



Parent's Handbook

Introduction

Welcome to your parent's handbook for The Old School Nursery.

This handbook contains information that you may need while your child attends our setting. I have included some of the important policies and procedures, rules and advice.

It is important that you read through and then keep this handbook for your reference for the whole time that your child is being cared by us.

Updates may be sent home from time to time for you to add to the handbook, as items come to our attention or if policies or procedures need to be changed.

I hope that you find this helpful, but if you have any questions or queries, please do not hesitate to ask myself or another member of staff.

We would like to take this opportunity to welcome your family to The Old School Nursery and look forward to working with you to establish the best care for your children.

Mel

Owner

Taylor

Manager



Our Ethos

Our belief is that children will grow in a safe and loving environment where each child is encouraged to reach their full potential and every day is a “wow moment”. Children are nurtured to be independent and resilient risk-takers, inspired by awe and wonder, welcoming their individuality in our multi-sensory and natural world. Skilled adults turn exploration into meaningful learning, encouraging every day to be magical!

The Old School Nursery is a Hygge accredited nursery. This promotes cosiness, warmth and calm in a simple environment that embraces nature and mindfulness. We believe this has a positive over-all effect on the staff and children's wellbeing.

Our intent

At The Old School our intent is to nurture the children's curiosity by providing carefully thought-out activities and having access to a rich learning environment. Our skilled staff are able to capture children's learning in the moment and enrich their experiences to develop their cultural capital.

The children's experiences reflect our extensive curriculum which directly links to the Early Years Foundation Stage (EYFS).

We also want to make sure that children feel supported, safe and loved so that nursery is an extension of home. We aim to build good relationships with our parents and families to support home learning enabling children to reach their full learning potential.

How we implement this

We promote the children's interests making them the leaders in their play. We offer open-ended resources to encourage children to be imaginative, creative and be able to fully submerge in their play. Children get the opportunity to spend lots of time outside where their fun and learning continues. Adults skilfully add learning to children's play through their interests and solid understanding of the child's next steps for learning.

How we measure the impact of children's learning

We use both our knowledge of the children and experiences captured on Nursery Story to formally assess the children's ages and stages of development. We monitor this regularly which allows us to identify any gaps or patterns that may need further investigation. By using the children's interests, we believe they are more engaged in learning and spend most of our time extending these experiences with them. This allows children to retain information and create memories. Our children love coming to nursery, are confident, settled and happy, which we believe reflects the impact of them being part of our Old School Family.

Our staff

We are extremely lucky to offer a wealth of experienced and highly qualified staff here. We have three university graduates, one being our nursery Manager. The Owner also has Early Years Professional Status. All other staff are qualified to at

least a Level 3 in Early Years or are working towards this. We undergo various training as a whole staff team and individuals explore interests individually too. Our staff have training in Behaviour Management, Special Educational Needs, Mental Health and Developmentally specific training to different age ranges. Some of our staff have children of their own which helps them relate to how parents feel and their expectations of a nursery.

Parents as Partners

We believe that parents are a child's most important educator. It is important for us to build secure relationships from the moment the child becomes part of our family. We aim to use the knowledge of the family to help us to get to know the child and once this is established, we will apply our specialist knowledge to help support children's learning at home. We will use face to face feedback and Nursery Story to communicate with parents and encourage parents to come to us with any queries or questions.

On reflection of the difficulties families have found themselves following Covid-19 this has made us realise the importance of being approachable and a friendly face in times of need. We will always go above and beyond to support the members of our families.

Our community

We pride ourselves on being part of our wider community. As a setting we support a local charity to target poverty concern through many fund-raising opportunities. We talk to the children and try to get out and about within our community often celebrating local events. We believe this really enriches children's cultural capital, allowing them to establish a sense of identity.

Admissions Policy and non-collection of children

The Old School nursery is accessible to all families within our local community in accordance with our Equal Opportunities Framework.

- We are registered for 31 children per day, which includes 6 babies, 9 toddlers and 16 pre-school children.
- When possible, we will try to be flexible regarding attendance times to accommodate the needs of individual families, whilst working alongside our session times.

In the event of a waiting list, it will be monitored and reviewed regularly. Places will be allocated according to available spaces and the needs of the parents and the business.

Funded places will be offered in accordance with the code of practice for nursery education funding and any local conditions in place at the time. If a space is available a funded place will be given for eligible children.

Parents/carers must complete a registration form before their child can attend and sign consent for this information to be maintained by The Old School Nursery in line with the GDPR (2018) and Ofsted Registration requirement under the 1989 Children Act. This information includes all relevant permissions for the safety and wellbeing of your child.

Payment

Fee payment is required monthly in advance by cash or direct payment into the bank.

