as a link, making them accessible only to the specified company individuals.



4. Daily registers (including daily checklists)

- 4.1. At the end of the day, registers and daily checklists should be checked and collated. They should then be securely stored until the Nursery Administrator can complete step 4.2.
- 4.2. The Nursery Administrator will scan in the documents, separating multiple packages by days.
- 4.3. The documents should then be moved to Nursery Records, with the correct properties and dates applied.
- 4.4. Once the Data Processor has verified that the documents are successfully uploaded and archived correctly, the original paper copies must be destroyed in accordance with the procedures in the Retention Policy and the digital scan deleted.

Uploaded as: a daily collection

Naming policy for uploads: YYYY-MM-DD registers.pdf

5. Accident reports

- 5.1. Once daily accident reports have been verified as complete, they will be scanned in and documented in line with steps 2 - 4 in “4. Daily registers (including daily checklists)”.
- 5.2. Accident summaries should be added regularly to the Health & Safety app, with a monthly overview also conducted by the nursery manager.

Uploaded as: a daily collection of reports

Naming policy for uploads: YYYY-MM-DD accidents.pdf

6. Collection forms

- 6.1. When a collection form has been completed for a child by their parent, it should be securely stored in the office until the day it is required to be used. Once the pickup has been completed, the form should be archived in line with steps 2 - 4 in ‘Daily Registers’. The forms should be named under the child’s name and, during submission to SharePoint, the collector’s name should also be listed when prompted.

Uploaded as: individual forms

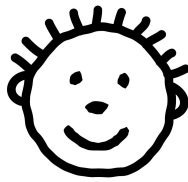
Naming policy for uploads: *Child’s name* - Collection.pdf

7. Trips & outings forms

- 7.1. After a trip or outing has been completed, the form should be checked by the Visits Co-ordinator and then archived in line with steps 2 - 4 in ‘Daily Registers’. The forms should be named with the date and, during submission to SharePoint, the trip destination should also be listed in the properties.

Uploaded as: individual trip forms

Naming policy for uploads: YYYY-MM-DD trip.pdf



8. Learning journeys when a child leaves

- 8.1. For children that have left Snapdragons, their learning journeys will need to be transferred to their parents following their last day.
- 8.2. Learning journeys should be uploaded to the 'Nursery Admin' SharePoint (not Nursery Records) and shared with parents as a link, as detailed in "12. Transferring confidential / highly confidential documents".
- 8.3. All learning journeys uploaded to SharePoint will be automatically deleted, fourteen days from when they were uploaded.

Uploaded as: individual learning journeys

Naming policy for uploads: *Child's name* - Learning Journey.pdf

9. Funding forms

- 9.1. For children receiving the Early Years Entitlement, a funding form will be completed by their parent. These forms should ideally be scanned in as a pack and stored together, i.e. all forms completed for a September start should be scanned together. Forms that are delayed or arrive late should be scanned and uploaded separately.
- 9.2. Create a new folder in your nursery folder for the new term, e.g. 2018 September and upload all documents for that term into the folder.

Uploaded as: a termly collection

Naming policy for uploads: *YYYY Month(e.g. September).pdf*

10. Safeguarding / SENDCO documents

- 10.1. All documents which fall under the category of 'safeguarding' or 'SENDSCO' are classed as 'highly confidential' and must be stored in a locked area, only accessible by those with the required level of access. Digital documents must be password protected to prevent unauthorised access.
- 10.2. When a child leaves a nursery, any relevant documentation or information in these categories will be transferred immediately to the child's new setting. The procedure for transferring highly confidential documents is laid out in "12. Transferring confidential / highly confidential documents".
- 10.3. Confirmation should be requested from the new setting that they have successfully received the documents using the 'Confirmation of Receipt of Confidential Documents' form linked to on SharePoint. Upon confirmation, the sent documents should then be immediately destroyed by the nursery and the receipt should be stored in Nursery Records.

11. Chronology of Concerns

- 11.1. When a child leaves the nursery, their complete Chronology of Concerns file should be uploaded to the confidential library for the nursery on the Nursery Records SharePoint site. This should be checked, scanned and uploaded as a single document by the



Designated Safeguarding Lead for the nursery. The paper copy should then be destroyed.

