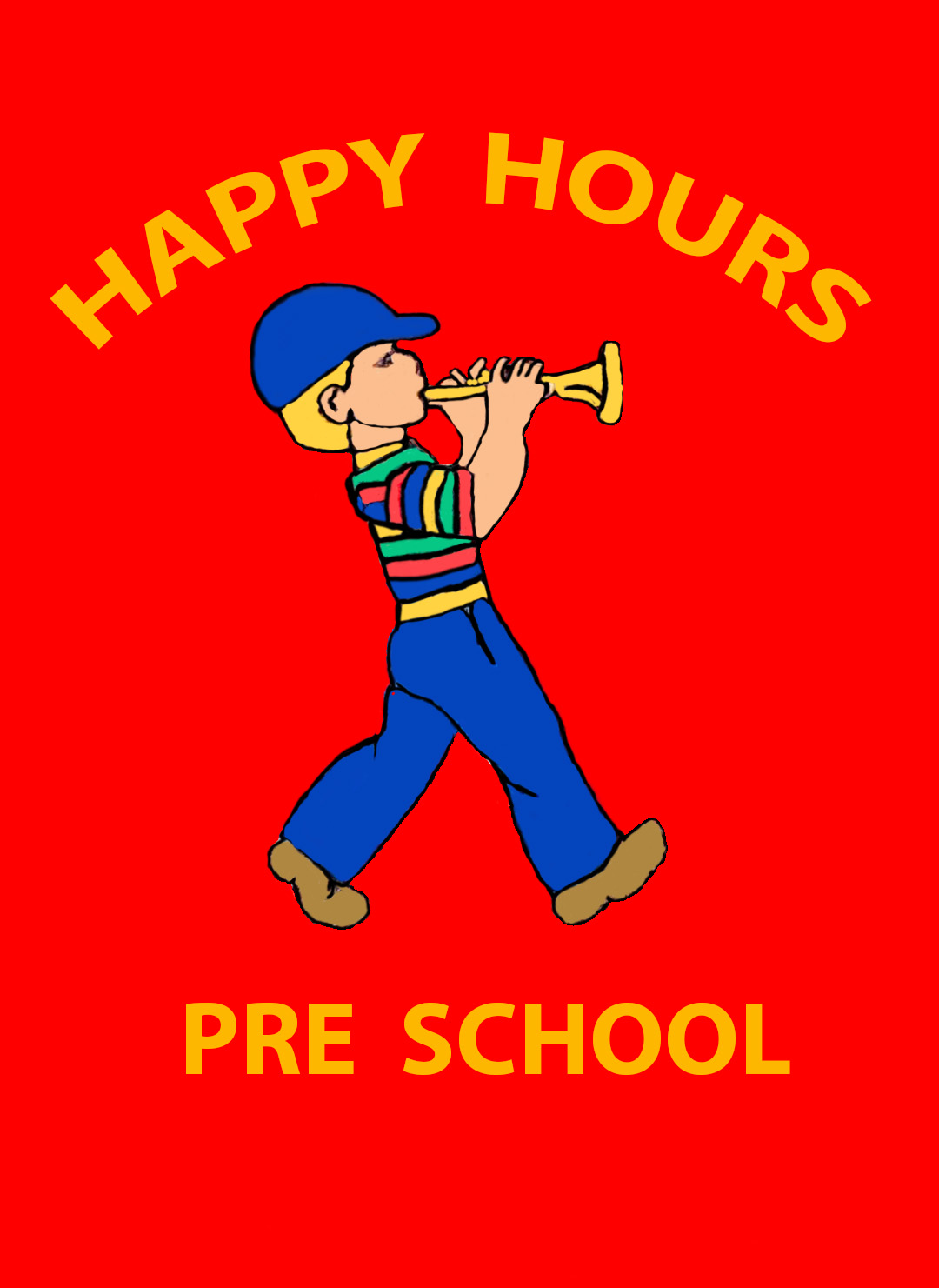
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**Happy Hours Pre-School**

**A member of the Early Explorers**

**Nursery Group**

**[Early Explorers Childcare Ltd]**

**Policy Handbook**

**Methodist Centre, Brunswick Road,**

**Shoreham-by-Sea, BN43 5WB**

**Updated 28/05/2020 [E.M]**

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**Admissions Policy**

**Our aim:** To make Happy Hours Pre-School genuinely accessible to children and families from all sections of the local community.

In order to accomplish this, we will:

* Ensure that we are widely advertised in all local communities. We will place

notices advertising the Pre-School in places where all sections of the community can

view them.

* Describe the Pre-School and its practices in terms which make it clear that we welcome

fathers and mothers, other relations and carers, and people from all cultural, ethnic,

religious and social groups, with and without disabilities.

* Monitor the gender and ethnic background of children joining the group to ensure

that no accidental discrimination is taking place.

* Make our equal opportunities policy widely known.
* Be flexible about attendance patterns so as to accommodate the needs of

individual children and families.

* The setting is registered for children to start from 2 years old and up to the age of 5; however the majority of children will go to school in the September before their 5th birthday.
* Spaces are allocated on a first come first served basis with preference given to siblings and relations.
* Where financially viable spaces will be kept vacant to accommodate emergency places.
* The Pre-School abides by the Early Years Statutory Framework (April 2017)
* A £30 fee will be charged to register your child’s place at the Pre-School to enable us to provide a book bag, create documents for your child including name plates and personalised peg cards. If your child is entitled to a government funded place, this payment is exempt. The registration fee is non-refundable in the event of a place not being taken once reserved. A 50% non-refundable fee will be payable for each term if you decide to defer your child once a place has already been offered. If the Pre-School decide your child is not yet ready this fee will not be payable.

**Termination of registration**

In the event of parents wishing to terminate their child’s registration with our Pre-School, a term’s notice is required. If parents fail to give a term’s notice, an amount equivalent to their termly fees will be charged.

**Updated: August 2019 Review Date: 01/08/2020 Updated by: Emmajane Merrett**

**Staff to Child Ratio’s**

**Aims:** Staffing arrangements will always meet the needs of all children and ensure their safety. Happy Hours Pre-School will ensure that children are adequately supervised and decide how to deploy staff to ensure children’s needs are met. The Pre-School will inform parents and/or carers about staff deployment, and, when relevant and practical, aim to involve them in these decisions. Children must **usually** be within sight **and** hearing of staff and **always** within sight **or** hearing of staff.

* Only those aged 17 or over may be included in our Pre-School staff ratios (and staff under 17 should be supervised at all times). Students on long term placements and volunteers (aged 17 or over) will be included if the provider is satisfied that they are competent and responsible. All newly qualified staff with full relevant level 2/3 qualifications must have paediatric first aid to count in ratios.
* For children aged two:

• there will be at least one member of staff for every four children;

• at least one member of staff must hold a full and relevant level 3 qualification (inc a suitable level 2 qualification in English & Maths);

• at least half of all other staff must hold a full and relevant level 2 qualification.

* For children aged three and over
* there must be at least one member of staff for every eight children;

• at least one member of staff must hold a full and relevant level 3 qualification (inc a suitable level 2 qualification in English & Maths);

• at least half of all other staff must hold a full and relevant level 2 qualification.

**Updated: August 2019 Review Date: 01/08/2020 Updated by: Emmajane Merrett**

**Settling In Policy**

**Our Aim:** We believe that the things babies and young children experience at the beginning of their lives in families and in the Pre-School, makes a difference. We want our children to build positive relationships and successful interactions as a core foundation across the EYFS seven areas of learning and development. Children cannot play or learn successfully if they are anxious or unhappy. Our Pre-School procedures aim to support parents to help children to become independent adults. Learning through first-hand experiences will help young children to acquire new skills and as a result to become resilient, capable, confident and self-assured.

**Methods**

Our Pre-School sessions will help young children:

* To be gradually introduced to our Pre-School by our practitioners who will provide a secure base and emotional support during settling in periods and thereafter.
* To familiarize themselves with the new environment, routines and types of activities
* Our sensitive and accessible early years practitioners will work closely with parents, sharing observations in order to offer maximum support and care.
* Our play based pedagogy will allow children to be in control of their learning and feel free to experiment, which is fundamental to all areas of a child’s development.
* Our Pre-School sessions will embrace each child’s individuality and help the transition process to become successful.
* A welcome pack will be given to parents at the time of a settling in session along with a Pre-School prospectus with pictures of the setting and routines for the daily sessions.
* Happy Hours Pre-School has a policy of allowing a six-week settling-in programme for all new pupils. During this time practitioners are assessing your child’s ability:

1. to say goodbye to parents or carers
2. to adapt to setting procedures
3. to cope with becoming part of a group.

During the term before your child starts with us you will be invited to come along for a one hour settling-in session where your child can familiarise him/herself with the environment. You may stay with your child or leave them if they are comfortable without you.

During the first two weeks of attendance a two-hour session is provided for all new children if you and the practitioners feel that 3 or 6 hours are too long. This can be discussed during your initial settling in session and is very much lead by the individual child.

If your child is happy to say “goodbye” and become involved in activities with the practitioners help, we ask that parents and carers be contactable by telephone/text so that you can quickly be called upon should your child become anxious or distressed throughout the session.

A key person will be assigned to your child to help with the transition of starting Pre-School.

If your child cannot cope with being left, please discuss this with your child’s key person who will discuss the possibility of you staying with your child and this is very much particular to each individual child and family. Home visits can also be offered as a further way to support your child joining Pre-School. The aim is to build confidence in your child so that they feel happy and safe to come into Pre-School, knowing that mummy or daddy will return to collect them at the end of the morning. We suggest your child attends a minimum of 2 sessions a week to aid the settling in process.

If, despite best efforts, ongoing discussions and strategies, a child cannot settle, parents can defer the child but will have to pay 50% of the fees to the Pre-School in order to secure the child’s space.