In the event of non-payment, the manager will liaise with the parent/carer concerned to arrange a payment plan. If this is not successful, the place will be withdrawn, and legal action may be followed.

The Old School Nursery is registered with Ofsted, therefore where appropriate, parents/carers can claim child tax credit.

We are also registered with the Government childcare scheme, where the government will pay 20% of the amount that parents pay into their account (up to a certain amount).

What happens if you collect your child late?

Late collection of children will result in a charge of £5 for each additional 5 minutes over the pre-agreed session, unless a prior arrangement has been made and agreed with the manager.

The session times that your child has been given is essential for us to maintain legal ratios, so it is equally as important to not drop your child off earlier than the agreed start time. This could also incur additional charges.

Your child starting nursery

A registration form must be completed and holding deposit paid (if booking more than 4 months in advance) before your child can start at The Old School. We must also see their original full Birth Certificate. We offer your child two settling in sessions initially of 1.5 hours each. In the event that your child may need more we will negotiate this with you. During the settling in procedure, you will be introduced to your child's Key person where crucial information will be exchanged.

Nursery Transitions

There will be times at nursery when children will need transition. Children will move between rooms, will leave to go to school and may have times out of nursery for extended periods. We know that these times can be emotional for some children so we will manage this sensitively using our partnerships with parents and with the peer relationships within the nursery too. There may be times where it is not possible for your child to move up to the next room around their birthdays due to availability and there may be reasons that we feel your child's well-being may be supported better in a different ratio due to additional needs for example. We will also use the space within the nursery according to areas that are being used at the time. Resources and environment will always be adapted according to the age and stage of the child. We will always communicate with you and monitor how transitions are going and adapt this to suit the child's needs wherever we can. During nursery to school transition staff will contact feeder schools and manage this transition according to the child's needs and sharing the relevant information about your child (with your consent) with the school.

When your child arrives at nursery

Your child will be signed into nursery by a member of staff. Any information that may affect your child's well-being should be discussed with the staff member at this point. Your child will be helped to remove their shoes and coat and put their items on their peg.

You must inform us in advance if someone else is collecting your child. This can be done at drop off, but ideally by phone or email. The person collecting your child must know your password.

When your child is collected

You may collect your child at any time during the session. However, it may be good to check first to ensure the children are not out of nursery. Children will only be sent home with parents/carers that regularly collect and are on the registration forms. If someone who does not normally collect comes to nursery, they must have your password, and we must be informed in advance of that person collecting. Children will not go home with someone unknown to us, or where arrangements have not been made, and we would contact the parent to check.

In the event, that your child is not collected at the end of the session, the designated emergency carers (Taylor Stewart, Shannon Moore, Hayley Back) will stay with your child.

Attempts will be made to contact parents, then emergency contacts as stated on your child's registration form. (It is essential that this information is kept up to date). The child would not leave the premises during this process. The child will be kept

comfortable and reassured at nursery whilst attempts to contact are being made. After one-hour, social services will be contacted, and the parent may incur additional charges as per the late collection procedure. Emergency carers have the right to take the child to our home address if no collection after one hour.
Lincolnshire Children's Services – 01522 782111

Code of conduct – parents

We pride ourselves on setting exceptional standards and expect our staff to behave and conduct themselves in the right way. This expectation also extends to how our staff should be treated by parents. Any antisocial behaviour towards staff will not be tolerated and could result in your child's place being withdrawn immediately.

Payment Rules

Fees must be paid strictly in advance, (within the first week). If you prefer, a Standing Order can be arranged for direct payment. Many parents find this is the easiest way to pay. Cheques cannot be accepted.

Fees must be paid for all sessions booked, including any days off for any reason, including illness.

Any occasional extra sessions booked must be paid for – even if your child does not attend for any reason.

Extra sessions cannot be swapped for any sessions already booked but must be paid for as extra and are subject to availability.

A permanent change of sessions can be arranged subject to availability, but with at least one months notice.

We do not charge for Bank Holidays and the holiday between Christmas and New Year, when we are closed.

Holiday must be taken as full weeks. Two weeks holiday may be taken per year at half fees. At least one month's notice must be given to book holiday.

Fees must be paid in full at all other times.

A late payment fee of £10.00 for fees of £100 or under and 10% of the fees for over £100 will be added to any fees that are not paid for by the 15th of the month for which they are due.

Four weeks notice must be given to terminate a place.

Curriculum and Pedagogy

At The Old School Nursery, our Curriculum reflects our individuality whilst embracing both contemporary and pioneering theory and practice to provide the children rich learning experiences.