Uploaded as: individual chronologies

Naming policy for uploads: *Child's name* - Chronology.pdf

12. Transferring confidential / highly confidential documents

When required to transfer documents classed as 'classified' or 'highly classified' outside of the organisation of Snapdragons Nursery, it is crucial that the following steps are followed to ensure other parties do not gain access to the documents.

12.1. Via email

- 12.1.1 Documents should avoid being attached to email in every reasonable scenario. Sending confidential documents over email is far more insecure and leaves you more vulnerable to sharing files incorrectly with no means of retrieval.
- 12.1.2 Password protecting the document is not essential but can add an additional layer of security if you wish to include it. The password should be sent in a separate email to the recipient.
- 12.1.3 **Sharing the document through SharePoint**
 1. Ensure the file is stored in a private folder on SharePoint.
 2. Select to share the file, choosing the 'specific people' option and type the correct email address for the recipient, checking for any errors. Submit.
 3. Share links can be revoked at any time by selecting the file on SharePoint and clicking 'manage access' in the right-hand properties panel. You can then choose people for whom you wish to remove access or just 'stop sharing' altogether.
 4. Some recipients will not accept files shared through this method and will require the file to be sent as an email attachment. In this circumstance, you should only send the file if it is password protected.

12.2. Via post

- 12.2.1 Documents can also be transferred via post but should be securely packaged and sent via registered mail to ensure a signature is obtained upon receipt.
- 12.2.2 For documents delivered by hand, a signed receipt confirmation should be obtained by the person it is handed to.

12.3. Storing receipts

- 12.3.1 Receipts should be stored in 'Receipts' in the nursery Confidential records folder in SharePoint.
- 12.3.2 Emailed receipts should be saved as a PDF (via the print menu). Paper receipts should be scanned in.
- 12.3.3 Receipts should be named as below, using the child's name and the date of receipt.

Uploaded as: individual files

Naming policy for receipts: *Child's Name* - YYYY-MM-DD.pdf



Data Protection Policy

LAST UPDATED: 19/08/2023

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1. Introduction

Snapdragons Nurseries Ltd is registered with the ICO under the Data Protection Act and needs to keep certain information about its staff, students, parents and children. It is also necessary to process information so that employees can be recruited and paid. Snapdragons also recognises the General Data Protection Regulation (GDPR) and must comply with the twelve principles that are set out in the legislation.

In summary these state that personal data will:

- Be obtained and processed fairly and lawfully and will not be processed unless certain conditions are met.
- Be obtained for a specific and lawful purpose and will not be processed in any manner incompatible with that purpose.
- Be adequate, relevant and not excessive for those purposes
- Be accurate and kept up to date.
- Not be kept for longer than is necessary for that purpose.
- Be processed in accordance with the data subject's rights.
- Be kept safe from unauthorised access, accidental loss or destruction.
- Not be transferred to a country outside the European Economic Area, unless that country has equivalent levels of protection for personal data.

The legal bases for processing data are as follows:

- Consent: the member of staff/student/parent has given clear consent for the nursery to process their personal data for a specific purpose.
- Contract: the processing is necessary for the member of staff's employment contract or student placement contract.
- Legal obligation: the processing is necessary for the nursery to comply with the law (not including contractual obligations)

Snapdragons and all staff who process or use any personal information should ensure that they follow these principles at all times. In order to ensure that this happens, the company has developed this Data Protection Policy, alongside a Retention Policy, Data Handling Policy, Data Breaches Policy, Bring Your Own Device Policy and a Privacy Policy.

2. Status of the policy

Any member of the staff or any individual on whom the company holds information who considers that the policy has not been followed in respect of personal data about themselves, should raise the matter



with the designated Nursery Data Protection Controller initially. If the matter is not resolved it should be reported to the Lead Data Protection Officer or the ICO.

