



**Welcome to
Grow Learn Play Project CIC**

Parent Handbook



OFSTED Registered: 2638381



The aim of this booklet is to explain about us and to answer some of the questions that you may have about the general day to day running of our Nursery. It also contains our parent policies other than those available on our website.

The East Street Centre, Calder Close, Banbury, Oxon

01295 257100

office@glpp.uk

www.glpp.uk

Our promise to you

Grow Learn Play Project CIC is a caring Nursery unit, and all the staff are dedicated to giving the children in their care a positive experience. We encourage parents to be involved in their children's learning, and you are welcome to come and visit at any time.

The Directors have an 'open door' policy and if you have any questions or concerns, we would be happy to discuss them with you.

We will:

- provide a safe and stimulating environment that meets the needs of every individual child, in which creativity can flourish and where success, joy and fun abound.
- provide a dedicated team who are caring, enthusiastic and committed to providing a high quality of care and education.
- work in partnership with all parents and carers to meet your child's individual needs.
- support the many transitions that your child may be faced with during their time with us and to help them to acquire valuable life skills for the future.
- allocate a key person who will care for and support your child, through quality interactions, observing and monitoring their holistic development and planning ways forward.
- provide a well-equipped environment with a wide range of resources and a lovely large garden for children to play outdoors.

Some Useful Information:

Hours of opening:

Monday to Fridays 8.00am-6.00pm

The setting is open 51 weeks of the year. It is closed for statutory bank holidays and one week of shutdown in December. No charges apply when the setting is closed. We also operate five inset days. On four of these all-year-round children can attend and on one the nursery will be closed to all children. Details of the current calendar are available in the Term Dates section of eyEngage or on our website.

Sickness or other absence

Please notify the setting on **01295 257100** if your child is unwell and unable to attend their booked session or post a note on Eyparent. EYparent has an option to report the absence directly into our system. You may choose this option or conversations to let us know this way.

Illness

If your child becomes ill whilst in our care or has an accident (other than minor bumps or grazes etc.) we will contact, you to come and collect him/her. It is important, therefore, that you inform us of any changes to your personal circumstances or contact details.

All our staff are trained in Paediatric First Aid. Any minor accidents (cuts, bruises, bumps etc.) will be treated by a member of staff.

Please see our policies on the website for details and exclusions.

Fees

Invoices for fees are raised at the beginning of each month. You have 15 days to pay the bill. We accept card payments, bank transfers, childcare vouchers, and tax-free childcare payments. If you wish to set up a direct debit this can also be arranged. If you are eligible for funding, please find details on our website regarding application deadlines.

Administrative Queries

Please can we request that all administrative queries regarding hours, bills or any other requests for information or support be directed through messaging on your EyParent Portal or directly with a director to allow the room staff to dedicate themselves to caring for the children.

Nappies

For children who are in nappies we ask that you provide a supply of nappies and wipes in a named bag with a change of clothes. For children who are toilet training a change of clothes is also

recommended, again in a named bag. We do have some spares, but your key person will remind you if stocks are running low.

Clothing

Messy play and paints are part of the continuous provision for your child to choose throughout the day.

Whilst we do have a supply of aprons, it is not always possible to protect clothing when amid creativity! Therefore, please can we request that children are dressed in appropriate clothing when attending the Nursery and not their very best attire in case of mishaps! A full set of spare clothing should be supplied for your child.

Please ensure children are dressed appropriately for the weather forecast as we do take spontaneous trips out to local places such as the park or shops, on cold wet days they will need a warm coat, wellies, hat, and scarf etc. and on hot days' sun hats and sandals. We do provide waterproof suits for play in the garden. We have snow suits for the winter and puddle suits for the summer. We ask that a pair of named wellies is left at the nursery for daily use.

All items of clothes, hats, bags etc. must be **clearly named** to ensure it can be returned to the rightful owner. Unnamed items not claimed will be disposed of at the end of each half term.

Sun Cream

Please provide named suncream for your child. If you can send your child in wearing cream on very sunny days it's appreciated, we will ensure they are topped up as appropriate. Please let their key person know if they have or have not had cream applied that day on handover.

Parking

The East Street centre has limited parking. Please ensure that you drive carefully on our site and are considerate to other users (i.e., no blocking people in). please refrain from occupying disabled spaces unless you have a disabled permit. Spaces are clearly marked. Please do not use The Ridings carpark next door for even a short period. Additional parking can be found along the access road or over by the Community Centre near The Pepperpot Public House.

Little Explorers has a car park which can be accessed through the security gates off Ludlow Drive. The gates are released on a buzzer system from the Nursery. There will be marked spaces for the nursery and drop off area. Please be mindful of parking safely. If parking along Ludlow Drive is necessary, please be respectful to the residents and their property access.

Bad Weather

In exceptional circumstances it may be necessary to close the setting due to bad weather conditions, such as snow. This decision will only ever be taken as a very last resort for example is staff: children's ratios cannot be maintained, and you will be contacted via eyLog as soon as possible on the morning to inform you. If the decision is taken to close the setting due to such conditions, you will not be charged for the day. However, if the nursery remains open but you are unable to get there, normally charges will still apply.

Drop off and Collection

Please try to arrive promptly for your session as it causes disruption to the session to routinely arrive late.

For East Street, parents should access their child's room through the garden entrance to the left of the main doors. The rooms in order reached are Baby Bears, Bears then Baby Cubs. You can walk right through and out to meet the pedestrian access from East Street, to reach Spectacle Bears. The garden gates are usually open from 7.45am to 8.30am and 12.45pm to 1.15pm then from 3.45pm for afternoon collection.

For families arriving outside of these times, please ring the intercom system marked Nursery then proceed through the main door, ring the doorbell to the Nursery door to alert staff to your arrival and then a member of the team will be with you as soon as possible. Please be patient as staff will be in sessions so may not be able to answer immediately.

For Little Explorers, access will be via a gate release activated from the nursery. Please press the buzzer and wait for the gate to be released. Please note that staff may not be available to answer immediately. You will be welcomed into the reception area for a staff member to direct you from there.

Staff will be available to welcome the children, to answer any brief questions that you may have and to share in any exciting news or events that may have happened outside of the Nursery. If you wish to speak to either the Senior Staff or your child's key person regarding a particular issue it may be necessary to book a more convenient time for later in the day, when all the children have settled after saying their goodbyes and are having lots of fun, but please always ask as we will try to accommodate drop in's!

On collection, all children ending their session at 4pm will need to be collected promptly as most of our staff finish at that time. If your child is with us between 4 and 6pm you will always collect via the front door at East Street and in the usual way at Little Explorers.

We ask parents to wait in a designated area until the staff invite you in to collect your child as this gives us time to gather their belongings, change a nappy etc.

The staff will share with you the events of the day and be able to answer any questions about the nursery day. It may not be your child's key person that hands your child back, but you can always message them directly via the messaging options on eyParent.

Settling In

Grow Learn Play Project CIC recognises and celebrates the uniqueness of every child in our care and will, therefore, strive to provide your child with the individual care and support that they need upon their transition into the Nursery.

To welcome your family into the nursery the Key Person and another, usually the Room Leader, will arrange a home visit with you. This is to meet your child in their familiar space and to start to discuss the transition into nursery. You will have been sent a profile form upon registration to complete so you will look to add to this to build a picture of your child and their needs. They will book a series of settling in sessions with you to get your child used to being left at nursery.

At the initial settling in session your child's Key Person will discuss with you any further action needed to help your child settle. We are aware that for some children the initial first few visits can be distressing and this in turn will be upsetting for you. Therefore, if your child is distressed, we will telephone you to let you know how they have settled. However, we do not believe that it is in the best interests of the child if they remain distressed for a prolonged period after you have gone and

will, therefore, telephone you to return to the Nursery. The Key Person along with the Room Leader will then discuss with you the different strategies that can be used to support your child to help them settle into Nursery' life as smoothly as possible.

Children's belongings and toys from home.

We understand that a child may have an emotional attachment to a personal belonging from home, such as a toy or blanket and accept that this item may be instrumental to the child's feeling of emotional wellbeing and sense of belonging while in care in our setting. Our practitioners are committed to settling your child into the setting with the use of familiar 'comforters'.

However, toys brought from home can cause conflict between children in our care. Whilst we will take every possible care, children can also be devastated to have their favourite toy misplaced or damaged. Please be mindful of this when allowing your child to bring something in.

We request that families clearly label all items that come into the Nursery, for staff to correctly identify your child's belongings and to ensure they are returned. Unmarked items will be placed into lost property, and we ask families to speak to staff if any items go missing.

The setting seeks families understanding when items are lost. Practitioners will take all care possible to minimise lost items but ask families to be aware of the number of children at the setting each day and the priority of the practitioner to be caring for and educating children.