Our Curriculum

A curriculum is defined as “what we want children to learn” or our Intent. What skills do we want the children to learn and what we use to assess this? The Early Years Foundation stage outlines a set of generic skills across the main areas of development that children should be accomplished in before they move onto year 1. This is a statutory requirement and the baseline of what we want children to learn.

There are also elements that we adopt at The Old School that provide more depth in learning and more unique experiences that enhance what children are learning here. Our Hygge accreditation has allowed us to focus on children’s overall well-being, and whilst this can fall under personal, social and emotional development, we believe this allows children, their families and practitioners the opportunity to gain a deeper understanding the values of happiness, warmth, love, kindness, gratitude and embracing nature.

We want children to learn to become resilient, independent, confident learners whilst embracing their imaginations and creativity. We wish to give children the physical skills to develop core strength and fine motor skills to be transferred into writing skills and to enable them to be able to hold a good posture later in childhood. We want children to have the ability to contribute to their learning and feel listened to, so they shape their own learning and spark their curiosity.

We aim to model language and provide a rich vocabulary so that children develop the ability to talk and express their thoughts, feelings, and ideas. We also want to develop the skills it takes for children to sit, listen and respond so they can contribute a group and individually. We encourage children to “have a go” so that they can be independent in their care and involve them in their choices and decisions wherever possible.

We want our children to gain a deep understanding of early maths and literacy through play opportunities which will be furthered in a very similar way, as they move onto school. We want our children to gain an understanding of phonic sounds (not letters) when they are ready to do so, get a feel for rhyme and the structure of storytelling. Children will gain an understanding and the ability to not only count in sequence, but to also gain a deeper understanding of number and the realisation it has value. They will also develop an understanding of shape, position, measurements and time. We are a culturally diverse setting and want to teach our children about the world, both our local community and the wider world, embracing different ways of life, climates, countries, and traditions, whilst also learning about our own.

Our Pedagogy

Pedagogy is defined as “how we help children learn” So the Implementation and teaching. We use an array of skills to help young children learn and grow. Different children respond to different approaches. We offer a child led environment full of curiosity provoking resources, all of which are open ended and give the children endless possibilities. We model language and introduce new words so that children can build their vocabulary and use it in context. We show children how to do things by getting involved in their play (when we are invited to) explaining how and why things happen to help the children develop a sound understanding. It takes several attempts and times to master a skill or retain information, so we will recall and question the children to help this knowledge fully embed and truly see the impact of their learning.

We observe children and assess, always thinking how we can take this further and extend their skills, we then facilitate their learning by adapting their environment and planning activities and provocations that intend to gain their interest and support their development.

Our practitioners are here to support the children emotionally and build relationships with them and their families. We are receptive to their needs and help them to adapt to the routines whilst they are nursery, and this revolves around the child wherever possible. We believe that the outdoor environment is as important as the inside and should reflect the same levels of learning that happen outside. Some children actually learn more effectively when surrounded by nature and are able to burn off their excess energy, and this reflects our Ethos and many aspects, we have introduced through our Hygge accreditation. Weather is a learning experience itself and we access the outdoor provision several times a day. There is no such thing as bad weather, only inadequate clothing.

We adapt our teaching and spaces according to the needs of the children expanding and embedding knowledge at every opportunity, really thinking outside the box and offering unique experiences. This is known as our cultural capital.

The most important resources in a nursery setting are its practitioners and the environment, when these are exceptional, everything else falls into place. We believe that The Old school Nursery offers not only exceptional, highly qualified and experienced practitioners but also offers a cosy, warm and natural environment where children thrive.

Mental Health and Well-being Policy

At The Old School Nursery, the mental health and wellbeing of our staff and families is extremely important. As part of our HYGGE in the Early Years accreditation we as a setting have taken time to think about the environment we offer, both our children and our staff, ensuring we have areas of cosy and calm whilst embracing natural elements too. We have considered how to be grateful for the world we live in and those around us and share positive experiences and celebrate our achievements together. We lead with love which is reciprocal across the setting and have skilled staff who have 'Specialist Mental Health in Young People' training for early identification and intervention.

Mental health in children

Our little learners are bursting with energy and are learning so much about themselves and the world around them. As Educators we are there to support them offering advice and support where they need it. We praise their achievements and sensitively push them beyond their comfort zone to develop resilience and self-confidence. Children sometimes go through stages or periods of being emotional, withdrawn or may exhibit changes in behaviour both at nursery and at home. There could be many reasons for this, and one of them could be an indication of a mental health issue or something effecting their well-being. We are trained to explore this with the child and their family and to offer support where we can and how to access external help if required too. If mental health issues are not identified, or continue for long periods of time, this can have a lasting effect on the child's overall development. We promote a culture of positivity and kindness towards each other to help sustain positive emotional well-being. Staff also use the Leuven scale to identify whether children are fully engaged in their activity and their well-being whilst they are participating. This can tell us a lot about the child's mood and over time their emotional well-being.