3. Responsibilities of individuals:

As an individual you are responsible for:

- Checking that any information you provide to Snapdragons in connection with your employment / registration with Snapdragons is accurate and up to date.
- Informing Snapdragons of any changes to information which you have provided, e.g. changes of address.
- Checking the information that Snapdragons will send out from time to time, e.g. the yearly personal details update.
- Informing Snapdragons of any errors or changes.

Snapdragons cannot be held responsible for any errors unless you have informed Snapdragons of them. If, and when, as part of your responsibilities, you collect information about other people (opinions on reports, references, marks, details of personal circumstances) you should follow the guidelines set out in the introduction.

4. Data security

Snapdragons works hard to ensure the security of data within the company. The data security section breaks down these areas and the steps that are taken to prevent data being mishandled, lost or stolen.

4.1. As an individual you are responsible for ensuring that:

- Any personal data that you hold is kept securely.
- Personal information is not disclosed either orally or in writing, accidentally or otherwise to any unauthorised third party.
- Parents will have ready access to the files and records of their own child but will not have access to information about any other children.
- Information given by parents to the Nursery owners and key person will not be passed on to other members of staff without permission.
- Staff will not discuss individual children, other than for purposes of curriculum planning / group management / individual education plans / areas of curriculum with people other than the parents of the child, unless outside agencies are also involved, or it is essential for the child's welfare in line with the Local Safeguarding Children Board and Snapdragons Safeguarding Children policies and procedures.
- Staff will not remove the personal details of a child from the nursery for any reason.

4.2. Personal information should be:

- Kept in a locked filing cabinet, or in a locked drawer
- If it is computerised, be password protected, or kept only on disk which is itself kept securely and encrypted.



- 4.3. Online company accounts should:
- have strong alphanumeric passwords that are difficult to guess
 - be set up to use two-factor authentication, reducing the likelihood of a breach
 - not be set to remain logged in once the user has finished
 - not be shared between users. Each user must only use their personal account and password sharing is prohibited.
- 4.4. Company computers should:
- be protected with a strong alphanumeric password that is only known to the senior management team or the individual user
 - be set to time out after one minute of inactivity to reduce the likelihood of another user accessing the system
 - be encrypted to prevent data being stolen from hard drives
 - contain management software to allow the company to authorise a remote wipe
- 4.5. Company tablet devices should:
- be checked in by the Nursery Manager at the end of every day
 - be remotely managed to allow remote wipes and security restrictions, such as preventing emailing, to be put in place
 - never be taken off-site, unless prior authorisation is given, e.g. senior management, trips and outings
- 4.6. Company emails should:
- not allow the mass transmission of certain personal data outside of the company, e.g. National Insurance Numbers, credit card information
 - not allow the forwarding on of confidential documents to external users without specific circumstances
 - be monitored routinely to prevent data loss
- 4.7. In and around the nursery, staff should be aware not to leave out or put on display any media which links two pieces of identifiable information, e.g. a child's photo with their full name attached; an accident form with a child's name and date of birth.
- 4.8. Please refer to the Data Handling policy and Retention policy for information on disposal of sensitive data.

5. Data breaches

All data breaches should be logged in line with the Data Breaches procedure. Significant data breaches will be logged with the DPO and, if necessary, the ICO within 72 hours of Snapdragons becoming aware of the breach. Any affected subjects will be informed within the following 24 hours.

6. Rights to access information

Staff or any individual on whom the company holds information have the right to access any personal data that is being kept about them either on computer or in certain files. Anyone who wishes to

Snapdragons Nurseries Ltd.



exercise this right should request this from the Data Protection Controller. This request should be made in writing. Snapdragons is entitled to make a charge on each occasion that access is requested.

Snapdragons aims to provide access to personal information as quickly as possible but will make sure that it is provided within 20 working days (not including the week the nursery is closed between Christmas and New Year) unless there is good reason for delay. In such cases, the reason for the delay will be explained in writing to the person making the request.

7. Right to be forgotten

Under Article 17 of the GDPR individuals have the right to have personal data erased. This is also known as the 'right to be forgotten'. The right is not absolute and only applies in certain circumstances where the personal data is not obliged to be kept by law for a period of time. Whilst a child or employee still attends Snapdragons, the right may not be exercised, as the personal data is still necessary for the purpose for which we originally collected it.