**Updated: August 2019 Review Date: 01/08/2020 Updated by: Emmajane Merrett**

**Parents as Partners Policy**

**Our Aims:** We recognise and respect the influential and enduring contribution that families and parents/carers make to their children’s development, well-being and learning. We believe in the importance of working in partnership with parents in order to enhance these areas.

**Methods**

To do this, we will:

* Ensure that all new parents are aware of our Pre-School policies.
* Establish a welcoming atmosphere so that parents feel able to exchange information about their child’s learning and development.
* Establish an effective two-way flow of information to provide continuity in each child’s learning experiences and development.
* Listen to parents with due respect.
* Develop and maintain positive, professional and respectful relationships with parents.
* Value their contributions in identifying their child’s strengths and areas for development.
* Involve parents in shared record keeping about their own child and discuss the ways in which parents can help children to learn and develop.
* Recognise when parents need support in nurturing their child.
* Work to create and sustain opportunities to involve parents as active partners in their children’s well-being, learning and development.
* Ensure that parents are regularly informed about their child’s progress.

**Mrs Danielle Wrightson (Owner) Danielle.happyhours@yahoo.com**

**Mrs Emmajane Merrett (Manager) 07395 125893**

* We offer a Parents Information Meeting termly, where we discuss the Pre-School, improvement areas and exciting new activities we have in store for the children.
* We invite parents to come in and spend some time, perhaps reading a story with the children in the Summer term so you can really get a fly on the wall experience of what happens in the setting and provide the opportunity for you to come in for a parent consultation termly.
* We maintain online learning journals which enable parent / carers to engage daily with their childrens learning journeys. There is a facility for parent / carers to leave comments ob observations / photos. There is also the facility for parents to upload their own photos, videos and observations to share with their child’s key person.

**Information**

* A newsletter is sent electronically once a term and a paper copy given to any families who do not have an email address. A copy is also placed on the noticeboard which is situated above the coat stand outside the hall.
* The Pre-School has a Facebook page which can be located by searching for:

[**https://.facebook.com/HappyHoursShoreham**](https://.facebook.com/HappyHoursShoreham)

**No pictures of faces of the children will be added to this site. However reminders, Pre-School closures, termly topics and activities the children enjoyed can be found here.**

**Parent / carers also have the option to request to join a closed Parent / Carer group. The membership of which is closely monitored by admin. Here photos and videos of the children are available along with information, reminders and useful updates. This can be located by searching Facebook for:**

**Happy Hours Pre-School (Parent / Carers ONLY)**

**Please note that you are responsible for your own privacy settings as anyone may access this social networking site.**

* The notice board is located by the Pre-School entrance and holds a wealth of information including Ofsted details, key roles within the Pre-School and up to date news and information about the setting.
* Learning Journals are available to parents at all times via their tapestry log in and we endeavour to make information available in other home languages or on audiotape, if needed.
* Parents are always consulted and permission sought if Happy Hours Pre-School feels that your child needs additional support at any time (see Special Educational Needs Policy).
* Policies for the Pre-School will be emailed to all new parents and a hard copy will be available daily in the parent area of the setting.
* The Pre-School abides by the EYFS Statutory Framework (April 2017)

**Involvement**

* We seek parent’s support and involvement – we value any contributions made and parents are invited to demonstrate their various skills and talents in any way possible.
* We encourage visitors from our local community, and seek to go out into the community whenever possible. During trips we often need parents to volunteer.
* We welcome and celebrate families’ diverse backgrounds and enjoy the celebrations of cultural and religious festivals.

**Transitions**

* We aim for a smooth transition between home and Pre-School, and work closely with parents and carers to achieve this.
* We invite local schools to come and meet with your child the term before they start school.
* We share photos and story books of your child’s new school with them and have a range of school uniform from local schools for the children to dress up in and engage in school role play.
* We visit local schools with the children in preparation for their Primary school.
* The manager/SENCO will visit local schools if extra support is required on a 1:1 basis with the parents.
* Home visits are completed when appropriate before the child starts our Pre-School to help support transitions into our setting.

**Updated: August 2019 Review Date: 01/08/2020 Updated by: Emmajane Merrett**

**Curriculum Planning**

**Our Aim:** We believe that the quality of children’s experiences and the engagements of their parents, particularly in these early years are critical to better outcomes that will impact your child right into adolescence and adulthood. We believe that parents will find our Pre-School sessions very beneficial to their children and information shared will contribute to children becoming, competent learners that will carry a positive attitude towards learning throughout their lives.

At the heart of our Curriculum is the EYFS Statutory Framework Principles (April 2017) with the influence of the Montessori ethos, Reggio approach and Forest school activities.

**A Unique Child**

* Me, Myself and I
* Being Together
* Being Acknowledged and Affirmed
* Finding a Voice
* Developing Self-assurance
* Listening and Responding
* Making Meaning

**Positive Relationships**

* Building warm and loving relationships and attachments with key person
* Being sensitive and responsive to children’s needs and wishes
* Supportive of your child’s efforts and independence
* Consistent in setting boundaries
* Providing stimulating provision
* Whiteboards to display next steps, current interests from both setting and child’s voice and interests from home: updated by parents.

**Enabling Environments**

* We provide an environment that enables the children to take risks and make mistakes, experiment and discover independently.
* Our Pre-School sessions provide developmentally appropriate experiences for the different starting points from which children develop their learning and build on what they can already do.

**Learning and Development**

* Every Child is a Competent Learner
* Making Connections
* Being Imaginative
* Being Creative
* Representing

Our Pre-School sessions allow young children to learn through a variety of activities and equipment including our planned outdoor environment. Play can be a solitary or social experience, young children can be fully involved or just watch and observe, but whatever form it takes it is of immense value and fundamental to learning.

**Record Keeping**

* Our practitioners reflect on their knowledge and understanding of how children learn and develop which allows them to identify the next steps in each child’s learning and development.
* Our records for individual children are kept in a positive way and shared on a regular basis with the parents and other practitioners in the setting.
* Our practitioners ensure that provision for the children takes account of the children’s different needs, predispositions and different stages of development.
* Our systematic observations can identify children who may have additional needs and address external factors that may be affecting a child’s capacity to learn and develop.
* Practitioners planning, direct work with the children and evaluation of their practice, enable the children to achieve their full potential.
* Ofsted have given permission for paperwork to be completed away from the setting including updating learning journals online and the owner’s files. Risk assessments have been completed to ensure the utmost security is in place to safeguard this information at all times.

Please refer to our Data Protection policies for information on information sharing and record retention.

**Updated: August 2019 Review Date: 01/08/2020 Updated by: Emmajane Merrett**

**Complaints Policy and Procedures**

**Aims**: Happy Hours Pre-School will always strive to maintain the highest quality of early years education and childcare. We aim to provide a warm and caring environment where every child and their family feels welcome and safe. We believe that children and parents are entitled to expect courtesy and prompt, careful attention to their needs, wishes and concerns. Our intention is to work in partnership with parents and the local community and we welcome suggestions on how to improve at any time.

* Unfortunately, on some occasions you may feel unhappy with us, and should this arise, please feel free to discuss your concerns with:

**1) Your child’s key person**

**2) The Pre-School Manager (Mrs Emmajane Merrett)**

**3) The Pre-School Owner (Mrs Danielle Wrightson)**

We will meet with you and hold discussions trying to resolve your concerns – a complaint log will be implemented.

If the problem is not resolved within 28 days, the parent should put the concern or complaint in writing and request a meeting with the owner. Both parties should have someone present if required and an agreed written record of the discussion should be made.

* If the Pre-School and parent cannot reach an agreement, it might be helpful to invite an external mediator, to listen to both sides and offer advice. This could be someone from the Early Years Childcare Service. These discussions will be kept confidential.

If you feel your complaint has not been dealt with correctly, you have the right to contact:

Ofsted

Piccadilly Gate

Store Street

Manchester

M1 2WD

Tel: 0300 123 1231 (Mon – Fri, 8am – 6pm)

Email: enquiries@ofsted.gov.uk

[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

* The Pre-School abides by the revised EYFS (April 2017)

**Updated: August 2019 Review Date: 01/08/2020 Updated by: Emmajane Merrett**

**Safeguarding Children**

**Our Aims:** Safeguarding is central to everything all practitioners do within the setting. Practitioners effectively support children’s growing understanding of how to keep themselves safe and healthy, supporting the children’s growing confidence when managing their own risks. All practitioners are highly skilled in helping children develop secure emotional attachments providing support and guidance to enable them to become life-long learners. Practitioners skilfully support transitions ensuring that emotional literacy is embedded in provision. We intend to ensure that children feel secure and safe at our Pre-School and will take appropriate action to ensure all children are kept away from danger at all times through discussions with the children, parents and other professionals.

**Methods**

In order to achieve this, we will:

Exclude known abusers

* All applicants for work, voluntary helpers and students will have an

enhanced DBS check prior to commencing their position where possible. All applicants for work will be interviewed and references checked. If there are gaps in employment, explanation will be sought. All appointments will be subject to a probationary period and will not be confirmed unless we are confident that the applicant can be safely entrusted with children.

* All staff will be asked to complete a self-declaration and consent form for the Pre-School to obtain this information, including whether anyone at their home residence may pose a risk to the children and/or information held about them at the setting.
* We share our Safeguarding Policy with Northbrook Barn Community Centre where we are located.
* The Pre-School abides by the Safeguarding Vulnerable Families Act 2006
* **Please also see our disqualifications policy**

**Seek and supply training**

* We will seek out training opportunities to ensure that all the practitioners in the setting are sufficiently knowledgeable about local policies and procedures in safeguarding and promoting the welfare of the children and access the West Sussex training scheme on a yearly basis. Designated members of staff will undertake safeguarding training every two years and their knowledge and skills will be refreshed at least annually. All staff and leaders will receive regular updates on safeguarding at least annually. Child protection and staff behaviour policies are in place and regularly reviewed to keep all children and learners safe.