Excessive time cannot be allocated to searching for lost items as these compromises the amount of time spent on other more important tasks.

Parents / carers of children who bring special belongings into the setting will be asked to place them in their child's bag to reduce the likelihood of them becoming lost or broken. However, we must make it clear that whilst all care is taken, Grow Learn Play Project are not responsible for damaged, lost, or stolen items.

Birthdays

Every child's birthday is a time of celebration, and we love to share the enjoyment of these special milestones in their early lives. Birthday boards are displayed with all the monthly birthdays that we will be celebrating, and either on the day, or the closest day to it. The children and staff will sing 'Happy Birthday' to them. Some parents/carers chose to bring in cakes or sweets to give out. This is completely by choice and if so, these will be given out as the children are leaving normally by the birthday child. **Please remember our allergy policy.**

Parents as partners

Grow Learn Play Project CIC staff will liaise with parents to build good relationships in which we can work together for the benefit and welfare of all the children. Parents are regarded as members of our setting who have full participatory rights. These include a right to be:

- valued and respected.

- kept informed.
- consulted.
- involved.
- included at all levels.

We recognise that as parents you are the first and most important educators of your child. All the staff see themselves as partners with parents in providing care and education for your child. There are many ways in which you can assist us in ensuring your child has the best possible standards of care, fun and learning experiences whilst with us, such as

- by exchanging knowledge about your children's needs, activities, interests, and progress with the staff.
- parents will have access to their child's records.
- Parents will be given access to policies and procedures relating to the setting. Many are available to access on our website or attached to the bottom of this document.
- Visiting the setting on our parent days where you can come and spend some time in the nursery rooms
- sharing your own special interests/occupations with the children.
- helping to provide, make and look after the equipment and materials used in the children's play activities.
- taking part in events and informal discussions about the activities and curriculum provided by the setting, discussions on children's progress on a regular basis. Parent's consultations are held throughout the year, but the staff are always happy to chat to parents.
- joining in community activities in which the Nursery takes part and attending the community events held by the nursery: Parents will be kept informed of events, outings, etc. happening at the setting, via social media or our eyEngage platform on your parent portal and posters at nursery.
- However, much time or experience that you can share, can make a huge difference to your child's time at the setting.

Food & Nutrition

Meals are an important part of the day. We encourage healthy food choices and actively engage with parents to identify and encourage healthy eating habits.

All food consumed in the nursery is to be provided by the parent/carer.

We offer snack to children mid-morning and mid-afternoon.

Children attending the 8-1 session will require a packed lunch supplied in a named lunchbox ideally containing a **cool pack**, (although we do also have refrigeration available if this is not possible) to keep the items fresh.

We are happy to offer breakfast at the start of the morning session and if your child is staying after 4pm please provide them with tea. Fresh drinking water and milk are both available throughout the day.

Please can you label what is in the lunch box for reheating purposes. All staff are food hygiene trained to reheat food safely.

The staff team are available to help the children with opening any tricky packaging.

Please refer to our food restrictions policy on our website (www.glpp.uk) for food items to be restricted from nursery. This is updated regularly as allergies of the staff and children in the nursery may change or develop. We will release any changes via EyEngage and update our website.

We will encourage a good standard of table manners and behaviour, and this will be consistent.

- Individual dietary requirements will be respected.
- Staff will set a good example regarding table manners.
- Children will be encouraged to say 'please' and 'thank you' and to sit at the table together.
- Conversation will be encouraged but no shouting.
- Children will be encouraged to try a small piece of everything.
- A child will never be forced to eat food that he/she does not like.
- Quantities will be given according to a child's age and appetite.
- Slow eaters will be given time to eat at their own pace.

Dietary Requirements

On the initial Ey profile document that you are asked to complete there are specific questions regarding your child's dietary requirements. If your child has an allergy, your child's key person will speak with you to ensure a full understanding of requirements are obtained. If these requirements change whilst your child is with us, please tell us and then we can accommodate any changes with immediate effect.

Sleep/rest times.

We have a designated sleep and rest area in all rooms with the exception of Spectacle Bears at East Street.

Each space is equipped with cots and mattresses and bedding, labelled for each child. We monitor temperature in those spaces and operate CCTV to alert us to movements in between checks.

At your home visit, sleep patterns will be discussed and reviewed on a regular basis as your child grows. For more detailed information on how we manage sleep in the nursery, please see our policy below.

Staffing

We provide a staffing ratio in line with the Welfare requirements of the Early Years Foundation Stage (EYFS) to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. These ratios are determined as follows:

- 0.3 mths-2 yrs. - 1 staff member to 3 children
- 2 year olds - 1 staff member to 5 children
- 3 & over -1 staff member to 8 children.

Our staff are appropriately qualified, and we carry out checks for criminal and other records through the Disqualification & Barring System in accordance with statutory requirements, accompanied by references from previous employers.

A minimum of 2 staff members is on the premises at any one time.

All of our room staff have been trained in Paediatric First Aid ensuring that whilst in the setting or on an outing, should the need arise, more than one paediatric first aider is always available to administer first aid.

All of our room staff have undertaken generalist or specialist Safeguarding Training.

Key Person

The EYFS requires every child entering any Nursery setting to be allocated a Key Person. This key person can support the child to experience their new routine and help children to understand clear boundaries which may help the child to feel in control and gain a sense of belonging to their environment.

The key person is available to meet with you for discussions and consultations on your child's progress. Such discussions may need to be at agreed time either within or towards the end of the day as upon arrival staff will be involved with settling all the children into their day. All parents/carers will be invited to an annual parent's consultation to discuss your child's progress and celebrate their achievements in much more detail.

A secondary key person will always be allocated to provide a greater consistency of care should the primary key person be absent.

We encourage parents/ carers and families to contribute to their child's daily diaries through pictures and comments as this provides a full insight into the child's learning and helps the Key Person to keep up to date with children's interests.

Transitions

At East Street, the setting is split into four rooms: Baby Cubs room (0-18 months), Baby Bears (18-30 months), Bear room (30 months plus) and Spectacle Bears (pre-school, the final nursery year before reception class). Children will move from one room to another as they reach the age for the room or are developmentally ready with the exception of Spectacle Bears when they move as one cohort the September before they leave for school the following July.

At Little Explorers we have two rooms, 0-24 months and 24months to Pre-school. At pre-school age we will facilitate transitions to your chosen primary school pre-school. For some siblings we may be able to offer a pre-school year, upon request.

Children will make visits with their Keyworker prior to the children moving into another room. This will be accommodated at quieter times. Parents/ carers will be notified of any changes to their child's Keyperson.

Should it be felt by the Parent or the Key Person that any difference to these transitions is needed for the welfare of the child a discussion will be held with the care team and an action plan agreed.

Moving on to Primary School

As an independent Nursery we pride ourselves on our strong links with the local schools, and many of our children progress from the setting to pre-school or reception together, forming firm friendships.

Throughout the year visits are made from the local school reception class teachers for activity mornings

Reception teachers will visit the children starting school to observe them within the setting environment and in the

Our School Liaison and Transition Co-ordinators are Jemma Kerby our manager and the appropriate Senior Nursery Lead.

Our SENDco will manage transitions for children leaving from our supported program,

Thank you.

Thank you for taking the time to read this handbook. We hope that it has answered some questions that you may have had and that you can use it as a reference guide during your child's time with us. As always if you have any further questions please don't hesitate to ask!

Our Policies and Procedures

We believe that to do this it is imperative to work in partnership with our children's families, by sharing not only our observations and the achievements of your child but also, by sharing our policies and procedures with you. We firmly believe that this allows you to gain an understanding of the reasons why these are in place and how they contribute to the care that your child receives and the efficiency with which the setting is run.

- Accidents and First Aid Procedure (p11-13)
- Allergies and Allergic reactions policy (p14-15)
- Arrivals and Departures policy (p16-17)
- Biting Policy (p18-19)
- Conflict Resolution with Parents and Aggressive Behaviour Policy (p20-21)
- Caring for Babies and Toddlers Policy (p22-24)
- Early Learning Opportunities Statement (p25-26)
- Immunisation Policy (p27)
- Late Collection and Non-Collection of Children Policy (p28)
- Respectful Intimate Care Policy including Nappies (p29-31)
- Settling In Policy (p32)

- Sleep Policy (p33-34)
- Supervision of Children Policy (p35-36)
- Transitions Policy (p37-39)
- Use of Dummies in Nursery Policy (p40)
- Low Level Concerns Policy (p41-p43)
- Outdoor Policy (p44-p45)
- Attendance Policy (p46-47)
- No Smoking/Vaping Policy (p48)

Please see our website www.glpp.uk for other policies and information.