8. Subject consent

Snapdragons can only process personal data with the consent of the individual. Agreement to the company processing certain types of personal data is a condition of employment for staff. This includes information about previous criminal convictions.

All members of staff, volunteers and students who come into contact with children and students will be subject to DBS checks. Snapdragons has a duty under the Children Act and other enactments to ensure that staff are suitable for the job. We also have a duty of care to all staff, volunteers and students, and must, therefore, make sure that employees and those who use Snapdragons facilities do not pose a threat or danger to other users.

Snapdragons will also ask for information about particular health needs, such as allergies to particular forms of medication, or any conditions such as asthma or diabetes. We will only use the information in the protection of the health and safety of the individual.

9. Processing sensitive information

When data is sensitive, express consent must be obtained to share the information with other specified individuals. Sometimes it is necessary to process information about a person's health, criminal convictions, race, ethnicity, gender and family details. This may be to ensure Snapdragons is safe place for everyone, or to operate other company policies. Because this information may be sensitive and we recognise that the processing of it may cause concern or distress, staff and students will be asked to give consent for the company to do this.

10. Retention of data

Please refer to the Retention Policy.

11. Disposal of information

All paper records will be destroyed using a cross-cut paper shredder. Digital records will be destroyed automatically in accordance with our Retention Policy. Please also refer to the Data Handling policy for more information.



12. Conclusion

It is the legal responsibility of all members of Snapdragons to ensure that they fulfil their role at the company within the terms of this policy and the legal framework for data protection. This policy lays out Snapdragons obligations to you under the legal framework for data protection and your obligations to Snapdragons.



Photography & Filming

LAST UPDATED: 18/05/2018

LAST REVIEWED: 11/10/2023

1. Filming and photography in the nursery

Throughout the nursery, staff members, students, and children are encouraged to take photographs and record videos for a variety of purposes such as:

- To record events and activities.
- To celebrate children's achievements.
- To share activities / information with parents.
- To record children's development and learning (observations).
- To use for training purposes.
- To use for display purposes across the Nursery.

In addition, photographs and videos may from time to time also be used for:

- Promotional materials.
- The nursery website.
- Newspaper and media articles.
- Coursework.
- To include on our website or used in Snapshot episodes.

2. Management of filming and photography

We recognise that it is important to have clear policies and procedures in place in order to safeguard children, for confidentiality reasons and to ensure that photographs and videos are used only for purposes intended and with the full and informed consent of parents.

The following policy and procedures will therefore be used for the taking, use and storage of photographs and videos of children:

- 2.1. Written parental consent will be obtained for the general purposes outlined in section 1 of this document. In accordance with the GDPR, parents will, of course, have the right to refuse permission for all or some of the purposes outlined above.
- 2.2. Staff members, students and visitors are not permitted to take photographs or video children for their personal use.
- 2.3. Staff members, students and visitors are not permitted personal devices containing cameras in the nursery.
- 2.4. Staff members' and students' personal belongings, including mobile telephones, will be stored in the lockers provided and only used in staff areas.
- 2.5. Photographs and video recordings will only be taken, processed and printed on equipment supplied by the nursery.
- 2.6. Photographs and videos of children will not be taken away from the nursery.



- 2.7. Images of children must only be taken when they are in full and suitable dress.
- 2.8. The taking of images in sensitive areas of the setting, e.g. toilet cubicles and changing areas are not to be permitted.
- 2.9. Photographs are not to be taken of any child should they suffer an injury, whether it is to be considered accidental or non-accidental. Where necessary, medical help will be sought and, in the case of a suspected non-accidental injury, the Safeguarding Policy will be implemented with immediate effect.
- 2.10. Photographs and video will only be stored securely on company computers and tablets. Media taken on tablets should be removed once uploaded onto iConnect. No media older than five years will be retained.
- 2.11. Cameras / tablets and memory cards that may contain images of children will be locked away when not in use.
- 2.12. Parents will be informed that photographs and videos may be taken by parents and relatives at nursery events such as plays and performances and have the option of withdrawing their child if they wish.
- 2.13. All photographs and video taken remain the property of Snapdragons Nurseries Ltd until they are deleted when the retention period expires.