**Prevent abuse by means of good practice**

* We will establish and maintain a safe environment where all the children feel secure and can develop independence.
* We will strive to meet the needs of children who have special educational needs and/or disabilities or medical conditions.
* We will employ practices that promote children’s health, safety and physical, mental and emotional well-being.
* During our Pre-School sessions the children will be supported in developing a sense of autonomy and independence through adult support. Our practitioners will pay particular attention to the children in their first few sessions and provide comfort for the children who are upset or distressed.
* The layout of both the indoor and outdoor learning environment enables free flow where possible and provides appropriate supervision of all children.
* Appropriate filters and monitoring systems are in place to protect learners from potentially harmful online material.

**Respond appropriately to suspicions of abuse.**

* Changes in children’s behaviour /appearance will be investigated.
* Parents will normally be the first point of reference, though suspicions will be referred to professionals working in health and children’s social care.
* All such suspicions and investigations will be kept confidential and shared only with those who need to know. The people most commonly involved will be the child’s key person and the Manager of the setting.
* During term time the designated safeguarding lead (or appropriately trained deputy) will be available during opening hours if staff wish to discuss safeguarding concerns.

**Keeping records**

* Whenever worrying changes are observed in a child’s behaviour, physical condition or appearance, a specific and confidential record will be set up, quite separate from the usual developmental records. The record will include in addition to the name, address and age of the child: timed and dated observations, describing objectively the child’s behaviour/appearance, stated without interpretation and where possible the exact words spoken by the child: it will be added with the signature of the recorder. A body map is available for use on the pre-existing injuries form.
* Such records will be kept in a separate file and will not be accessible to other practitioners at the Pre-School other than the Manager of the setting and member of staff as appropriate.
* Liaise with Multi-Professional team
* The Pre-School operates in accordance with WSCC.
* Confidential records kept on children about whom the Pre-School is anxious will be shared with Social Services if the Pre-School feels the child is in danger of harm or potential harm.
* If a report on a child is to be made to the authorities, the child’s parents will be informed at the same time as the report is made, except in exceptional cases.
* The Pre-School will maintain ongoing contact with the local authority, including names, addresses and telephone numbers of individual social workers and other professional bodies/agencies to ensure an effective multi-agency work.

Please refer to our Data Protection policies for information on information sharing and record retention.

**Supporting families**

* The Pre-School will take every step to build a trusting and supportive relationship between families (including vulnerable families), staff and volunteers in the group.
* Where abuse at home is suspected, the Pre-School will continue to welcome the child and family while investigations proceed.
* All parents will be asked to sign a Safeguarding document to ensure that they are fully aware of any actions we may take to safeguard the children at our setting.
* Confidential records kept on a child will be shared with the child’s parents if requested.
* The interest of the child is paramount; the Pre-School will do all in its power to support and work with the child’s family.
* Home visits, 2 year funding and help in gaining employment are provided to the parents.
* We will use the continuum of care chart and Early Help routes to support families and children who may need additional support through Early Intervention.
* Each family will complete an Early Intervention form when settling their child into Pre-School to highlight any areas of support from other professionals or the wider community.

**Within our Pre-School**

* **Mrs Danielle Wrightson and Mrs Emmajane Merrett** are our Child Protection Designated Officer’s **Tel:** **07395 125893 Email:** [**Danielle.happyhours@yahoo.com**](mailto:Danielle.happyhours@yahoo.com) **/** [**Emmajane.happyhours@gmail.com**](mailto:Emmajane.happyhours@gmail.com)
* The Local Authority Designated Officer can be contacted via the MASH **Tel: 01403 229900** or directly via

**Email:** [**lado@westsussex.gov.uk**](mailto:lado@westsussex.gov.uk)

**Police – Call 101 and ask for Child Protection Team. In an emergency call 999**

* **Multi Agency Safeguarding Hub (MASH) Tel: 01403 229900**

**Email: MASH@westsussex.gov.uk**

* If practitioners have any concerns this is a point of contact for us to go to for guidance and support on our next steps. This information is also displayed in the setting for parents and visitors to promote the welfare and safety of all children.
* We will, where possible continue to support and work with the child’s family to maintain continuity of care for the child.
* All details of concerns, progress, case conferences, etc. are confidential and will not be discussed with anyone who is not authorised to have this information.

**Message from the LCSB**

From the 1st April 2016 the workforce of the Children’s Access Point and the Early Help Resource Centre were combined. The Multi-Agency Safeguarding Hub (MASH) will be the single point of contact for all safeguarding concerns regarding children and young people in West Sussex which includes front door access for Early Help.

It brings together expert professionals, from services that have contact with children, young people and families, and makes the best possible use of their combined knowledge and resources to keep children safe from harm and promote their families’ wellbeing.

The MASH will do this by:

• Acting as a front door to manage all safeguarding concerns.

• Researching information held on professional databases to inform decisions.

• Continuing to provide support to professionals working in Early Help. Especially identifying families who need Think Family Keyworker Services and other key working services, and family network responses.

• Providing a secure and confidential environment for professionals to share information.

• Identifying low–level repeat referrals which taken in isolation may not appear concerning, but do when the child’s journey is reviewed.

• Accessing quickly and efficiently the child protection investigation staff both within children’s social care, the Police and Health (holding strategy discussion centrally).

Referring to the MASH

• Request for support E-Form: http://sussex.procedures.org.uk/

• Email: MASH@westsussex.gov.uk

• Telephone: 01403 229 900

• Out of Hours: 0330 222 6664

**Female genital mutilation (FGM)**

FGM is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision, cutting or sunna. There are four types which are all illegal and have serious health risks. It is nearly always carried out on minors (between infancy and age 15). Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It's dangerous and a criminal offence. There are no medical reasons to carry out FGM. It doesn't enhance fertility and it doesn't make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health. FGM has been a criminal offence in the UK since 1985. In 2003 it also became a criminal offence for UK nationals or permanent UK residents to take their child abroad to have female genital mutilation.

Pre-School staff will adhere to the FGM Act 2003 as amended by the Serious Crime Act 2015 which requires professionals to make a report to the police if a) they are informed by a girl under the age of 18 that she has undergone an act of female genital mutilation (FGM) or b) they observe physical signs that an act of FGM or any other form of mutilation (for example breast ironing} may have been carried out on a girl under the age of 18.

**The Risk of Peer on Peer Abuse**

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person’s behaviour as abusive if:

* There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
* The perpetrator has repeatedly tried to harm one or more other children; or
* There are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Whenever a child may have harmed another, the staff must be aware of their responsibilities to both children. They should also be alert to the possibility that a child or young person who has harmed another may well also be a victim. Therefore:

* the needs of the children and young people who abuse others should be considered separately from the needs of their victims, and
* a multi-agency assessment should be carried out in each case, appreciating that these children may have considerable unmet developmental needs, as well as specific needs arising from their behaviour.

**Mrs Emmajane Merrett** is our behaviour management coordinator (see our **Children’s behaviour management** policy) and we will continue to keep up to date with training on this subject by attending WSCC training sessions and regularly reviewing this policy as children and families join us.  We recognise that behaviour in children will change during their time with us and it is important for us to maintain open and honest relationships with parents and other professionals to ensure we support every individual child. We will also involve children and parents wherever possible in the design and content of our policies to understand the holistic views of staff, children and parents.

**Updated: August 2019 Review Date: 01/08/2020 Updated by: Emmajane Merrett**

**If a child is not collected**

* If a child is not collected at the appointed time the following steps are taken:

 **Parents/carer is telephoned at home/mobile/work**

** Emergency numbers are contacted.**

In the unlikely event that there is still no response, the child is kept on the premises while other avenues are explored. The child is always left with two members of staff.

If the child is not collected within an hour and a half after usual collection time and no contact has been made with parents or emergency contacts, social services will be called.

* The Pre-School abides by the revised EYFS (April 2017)
* A fee of £15 for the first 15 minutes then £10 an hour thereafter is payable by the parent/carer to take into account any extra time and procedures needed to manage a situation of non-collection.
* If a child is not collected we will call MASH on 01403 229900

**Outings Policy and If a child is lost whilst on an outing**

* Visits to the local playground and park are often made and an annual visit to a local

venue, such as a farm trip or a museum. To ensure comfort and safety on such trips we do the following:

* We adhere to the outings ratio of minimum 1 adult to 2 children in the local community.
* Practitioners take the first aid box, a mobile telephone, the register of

children attending and their details, suitable snacks/drink and other essentials or provision.

* A signed permission slip will be sought within the Pre-School Welcome Pack and kept with the child’s records.
* A risk assessment is carried out prior to a trip, and if necessary, a couple of practitioners make a prior visit to the location.
* 2 Children are allocated per one adult for the trip.
* If a child is lost, staff will immediately inform security/staff of premises being visited and the premises will be searched. Whilst the search is carried out all children are kept safe with their practitioners and volunteers, and will return to Pre-School as soon as possible, leaving the Manager searching and liaising with premises staff. If the child is not found, the surrounding area will be searched and police/parent and/or carer will be contacted.
* Ofsted will be informed of any cases of a child going missing from the setting.

**Confidentiality Policy**

* Our work will sometimes bring us into contact with confidential information.

To ensure that those using and working in the school can do so with confidence, we will respect confidentiality in the following ways:

1) Parents will have access to the files and records of their own children, but

will not have access to information about any other child.

2) Staff will not discuss individual children, other than for purposes of curriculum

planning, group management, with people other than the parents/carers of that

child.

3) Issues to do with the employment of staff, whether paid or unpaid, will remain

confidential to the person directly involved with making personnel decisions.

4) Any anxieties/evidence relating to a child’s personal safety will be kept in a

confidential file.

5) Students on recognised courses observing in the school will be advised of our

confidentiality policy and required to respect it.

6) No staff, parents or visitors are permitted to put children other than their own on any social networking site.