Accidents and First Aid Policy

At Grow Learn Play Project CIC the safety of all children is paramount, and we have measures in place to help to protect children. However, sometimes accidents do unavoidably happen.

We follow this policy to ensure all parties are supported and cared for when accidents or incidents happen¹ and that the circumstances of the accident or incident are reviewed with a view to minimising any future risks.

Accidents or incidents

When an accident or incident occurs, we ensure:

- The child is comforted and reassured first.
- The extent of the injury is assessed and if necessary, a call is made for medical support or an ambulance.
- First aid procedures are carried out where necessary, by a trained paediatric first aider.
- The person responsible for reporting accidents, incidents or near misses is the member of staff who saw the incident or was first to find the child where there are no witnesses.
- The accident or incident is recorded on an electronic accident/incident form, and it is reported to the Directors. Other staff who have witnessed the accident may also countersign the form and, in more serious cases, provide a statement. This should be done as soon as the accident is dealt with, whilst the details are still clearly remembered.
- Parents are sent the accident/incident form and informed of any first aid treatment given. They are asked to sign it via the portal the same day, or as soon as reasonably practicable after
- The Directors reviews the accident/incident forms on a regular basis for patterns, e.g. one child having a repeated number of accidents, a particular area in the nursery or a particular time of the day when most accidents happen. Any patterns are investigated by the Directors and all necessary steps to reduce risks are put in place.
- The Directors report any serious accidents or incidents to the registered person for investigation for further action to be taken (i.e. a full risk assessment or report under Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR))

¹ An accident is an unfortunate event or occurrence that happens unexpectedly and unintentionally, typically resulting in an injury, for example tripping over and hurting your knee.

An incident is an event or occurrence that is related to another person, typically resulting in an injury, for example being pushed over and hurting your knee.

- The accident forms are kept for at least 21 years and three months.
- Where medical attention is required, a senior member of staff will notify the parent(s) as soon as possible whilst caring for the child appropriately.
- Where medical treatment is required, the Directors will follow the insurance company procedures, which may involve informing them in writing of the accident.
- The Directors or registered provider will report any accidents of a serious nature to Ofsted and the local authority children's social care team (as the local child protection agency), where necessary. Where relevant, such accidents will also be reported to the local authority environmental health department, or the Health and Safety Executive and their advice followed.

First aid

The first aid boxes are sited in each operational room and kept out of reach of the children.

These are always accessible with appropriate content for use with children and adults

Each room appoints a person to be responsible for checking the contents of the boxes regularly and replacing items that have been used or are out of date.

First aid boxes should only contain items permitted by the Health and Safety (First Aid) Regulations Act 1981, such as sterile dressings, bandages, and eye pads. No other medical items, such as paracetamol should be kept in them.

All the staff are trained in paediatric first aid and for most, this training is updated every three years.

We ensure there is at least one person who holds a current full (12 hour) paediatric first aid (PFA) certificate on the premises and available at all times when children are present.

When children are taken on an outing away from our nursery, we will always ensure they are accompanied by at least one member of staff who holds a current full (12 hour) PFA certificate. A first aid box is taken on all outings, along with any medication that needs to be administered in an emergency, including inhalers etc.

Food safety and play

Children are supervised during mealtimes and food is adequately cut up to reduce the risk of choking. The use of food as a play material is discouraged. However, as we understand that learning experiences are provided through exploring different malleable materials the following may be used:

- Playdough
- Cornflour
- Dried pasta, rice, and pulses.

These are risk assessed and presented differently to the way it would be presented for eating, e.g. in tuff trays.

Food items may also be incorporated into the role play area to enrich the learning experiences for children, e.g. fruits and vegetables. Children will be fully supervised during these activities.

Food that could cause a choking hazard, including raw jelly, is not used.

Personal protective equipment (PPE)

The nursery provides staff with PPE according to the need of the task or activity. Staff must wear PPE to protect themselves and the children during tasks that involve contact with bodily fluids. PPE is also provided for domestic tasks. Staff are consulted when procuring PPE to ensure all allergies and individual needs are supported and this is evaluated on an ongoing basis.

Dealing with blood

We may not be aware that any child attending the nursery has a condition that may be transmitted via blood. Any staff member dealing with blood must:

- Always take precautions when cleaning wounds as some conditions such as hepatitis or the HIV virus can be transmitted via blood.
- Wear disposable gloves and wipe up any blood spillage with disposable cloths, neat sterilising fluid or freshly diluted bleach (one part diluted with 10 parts water). Such solutions must be carefully disposed of immediately after use.

Needle punctures and sharps injury.

We recognise that injuries from needles, broken glass and so on may result in blood-borne infections and that staff must take great care in the collection and disposal of this type of material. For the safety and well-being of the employees, any staff member dealing with needles, broken glass etc. must treat them as contaminated waste.

Parents of children requiring needles as part of managing a medical condition should supply the nursery with an approved sharps box for safe disposal. Full boxes will be returned to the parents.

If a needle is found, e.g. in the nursery grounds, the local authority must be contacted to deal with its disposal.

We treat our responsibilities and obligations in respect of health and safety as a priority and provide ongoing training to all members of staff which reflects best practice and is in line with current health and safety legislation.



Allergies and Allergic Reactions Policy

At Grow Learn Play Project CIC we are aware that children may have or develop an allergy resulting in an allergic reaction.

We aim to ensure allergic reactions are minimised or, where possible, prevented and that staff are fully aware of how to support a child who may be having an allergic reaction.

Our procedures

- All staff are made aware of the signs and symptoms of a possible allergic reaction in case of an unknown or first reaction in a child. These may include a rash or hives, nausea, stomach pain, diarrhoea, itchy skin, runny eyes, shortness of breath, chest pain, swelling of the mouth and/or tongue, swelling of the airways to the lungs, wheezing and anaphylaxis.
- We ask parents to share all information about allergic reactions and allergies on their child's registration form and to inform staff of any allergies discovered after registration.
- We share all information with all staff and keep an allergy register in eyLog.
- Where a child has a known allergy, the nursery manager will carry out a full allergy risk assessment with the parent prior to the child starting the nursery and/or following notification of a known allergy and this assessment is shared with all staff. This may involve displaying photos of the children along with their known allergies in the kitchen or nursery rooms, where applicable
- The manager, room staff and parents work together to ensure a child with specific food allergies receives no food at nursery that may harm them.
- If a child has an allergic reaction to food, a bee or wasp sting, plant etc. a paediatric first aid trained member of staff will act quickly and administer the appropriate treatment, where necessary. We will inform parents and record the information in the incident book and on the allergy register.
- All staff that have completed the two day paediatric first aid course have been trained in the use of an EpiPen. We have a training pen on site to refresh the use of the pen with any new staff or any other staff directly responsible for a child who has been prescribed a pen.

In the event of a serious allergic reaction and a child needing transporting to hospital

The nursery manager or staff member will:

- Call for an ambulance immediately if the allergic reaction is severe. Staff will not attempt to transport the sick child in their own vehicle.
- Ensure someone contacts the parents whilst waiting for the ambulance and arrange to meet them at the hospital.
- Arrange for the most appropriate member of staff to accompany the child, taking with them any relevant information such as registration forms, relevant medication sheets, medication, and the child's comforter.

- Redeploy staff if necessary to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together.
- Inform a member of the management team immediately.
- Always remain calm and continue to comfort and reassure the child experiencing an allergic reaction. Children who witness the incident may also be well affected by it and may need lots of cuddles and reassurance. Staff may also require additional support following the incident.
- Where a serious incident occurs and a child requires hospital treatment, Ofsted will be informed.



Arrivals and Departures Policy

At Grow Learn Play Project CIC we give a warm welcome and goodbye to every child and family on their arrival and departure, as well as ensuring the safety of children, parents, visitors, employees, volunteers, and students.

Parents pass the care of their child to a specific member of staff who will ensure his/her safety (this is usually a child's key person). The Room leader will record each child's arrival on the daily attendance register as soon as is practical and update any absences on EyManage. The staff member also shares any specific information provided at drop off by the parents, with their team as appropriate, such as a change in contact details or a different person to collect etc.

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

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

The child's key person or other nominated staff member must plan the departure of the child. This should include opportunities to discuss the child's day with the parent in addition to what may already be shared via electronic systems, e.g. meals, sleep time, activities, interests, progress, and friendships. The parent should be told about any accidents or incidents, and the appropriate electronic documents must be signposted to the parent before departure. Where applicable, all medicines should be recovered from the medicine box or fridge after the parent has arrived and handed to him/her personally. The Medication policy is to be followed regarding parent authorisation.