Privacy Policy

LAST UPDATED: 05/04/2022

LAST REVIEWED: 21/04/2023

At Snapdragons Nurseries Ltd, we promise to keep your data safe and private and only use your personal information to manage your account and provide tailored care to your child.

Your privacy is protected by law and the General Data Protection Regulation (GDPR) which says that we are allowed to use personal information only if we have a proper reason to do so. This includes sharing outside of Snapdragons Nurseries Ltd. The law says we must have one of more of these reasons:

- To fulfil a contract we have with you, or
- When it is our legal duty, or
- When it is in our legitimate interest, or
- When you consent to it.

A legitimate interest is when we have a business or commercial reason to use your information. But even then, it must not unfairly go against what is right and best for you. If we rely on our legitimate interest, we will tell you what that is.

From time to time, we will need to contact you, via phone, email or the Parent Zone app to provide you with nursery updates, share important information or send your monthly invoices.

1. The categories of child information that we collect, hold and share include:

- Personal information and contacts (such as name, date of birth and address)
- Characteristics (such as ethnicity, language, nationality, country of birth)
- Attendance information (such as sessions attended, absences and absence reasons)
- Assessment information (such as development records, progress reports and observations)
- Medical information (such as immunisation records, allergy information or dietaries)
- Safeguarding information (such as court orders and professional involvement)
- Special educational needs (including the needs and ranking)

2. The categories of parent or carer information we collect and hold include:

- Personal information (such as name, address and contact details)
- Characteristics (such as appearance)

3. Why we collect and use this information

We use child data:

- to support child learning
- to monitor and report on child progress
- to provide appropriate care



- to assess the quality of our services
- to comply with the law regarding data sharing

We use parent or carer data:

- to support a child's care
- to help identify parents when collecting children
- for the purposes of maintaining open communication
- to assess the quality of our services
- to comply with the law regarding data sharing

4. The lawful basis on which we use this information

We collect and use child information under GDPR Article 6, 1b, 1c and 1f, as well as Article 9, 2a and 2c.

5. Collecting child information

Whilst the majority of child information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the GDPR, we will inform you whether you are required to provide certain child information to us or if you have a choice in this. Data will be collected via your registration form and parent contract, as well as through a selection of introduction forms when your child begins the nursery. You may also be asked to sign local authority forms, such as funding consent.

6. Collecting parent or carer information

When registering your child, the majority of the information you provide about yourselves will be mandatory, although we may also ask for some voluntary information to help us care for your child. Data will be collected via your child's registration form and parent contract, as well as through a selection of introduction forms when your child begins the nursery.

7. Storing data

We hold child (and their parent) data for up to seven years from their start date with Snapdragons Nurseries Ltd, or two years from their last day. Data on our forms is collected through Cognito Forms and initially held in a US-based datacentre, before being moved to permanent storage on a secure Microsoft-owned datacentre, hosted in the UK. Data is then removed from Cognito Forms and not stored there longer than is necessary to process the initial data.

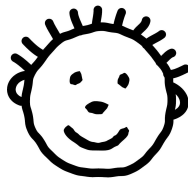
7.1. Who we share child information with

We routinely share child information with:

- schools or settings that the child attends after leaving us
- our local authority
- Ofsted

7.2. Sharing of child information

We do not share information about our children with anyone without consent unless the law and our policies allow us to do so.



7.3. Data collection requirements:

To find out more about the data collection requirements placed on us by the Department for Education, go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>.

8. Uploaded media

'Uploaded media' refers to any photos or videos you voluntarily upload to be used in compilation sets, produced by Snapdragons. Any media you upload using forms on the Snapdragons website will be kept for up to one month following the publication of said compilation video. It will then be deleted from our servers.