All undertakings above are subject to the paramount commitment of the school which is to the safety and wellbeing of the child.

**Mobile Phone and Camera Policy**

Aim: It is our intention to provide an environment in which children, parents and staff are safe from images being recorded and inappropriately used.

**Mobile Phones**

* Happy Hours Pre-School allows staff to bring in personal mobile telephones for their own use, but they should not be used except in an emergency and only used outside of the hall / back room / garden.
* Users bringing personal mobile telephones into the Pre-School must ensure there is no inappropriate or illegal content on the device.
* All staff, students and volunteers must ensure that their mobile telephones are left in the locked cabinet in the hall so that if they ring in an emergency the manager will be able to advise that member of staff and allow them to leave the hall / back room / garden to answer or return the call. Staff bags should also be placed in the pre-allocated kitchen cupboard, out of reach of the children, unless requested by the Pre-School manager to move them to another appropriate location.
* Staff will need to ensure that the Office has up to date contact information and that staff make their families, children’s schools etc, aware of emergency work telephone numbers. This is the responsibility of the individual staff member.
* All parent helpers will be requested to place their bag containing their phone in the kitchen and asked to take or receive any calls outside the hall / back room / garden..
* It is the responsibility of all members of staff to be vigilant and report any concerns to the Pre-School Owner/Manager.
* Concerns will be taken seriously, logged and investigated appropriately in line with our safeguarding policy.

**Visitors /Workmen**

* Mobile phones are to be left in the locked cabinet in the hall. If it is necessary for visitors/workmen or other professionals to have their mobile phones to implement their role effectively then they are to be supervised at all times.

**Cameras**

* Photographs and video footage is taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements and are an effective form or recording their progression in the Early Years Foundation Stage. They may also be used on our website and/or for other advertising purposes with permission from the parents.
* However, it is essential that photographs and videos are taken and stored appropriately to safeguard the children in our care.
* The manager uses a home computer and has signed a disclaimer confirming the good use of this and abiding to the Pre-School policies around safeguarding. Whenever possible practitioners will complete learning journals online in the setting, however Ofsted has granted permission for these to be kept off site if time is not available within Pre-School hours. This will be regularly reviewed and reflected upon in staff meetings to ensure the continued focus on safeguarding the children within our care.
* Only the designated Happy Hours Pre-School cameras or Tablets are to be used to take any photos within the setting or on outings. If parents wish to take photos of their child on outings or in nativities the manager/owner will check that all parents are happy for this to happen and stress the importance of not putting these images onto any social networking sites.
* Any other mobile/electrical photography devises should not be used in the setting by staff or visitors for safeguarding reasons.
* Fit bits and smart watches should not be worn by staff as they could prove to be a distraction when staff should be concentrating on the children.

**Suitable People**

* DBS (Data Barring System) Checks have been completed on all staff members including volunteers and no parents or other helpers including students will be allowed to care for the children unattended unless these checks have been completed.
* A minimum of two references will be obtained for each staff member, bank staff or volunteers or students.
* Staff will be asked to complete a statement to show that they understand why we complete a DBS check. Managers will ask staff to sign to say that their circumstances have not changed as part of their appraisal process.
* The Pre-School owner will keep these records privately at their home address as agreed by Ofsted and will make these records available at an inspection.
* A regular and robust system is in place for induction, one to one’s and appraisals.
* A whistle blowing procedure is in place for staff to contact the manager, owner and LSCB to report any concerns of neglect or abuse to the authorities.
* Annual health questionnaires are given to all staff members to ensure their suitability to work within the setting.
* Health and Safety in the workplace assessments are welcomed by local colleges and Universities when students have placements at the Pre-School.

**Disqualification**

Some people are disqualified from working with children, for example, if they have committed certain offences. We understand that the following list will determine whether we can provide childcare within our Pre-School setting:

* If you are disqualified
* If anyone who is part of the organisation applying to provide registered childcare, such as a partner, director or committee member, is disqualified

We will not employ anyone to work with children if they are disqualified and we understand that it is an offence if we knowingly do so.

People are disqualified from childcare registration if they have been:

* convicted or charged with (or found to have committed) an offence against a child
* convicted or charged with (or found to have committed) certain offences against an adult
* placed on the Protection of Children Act 1999 (PoCA) list of persons considered unsuitable to work with children
* made the subject of a direction under section 142 of the Education Act 2002 and are considered not fit and proper persons to work with children, known as the DBS Children's Barred List (formerly List 99)
* made the subject of a disqualification order
* made the subject of an order where a child has been removed from his/her care or been prevented from living with him/her
* refused registration previously or had a registration cancelled, unless your registration was cancelled on or after 1 September 2008 solely for failing to pay the fee for continued registration

If we think that someone in the organisation, or a person we are considering employing, may be disqualified, we can talk to the DfE in confidence by ringing 08456 404040.

In some circumstances the disqualified person may be able to have the disqualification waived. Again, we will always contact the DfE if we wish to apply for a waiver. Each individual must apply for a waiver in his or her own right. You cannot apply on behalf of someone else.

If anyone is deemed to be disqualified from working with children the Manager/Owner will contact Ofsted to advise within 14 working days or sooner.

**Student Placement Policy**

**Our aim:** We recognise that the quality and variety of work which goes on in our Pre-School makes it

an ideal place for students on placement from school and college childcare

courses, as well as those on Diploma teaching practice or tutor fieldworker courses.

Students are welcomed into Happy Hours Pre-School on the following conditions:

1. The needs of the children are paramount. Students will not be admitted in

numbers which hinder the essential work of the school.

2. Students must be confirmed by their tutor as being engaged in relevant childcare courses which provide necessary background understanding of children’s development and learning.

3. Students required to conduct child studies must obtain written permission from

the parents of the child to be studied.

4. Any information gained by the students about children, families or other adults

in the school must remain confidential.

5. Unless registered as a fit person with a clean DBS check, students will not

have unrestricted access to children.

6 Risk Assessment has previously been completed (Visitors and Beach/Forest Schools)

**Staff Qualifications, Training and Support Skills**

**Aims:** The daily experience of children in early year’s settings and the overall quality of provision depends on all practitioners having appropriate qualifications, training, skills and knowledge and a clear understanding of their roles and responsibilities. Happy Hours Pre-School will ensure that all staff receive induction training to help them understand their roles and responsibilities.

* Induction training will include information about emergency evacuation procedures, safeguarding, child protection, the provider’s equality policy, and health and safety issues.
* This induction package will link into any training courses required, a check at the end of day one to ensure that the member of staff has understood the induction policies and to be revisited in a three month settling in consultation followed by termly one to ones and a yearly appraisal
* A reflective approach, gaining positive peer feedback will be introduced in one to ones so that practitioners can understand all areas for improvement and recognition
* The Pre-School will put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues
* Supervision should provide opportunities for staff to:

• discuss any issues – particularly concerning children’s development or well-being;

• identify solutions to address issues as they arise; and

• receive coaching to improve their personal effectiveness

* The Pre-School manager holds a degree in Primary Education with Qualified Teacher Status and at least half of all other staff in headcount hold at least a full and relevant level 3 qualification. The manager has at least two years’ experience of working in an early years setting.
* The Pre-School owner is Danielle Wrightson.
* All members of staff both full time and bank staff have a current and valid first aid certificate in paediatrics.
* All staff at the Pre-School have a good understanding of the English language to support families, with the additional support of other languages known by some staff as well.

**No Smoking Policy**

We have a No Smoking policy at Happy Hours Pre-School and neither staff, students or visitors are allowed to smoke either indoors or in the surrounding premises.

**Updated: August 2019 Review Date: 01/08/2020 Update by: Emmajane Merrett**

**Recruitment, Selection & Disclosure Policy and Procedure**

**1. Aims and Introduction**

Happy Hours Pre-School is committed to providing the best possible care and education to its children and to safeguarding and promoting the welfare of children and young people.  The Pre-School is also committed to providing a supportive and flexible working environment to all its members of staff.  The Pre-School recognises that, in order to achieve these aims, it is of fundamental importance to attract, recruit and retain staff of the highest calibre who share this commitment.

The aims of the Pre-School’s recruitment policy are as follows:

 - to ensure that the best possible staff are recruited on the basis of their merits, abilities and suitability for the position;

- to ensure that all job applicants are considered equally and consistently;

- to ensure that no job applicant is treated unfairly on any grounds including race, colour, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, marital or civil partner status, disability or age;

- to ensure compliance with all relevant legislation, recommendations and guidance including the statutory guidance published by the Department for Education (DfE), Safeguarding children and safer recruitment in education (SCSRE), Keeping Children Safe in Education (KCSIE) and any guidance or code of practice published by the Disclosure and Barring Service (DBS); and

- to ensure that the School meets its commitment to safeguarding and promoting the welfare of children and young people by carrying out all necessary pre-employment checks.

**2. Recruitment and selection procedure**

All applicants for employment will be required to complete an application form containing questions about their academic and employment history and their suitability for the role.  Incomplete application forms will be returned to the applicant where the deadline for completed application forms has not passed.  A curriculum vitae will not be accepted in place of the completed application form.

Applicants will receive a job description for the role applied for.  [Application forms, job descriptions and the setting’s Child Protection Policy are emailed or can be printed and forwarded to applicants on request].

 The applicant may then be invited to attend a formal interview at which his / her relevant skills and experience will be discussed in more detail.

 If it is decided to make an offer of employment following the formal interview, any such offer will be conditional on the following:

 - the agreement of a mutually acceptable start date and the signing of a contract incorporating the Pre-School’s standard terms and conditions of employment;

 - verification of the applicant's identity (where that has not previously been verified);

- the receipt of two references (one of which must be from the applicant's most recent employer) which the Pre-School considers to be satisfactory;

- the receipt of an enhanced disclosure from the DBS which the setting considers to be satisfactory;

- a signed declaration that DBS check can be completed and the reasoning behind this

 - self-verification of the applicant's medical fitness for the role; and

 - verification of the applicant's right to work in the UK if UK passport is not seen;

 - any further checks which are necessary as a result of the applicant having lived or worked outside of the UK; and

 - verification of professional qualifications which the Pre-School deems a requirement for the post.