Mental Health in Staff

Positive Mental Health and well-being in staff is equally as important, happy staff make happy children. We have a positivity wall that encourages staff to share positive comments about their team, perhaps celebrating an activity a key person has carried out or sharing an act of kindness. Anyone can contribute, this has a positive impact. We have regular staff meetings giving an opportunity to reflect on practice, whilst addressing any concerns. We also celebrate our achievements and what has worked really well demonstrating our sustained shared thinking as a team. Management have created a cosier staff area and office, so that adults feel more relaxed in the environment too. Staff can talk about how they are feeling through regular supervision and well-being checks and are encouraged to approach Management between these meetings if they have a concern. Work is only one dimension of the staff lives', many of the team have their own families and other responsibilities outside of work. It is important that we recognise this and ensure we all have our work/home life as it should be. Where possible we are as flexible as we can be with working hours and other responsibilities so that no-one feels overwhelmed putting their mental health and well-being at risk. Any staff with significant mental health conditions will report this to management and it will be decided whether they are still fit for work and if there is anything that we are able to support them with in the workplace. On the reverse of this policy are some links to apps that support mental health and well-being.

Healthy Eating, Nutrition and Physical Wellbeing

The Old School Nursery is committed to meeting the EYFS Welfare requirements and the individual needs of the children attending. We aim to do this by:

- Asking parents for information on their child's dietary needs, any allergies and any religious requirements.
- Ensuring that all staff are aware of the needs of individual children.
- Providing nutritious hot meals. Menu is displayed in entrance halls.
- Provide a balanced snack to all children offering fresh vegetables and fruit.
- Ensuring that where children bring packed lunches, parents are aware of the need to provide healthy food. Packed lunches will be stored in accordance with food safety guidelines.
- Providing parents with daily information regarding food and drink intake, through our Nursery Story app.
- Providing mealtimes that are social times where children feel comfortable, staff supervise and participate, and independence is encouraged.
- All staff are trained in food hygiene.
- Fresh drinking water will be always available for children.
- We offer outside play every day to offer the children adequate daily exercise. We also provide movement through activities indoors, such as yoga, action songs and dancing.

We will take into consideration cultural, religious, and other dietary requirements and food needs in partnership with parents.

All staff at The Old School Nursery have a duty of responsibility for the correct maintenance of food and drink preparation areas.

- Staff will undertake appropriate food hygiene training.
- Surfaces will be cleaned before and after any food/drink preparation.
- Food that needs to be stored in fridges will be. Fridge temperatures are checked daily.
- The nursery will hold the relevant environmental certificate that is achieved through regular inspections by the Environmental Health.
- Ofsted and Environmental Heath will be notified of a food poisoning incident which effects two or more children who are or have been looked after at our setting.

Sick children and Medication policy

To prevent the spread of sickness and infection if a child is obviously unwell, or requiring Calpol (with the exception of teething) it is essential that they are kept at home. Please refer to the Guidance on infection Control document.

If your child becomes ill at nursery you will be contacted and are expected to collect your child as soon as possible. For this reason, it is essential that all contact details are kept up to date. In the event that we cannot contact any person on your registration form emergency list, nursery reserves the right to seek medical advice/treatment if deemed necessary.

With Diarrhoea and sickness, we usually work at a '3 strikes' system, the only time this differs is if there is an outbreak at the nursery. In this instance it will be 3 times within the full day, or more than 1 in an hour. Should your child be sent home or off sick with Diarrhoea or sickness, they must stay home for 48 hours after the last episode.

If your child has been prescribed antibiotics or has had sickness or tummy upset, please keep your child off nursery for 48hrs after last episode of sickness or diarrhoea, and at least one full day after the start of a prescribed medication. Nursery staff are unable to give a poorly child the care and attention they need. Therefore, it is essential that you do not send children back to nursery until they are feeling better.

If a child develops chickenpox or hand, foot and mouth, and this is confirmed with a doctor, they are required to stay at home for a minimum of 5 days. If after the 5 days some spots have not scabbed over, your child must stay home until they have all scabbed over. This is to prevent the spread of the disease as it is highly contagious and can be dangerous for baby's, infants, those with autoimmune disease or pregnant women.

If your child is diagnosed with conjunctivitis, we recommend you visit a pharmacy to have eyedrops prescribed. Once the child has been on the course of eyedrops or when they are no longer gunky for 48 hours, they can then return to nursery.