9. Mailing lists

Snapdragons may sometimes offer people who are not registered at a nursery the opportunity to sign up to a mailing list to request further information, for example when we are opening a new nursery. In these instances, your data will only be used for the express purpose of keeping you informed during the interim period up until and around the opening of the nursery or event.

At no point will your data be used for any other purpose than the communication of information related to the event for which you registered.

All provided data will be securely kept by Snapdragons for six months following the event's date and then deleted from our servers.

10. Requesting access to your personal data

Under data protection legislation, parents have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational records, contact your Nursery Manager or Nursery Data Protection Officer.

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of the Data Protection regulations

If you have a concern about the way we are collecting or using your personal data, we request that you raise your concern with us in the first instance. Alternatively, you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns/>

11. Right to be forgotten

Under Article 17 of the GDPR individuals have the right to have personal data erased. This is also known as the 'right to be forgotten'. The right is not absolute and only applies in certain circumstances. Whilst a child or employee still attends Snapdragons, the right may not be exercised, as the personal data is still necessary for the purpose for which we originally collected it for.



12. Authorised third parties

We use a number of authorised third-parties to provide our services. They are not permitted to use information we share with them for any other purpose.

We use third parties to assist us in processing your personal information, and we require these third parties to comply with our Privacy Policy and any other appropriate confidentiality and security measures.

12.1. Squarespace

Secure hosting of Snapdragons Nursery is essential to both us and our families. That is why we entrust Squarespace, an industry leader in secure website hosting, to protect all of our website data.

12.2. Cognito Forms

Cognito Forms provide processing of all forms on our website, allowing us to capture the information we need for your child's registration or your job application. Their data is stored on Amazon datacentres in the United States. Data is only temporarily stored with Cognito Forms before being moved to Snapdragons' own servers (see 12.3. Microsoft) upon verification by a manager.

12.3. Microsoft

All customer and employee data, and the servers that process this data, are securely managed by Microsoft, geo-replicated in real time to multiple datacenters in the United Kingdom. Microsoft has more security certifications than any other cloud provider. More information about these security measures can be found in the [Office 365 Trust Center](#).

12.4. Connect Childcare

Your personal data will be input into the Connect Childcare system, which helps us manage our nurseries. Your data is held in secure data centres hosted by Memset and Amazon Web Services and can only be accessed by authorised personnel.

12.5. Signable

Parent contracts are sent and submitted using Signable. Signable is based in the UK, with infrastructure in the UK. Your personal data never gets transferred outside of the EU (European Economic Area). They fully comply with GDPR. Contracts are transferred to Snapdragons' servers (see Microsoft) once received and then removed from Signable.

13. Security

13.1. Notice of Breach of Security

We will notify you if there was a breach of your personal information. If a security breach causes an unauthorised intrusion into our system that materially affects you or your information, then we will notify you as soon as possible and later report the action we took in response.

13.2. Safeguarding Your Information

We work hard to keep your information safe and secure. We take reasonable and appropriate measures to protect personal information from loss, misuse, and unauthorised access, disclosure, alteration, and destruction, taking into account the risks involved in the processing and the nature of *Snapdragons Nurseries Ltd.*



the personal information. We rely on Microsoft and Connect Childcare to safeguard the physical and technical security of your information, and we have documented and enforced controls to limit access to, and to protect your information.

14. Scope

This Privacy Policy applies to services provided by Snapdragons Nurseries Ltd (“Snapdragons Nursery”, “us” “we” or “our”). This Privacy Policy addresses information we have collected, or will collect, about or from you, according to our terms of entry, via websites located at *.snapdragonsnursery.com or *.cognitofirms.com.

15. Changes

We may change this Privacy Policy at any time and from time to time. The most recent version of the Privacy Policy is reflected by the modification date located at the bottom. All updates and amendments are effective immediately upon notice, which we may give by any means, including, but not limited to, by posting a revised version of this Privacy Policy or other notice on the nursery website.

16. Questions & Concerns

Please email us at privacy@snapdragonsnursery.com if you have any questions about the privacy or accuracy of your information.

If you have a question or complaint about this Privacy Policy or our information collection practices, please contact us at privacy@snapdragonsnursery.com, contact your Nursery Manager or Data Protection Officer or write to us at the address listed below. We will investigate the matter and are committed to resolving any privacy concerns that you may have.