The nursery will not release a child to anyone other than the known parent unless an agreement has been made at the time of arrival. In the case of any emergency such as a parent being delayed and arranging for a designated adult to collect a child, the parent should inform the designated adult of the agreed procedure and contact the nursery about the arrangements as soon as possible. If in any doubt the nursery will check the person's identity by ringing the child's parent or their emergency contact number (please refer to the Late collection and non-collection of children policy).

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

Parents will be informed and reminded not to allow any other person onto the premises when dropping off or collecting to always ensure safety.

In the unlikely event that someone gains unauthorised access to the premises and if it feels safe to do so, a member of staff will ask the person the purpose of their visit. If needed, our Lockdown policy will be initiated by staff, and the police will be called. In any cases where someone has gained unauthorised access to the premises, we will revisit our Arrivals and departures procedures and risk assessment.

Adults arriving under the influence of alcohol or drugs.

Please refer to the Alcohol and substance misuse policy.

Arrivals and departures of visitors

For arrivals and departures of visitors the nursery requires appropriate records to be completed on entry and exit, e.g. in the visitors' book. Please refer to the Supervision of visitors' policy for further information.

Staff, students, and volunteers

Staff, students, and volunteers are responsible for ensuring they sign themselves in and out of the building, including on breaks and lunchtimes.



Biting Policy

At Grow Learn Play Project CIC we always promote positive behaviour. We understand that children may use certain behaviours, such as biting, to communicate their feelings and needs. Biting is a common type of behaviour that some children use to help them make sense of the world around them and to manage interactions with others. It can be triggered when they do not have the words to communicate their anger, frustration or need. It can also be used to fulfil an oral stimulation need, such as during periods of teething or developmental exploration. Sometimes biting can be due to a special educational need and/or disability.

The nursery uses the following strategies to help prevent biting:

- Individual, one-to-one, and small group times so that each child is receiving positive attention.
- Quiet and cosy areas for children who are feeling overwhelmed to go to
- Stories, puppets and discussions about emotions and feelings including activities and stories that help support children to recognise feelings and empathise with characters and events.
- Additional resources for children who have oral stimulation needs, such as teething rings or chew necklaces.
- Vigilant staff that know the children well can identify when children need more stimulation or quiet times.
- Adequate resources are provided and, where possible, more than one resource or toy is sought to minimise conflicts.

Every child is treated as an individual and we work with families to support all children's individual needs. It will be necessary to implement different strategies depending on the needs of the child carrying out the biting.

In the event of a child being bitten we use the following procedures.

The most relevant staff member(s) will:

- Comfort any child who has been bitten and check for any visible injury. Administer any paediatric first aid where necessary and complete an accident form once the child is settled again. If deemed appropriate the parents will be informed via telephone. Staff will continue to observe the bitten area

for signs of infection. For confidentiality purposes and possible conflict, we do not disclose to the parents the name of the child who has caused the bite.

- Tell the child who has caused the bite in terms that they understand that biting (the behaviour and not the child) is unkind and show the child that it makes staff and the child who has been bitten sad.
- Ask the child what they can do to make the 'child who has been bitten' feel better (this could be fetching them a toy or sharing toys with them, a rub on the back etc.)
- Complete an incident form to share with the parents at the end of the child's session.
- If a child continues to bite, carry out observations to try to distinguish a cause, e.g. tiredness or frustration.
- Arrange for a meeting with the child's parents to develop strategies to prevent ongoing biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault.
- Arrange for a meeting with the parent whose child has been bitten, particularly if the child has been bitten several times, to provide reassurance that the nursery is managing biting incidents effectively.
- In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, give prompt treatment to both the child who has bitten and the child who has been bitten.
- If a child or member of staff sustains a bite wound where the skin has been severely broken, arrange for urgent medical attention after initial first aid has been carried out.

In cases where a child may repeatedly bite and/or if they have a particular special educational need or disability that lends itself to increased biting, for example, in some cases of autism where a child doesn't have the communication skills, the nursery manager will carry out a risk assessment and may recommend immunisation with hepatitis B vaccine for all staff and children.



Conflict Resolution with Parents and Aggressive Behaviour Policy

At Grow Learn Play Project CIC we believe that we have a strong partnership with our parents and an open-door policy to discuss any matters arising (if applicable).

If, as a parent, you have any concerns or issues you wish to raise with the nursery then please follow the complaints procedure.

In the case of a parent emailing, calling, or using social media to complain the nursery will direct them to the correct procedure for raising a complaint.

We have a zero tolerance on abusive calls, emails, social media contact and face-to-face confrontation.

Calls of an aggressive or abusive manner

The call taker receiving a call leading to abuse or aggression will remain calm and professional and ask the caller to follow the Complaints and compliments policy. If the abuse continues the call taker will end the call. Abusive and aggressive calls will be logged with an outline of the conversation.

Emails of an aggressive or abusive manner

The responder will ask the parents to come into the setting to speak in person, as per our Complaints and compliments policy. If the emails persist the manager may seek legal action. All emails will be kept as evidence until the matter is resolved.

Social Media

If slanderous or abusive messages appear on any social media sites, we will address these immediately with a request to follow our complaints procedure. We will endeavour to resolve any issue raised through our complaint's procedure. If slanderous or abusive messages continue, we will seek legal action against the complainant.

If any person inside the nursery starts to act in an aggressive manner at the nursery, our policy is to:

- Direct the person away from the children and into a private area, such as the office (where appropriate)
- Ensure that a second member of staff is in attendance, where possible, whilst continuing to ensure the safe supervision of the children.
- Remain composed and professional to calm the aggressive person, making it clear that we do not tolerate aggressive or abusive language or behaviour.

- If the aggressive behaviour continues or escalates, we will contact the police to ensure the safety of our staff team, children, and families.
- If the person calms down and stops the aggressive behaviour a member of staff will listen to their concerns and try to resolve the issue
- Following an aggressive confrontation an incident form will be completed detailing the time, reason and any action taken.
- Any aggressive behaviour from a parent could result in the withdrawal of a place for the children. Parents will be informed, by the management team, in writing within 3 days of any incident that involved aggressive or threatening behaviour to their staff.
- Management will provide support and reassurance to any staff member involved in such an incident.
- Management will signpost parents to organisations or professionals that can offer support, if applicable.

This policy will be followed in the event of any other visitor or member of the public displaying this type of behaviour either by phone, email, social media or in person.



Caring for Babies and Toddlers Policy

At Grow Learn Play Project CIC we care for babies and toddler under the age of two as well as pre-school children.

We ensure their health, safety, and well-being through the following:

- Implementing the EYFS requirements at all times and caring for babies and toddlers in a separate base rooms with a maximum number of 12 and 20 respectively at East Street and 21 children aged 9-24 months at Little Explorers, with a minimum ratio of 1:3; 1:5 when they reach the age of two.
- Allocating each baby and toddler a key person who works in partnership with their parent to meet their individual needs and routines.
- Having well qualified staff that understand the needs of babies and toddlers, ensuring that at least half of the staff team caring for children under the age of two have undertaken specific training for working with babies.
- Ensuring babies and toddlers have opportunities to see and play with older children whilst at nursery.
- Toddlers transitioning to the older age groups or rooms when assessed as appropriate (see separate Transitions policy)
- Staff supervising all babies and toddlers and organising the environment to support both non-mobile and mobile babies and toddlers.

Environment

- The environment, equipment and resources are risk assessed and checked daily before the children access the rooms or area. This includes checking the stability of cots and areas around, low/highchairs and ensuring restraints on these, pushchairs and prams are intact and working.
- All doors are fitted with viewing panels and door finger-guards to prevent accidents.
- Flooring is cleaned regularly throughout the day and scrub cleaned every night.
- Sterilisers are washed out and cleaned daily.
- Large pieces of furniture are fixed to the walls to stop them falling on top of babies and young children.
- Play and learning is planned in line with children's individual interests and the EYFS learning and development requirements.

Resources

- Care is taken to ensure that babies and toddlers do not have access to resources or activities containing small pieces, which may be swallowed or otherwise injure the child.
- Babies and toddlers are closely supervised during all activities.

- Resources and equipment that babies and young children have placed in their mouth are cleaned and/or sterilised after use.
- All resources are frequently cleaned.
- Soft furnishings are frequently cleaned.
- All rooms are fogged each night with an antibacterial substance to minimize infection or bacteria risks
- The use of resources that restrict babies' movement such as baby walkers, pushchairs, jumparoos, etc will not be used on a regular basis because these can contribute to delayed physical development. We follow NHS guidelines which recommends that if these resources are to be used then it should be for no more than 20 minutes at a time.

Intimate Care - please see separate Respectful intimate and Nappy Changing policy.