When a child is feeling well enough, we are able to administer medication such as antibiotics. You will be asked to complete a form for this. We are happy to administer Calpol for pain relief in a child, but not to keep a sick child's symptoms at bay. If your child develops a temperature over 37.8 whilst in our care, we will monitor this over a short period of time. If this continues to raise, we will provide Calpol in attempt to lower the temperature. If your child's temperature has not lowered below 37.8 within 30 minutes and they still show signs of being unwell, you will then be asked to collect your children from nursery. If you have been asked to collect your child from nursery this needs to be done as soon as possible, and if the child is still having persisting symptoms and/or a temperature, they must not return to nursery until they are back to themselves.

Medications will be stored in accordance with the instructions and out of reach of children. Medications need to be brought to nursery in the original container with prescription details attached (where relevant). Medications will only be administered

in accordance with the prescription or instructions. This is recorded on a medication form. Long term medications and medications such as Calpol for teething can be administered during the day, under nursery discretion as agreed with the parents, only when staff are aware if previous doses have been given that day (and when) and the reasons for this.

We recognise that there may be times when children require specialist medication or care. Staff will be adequately trained to ensure this is administered correctly.

If children are thought to be exposed to infectious diseases, a note on the inside of the entrance door and on our social media, will notify parents. In the event that a more significant outbreak or pandemic has occurred management will inform parents immediately. Relevant agencies will also be informed where applicable under the Public Health (infectious diseases) Regs 1988. We will act upon any advice given.

Agency's list of notifiable diseases can be found at www.hpa.org.uk.

Behaviour Policy

At The Old School Nursery, we believe that children's behaviour is a direct reflection of how they are feeling. Children experience a range of emotions some of which they do not yet understand or know how to control.

Promoting positive behaviour

As part of our Hygge Accreditation we encourage the children to be mindful, care for each other and the environment whilst teaching them about gratitude and respect. We believe that by celebrating positive behaviour and building children's self-esteem they will become resilient and strong learners. Children with strong mental health and well-being are far less likely to exhibit challenging behaviour therefore is the most effective way of managing behaviour.

Identifying patterns in behaviour

Our established relationships with parents combined with our expert knowledge of the children allows us to quickly identify changes in children's behaviour. This allows us to explore the many factors surrounding the child such as, changes at home, times of transition. Our staff have specialist training in Managing Children's Behaviour, Children and Young People's Mental Health and Special Educational Needs. This enables us to explore potential triggers and possible causes to both behaviour changes and challenging behaviour. We would start this process by observing the child as we would usually then speaking with parents about what we have noticed. We then have the skills and resources to implement support strategies and access help from outside agencies if we felt the need.

How staff support challenging behaviour

It is important to consider that it is the behaviour that is challenging, not the child. Therefore, we need to remain reassuring and calm to help the child understand what is expected of them. We feel that our approach to managing behaviour needs to be consistent and clear but must also reflect the individual child. Staff will decide how

best to support a child with challenging behaviour by knowing the child well and how effective an approach may be. They must also consider the age and level of understanding of the child involved.

Children will be explained to why the behaviour was not kind in a way that they will understand. If we can, we will try and relate this to the child's own feelings and emphasise how the other person may feel if someone else was involved. We will encourage the child to say Sorry if they want to or make amends for what they have done. We will record any injuries on an accident form and any dangerous actions on an incident form. This will then be fed back to relevant parents of child/ren involved.

When challenging behaviour persists

Our staff are great at discussing and reflecting on practice. This also includes strategies to supporting children's behaviour. Staff will explore children's behaviour with parents and management if they feel it is not improving or persisting despite intervention.

Senior members of staff will help explore strategies to support behaviour and have access to a range of services and professionals that they can ask for advice. This will always be done with the consent of the parent unless we feel a child is at significant risk of harm. We do not exclude children for challenging behaviour, nor do we use the term bullying in relation to a child's behaviour. Our main concern is why the child is behaving the way they are and what we can do to help them.

When behaviour becomes a risk to the other children or staff

We will do our absolute best to support a child's behaviour, however there may be times when the behaviour becomes a risk to either children, the child themselves or staff. In the rare circumstances that this were to happen we would first isolate the child, to see if we are able to calm them down. If this is unsuccessful, we would contact the parent and ask them to collect the child. This does not mean that the child cannot come back to nursery and when supporting extremely challenging behaviour other services may already be involved. If not, this would be done as a matter of urgency. Our aim is to find a resolution and support the child as quickly as possible, whilst maintaining a safe environment for everyone.