Snapdragons Nursery,
43 Bath Road, Atworth, Melksham, Wiltshire, SN12 8JW
01225 707009



Retention Policy

LAST UPDATED: 18/05/2018

LAST REVIEWED: 11/10/2023

1. Introduction

Snapdragons Nurseries Ltd recognises that the efficient management of its records is necessary to comply with its legal and regulatory obligations and to contribute to the effective overall management of the nurseries. This document provides the policy framework through which this effective management can be achieved and audited.

2. Scope of the Policy

This policy applies to all records created, received or maintained by staff at the nursery in the course of carrying out its functions.

Records are defined as all those documents which facilitate the business carried out by the nursery and which are thereafter retained (for a set period) to provide evidence of its transactions or activities. These records may be created, received or maintained in hard copy or electronically.

3. Responsibilities

- 3.1. The nursery has a legal responsibility to maintain its records and record keeping systems in accordance with the regulatory environment. The Data Protection Officer has overall responsibility for this policy.
- 3.2. The Data Protection Officer in the nursery will give guidance for good records management practice and will promote compliance with this policy so that information will be retrieved easily, appropriately and timely.
- 3.3. Individual staff and employees must ensure that records for which they are responsible are accurate and are maintained and disposed of in accordance with the nursery's guidelines.

4. Safe Disposal of Records

Where records have been identified for destruction they should be disposed of in an appropriate way. All records containing personal information, or sensitive policy information, should be shredded immediately and before disposal using a crosscut shredder. Do not put records in the dustbin or a skip.

5. Transfer of Information

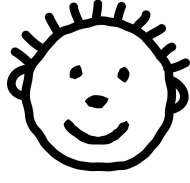
Where lengthy retention periods have been allocated to records, members of staff should consider converting paper records to other media. The lifespan of the media and the ability to migrate data where necessary should always be considered.

6. Retention Guidelines

The following retention guidelines are in place. Some of the retention periods are governed by law. Others are guidelines following best practice. Every effort has been made to ensure that these



retention periods are compliant with the requirements of the Data Protection Act 1981. Managing record series using these retention guidelines will be deemed to be 'normal processing' under the legislation mentioned above. If record series are to be kept for longer or shorter periods than laid out in this document the reasons for this need to be documented.



Data		Child name	Child DOB	Child photos	Child address	Parent / carer name	Parent / carer address	Parent / carer phone	Parent / carer signature	Staff name	Staff DOB	Staff shifts	Staff photos	Staff signature	Staff address
Staff records (Chartered Institute of Personnel & Development)		Number of years to be retained													
All personal records					7	7	7	7		7	7	7	7		7
Individual wage slips (Taxes Management Act 1970)										6	6	6			2
Time sheets									3	3		3			
Accident reports (COSHH)					40	40	40	40		40	40	40	40	40	40
Staff attendance records										21		21			21
DBS Checks (DBS Code of Practice)										6 months	6 months				
Children's records (Childcare Act 2006)															
Accident reports	21y 3m	21y 3m	21y 3m	21y 3m					21y 3m	21y 3m		21y 3m		21y 3m	
RIDDOR	3	3		3	3	3	3		3	3		3		3	
Medical records	30	30		30	30	30	30		30	30		30		30	
Parent contact details	2	2		2	2	2	2	2							
Details about child	2	2		2	2	2	2	2							
General permissions	2	2		2	21y 3m	21y 3m	21y 3m		21y 3m						
Permissions to administer medicine	21y 3m	21y 3m		21y 3m	21y 3m	21y 3m	21y 3m		21y 3m						
Emergency treatment permission	21y 3m	21y 3m		21y 3m	21y 3m	21y 3m	21y 3m		21y 3m						
Collection authority	21	21		21	21	21	21		21						
Incident reports	21	21		21	21	21	21		21	21		21		21	
Registers	21	21		21	21	21	21		21	21		21		21	
H&S Assessments	Permanently														
Accounting Records	3 years														