Sleep – please see separate Sleep Policy

Bottles

- Feeding times are seen as an opportunity for bonding between practitioner and child and where possible babies are fed by their key person.
- Food and milk for babies is prepared in a within the kitchen which is specifically designated for this preparation. Handwashing is completed before preparation is undertaken.
- Bottles of formula milk are only made up as and when the child needs them. Following the Department of Health guidelines, we only use recently boiled water to make formula bottles (left for no longer than 30 minutes to cool). We do not use cooled boiled water that is reheated. They are then cooled to body temperature, which means they should feel warm or cool, but not hot. Bottles are tested with a sterilised thermometer to ensure they are an appropriate temperature for the child to drink safely.
- Bottles are only made following the instructions on the formula. If, during the making process, there are discrepancies, a new bottle will be made.
- All new staff will be shown the procedure, and only when competent and confident will they make them on their own. Students are fully supervised.
- Nursery bottles and teats are thoroughly cleaned with hot soapy water and sterilised after use (they are not washed in the dishwasher). They are replaced as and when required.
- Unwanted or left over contents of bottles are disposed of after two hours.
- Babies are never left propped up or laid in a cot or a pram with bottles as it is both dangerous and inappropriate.
- A designated area is available for mothers who wish to breastfeed their babies or express milk.
- Labelled breast milk is stored in the fridge.

Mealtimes

- All low/highchairs used for feeding are fitted with restraints and these are always used. Children are never left unattended when eating or when in highchairs. Restraints are removed and washed weekly or as needed.
- Mealtimes are seen as social occasions and promote interactions. Staff always sit with babies and young children, interacting, promoting communication and social skills.
- All children are closely supervised whilst eating and if any choking incidents occur paediatric first aid will be administered.
- Babies and young children are encouraged to feed themselves with support, as required.

- We work together with parents regarding weaning and offer any support, as required.

Comforters and dummies

- We have a separate Use of dummies in nursery policy to promote communication and language development.
- If dummies are used, they are cleaned and sterilised. This also applies to dummies which have been dropped on the floor.
- All dummies are stored in separate labelled containers to ensure no cross-contamination occurs.
- Dummies are disposed of if they become damaged.
- Comforters including teddies and blankets are kept safe and provided at sleep times, or if the child becomes unsettled.



Early Learning Opportunities Statement

At Grow Learn Play Project CIC we promote the learning and development of all children in our care. We have a quality workforce with highly qualified staff who recognise that each child is an individual, focusing on their needs, interests, learning and development. Staff plan challenging and enjoyable experiences across the seven areas of the curriculum. Our staff are ambitious for our children and guide and plan what children learn reflecting on the different rates at which they develop and adjust practice appropriately. Our aim is to support all children attending the nursery to attain their maximum potential within their individual capabilities.

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

We maintain a personalised record of every child's development, showing their abilities, progress, interests, and any areas requiring further support.

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

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

We ensure that the educational programmes are well planned and resourced to have depth and breadth across the seven areas of learning. They provide interesting and challenging experiences that meet the needs of all children and reflects the wide range of skills, knowledge, and attitudes they will need as foundations for learning. Planning is based on a secure knowledge and understanding of how to promote the learning and development of young children and what they can achieve. We may use the Development matters for guidance to support staff to plan and deliver the EYFS learning and development requirements.

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

If we are concerned about a child's progress in any areas of learning, staff will discuss this with the child's parents and agree how best to support the child. Staff will consider whether a child may require any additional support, or if they may have a special educational need or disability which will require specialist support.

Assessment is an integral part of our practice: we carry out ongoing assessment (formative) through daily observations and ensure that this does not take us away from interacting with the children.

Summative assessment is carried out at set points of the year including:

- Assessment on entry (starting point), including parental contributions. Progress check at age two (where applicable).
- The Early Years Foundation Stage Profile (where applicable) or any other summative assessment, e.g. when children transition to new rooms or leave for school.

We acknowledge parents as primary educators and encourage parental involvement as outlined in our Parents as partners policy. We build strong home links to enhance and extend children's learning both within the nursery environment and in the child's home and have regular meetings with parents to keep them up to date with their child's progress.

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



Immunisation Policy

At Grow Learn Play Project CIC we expect and promote that children are vaccinated in accordance with the government's health policy and their age.

We ask that parents inform us if their children are not vaccinated so that we can manage any risks to their own child or other children, staff, and parents in the best way possible. The nursery manager must be aware of any children within the nursery who are not vaccinated in accordance with their age.

We make all parents aware that some children in the nursery may not be vaccinated, due to their age, medical reasons, or parental choice. Our nursery does not discriminate against children who have not received their immunisations and will not disclose individual details to other parents. However, we will share the risks of infection if children have not had immunisations and ask parents to sign a disclaimer.

We record, or encourage parents to record, information about immunisations on children's registration documents and we update this information as and when necessary, including when the child reaches the age for the appropriate immunisations.

Staff vaccinations policy

It is the responsibility of all staff to ensure they keep up to date with their vaccinations, as recommended by the NHS vaccination schedule and keep the nursery informed.

If a member of staff is unsure as to whether they are up to date, then we recommend that they visit their GP or practice nurse for their own good health.

Emergency information

We keep emergency information for every child and update it every six months with regular reminders to parents in newsletters, at parents' evenings and a reminder notice via eyLog.



Late Collection and Non-Collection of Children Policy

At Grow Learn Play Project CIC we have morning, afternoon, and all-day sessions. Parents can collect their child from the nursery flexibly within this period. We ask them to be no later than the session end time, for example if they attend the morning session, we expect children to be collected no later than 1pm, and afternoon by 4pm or tea session no later than 6pm. We understand that some parents may arrive earlier to collect their child, which is acceptable. However, the full fees remain in place for the allocated session times.

We give parents information about the procedures to follow if they expect to be late. These include:

- Calling the nursery as soon as possible to advise of their situation and expected time of arrival.
- Agreeing a safety password with the nursery in advance to be used by anyone collecting a child who is not the parent (designated adult)
- Asking a designated adult to collect their child wherever possible.
- Informing the nursery of this person's identity so the nursery can talk to the child if appropriate. This will help to reduce or eliminate any distress caused by this situation.
- If the designated person is not known to the nursery staff, the parent must provide a detailed description of this person, including their date of birth where known. This designated person must know the individual child's safety password for the nursery to release the child into their care. This is the responsibility of the parent.

If a child has not been collected from the nursery after a reasonable amount of time has been allowed for lateness, we initiate the following procedure:

- The nursery manager will be informed that a child has not been collected.
- The manager will check for any information regarding changes to normal routines, parents' work patterns or general information. If there is no information recorded, the manager will try to contact the parents on the telephone numbers provided for their mobile, home or work. If this fails, the manager will try the emergency contacts shown on the child's records.
- The manager or staff member in charge and one other member of staff must stay behind with the child (if outside normal operating hours). During normal operating times, the nursery will plan to meet required staff ratios. If the parents have still not collected the child, the manager will telephone all contact numbers available every 10 minutes until contact is made. These calls will be logged on a full incident record.
- In the event of no contact being made after one hour has lapsed, the person in charge will ring the local authority children's social services emergency duty team.
- The nursery will inform Ofsted as soon as convenient.
- The two members of staff will remain in the building until suitable arrangements have been made for the collection of the child.
- The child's welfare and needs will be always met and to minimise distress staff will distract, comfort, and reassure the child during the process.



Respectful Intimate Care and Nappy Changing Policy

At Grow Learn Play Project CIC we believe that all children need contact with familiar, consistent carers to ensure they can grow and develop socially and emotionally. Children need to feel safe, secure, and happy so we expect nursery staff to be responsive to children's needs, whilst maintaining professionalism. We accept that children need to be cuddled, encouraged, held, and offered physical reassurance, and ensure intimate care routines are undertaken with respect.

Intimate care routines may include nappy changing, supporting children with toileting, changing clothes, and giving first aid treatment and specialist medical support, where required. In order to maintain the child's privacy, we will carry out the majority of these actions on a one-to-one basis and, wherever possible, by the child's key person. First aid treatment will be carried out by a qualified paediatric first aider.