Special Educational Needs, Disability, and Inclusion Policy

The Old School Nursery aim to provide a safe and stimulating environment with a range of activities and resources that are accessible to all children. We pride ourselves on catering for children's individual needs and the relationships we build with them and their families. We recognise that every child is unique and develops in their own way. We have skilled staff who can observe and support children and identify when they are not meeting developmental milestones, are having difficulties in particular areas or are needing more adult support.

Identifying additional needs.

In these crucial early years, we sometimes identify that children may require additional support. This will usually be picked up through our observation, planning and assessment or could be identified through the child's behaviour. At this early stage it is important for us to look at the child, their family, behaviour and circumstances over a period. This is called the Graduated Approach.

The SENDCO (Taylor Stewart) will work in partnership with the child's key person and family to discuss what has been observed, where the child needs support and how we are going to do that.

If we feel the child needs further support or they are not making significant progress, we will ask parental consent to involve the Early Years Specialist Service.

Additional needs can present themselves in many ways for example a delay in walking, difficulty with speaking or lack of speech completely, difficulties in socialising with peers, changes in or challenging behaviour are just some of the things we may observe and discuss with you.

What happens next?

Just because a child may not be following a typical pattern of development does not mean a child has Special Educational Needs. It is when support has been put in place and this has not helped, or the need surpasses the skill set of our practitioners that we would call in outside agencies. Through this process a special educational need may be identified, however this is often a very lengthy process. The important thing to consider is we are very experienced in child development and are skilled to support early needs in children and it is this vital early intervention that helps children to grow and develop.

Key adults at the nursery would keep you informed and involved with this process throughout offering support and advice whenever needed. It is not our role to diagnose a child; however we are aware that certain behaviours and characteristics can indicate an additional need.

To support a child with an identified additional need we would create an individual plan based on the graduated approach where will create targets to support the child's development. This will be shared with parents and reviewed regularly.

We may also share ideas with how you can support your child at home and signpost you to services that can enhance this.

Where a developmental concern is raised the key person may co-ordinate an integrated review with your child's Health Visitor and Early Years Specialist Teacher, where we can consider how to support you and your child together.

The needs of your child are extremely important to us and we only ever want to help your child to be the most confident learner they can be. Whilst hearing that your child may not be developing in a typical way, may be difficult, please trust the experience and expertise of the practitioners within the nursery. Our SENDCO has knowledge and experience in early identification of Special Educational Needs and early intervention really is essential in giving them the best possible start.

There may be times when we may give suggestions to how your child may develop or feel more comfortable at nursery which may include keeping them in a lower ratio to be able to support their needs more effectively and not to overwhelm the child. We will continue to use your child's needs to plan and implement activities. We may also be able to access funding from our local authority to support the setting.

Parents are a child's first educator, and you may notice something in your child's development that you may not understand, or feel is not typical. If this is the case, please feel as though you can approach us to discuss your feelings at any time.

Where a special educational need is identified if the need is significant, we may initiate an Educational Health Care and Needs Plan (EHCP). This is a legally binding document which will stay with your child until adulthood and can change the process of school application.

Risk Assessment Policy and Procedure (including Transportation and Visitors)

Mel Hart and Taylor Stewart are responsible for ensuring the nursery and premises are safe and secure and free of dangers to the children. Ultimately all staff are responsible for the safety of children and through training and inductions and assess the building and children are safe throughout the day. This is done by completing risk assessment forms, forward planning, headcounts and reporting any discrepancies to management.

Risky play

In accordance with our nursery ethos, we recognise that children need risk in the play to overcome challenges and extend their learning experiences. Children need to feel the thrill and excitement of being able to climb, jump and balance. This just does not have the same impact if there is no risk. Staff will assess the level of risk to children's play, understanding that children will get bumps, scrapes, and bruises but we feel that this is part of them learning about themselves. We will not allow the children to take risks that are beyond their comfort zone or that could put them at risk of significant harm.

Risk Assessment format

Risk assessments are carried out and recorded for all areas of the nursery and regular activities that may take place inside or outside of nursery. These are monitored annually or adapted for changes that occur. Daily risk assessments are initialled by staff so that we can monitor that things are being done correctly. All risk assessments are kept for the required period and are in line with other relevant policies.

Keeping children safe outside of nursery

At The Old School we like to get out and about in the community as much as possible. We have pre-defined outings risk assessments that cover most familiar trips. We make a record of who we take out, where we are going and the time we leave and return. We ensure that we have permission to take the children out and also have the correct equipment with us including a mobile phone.

Headcounts will be regularly completed whilst we are out, and the needs of the children being taken out will be considered and this will inform the ratios we use whilst we are out. These will conform to legal requirements of the EYFS. We will continue to risk assess whilst the children out for unforeseen changes.