**3. Medical fitness**

The Pre-School is legally required to verify the medical fitness of anyone to be appointed to a post, after an offer of employment has been made but before the appointment can be confirmed.

 It is the Pre-School’s practice that all applicants to whom an offer of employment is made must complete a Health Questionnaire.  This information will be reviewed against the Job Description for the particular role, together with details of any other physical or mental requirements of the role i.e. proposed timetable, extra-curricular activities, layout of the Pre-School etc.  If the Pre-School Owner has any doubts about an applicant's fitness they will consider reasonable adjustments in consultation with the applicant.  The Pre-School may also seek a further medical opinion from a specialist or request that the applicant undertakes a full medical assessment.

 The Pre-School is aware of its duties under the Equality Act 2010.  No job offer will be withdrawn without first consulting with the applicant, obtaining medical evidence, considering reasonable adjustments and suitable alternative employment.

**4.1 Verification of identity and address**

All applicants who are invited to an interview will be required to bring with them evidence of identity, right to work in the UK, address and qualifications as set out below and in the list of valid identity documents at Appendix 1 (these requirements comply with DBS identity checking guidelines):

- one document from Group 1 (full listings are emailed to the applicant directly); and

 - two further documents from either of Group 1, Group 2a or Group 2b, one of which must verify the applicant's current address; and

 - original documents confirming any educational and professional qualifications referred to in their application form.

Where an applicant claims to have changed his / her name by deed poll or any other means (e.g. marriage, adoption, statutory declaration) he / she will be required to provide documentary evidence of the change.

The Pre-School asks for the date of birth of all applicants and proof of this. Proof date of birth is necessary so that the Pre-School may verify the identity of, and check for any unexplained discrepancies in the employment and education history of all applicants.  The School does not discriminate on the grounds of age.

**4.2 References**

References may be taken up on short listed candidates prior to interview.  Please note that no questions will be asked about health or medical fitness prior to any offer of employment being made.

All offers of employment will be subject to the receipt of a minimum of two references which are considered satisfactory by the School.  One of the references must be from the applicant's current or most recent employer.  If the current / most recent employment does / did not involve work with children, then the second reference should be from the employer with whom the applicant most recently worked with children.  Ideally, neither referee should be a relative or someone known to the applicant solely as a friend. If the applicant has not been in previous employment, is retired or is a student a personal reference would be acceptable.

 All referees will be asked whether they believe the applicant is suitable for the job for which they have applied and whether they would be happy to re-employ them in the future.  All referees will be sent a copy of the job description and person specification for the role for which the applicant has applied.  If the referee is a current or previous employer, they will also be asked to confirm the following:

 - the applicant's dates of employment, job title / duties, reason for leaving, performance and disciplinary record;

- whether the applicant has ever been the subject of disciplinary procedures involving issues related to the safety and welfare of children (including any in which the disciplinary sanction has expired), except where the issues were deemed to have resulted from allegations which were found to be false, unsubstantiated or malicious.

The Pre-School will only accept references obtained directly from the referee and it will not rely on references or testimonials provided by the applicant or on open references or testimonials.

 The Pre-School will compare all references with any information given on the application form.  Any discrepancies or inconsistencies in the information will be taken up with the applicant and the relevant referee before any appointment is confirmed.

**4.3 Criminal records check**

Due to the nature of the work, the Pre-School applies for an enhanced disclosure from the DBS in respect of all prospective staff members, students and volunteers.

As of 29 May 2013 the DBS commenced the filtering and removal of certain specified information relating to old and minor criminal offences from all criminal records disclosures.  The DBS and the Home Office have developed a set of filtering rules relating to spent convictions which work as follows:

For those aged 18 or over at the time of an offence

An adult conviction for an offence committed in the United Kingdom will be removed from a DBS disclosure if:

- eleven years have elapsed since the date of conviction;

- it is the person’s only offence; and it did not result in a custodial sentence.

It will not be removed under any circumstances if it appears on a list of "specified offences" which must always be disclosed.  If a person has more than one offence on their criminal record, then details of all their convictions will always be included.

A caution received when a person was aged 18 or over for an offence committed in the United Kingdom will not be disclosed if six years have elapsed since the date it was issued, and if it does not appear on the list of "specified offences".

For those aged under 18 at the time of an offence

A conviction for an offence committed in the United Kingdom will be removed from a DBS disclosure if:

- five and a half years have elapsed since the date of conviction; and it is the person's only offence; and it did not result in a custodial sentence.

Again, the conviction will not be removed under any circumstances if it appears on the list of "specified offences", or if a person has more than one offence on their criminal record.

A caution received when a person was aged under 18 for an offence committed in the United Kingdom will not be disclosed if two years have elapsed since the date it was issued, and if it does not appear on the list of "specified offences".

The list of "specified offences" which must always be disclosed

This contains a large number of offences, which includes certain sexual, violent and other offences that are considered so serious they will always be disclosed, regardless of when they took place or of the person’s previous or subsequent criminal record.  The list of "specified offences" can be found at:

<https://www.gov.uk/government/publications/dbs-list-of-offences-that-will-never-be-filtered-from-a-criminal-record-check>

The Pre-School applies for an enhanced disclosure from the DBS in respect of all positions at the setting.  The purpose of carrying out an Enhanced Check for Regulated Activity is to identify whether an applicant is barred from working with children by inclusion on the Children's Barred List and to obtain other relevant suitability information.

The DBS issues a DBS disclosure certificate directly to the Pre-School Owner who will then forward this electronically to the individual. The applicant must then register with the DfE to subscribe to a yearly DBS check moving forward. Any current employees that have received a DBS certificate must be re-checked within a 3 year period and sign up to the annual checking system.

If there is a delay in receiving a DBS disclosure the Owner has discretion to allow an individual to begin work pending receipt of the disclosure.  This person will not be allowed unsupervised access with any children until the full DBS certificate has been received.

DBS checks will still be requested for applicants with recent periods of overseas residence and those with little or no previous UK residence.  These applicants may also be asked to provide further information, including a criminal records check from the relevant jurisdiction(s) and references from previous employers.

**5. Childcare Disqualification Requirements**

The Childcare Act 2006 (the Act) and the Childcare (Disqualification) Regulations 2009 (the Regulations) state that it is an offence for the Pre-School to employ anyone in connection with children under the age of five who is disqualified.  It is also a criminal offence for a disqualified person to provide early years provision or to be directly concerned in its management.

The criteria for which a person will be disqualified from working in connection with early or later years provision are set out in the Regulations.  They are not only that a person is barred from working with children (by inclusion on the Children's Barred List) but also include:

- having been cautioned for, or convicted of, certain criminal offences including violent and sexual criminal offences against children and adults;

- various grounds relating to the care of children, including where an order is made in respect of a child under the person's care;

- having had registration refused or cancelled in relation to childcare or children's homes; or

- having been disqualified from private fostering;

 As a Pre-School we take great pride in the pastoral care we provide and we consider it necessary that all staff are available to support all of our children.  The Pre-School therefore asks all job applicants who are invited for interview to complete a Self-Declaration Form confirming whether they meet any of the criteria for disqualification.  The Pre-School will consider any information disclosed before deciding whether to proceed with an interview.  The School reserves the right to reject the application of any person who is disqualified from working in connection with early years provision.  A post will not be available if the Pre-School has not received a completed Self-Declaration Form in advance.

After making this declaration staff are under an on-going duty to inform the Pre-School if their circumstances change in a way which would mean they subsequently meet any of the criteria for disqualification.  Any failure to disclose relevant information now, or a future change in circumstances, will be treated as a serious disciplinary matter and may lead to the withdrawal of a job offer or dismissal for gross misconduct.   However, applicants are not required to disclose a caution or conviction for an offence committed in the United Kingdom if it has been filtered in accordance with the DBS filtering rules.

Applicants who have any criminal records information to disclose about themselves, must also provide the following information:

 - details of the order, restriction, conviction or caution and the date that this was made;

 - the relevant court or body and the sentence, if any, which was imposed; and

 - a copy of the relevant order or conviction.

 A person who discloses information which appears to disqualify them from working in early years provision may apply to Ofsted for a waiver of the disqualification.  However, the Pre-School cannot appoint any person who is currently disqualified.

**6. Assessment procedure**

In the event that relevant information (whether in relation to previous convictions or otherwise) is volunteered by an applicant during the recruitment process or obtained through a disclosure check, the Pre-School will carry out a full risk assessment by reference to the criteria set out above.

If an applicant wishes to dispute any information contained in a disclosure, he / she can do so by contacting the DBS direct.  In cases where the applicant would otherwise be offered a position were it not for the disputed information, the Pre-School will, where practicable and at its discretion, defer a final decision about the appointment until the applicant has had a reasonable opportunity to challenge the disclosure information.

**7. Retention and security of disclosure information**

The Pre-School's policy is to observe the guidance issued or supported by the DBS on the use of disclosure information.

In particular, the Pre-School will:

 - store disclosure information and other confidential documents issued by the DBS in locked, non-portable storage containers, access to which will be restricted to members of the Pre-School’s senior management team;

- not retain disclosure information or any associated correspondence for longer than is necessary, and for a maximum of six months.  The School will keep a record of the date of a disclosure, the name of the subject, the type of disclosure, the position in question, the unique number issued by the DBS and the recruitment decision taken;

 - ensure that any disclosure information is destroyed by suitably secure means such as shredding; and prohibit the photocopying or scanning of any disclosure information without the express permission of the individual to whom the disclosure relates.