We wish to ensure the safety and welfare of the children whilst being cared for and safeguard against any potential harm, as well as ensuring the staff member involved is fully supported and able to perform their duties safely and confidently. We aim to support all parties through the following actions:

- Promoting consistent and caring relationships through the key person system and ensuring all parents understand how this works and who is caring for their child
- Using this one-to-one time as a key opportunity to talk to children and help them learn, e.g. through singing and saying rhymes during any intimate care.
- Ensuring that the nappy changing area is inviting and stimulating and change this area regularly to continue to meet children's interests
- Ensuring all staff undertaking intimate care have suitable enhanced DBS checks
- Training all staff in the appropriate methods for intimate care.
- Ensuring that no child is ever left unattended during any intimate care
- Making sure staff do not change nappies whilst pregnant until a risk assessment has been discussed and conducted
- Ensuring suitably competent and responsible students only provide intimate care with the support and supervision of a qualified member of staff
- Conducting thorough inductions for all new staff to ensure they are fully aware of all nursery procedures relating to intimate care
- Ensuring hygiene procedures are followed appropriately, e.g. hands washed before and after nappies are changed and changing mats cleaned before and after each use
- Following up procedures through supervision meetings and appraisals to identify any areas for development or further training
- Working closely with parents on all aspects of the child's care and education. This is essential for any intimate care routines which may require specialist training or support. If a child requires specific support, the nursery will arrange a meeting with the parent to discover all the relevant information relating to this to enable the staff to care for the child fully and meet their individual needs

- Ensuring all staff have an up-to-date understanding of child protection and how to protect children from harm. This includes identifying signs and symptoms of abuse and how to raise these concerns as set out in the Safeguarding children and child protection policy

Environment

- Leave the doors open when changing children's nappies, soiled or wet clothing, or other intimate routines, whilst maintaining their dignity
- Ensure children are afforded privacy during intimate care routines whilst balancing this with the need to safeguard children and staff.

We have appropriate designated facilities for nappy changing which meet the following criteria:

- Facilities are separate to food preparation, serving areas and children's play areas.
- Changing mats have a sealed plastic covering and are frequently checked for cracks or tears. If cracks or tears are found, the mat is discarded. Disposable towels or paper roll can be placed on top of the changing mat for added protection.
- Clean nappies are stored in a clean dry place; soiled nappies are placed a sack before being placed in the bin. Bins are foot-pedal operated, regularly emptied and at the end of the day are always emptied into an appropriate waste collection area.

Staff changing nappies will:

- Use a protective apron and pair of gloves for each nappy change and always wash hands before and after using gloves. Aprons are cleaned with ant-bacterial spray after each use.
- Clean disinfect and dry mats thoroughly after each nappy change; disposable towels or paper roll are discarded after each nappy change.
- Ensure they have all the equipment they need before each nappy change.
- Keep nappy bags, gloves, and aprons out of reach of babies and children.

Reusable Nappies

In addition to the above procedures, where children wear reusable nappies, we will:

- Ask the parents for a demonstration for fitting the nappy correctly
- Dispose of any soiling by flushing straight down the toilet
- Dispose of the reusable nappy liner, and place in a nappy bag (and disposed of as per disposable nappies in a nappy bin)
- Store the used nappies in a sealable wet bag away from children (including a waterproof interior and sealed to prevent any smells escaping)
- Provide the parents with the wet bag at the end of the day to clean the used nappies.

Parents

- Work closely with parents on all aspects of the child's care and education. This is essential for intimate care routines which require specialist training or support.

- If a child requires specific support the nursery will arrange a meeting with the parent to discover all the relevant information relating to this to enable the staff to care for the child fully and meet their individual needs
- We ask that where any non-prescribed creams are needed, e.g. Sudocrem that these are supplied by the parent and clearly labelled with the child's name. Prior written permission is obtained from the parent. When applying creams for rashes, a gloved hand is used.

Relationships

- Although we recognise it is appropriate to cuddle children, we give cuddles only when sought by children needing comfort to support their emotional development. Staff are advised to do this in view of other children and practitioners, whenever possible. We recognise that there may be occasions where it is appropriate for this to happen away from others, such as when a child is ill. In these circumstances, staff are advised to leave the door open. It is the duty of all staff and the manager to ensure that children are appropriately comforted and to monitor practice.
- We discourage inappropriate behaviour such as over tickling, over boisterous play, or inappropriate questions such as asking children to say they love a staff member, and we advise staff to report any such observed practice.
- Staff are respectful of each other and the children and families in the nursery and do not use inappropriate language or behaviour, including during breaks.

If a parent or member of staff has concerns or questions about intimate care procedures or individual routines, practice procedures or behaviour they consider as inappropriate, including between staff members, they are urged to see the manager at the earliest opportunity.

Management will challenge inappropriate behaviour in line with the Supervisions policy, Disciplinary procedure, or Whistleblowing policy.

If the concern relates to the manager and/or nursery owner, then parents should contact Ofsted, or the local safeguarding partner (LSP) see Safeguarding Policy on website.



Settling In Policy

At Grow Learn Play Project CIC our aim is to work in partnership with parents to help them become familiar with the setting and offer a settled relationship for the child. We know children learn best when they are healthy, safe, and secure, we build positive relationships with parents to ensure we can meet children's individual needs and help them settle quickly into nursery life.

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

Our settling in procedure includes:

- Allocating a key person to each child and his/her family before he/she starts to attend. The key person welcomes and looks after the child, ensuring that their care is tailored to meet their individual needs. He/she offers a settled relationship for the child and builds a relationship with his/her parents during the settling in period and throughout his/her time at the nursery, to ensure the family has a familiar contact person to assist with the settling in process.
- Reviewing the nominated key person if the child is bonding with another member of staff to ensure the child's needs are supported.
- Working with parents to gather information before the child starts on the child's interests, likes, and dislikes and their favourite things available at settling sessions, e.g. their favourite story or resource, as well as completing a baseline of the child's current development to plan, and meet, the individual needs of the child from the first day.
- Encouraging parents and children to visit the nursery before an admission is planned and arranging home visits.
- Planning tailored settling in visits and introductory sessions.
- Welcoming parents to stay with their child, where possible and applicable during the first few visits until the child feels settled and the parents feel comfortable about leaving their child. Settling in visits and introductory sessions are key to a smooth transition and to ensure good communication and information sharing between staff and parents.
- Encouraging parents to send in family photos to display to help settle the child.
- Reassuring parents whose children seem to be take a little longer to settle in and developing a plan with them, for example shorter days, where possible
- Providing regular updates and photos of the children settling via our Parent portal
- Encouraging parents, where appropriate, to separate themselves from their children for brief periods at first, gradually building up to longer absences.
- Assigning a buddy or back-up key person to each child in case the key person is not available. Parents are made aware of this to support the settling process and attachment.
- Respecting the circumstances of all families, including those who are unable to stay for long periods of time in the nursery and reassure them of their child's progress towards settling in



Sleep Policy

At Grow Learn Play Project CIC we aim to ensure that all children have enough sleep to support their development and natural sleeping rhythms in a safe environment.

The safety of babies sleeping is paramount. Our policy follows the advice provided by The Cot Death Society and Lullaby Trust to minimise the risk of sudden infant death syndrome (SIDS). We make sure that:

- Babies are placed on their backs to sleep. If a baby has rolled onto their tummy, we turn them onto their back again unless they are able to roll from back to front and back again, on their own, in which case we enable them to find their own position.
- Babies and toddlers are never put down to sleep with a bottle to self-feed.
- Babies and toddlers are monitored visually when sleeping looking for the rise and fall of the chest and if the sleep position has changed.
- Checks are recorded every 10 minutes and as good practice we monitor babies under six months or a new baby sleeping during the first few weeks every five minutes until we are familiar with the child and their sleeping routines, to offer reassurance to them and families.
- Where a separate sleep area is provided, Babies and children are checked regularly and monitored using a child monitoring system.

We provide a safe sleeping environment by:

- Monitoring the room temperature
- Using clean, light bedding or blankets and ensuring babies are appropriately dressed for sleep to avoid overheating.
- Only using safety-approved cots and other suitable sleeping equipment (i.e. mats) that are compliant with British Standard regulations.
- Using a firm and flat waterproof mattress and a clean fitted sheet.
- Not using cot bumpers or cluttering cots with soft toys, although comforters may be given where required.
- Keeping all spaces around cots and beds clear from hanging objects i.e. hanging cords, blind cords, drawstring bags
- Ensuring every baby and toddler is provided with clean bedding labelled for them and working in partnership with parents to meet any individual needs, e.g. if a child prefers to sleep in a sleeping bag, we will ask parents to bring one from home.
- Cleaning all bedding as required and at least weekly.
- Transferring any baby who falls asleep while being nursed by a practitioner to a firm flat mattress with cover, or cot or crawling bed.
- Having a smoking/vaping policy.

We ask parents to complete forms on their child's sleeping routine with the child's key person when the child starts at nursery, and these are reviewed and updated at timely intervals. If a baby has an unusual sleeping routine or a position that we do not use in the nursery i.e. babies sleeping on their tummies or in a sling, we will explain our policy to the parents and not usually offer this unless the baby's doctor has advised the parent of a medical reason to do so. In such cases, we would ask parents to sign to say they have requested we adopt a different position or pattern on the sleeping baby's form.