Missing Child procedure

Whilst we aim to maintain vigilance on nursery outings it is important to consider and know how to react if a child is missing. By following the risk assessments and carrying out regular headcounts, this risk is minimal.

Quick identification of a missing child is essential increasing the chance of finding them safely. It is important to remain calm but responsive whilst keeping the remaining children safe. The senior member of staff in charge of the outing will instruct other staff how to keep remaining children safe and how to conduct a search for the missing child. She will also contact the manager at the setting, who will instruct staff of what to do next. A search will cover the immediate area and points of

interest that might attract a child e.g., the play park or a toy shop. Parent and police will be informed in a timely manner if the search is unsuccessful.

A child could also go missing from nursery. We would follow the same procedure. In all circumstances this would be recorded on an incident form and further action may be taken depending on the outcome.

We understand as a setting this could lead to angry or upset parents and media interest, and this will be dealt with in a professional manner. We would carry out our own investigation reflecting on the situation and following disciplinary proceedings if necessary. Relevant changes will be made accordingly, and risks assessments updated.

Transportation of children

The Old School Nursery rarely uses transportation to take children out of nursery, however if we need to, we will ensure that the driver is associated to nursery, and has a full driving licence, the vehicle is safe, with an up-to-date MOT and there are the correct child-seats available for the size and age of the children. The driver needs to have the correct insurance, and consent needs to be obtained from their parents to enable the child to travel.

In a medical emergency the needs of the child will be assessed promptly, and this will define the course of action taken.

Visitors to the nursery

Visitors may come to the nursery for many different reasons, some of these will be arranged in advance and some will be spontaneous. Contractors and professionals will be asked for identification and once we are satisfied will be invited into the nursery, where they will sign in.

Visitors will not be left unsupervised on the premises around the children. All staff will be informed when a visitor arrives and the purpose of their visit. Visitors who will be spending significant time at the nursery will be made aware of any important information such as fire safety, safeguarding and health and safety.

Prospective parents are encouraged to come and see the nursery whenever they like if it is convenient and safe for a member of staff to do this.

The nursery staff have the right to refuse entry to a person if they cannot prove who they are or their intention of their visit.

Safeguarding Children Policy and Procedure

The Old School Nursery fully recognises its responsibility for safeguarding children and acting upon any signs or suspicions of abuse. This will be done according to Safeguarding training whilst working within the guidelines from the Lincolnshire Safeguarding Children Partnership. This policy applies to all staff, management and volunteers working within the setting.

The designated Safeguarding Lead is Taylor Stewart.

The welfare of the children is paramount. Staff are all trained in Safeguarding and we have regular opportunities to discuss the wellbeing of children both through cohort tracking, supervision meetings and staff meetings. We will take any concerns about a child's welfare seriously. Safeguarding is covered as part of staff induction where they are also made aware of our Whistle Blowing policy. We also have a poster in our staff area which is a visual support available at all times should staff need reminding what procedure to follow.

As per our recruitment policy all staff and volunteers require a DBS to work unsupervised with the children. Suitability of employees will be fully explored upon commencement of employment.

Reporting a Safeguarding concern

In the event a safeguarding concern is raised this will be done confidentially and acted upon immediately. Any disclosure made by a child or concern identified will be recorded accurately using the exact words or facts that we have available. We will skilfully speak with the child without using leading questions making sure they feel comforted and that we have time to listen to them. Whilst we all recognise that children have vivid imaginations we are trained to recognise when something is not as it seems. We use existing injury forms when children come into nursery with an injury. This both protects us so that there is no confusion that this has not occurred at nursery and to identify the cause of injury and make a record of whether this is a reoccurrence. Where we are concerned about a child, our first point of contact would be the parents where we would work in partnership to support and find a resolution. We have the duty to involve social services if we feel families are unable to make significant changes to keep the child safe. We would inform you of our intentions except for if the child being placed at risk or significant harm.

If an allegation is made against a member of staff it would be dealt with in the same way, but instead of contact Social Services we are obliged to inform the local authority designated officer (01522 782111).

Images of children – Please see our ICT policy.

Supporting our families

Children who become subject to a Safeguarding plan have often been exposed to inadequate care or inappropriate situations over a period. At The Old School we are here to support all our families should they find themselves in times of need or deprivation. There are often things we can do to help and if we cannot, we can signpost you to relevant agencies. We will only report a child to Social Services when we feel attempts to improve the child's welfare have not or cannot be met. We rely on your partnership with us to ensure children are safe.

Prevent Duty

Under the Counterterrorism and Security Act 2015 Early Years providers have a responsibility to identify children at risk of being drawn into terrorism. As according to our equal-opportunities and admissions policies we create an environment where children learn to value each other whilst promoting a stronger understanding of culture and diversity. All staff are trained to be able to recognise the signs of extreme cultural beliefs and would report to the relevant agencies.