**8. Retention of records**

The Pre-School is legally required to undertake the above pre-employment checks.  Therefore, if an applicant is successful in their application, the Pre-School will retain on his / her personnel file any relevant information provided as part of the application process.  This will include copies of documents used to verify identity, right to work in the UK, medical fitness and qualifications.  Medical information may be used to help the Pre-School to discharge its obligations as an employer e.g. so that the Pre-School may consider reasonable adjustments if an employee suffers from a disability or to assist with any other workplace issue.

 This documentation will be retained by the Pre-School for the duration of the successful applicant's employment with the setting.  It will be retained for a period of six months after employment terminates after which it will be securely destroyed.

If the application is unsuccessful, all documentation relating to the application will normally be confidentially destroyed after six months.

**9. Sample safer recruitment statement to be included in job adverts**

In accordance with National Guidance (Safeguarding children and safer recruitment in education 2010) all job advertisements should include a statement about the employer’s commitment to safeguarding and promoting the welfare of children and advise that the successful candidate will be required to obtain an Enhanced Disclosure from the DBS.

Please see sample statement below;

*“This organisation is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Background checks and an enhanced CRB will be required. “*

**Staff Induction, Supervision and Ongoing Training Policy**

**Aims:** Happy Hours Pre-School is committed to ensuring the continued professional development of all staff, including ongoing coaching, mentoring, monitoring and supporting practitioners, trainees and students.

The Pre-School prides itself on the deployment of staff, taking account of qualifications, skills and experience of staff to work with children of different ages and abilities. The Pre-School provides a robust system of monitoring the extent and range of completed training, whilst measuring the impact of training on the children and families within the setting.

**The Early Years Foundation Stage September 2014 (EYFS)**

Happy Hours understands that the Early Years Foundation Stage requires providers to have written policies and procedures in place around supervision and ongoing training. At the Pre-School we have the following procedures in place:

- A practitioner must be designated to take lead responsibility for safeguarding in every setting (Mrs Emmajane Merrett at Happy Hours, Mrs Helen Foster at Early Explorers - Durrington, at Early Explorers- Worthing, Mrs Kay Hazel at Early Explorers - Shoreham and Mrs Danielle Wrightson at all Four). The lead practitioner is responsible for liaison with local statutory children’s services, agencies and with the LSCB. They must provide ongoing support, advice and guidance to any other staff on an ongoing basis and on any specific safeguarding issue as required. The lead practitioner must attend a child protection training course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect.

- Happy Hours Pre-School will provide training to all staff to understand their safeguarding policy and procedures, and ensure that all staff have up to date knowledge of safeguarding issues. Training made available by the provider must enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way.

- The Pre-School will record information about staff qualifications and the identity checks and vetting processes that have been completed (including the criminal records disclosure reference number, the date a disclosure was obtained and details of who obtained it).

- Happy Hours Pre-School will support staff to undertake appropriate training and development opportunities to ensure they offer quality learning and development experiences for children that continually improves.

- Pre-School Managers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children.

- The Pre-School Manager will hold at least a full and relevant level 3 qualification and at least half of all other staff will hold at least a full and relevant level 2 qualification. The manager should have at least two years’ experience of working in an early years setting, or have at least two years’ other suitable experience. The provider must ensure there is a named deputy who, in their judgement, is capable and qualified to take charge in the manager’s absence (Mandy at Happy Hours, Mrs Olivia Sharp at Early Explorers – Durrington, Mrs Emma Battrick at Early Explorers – Shoreham and at Early Explorers - Worthing)

- To count in ratios at level 3, staff holding an Early Years Educator Qualification must also have achieved GCSEs in English and maths at grade C or above

- Happy Hours Pre-School believes that all staff working at the setting should have a current paediatric first aid certificate and any additional training will be sort where the administration of medicines requires technical knowledge and all practitioners receive level 2 training in preparing and handling food.

- Happy Hours provides staff with access to the yearly West Sussex County Council training subscription and in addition to this actively looks for innovative up to date practice through other providers as well

- We will support any staff member wishing to further their education including moving on to University and undertaking higher levels of qualification.

- Our Pre-School has a short, medium and long term plan for staff training and development. Our short term plans take place on an adhoc basis, through regular staff feedback sessions, questionnaires and quizzes to gain a greater insight into individual understanding and the Owner or Manager will put together any in-house coaching or feedback sessions as appropriate. Medium plans are added to our individual training records to show what training a member of staff would like when the next training schedule comes out and longer term plans are for all staff to be at a minimum of level 3 in Early Years Childcare and development, sometimes specialising in certain areas of expertise.

- All staff at Happy Hours Pre-School are asked to read and sign to say that they have understood our staff training and development policy.

- Staff training and development plans are in place and reviewed termly. This will also be updated following any staff changes, new legislation has been released or any further advice is given from Ofsted or other organisations such as WSCC or the LSCB.

- A robust system is in place within the Pre-School whereby a clear pathway can be seen from induction, volunteer/student inductions, 3 month probationary periods, one to ones and appraisals. If the Pre-School pays for training over and above the WSCC sessions such as payments towards a degree, the Pre-School will draw up a contract with that individual stating that if they decide to leave the company within a 12 month period they will be liable to pay back any costs that the setting has paid towards their training course.

- Staff are asked to attend specific training needs/ communication needs (for example Makaton) and/or manual handling as and when the need arises in the setting.

- Regular staff meetings which include opportunities to share training knowledge are held in the Pre-School settings, providing an opportunity for reflective practice and to share ideas and suggestions moving forward.

**Updated: August 2019 Review Date: 01/08/2020 Update by: Emmajane Merrett**

**Employing and vetting for applicants who have lived or worked overseas**

**Aims:**

*Early Explorers Childcare Ltd recognises the importance of completing full police checks and references to ensure the current and ongoing safety for all children. They also recognise that enhanced DBS checks competed will only highlight any time the applicant has been in the UK. Therefore, this policy is in place to ensure that additional security checks are carried out for any employee who has worked or lived outside of the UK at any time in their lives. The company use the guidance and legislation of the Early Years Inspection Handbook (EIH, 2019), the Inspecting Safeguarding in Early Years and skills setting (2019) and the Education Inspection Framework (EIF, 2019) to support safeguarding and best practice.*

Early Explorers Childcare Ltd have made enquiries with a legal helpline that specialises in Immigration and Employment law attached to Morton Michel Insurance Company.

They have confirmed that Early Explorers Childcare Ltd have done all they can to ensure everything reasonable has been done to ensure the safe recruitment of staff who have lived or worked abroad.

For employees who have lived or worked in the EU a certificate of good conduct will be obtained. The details of who to apply to each county can be found on the [www.gov.uk](http://www.gov.uk) website and in accordance with Working together to safeguard Children (2018), keeping children safe in Education (2019) and Childrens Act (2006). This is a reasonably quick process that can be obtained within around a month in addition to the an enhanced DBS check, request to see if the employee is on the barred list, right to work in the UK evidence and references from two people, one of which will be the persons last or more recent employer.

For apprentices or young employees leaving school, college, school or personal references will all be considered as no previous employment has been in place. This is subject again to the enhanced DBS checks.

In relation to employees who have worked or lived oversees outside of the EU a full DBS check from the previous country will be asked for, a copy of their VISA, right to work in the UK and references from any previous employer in the UK and if possible the country from which they have previously worked or lived. If a working Visa has been obtained to gain entry to the UK, the legal helpline confirm that a full police history check would have been completed before being issued to the applicant. Therefore, all reasonable checks have been made by Early Explorers Childcare Ltd. If the company feels that further checks are required then this will be taken further. For instance if an applicant cannot provide their original police documents the company will insist that a certificate of good conduct is still obtained. This can take a minimum of 12 months to obtain so staff must complete regular supervisions. Remain vigilant and ensure that the employee completes regular safeguarding courses and training as detailed in staff policies. All reasonable efforts have therefore bee made to safeguard children in the setting when vetting employees who have lived or worked overseas.

A full whistle blowing and safeguarding policy is in place in each setting and all staff will be trained in the appropriate policies to ensure the safe reporting procedures for all children.

**Created: November 2019 Review Date: 01/11/2020 Update by: Danielle Wrightson**

**Babysitting Policy**

It is the policy of Happy Hours Pre-School that no member of staff will babysit a child attending any setting either after Pre-School, in the evenings or at weekends.  This will ensure that a professional relationship is maintained between parents and the setting and applies with current safeguarding and child protection guidelines.

**Updated: August 2019 Review Date: 01/08/2020 Update by: Emmajane Merrett**

**Whistle blowing policy**

Happy Hours Pre-School is committed to the highest possible standards and recognises that its staff, students and volunteers are often the first to realise that there may be something wrong within the setting. However, they may not express their concerns because they feel that speaking up would be disloyal to their colleagues or they may fear harassment. In these circumstances, it may be easier to ignore the concern rather than report what may just be a suspicion of malpractice.

The Public Interest Disclosure Act 1998 protects workers who raise concerns from victimisation or harassment. In accordance with that Act and its commitment to the highest standards of service delivery, the setting actively encourages employees with concerns about any aspect of the setting’s practice or any adult, volunteer or student’s conduct to come forward and voice those concerns, in confidence, within the setting rather than overlooking a problem.

### Objective

The aim of this policy and associated procedures is to establish an internal procedure that will encourage and enable staff, students and volunteers to raise concerns about any aspect of the setting’s practice, (which do not meet the criteria for being dealt with as a complaint, grievance or allegation), in confidence and without fear of reprisals, to ensure that the setting continues to work within best practice and safeguard children and young people.

**Scope**

Concerns that should be raised via the Whistle Blowing Policy may be in relation to the actions/behaviours of other staff, students or volunteers, or about something that might be:

* unlawful
* failing to comply with the setting’s policy and procedures
* poor practice
* improper conduct.