We recognise parent knowledge of their child with regard to sleep routines and will, where possible, work together to ensure each child's individual sleep routines and well-being continues to be met. However, staff will not force a child to sleep or keep them awake against his or her will. They will also not usually wake children from their sleep.

Individual sleep routines are followed rather than one set sleep time for all children. We create an environment that helps to settle children that require a sleep, for example dimming the lights or using soft music, where applicable. We will maintain the needs of the children that do not require a sleep and ensure they can continue to play, learn, and develop. This may involve taking children outdoors or linking with other rooms or groups of children.

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



Supervision of Children Policy

At Grow Learn Play Project CIC we have suitable staffing arrangements to meet the needs of all children and ensure their safety.

The Directors are responsible for all staff, students, relief, and agency staff receiving information on health and safety policies and procedures in the nursery in order to ensure they are adequately supervising the children, including whilst they are eating.

Supervision of children

We ensure that children are supervised adequately at all times, whether children are in or out of the building, including eating through:

- Appropriately deploying staff members meeting the ratio and qualification requirements to ensure children's needs are met and continuing to monitor this across the setting regularly. This includes informing parents about staff deployment and, when relevant and practical, involving them in these decisions
- Making sure that every child is always within the sight and/or hearing of a suitably vetted member of staff.
- Completing registers as soon as soon children enter and leave the premises and carrying out head counts throughout the day.
- Risk assessing activities, experiences, and equipment to ensure children are not exposed to unnecessary risks, including removal of any choking hazards, and fully supervising any activities that may pose this risk.
- Ensuring children are fully supervised at all times when involved in all types of water play as we are aware that children can drown in only a few centimetres of water.
- Taking special care when children are using large apparatus, e.g. a climbing frame, and when walking up or down steps or stairs.
- Support children to identify, minimise and manage risks in their play.
- Making sure staff recognise and are aware of any dangers relating to bushes, shrubs, and plants when on visits or outdoors.
- Supervising children at all times when eating, monitoring toddlers and babies closely and never leaving babies alone with a bottle. Babies are always bottle fed by a member of staff.
- Supervising sleeping babies and children in line with the Sleep Policy.
- Never leaving babies or children unattended during nappy changing times
- Supervising children carefully when using scissors or tools, including using knives in cooking activities where this is required.
- Increasing staff: child ratios during outings to ensure supervision and safety (please refer to Visits and outings policy)

- Strictly following any safety guidelines given by other organisations or companies relating to the hire of equipment or services, e.g. hire of a bouncy castle.
- A member of staff **MUST** supervise the children at all times.



Transitions Policy

At Grow Learn Play Project CIC we recognise that young children will experience many transitions in their early years; some of these planned and some unplanned. We are sensitive to the impact of such changes to children, and this policy sets out the ways in which we support children going through these transitions.

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

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

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

Starting nursery

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

Moving rooms procedure

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

- Planning according to the individual needs of the child and when they are ready to move.

- Enabling the child to spend short sessions in their new room, with their key person initially, prior to the permanent move so they feel comfortable in their new surroundings and have a familiar person present at all times.
- Wherever possible transitioning groups of friends together to enable these friendships to be maintained and support the children with the peers they know.
- Keeping parents informed of all visits and the outcomes of these sessions, e.g. through photographs, discussions, or diary entries.
- Only transitioning the child when they feel settled and ready to move. If a child requires more support this will be discussed between the key person, parent, manager, and room leader of the new room to agree how and when this will happen. This may include moving their key person with them on a temporary basis.

Starting school or moving childcare providers

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

- We provide a variety of resources that relate to the school, e.g. uniform to dress up in, a role play area set up as a school classroom, photographs of all the schools the children may attend and of the teachers. This helps the children to become familiar with this new concept and will aid the transition.
- Build relationships with local schools where possible throughout the year and invite them to key events or attend key events, e.g. nativity, sports day.
- Invite school representatives into the nursery, where possible, or invite them to talk via online platforms such as Zoom so they have the opportunity to introduce themselves to the children.
- Where possible we use other ways to support the transition to school, e.g. inviting previous children from the nursery who have moved on to school to come back and talk to the children about their school experiences.
- Where possible we plan visits to the school with the key person. Each key person will talk about the school with their key children who are due to move to school and discuss what they think may be different and what may be the same. They will talk through any concerns the child may have and initiate activities or group discussions relating to any issues to help children overcome these.
- We produce a comprehensive report on every child leaving the setting and with parental permission will share this with the school to enable teachers to have a good understanding of every child received. This will include their interests, strengths, and level of understanding and development in key areas. This will support continuity of care and early learning.
- With parental permission around school allocation day, we may share details of the schools' children are going to so parents can see which children may be going to the same school. This can offer some reassurance for the children to know that are moving with some familiar peers.

Other early years providers

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

Family breakdowns

We recognise that when parents separate it can be a difficult situation for all concerned. We will endeavour to support all members of the family and seek to always act in the best interests of the child.

Moving home and new siblings

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

Bereavement

We recognise that this may be a very difficult time for children and their families we will try to act sensitively and in line with the express wishes of the family involved. We will endeavour to offer support to all concerned should this be required.

If parents feel that their child requires additional support because of any changes and/or transitions in their life, we ask that you speak any of our staff to enable this effective support to be put into place.



Use of Dummies in Nursery Policy

At Grow Learn Play Project CIC we recognise that a dummy can be a source of comfort for a child who is settling and/or upset, and that it may often form part of a child's sleep routine.

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

Our nursery will:

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

When discouraging the dummy staff will:

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

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



Low-Level Concerns Policy

Introduction

At Grow Learn Play Project CIC we are committed to safeguarding children and promoting their welfare at all times.

This policy applies to all concerns (including allegations) about members of staff, including students, volunteers and agency staff. We ensure that all those working with children behave appropriately and the early identification and prompt and appropriate management of concerns about adults is critical to effective safeguarding. This section is based on concerns that do not meet the harm threshold, as defined in Keeping Children Safe in Education.

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Disclosure made by a child, parent or other adult within or outside the nursery
- Pre-employment vetting checks.

Definition of 'low-level' concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in, or on behalf of, the nursery may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of nursery
- Does not meet the harm threshold or is otherwise not considered serious enough to consider a referral to the local authority designated officer (LADO).

The behaviour of the staff, student or volunteer may not relate directly to a particular child or children but may raise an issue or issues of concern with respect to safeguarding a child/children. This may potentially call into question the adult's suitability to work with children.

Examples of such behaviour could include, but are not limited to:

- Being overly friendly with children
- Having favourites

- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language.

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately.

We create this culture by:

- Ensuring all staff are clear about what appropriate behaviour is, and are confident in differentiating expected and appropriate behaviour from concerning, challenging or inappropriate behaviour, in themselves and other adults
- Having clear policies and procedures
- Empowering staff to share any low-level concerns
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to reflect on and identify any weakness in the nursery safeguarding procedure.

A low-level concern about a member of staff should be reported to the Designated Safeguarding Lead (DSL) and the manager following the nursery Safeguarding children and child protection procedures. Staff should use our internal processes to report any concerns.

Responding to low-level concerns

- If the concern is raised via a third party, the DSL/manager will collect evidence where necessary by speaking directly to the staff who raised the concern, unless it has been raised anonymously, regardless of whether a written summary or low-level concerns form has been provided
- If the staff member who raises the concern does not wish to be named, then the nursery should respect that person's wishes as far as possible. However, there may be circumstances where the staff member who raises the concern will need to be named (for example, where it is necessary in order to carry out a fair disciplinary process) and, for this reason, anonymity should never be promised to members of staff who share low-level concerns. Where possible, we will encourage staff to consent to be named, as this will help to create a culture of openness and transparency
- The DSL/manager will speak to any potential witnesses, unless advised not to do so by the LADO/other relevant external agencies, where they have been contacted
- The DSL/manager will speak to the staff member about whom the low-level concern has been raised, unless advised not to do so by the LADO/other relevant external agencies, where they have been contacted
- The DSL/manager will use the information collected to categorise the type of behaviour and determine any further action, in line with our staff Code of conduct
- Allegations that meet the harm threshold will be referred to the LADO for advice
- Low-level concerns that the nursery feel may need further guidance on will be referred to the LADO for advice
- Low-level concerns that the nursery feel we can deal with internally will be dealt with via the nursery Safeguarding children and child protection procedures and/or Disciplinary procedures

- Where a low-level concern relates to agency staff, we will notify the agency, so any potential patterns of inappropriate behaviour can be identified.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern was raised, any action taken and the reasons for decisions and action taken.