ICT Policy

In our current climate, the use of technological resources is inevitable. Our aim is to promote the safe use of these resources by staff and children and to share this guidance with parents of how to keep safe, at home.

ICT toys will be used to enhance children's learning experiences in accordance with the EYFS.

Technological resources

Children will have access to iPads, cameras, and computers. These resources are locked away each night for safe keeping. Children are shown how to use these resources appropriately and only when consent from parents has been gained. We delete media when it is no longer needed. Each device is password protected.

Safe Internet use in nursery

Adults will always supervise the use of ICT toys and will support children using child-friendly media. When using ICT to access music/videos this will be done using sites such as You-Tube Kids and CBeebies, where the risk of adverts popping up are eliminated. Whichever media we use we carefully consider before allowing the children to access it.

Staff will only use nursery ICT equipment to support the children's learning or to support their development files whilst in the rooms with the children. The use of media in the playrooms for any other reason is strictly prohibited and will result in Disciplinary Action.

Any media used within the nursery must come from publicly accessible sites or that is owned by the nursery, this protects copyright.

Safe internet use at home

Staff will work with families and carers to ensure that they are aware of the importance of safe internet use, using resources such as Smartie the Penguin.

<https://www.childnet.com/resources/smartie-the-penguin>

By supporting the children at nursery to know how to use the internet safely we hope that this is reflected at home. We would also promote safe internet use through modelling how we do this on Nursery Story.

The use of media in the office/outside of nursery

Mel and Taylor are the main members of staff who work from the office. They both have access to the password protected computer and documents within it. Mel, Taylor and Phoebe also have admin roles for our social media pages and are the only ones who interact with this from a nursery perspective. All senior management have enhanced access to Nursery Story which contains information on the children's development. This is also password protected. Both Mel and Taylor have access to nursery emails. Taylor has the permission to send emails, as well as respond to relevant emails and enquiries.

Mel has a laptop which comes in and out of nursery. Due to her qualifications, experience, and position within the nursery she is trusted to use these for work purposes both at nursery and at home. Images of children will not be stored on the laptops. When staff take children out of the nursery, they must take a mobile phone with them in case of emergency.

Complaints procedure

The Old School Nursery is committed to providing a safe, stimulating environment ensuring a consistent and accessible service that meets the needs of the children and families attending.

We welcome suggestions on how to improve our setting, and we will give prompt and serious attention to any concerns about the running of the setting.

It is the hope of The Old School Nursery that all concerns will reach a satisfactory conclusion for all concerned. To help us to achieve that outcome the following procedure will be followed.

1.
 - Any parent/carer who has a concern about any aspect of the setting is encouraged to discuss this with Mel or Taylor.
 - Most complaints should be resolved informally at this stage.
 - The complaint and outcome will be recorded.
2.
 - If the parent/carer is not satisfied with the response/outcome the parent/carer will proceed to stage 2 and put the complaint in writing to the owner/manager.
 - All complaints will be recorded in the complaints file, which is a requirement of the EYFS.
 - The owner/manager will investigate the complaint and record a detailed account of how the complaint is resolved.
 - The setting will formally acknowledge the complaint within 5 working days.
 - When the complaint has been investigated the owner/manager will notify the complainant of the outcome within 28 days of having received the complaint.
3.
 - If the parent/carer is not satisfied with the outcome of the investigation he/she should request a meeting with the owner/manager.
 - The complaint will be discussed and a written record of the discussion and agreed decision or action made.
 - All parties at the meeting will sign and date the written record and receive a copy. The record will be kept in the complaints file.
 - The signed record signifies that the procedure has concluded.
 - Should the matter remain unresolved, OFSTED can be contacted at the following address.
OFSTED
Complaints Investigation and Enforcement Team (CIE)
National Business Unit

Piccadilly Gate
Store Street
Manchester
M1 2WD

Tel. 0300 123 1231

Parents may approach Ofsted directly at any stage of this procedure. In addition, where it is deemed that there is a breach of the setting's registration requirements, it is essential to involve Ofsted, as the registering body, who has a duty to ensure the EYFS requirements are met.

If a child appears to be at risk the setting will follow the procedure of the Local Safeguarding Children's Board. In these cases, the setting manager will work with Ofsted and/or the Local Safeguarding Children's Board to ensure investigation of the complaint, followed by appropriate action.

All complaints against our setting, and/or the children and/or the staff will be recorded in detail in the complaints file which will be made available to parents and Ofsted inspectors.

The owner/manager is responsible for managing complaints.