**Principles**

This policy is based on the following fundamental principles:

* All staff, students and volunteers have the right to raise concerns about perceived unacceptable practice or behaviour.
* The responsibility for expressing concerns about unacceptable practice or behaviour rests with allstaff, students and volunteers.
* The setting will not tolerate harassment or victimisation and will take action to protect employees when they raise a concern in good faith.
* The setting will do its best to protect a whistle blower’s identity when they raise a concern and do not want their name to be disclosed. However, if the concern raised needs to be addressed through another procedure, e.g. disciplinary procedure, the worker may be required to provide a signed statement as part of the evidence.
* In some circumstances the setting may have to disclose the identity of the employee without his/her consent, although this will be discussed with the employee first.
* Appropriate advice and support will be made available to staff, students and volunteers who raise concerns.
* Those who raise concerns will be kept informed of the progress and outcome of any investigation.
* The setting will not tolerate malicious allegations, this may be considered as a disciplinary offence.

### Procedures

Procedures for reporting and investigating ‘whistle blowing’ concerns have been developed to ensure that:

* Staff, students and volunteers can raise concerns (no matter how small they may appear) internally as a matter of course, and receive feedback on any action taken.
* Concerns are taken seriously and dealt with quickly and appropriately.
* Staff and volunteers are reassured that they will be protected from reprisals or victimisation for whistle blowing in good faith.
* Staff and volunteers can take the matter further if they are dissatisfied with the setting response and seek external advice and guidance.
* Issues raised are addressed via other procedures and policies as appropriate, e.g. safeguarding policy, allegations against an adult working in a setting, grievance, disciplinary, health and safety.
* Appropriate records are maintained for monitoring purposes.

**Raising a Concern**

Staff, students and volunteers should raise concerns with the Pre-School’s manager or the Pre-School’s owner. Concerns should be raised in writing and include:

* reference to the fact that it is a whistle blowing disclosure
* the background and history of the concerns
* names, dates and places (where possible)
* the reasons why the individual is concerned about the situation.

Staff who feel unable to put concerns in writing can speak to the manager or the owner.

**Investigation**

The action taken will depend on the nature of the concern. All matters raised will be investigated internally.

The appropriate person/s will investigate the concerns thoroughly, ensuring that a written response can be provided within ten working days.

The response should include details of how the matter was investigated, conclusions drawn from the investigation, and whom to contact should the staff member be unhappy with the response and wish to raise the matter.

If the investigation cannot be completed within the timescale above, the staff member should receive a response that indicates:

* progress to date
* how the matter is being dealt with
* how long it will take to provide a final response.

In order to protect individuals, initial enquiries (usually involving a meeting with the individual raising the concern), will be made to decide whether an investigation is appropriate and, if so, what form it should take. Concerns or allegations that raise issues that fall within the scope of other policies/procedures, will be addressed under those procedures.

Some concerns may be resolved at this initial stage simply by agreed action or an explanation regarding the concern, without the need for further investigation.

If employees feel that the matter has not been dealt with efficiently, they can call **NSPCC Whistle blowing Advice Line 0800 028 0285.**

**Allegations of abuse against adults who work or volunteer in the setting**

If an allegation is made against a staff member or volunteer, the following action will be taken:

* The setting will ensure the immediate safety of the children.
* The setting will contact the Local Authority Designated Officer (LADO) directly:

**MASH Tel:** **01403 229900 or Email:** [Lado@westsussex.gov.uk](mailto:Lado@westsussex.gov.uk)

**Police – Call 101 and ask for Child Protection Team. In an emergency call 999.**

**Multi Agency Safeguarding Hub (MASH) 01403 229900**

**MASH@westsussex.gov.uk**

* The setting will notify Ofsted of a reportable incident.
* It may be necessary for the employer to suspend the alleged perpetrator. Suspension is a neutral act to allow a thorough and fair investigation.
* If it is agreed that there is not a child protection concern, the setting will investigate further and feedback the outcome of the investigation to Ofsted.

The Pre-School abides by the following statutory documents: Keeping children safe in education (2016), the Children’s act (2004) and is also in accordance with the EYFS statutory framework (April 2017).

**Updated: August 2019 Review Date: 01/08/2020 Updated by: Emmajane Merrett**

**Data Protection Policy**

INTRODUCTION

Early Explorers Childcare Limited is required to collect, process and retain certain types of information in order to comply with the relevant legislation pertaining to our business.

This policy relates to the protection of Personally Identifiable Data (herein referred to as personal data), that is any piece of data that could identify an individual such as their name, address, date of birth, telephone number, parent’s names, email address.

This personal data must be handled in an appropriate manner, whether in paper form or online, to protect the privacy for those which it concerns.

POLICY STATEMENT

Early Explorers Childcare Limited regards the lawful and correct treatment of personal data of paramount importance. All individuals associated with our setting, children, parents, staff, students and volunteers, have a right to expect that their personal data is treated lawfully and respectfully. To ensure this we adhere to the principles of the General Data Protection Regulations (GDPR) 2018 and subsequent UK guidelines for the collection and processing of personal data.

The GDPR principles (Article 5) requires that personal data shall be:

1. Processed lawfully, fairly and in a transparent manner in relation to individuals;
2. Collected for specified explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes; further processing for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes shall not be considered to be incompatible with the initial purposes;
3. Adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed;
4. Accurate and, where necessary, kept up to date; every reasonable step must be taken to ensure that personal data that are inaccurate, having regard to the purposes for which they are processed, are erased or rectified without delay
5. Kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data are processed; personal data may be stored for longer periods insofar as the personal data will be processed solely for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes subject to implementation of the appropriate technical and organisational measures required by the GDPR in order to safeguard the rights and freedoms of individuals; and
6. Processed in a manner that ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures.

In addition Article 5 (2) requires that:

* The controller shall be responsible for, and be able to demonstrate, compliance with the principles

*(Source: The Information Commissioner’s Office)*

RESPONSIBILITIES

* We are registered with the Information Commissioner’s Office (ICO) – registration number ZA101182
* We have appointed Danielle Wrightson as the Data Protection Lead for our setting. Their responsibilities include the provision of privacy statements, updating this (and related) policies on an annual basis, undertaking an annual audit of our data protection systems and processes, monitoring staff with regards to appropriate handling of data and ensuring systems are in place to maintain the accuracy of the data we hold.
* We will provide privacy notices to parents staff, students and volunteers that detail how we:
  + Meet the GDPR regarding the collection of their personal data;
  + Fulfil our obligations to specify our lawful basis for processing their data and the purposes for which it will be used;
  + Collect and process only appropriate data that is required to fulfil the operational needs of the business and to comply with legislation;
  + Ensure the quality of the data used and that it is timely, accurate and kept up to date;
  + Ensure those associated with our setting are fully communicated to regarding their right to be informed that data collection and processing is undertaken, to their right of access to their personal information, their right to withdraw consent (where given) and their right to be forgotten and to correct, rectify, block or erase inaccurate data;
  + Set out transparent procedures for responding to requests for information;
  + Share information, and with whom we may share and the circumstances for doing so; and
  + Store both current and historical data.
* Staff receive training in our processes for handling personal data.
* Staff are appropriately supervised when handling personal data.
* Breaches of data protection by staff may lead to disciplinary action being taken by our setting.
* A data audit is carried out annually by the Data Protection Lead for the purposes of identifying that data held, our lawful basis for processing, the systems and processes in place to ensure the accuracy of the data and the identified retention periods of historical data.
* Data Sharing Agreements are in place with organisations with whom we collect and share personal data (See our Privacy Notice for specific information)
* Organisations who process data on our behalf provide a Data Sharing Contract/Policy detailing how they protect the data provided. These are available to parents, staff, students and volunteers upon request.
* Our email systems are password protected to prevent unauthorised access to any data shared by this means (see our Acceptable Internet Use Policy)
* Are IT systems and electronic devices are password protected to prevent unauthorised contact (see our Acceptable Internet Use Policy)
* Parents, staff, students and volunteers within our setting have a right to know that the data shared with us will be regarded as confidential, as well as to be informed of the circumstances when, and the reasons why, we may be obliged to share information either with or without consent.
* We are obliged to share information without authorisation from the person who provided it, or to whom it relates, when:
  + There is evidence that a child is suffering, or is at risk or suffering, significant harm;
  + There is reasonable cause to suspect that a child may be suffering, or is at risk of suffering, significant harm;
  + It is to prevent a crime from being committed or to intervene where one may have been; and/or
  + Not sharing the information could be worse than the outcome of having shared it.
* Parents, staff, students and volunteers have a right to access their personal data and request that any inaccurate data is rectified and/or deleted. All such requests to access the information held on an individual should be made, in writing, to the Data Protection Lead.
* If parents, staff, students or volunteers have concerns relating to the way your personal data is handled this should be raised in the first instance with the Data Protection Lead for our setting.
* If you are still dissatisfied after raising your concern you make a complaint to the Information Commissioner’s Office (ICO) by writing to Information Commissioner’s Office, Wycliffe House, Water Lane, Wilmslow, Cheshire SK9 5AF or via their website ico.org.uk

This policy was first created: 23/05/18

Date for review: Summer Term 2019

Position: Director and DPO (Danielle Wrightson)

**Updated: August 2019 Review Date: 01/08/2020 Updated by: Emmajane Merrett**

**Data Protection & EU General Data Protection Regulation (GDPR) May 2018 Policy**

**Aims:**

This policy represents the agreed principles for Data Protection Policy throughout our nurseries. All Nursery staff, representing Early Explorers Childcare Ltd have agreed this policy. Early Explorers Childcare Ltd is registered with the ICO & work within their guidelines & legal requirements to collect and use certain types of information about staff, children and other individuals who come into contact with the nursery in order to operate. In addition, it may be required by law to collect and use certain types of information to comply with statutory obligations of Local Education Authorities (LEAs), government agencies and other bodies. This personal information must be dealt with properly however it is collected, recorded and used – whether on paper, in a computer or recorded on other material.

We regard the lawful and correct treatment of personal information as very important to successful operations, and to maintaining confidence between those with whom we deal and ourselves. We ensure that our organisation treats personal information lawfully and correctly.