Records will be:

- Reviewed so that potential patterns of concerning, difficult or inappropriate behaviour can be identified
- Retained at least until the volunteer, student or staff leaves employment at the nursery
- Kept confidentially, held securely and comply with Data Protection Act 2018 (DPA 2018) and UK GDPR procedure.

Reviewing low-level concerns

When reviewing records of low-level concerns, patterns of concerning, challenging or inappropriate behaviour may be identified. When this occurs, the DSL/manager will decide on a course of action, which may include:

- Disciplinary investigation and/or proceedings
- Management advice, including recommendations for training
- Referral to the LADO (where a pattern of behaviour moves from a concern to meeting the harm threshold).

Pre-employment references

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority(LADO) and is found to be substantiated

and/or

- The concern (or group of concerns) relates to issues which would be included in a reference, such as misconduct or poor performance.



Outdoor policy

At Grow Learn Play Project CIC, we value outdoor play as a large part of children's physical development and as an intrinsic part of the EYFS curriculum. Outdoor play is essential for all aspects of a child's development, gaining experiences which enable them to develop intellectually, emotionally, socially and physically. The outdoor environment provides a rich context for language development and encourages positive attitude towards a healthy lifestyle. The outdoor environment offers children to learn the opportunity for holistic growth in an ever-changing environment; therefore, we inspire children to access the outdoor environment in all weathers, (with appropriate clothing and adaptations)

The outdoor environment lends itself to instilling confidence in children as they can use hands on experience to develop their self-esteem in an organic environment, this then helps facilitate children to become resilient creative independent learners.

Our aim

Our aim is to explore both indoor and outdoor play providing a stimulating outdoor classroom, so children can explore and have the opportunity to learn about the natural environment. We encourage children to experiment with natural resources, create a sense of wonder about the world around them and learn about looking after themselves and others in an inclusive environment.

Outdoor play is an integral part of the routine of the day as physical development is vital in children's all-round development, enabling them to become physical, active, happy and lead healthy lives, and is woven throughout our curriculum. We have worked hard to develop our outdoor space, providing different learning opportunities, from our mud kitchen to our large bike track and vast amount of outdoor space, to our onsite forest school (East Street) offering children the opportunity to be independent creative learners. The outdoor layout is given lots of thought, with opportunities for children to use effective styles of learning, through a variety of equipment, including open-ended resources. It is important that children can modify the outdoor environment as they see fit.

We also take children out on walks so they can see and explore the community.

It is our policy to ensure:

- We are committed to maintaining a safe outdoor environment
- The outdoor areas are risk assessed daily – with any issues recorded and resolved to ensure the up most safety of the area for the children
- A thorough checklist is completed of the garden at the end of the day and any toys are checked for damage, then either fixed or removed.
- Outdoor play is age appropriate, regularly inspected and maintained.
- Toys and equipment are checked regularly for damage.
- Staff supervise children at all times during outdoor play and adhere to the correct ratios

- Children are dressed appropriately for all weathers. We provide full outdoor clothing for children and staff.
- Children access the garden in all weathers, except in extreme circumstances, if a parent feels their child is not well enough to take part in all of the setting's daily routine, we feel it is necessary for them to recover at home.
- Staff interact with the children when outside, to ensure supervision is maintained, and to encourage the children's interest and development.
- Children are encouraged to climb and balance independently; Adults offer encouragement while being aware of their safety.
- Children are encouraged to explore all areas of the outdoor space in a safe manner.



Attendance Policy

At Grow Learn Play Project CIC we believe good attendance plays a fundamental role in supporting children's educational achievement, well-being and in keeping children safer. Establishing regular routines for young children supports the settling-in process and enhances their sense of security and belonging. When a child has a part-time place, regular attendance is especially important.

This policy outlines the procedures to promote and monitor attendance and those that will be followed if a child is absent from the setting. We wish to create a culture where good attendance and punctuality is valued by all and so will work with parents to work together to remove barriers to attendance. We recognise that sometimes families may need extra support with attendance, therefore effective communication is essential between parents and the key person, who may be able to offer advice and support or referrals to other agencies who may be able to help, such as the health visiting team, SEND team or early help.

To promote good attendance, we will:

- Share our attendance expectations with parents prior to admission, including conveying clearly to parents that regular attendance and punctuality
 - Is expected
 - Is in the child's best interest, and
 - That unexplained absence will be investigated
- Keep records of attendance to enable monitoring and evaluation so that emerging patterns are addressed
- Foster a positive attitude to good attendance by quickly responding to children's absence while also recognising and celebrating, 'good' and 'improving' attendance
- Target attendance where there has been an issue and aim to set in place strategies and techniques to support improvement.

Whilst attendance at nursery is not statutory, we do understand that children will have absences for a number of reasons. We request that you report any absences as soon as they are identified so this may be a planned event such as a holiday or day out or something happening on the day, such as illness, that may prevent attendance. Reasons for absences could be events such as:

- Illness of the child
- Illness of siblings or parents
- Bereavement
- Health services appointments
- Holidays, including extended visits to family overseas
- Religious observance
- Emergency or exceptional circumstances.

Monitoring attendance

Records of children's attendance are accurately kept and regularly monitored to ensure that we can identify any potential problems and look for patterns. All managers and staff are alert to signs that children and learners who are missing might be at risk of abuse or neglect, and appropriate action is taken when children stop attending. While we are aware that attendance is not statutory, we recognise that non-attendance could be an indicator of other concerns. All managers and staff are particularly aware of the need to monitor groups such as those who are considered to be vulnerable learners.

Procedures to record, monitor and follow up non-attendance

Registration will be completed at the start of each session, usually within 10 minutes of the child's arrival time to record attendance or non-attendance. We don't insist that every child joins the session at its stated start time, although we do encourage this. Staff become aware of a family's usual patterns of arrival so would follow up on an absence once the expectation is sufficiently exceeded. All unnotified absences will always be followed up during the course of the first booked session of the day i.e. for children attending 8-6 this would be during the 8-1 session.

Non-attendance:

- If a child is absent and we are informed of their reason for absence this will be recorded on the child's record in our management system.
- You may also report the absence yourself into the absence reporting section of our parent portal. This generates a message which is sent to the senior team.
- If a child is absent without an explanation a telephone call (to priority and secondary numbers, e.g. home and work) will be made to the main carer to establish the reason for the absence
- If no contact is made, then we will follow this process:
 - Contact any second main carer (to priority and secondary numbers, e.g. home and work)
 - Contact the first emergency contact number
 - Contact the second emergency contact number.
- Parents can note their preferred method of contact i.e. work number, personal number, WhatsApp, text or email as we understand some employers restrict access to certain forms of communication.
- If contact cannot be made by telephone call or other electronic methods, a home visit may be carried out, and a contact note will be posted through your door if there is no response
- If there continues to be no contact and there is cause for concern, the health visiting service and/or the Children and Family service will be contacted to ascertain if family support may be needed
- In more urgent cases, the police may be contacted to carry out a welfare check.

Leaving the nursery

If you decide to withdraw your child from the nursery, please see our Parent Contract and Terms and Conditions for notice periods. This will ensure that we remove your child from our systems and therefore will not expect them to attend.

If your child is transitioning to another early years provider or school, please provide us with the details of the new setting so that we can transfer essential information, such as their unique pupil number or funding eligibility code.



No Smoking/Vaping Policy

At Grow Learn Play Project CIC we are committed to promoting children's health and well-being. This is of the upmost importance for the nursery.

Smoking and the use of e-cigarettes has proved to be a health risk and therefore in accordance with legislation, the nursery operates a strict no smoking/vaping policy within its buildings and grounds. It is illegal to smoke/vape in enclosed places.

All persons must abstain from smoking/vaping while on the premises. This applies to staff, students, parents, carers, contractors and any other visitors to the premises.

Staff accompanying children outside the nursery, are not permitted to smoke/vape. We also request that any parents accompanying nursery children on outings refrain from smoking/vaping while caring for the children.

Staff must not smoke/vape while wearing nursery uniform as it is essential that staff are positive role models to children and promote a healthy lifestyle. Where staff choose to smoke/vape during breaks, they are asked to smoke/vape away from the main entrance and nursery premises. They should have a change of clothes and wash their hands before going back to the children. Staff should wait for 30 minutes after smoking before holding babies or children, even with a change of clothes.

We respect that smoking/vaping is a personal choice, although as an organisation we support healthy lifestyles. We follow UK Health Security Agency advice and aim to help staff and parents to stop smoking/vaping by:

- Providing factsheets and leaflets
- Providing information of local help groups
- Providing details of the NHS quit smoking helpline

<https://www.nhs.uk/better-health/quit-smoking/>

- Offering information regarding products that are available to help stop smoking.