*To this end we fully endorse and adhere to the Principles of Data Protection, as detailed in the Data Protection Act 1998.*

**Data Gathering:**

* All personal data relating to staff, children (parents of) or other people with whom we have contact, whether held on computer or in paper files, are covered by the Act.
* Only relevant personal data may be collected and the person from whom it is collected should be informed of the data’s intended use and any possible disclosures of the information that may be made.

**Data Storage:**

* Personal data will be stored in a secure and safe manner.
* Electronic data will be protected by standard password and firewall systems operated by the nursery.
* Particular attention will be paid to the need for security of sensitive personal data.

**Data Checking:**

* Staff and parents will be reminded to inform the nursery if personal data changes

**Data Disclosures:**

* Personal data will only be disclosed to organisations or individuals for whom consent has been given to receive the data, or organisations that have a legal right to receive the data without consent being given.
* When requests to disclose personal data are received by telephone it is the responsibility of the nursery to ensure the caller is entitled to receive the data and that they are who they say they are.
* If a personal request is made for personal data to be disclosed it is again the responsibility of the nursery to ensure the caller is entitled to receive the data and that they are who they say they are. If the person is not known personally, proof of identity should be requested.
* Personal data will not be used in newsletters, websites or other media without the consent of the data subject.

**Procedures we will follow:**

***Data Privacy Impact Assessments (DPIA)*** Guide to completing a DPIA

A DPIA is a process which helps an organisation to identify and reduce the privacy risks to individuals whose personal information is used in a project. The General Data Protection Regulation (GDPR) will make it a legal requirement to carry out a DPIA where the use of the personal information is likely to result in a high risk to the privacy of individuals. Examples might include use of new technologies, including proposals to use cloud storage facilities for Nursery information, use of software that uses details from the SIMS database, use of CCTV and biometrics, such as finger print scanning.

A DPIA can be used to help you to design more efficient and effective ways for handling personal data, minimise privacy risks to the individuals affected and financial and reputational impact of a data incident on the school. This guide is intended to help you assess whether a DPIA is needed, identify levels of risk of personal data for your project and complete a DPIA report (where applicable), which will need to be agreed and approved by (Mrs Danielle Wrightson – Data Protection Manger).

When to carry out a DPIA A PIA should be completed when the project is likely to involve collection of personal data that may involve a high risk to the privacy of individuals. You should take into account the following when deciding whether a DPIA is necessary;

1***. If personal data is not being collected or processed there is no need to do a DPIA.***

2***. Will the project involve the collection of new or different types of information about individuals?*** If personal information will be collected using new technology, or collection of a new type of special category data not collected before, you should carry out a DPIA. If you will be collecting large amounts of personal information to use in a way not previously used, you should complete a DPIA.

4. Any project involving monitoring of individuals, such as installation of new CCTV, should always require a DPIA as should any use of biometric technology.

|  |
| --- |
| ***1. What is the project for? What does it seek to achieve?*** |
| ***2. Will the project collect information about individuals e.g. students, parents, staff? If no personal information is collected, a DPIA will not be required.*** |
| ***3. What type of information will it collect? Will it be special category data? e.g. information about an individuals physical or mental health, social care details, details of criminal offences or allegations, or collecting large quantities of personal information? Any of these will raise the level of risk.*** |
| ***4. How will the information be collected? On paper forms? Electronically? Who will have access to this information? How will it be stored and kept secure?*** |
| ***5. How will pupils/staff /parents be made aware of how their personal information is being used? Will a privacy notice be provided? At the end of a paper form? By linking to the school website privacy notice? Does the privacy notice provide sufficient detail about the reasons for collecting the information and who it may be shared with?*** |
| ***6. Do you need consent from the individual to use the information? e.g. because special category data is being collected.*** |
| ***7. Does the project involve the use of new or different technology which could be privacy intrusive e.g. CCTV, monitoring of staff, biometrics, GPS tracking or cloud storage*** |
| ***8. What risks have been identified? What steps have been taken to eliminate or minimise them?*** |

**When to start a DPIA**? If you are thinking about starting a project or making changes to existing services/ systems, then you should consider whether a DPIA is necessary from an early stage. A DPIA should be started at project initiation stage, continued throughout the life of the project and re-visited in each new project phase, for example, when you want to use the personal data for a new or additional purpose for the use of the data, or if you are collecting new personal data. This should be proportionate to the level of special category data being collected or processed as a result of the project. It is important to start at an early stage of the process to allow for time to resolve issues and mitigate for any risks identified, in order to avoid the difficulties of having to address these points late in the project when other decisions have already been made. How to carry out a DPIA Use the checklist below to help you decide whether the project involves privacy risks, identify what they are and work out what steps you will need to take to minimise those risks as far as possible. When you have considered all of the risks, you should come to a conclusion about anything you can do to eliminate or minimise the risks you have identified.

Some examples might include:- <https://ico.org.uk/media/about-the-ico/consultations/2052/draft-conducting-privacy-impactassessments-code>

Signature Name Position Date: March 2018

**Checklist Project**

• Minimising the risks of collecting too much personal information on CCTV by siting and angling the cameras so that they are focussed only on perhaps the car park rather than the entire school playground, or the entrance door, not into the nursery office

• Checking the questions, you have asked on a form before you send it out and ensuring that you really need all of the personal information you have requested

• If you need to store personal information on paper records ensuring that you keep them in a secure location which cannot be readily accessed by unauthorised individuals.

• If using a laptop within the setting, make sure that staff are instructed to lock the screen if they leave it unattended for a while When you have recorded all of these points and how you will address the risks, you should get it signed off by the Data Protection Officer, Danielle Wrightson and keep a copy to refer back to for audit purposes and for updating if the project is changed or extended in the future. When you have completed the DPIA, considered any risks and mitigated them wherever possible, the nursery will need to decide whether to accept any remaining risks. It is good practice to document what risks were identified, what steps were taken to minimise them and what risks were accepted. You will also need to consider who should sign off the final DPIA – e.g. owner / manager, Data Protection Officer.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Privacy Impact Assessment & Data Mapping PD = Personal Data, SD = Special Category Data | | | | | | | | | | |
| **Data subject** | **Description of data** | **Type of data** | | **How is it collected** | **What us it used for?** | **Legal basis for using it** | **Where is it stored** | **Does it leave nursery** | **Who is it shared with** | **How long is it kept for** |
| PD | SC |
| Staff | Name Address Date of birth Telephone no. Bank details National Insurance No. Tax Code P45 Emergency Contact  Names of Household occupants, DOB and Occupation  Health declaration  Right to work in the UK  Qualifications  References | x | x | Paper application form completed by data subject  or  Email sent to Director | To administer salary payment and ensure safeguarding procedure are secure | Performance of a contract and legal requirement by Ofsted | DBS Paper file at each setting, locked away when not in use.  Company Laptop and cloud storage, staff accident book | Paper copy stays in each location and managers home office. Company laptop leaves Nursery to be used at Director’s home office | If an allegation against staff is made this would be shared with the LADO, Social care & other agencies when required to safeguard & protect children  Payroll, accountant, HMRS, admin, IT repair staff & Nursery Managers. Insurance company, RIDDOR, Ofsted, WSCC, Owners of the Nursery building and OFSTED if an accident occurs | Length of employment. Maintain accident records for staff for 7 years |
| Education  Qualifications | x |  | Application form by data subject | To administer employment | Performance of contract | Employee database cloud based. Paper staff files. | Cloud based secure data. Individual staff files kept in locked cabinets within the Nursery setting | Managers, employers  Admin staff | Length of employment |
| Child details | Pupils Names Addresses Telephone no. Emergency contact  Photographs for learning journals & development tracking  Doctors surgery  Ethnicity  DOB  Photos for facebook promotion, media and marketing and website  Accidents, incidents, injuries  Medical healthcare plans | x | x | Paper & secure cloud based storage | To administer child education and welfare. | Ofsted requirement, performance of a contract, required to gather information by West Sussex County Council | Portable, remote, secure cloud storage, nursery phone | Stays with the manager, trips, when working from home and in the Nursery | Social care for the purpose of child protection.  Feeder schools & joint provider settings  Admin Staff  Nursery management  Key person  Cloud storage  External IT  personnel  maintaining IT  systems  Website company U2 View Media. | For the duration of child’s attendance  Requirement by Ofsted to keep paper records securely for 21 years + 3months |
| Visitors | Name, emergency contact |  |  |  |  |  |  |  |  |  |
| Students |  |  |  |  |  |  |  |  |  |  |
| Emergency contact for each child in the event that parents cannot be reached |  |  |  |  |  |  |  |  |  |  |
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**Image Use Policy**

**Introduction**

This image use policy applies to the use of any film and electronic photographic equipment used in our setting. This will include cameras, mobile phones, webcams, tablets and portable gaming devices with inbuilt cameras as well as other forms of digital technology and resources for storing and printing images.

As digital cameras and mobile phones have become more advanced and easier to use, it is increasingly likely that children and their families will be using digital photography as part of their everyday family life. It is therefore very important that Early Explorers Childcare Limited and all staff, the management team, volunteers, students, visitors to the setting, parents/guardians and children consider the impact such technology may have.

Digital technology has increased the potential for cameras and images to be misused and inevitably there are concerns about the risks to which children may be exposed. However, we understand and are aware that the behaviours of individuals using the technology present the risk, not the technology itself.

Most children who suffer abuse are abused by someone they know. We have taken the view, in consultation with other agencies, that the risk of a child being directly targeted for abuse through being identified by a stranger is small. By taking reasonable steps to make certain that a photograph is appropriate and the full name and contact details are protected, then photography for use in our setting and other events by staff, families and the media should be allowed. We are aware that the widespread use of mobile telephones as digital cameras would make banning completely from setting grounds very difficult for us to impose and police. (For further information regarding the general use of mobile phones and recording devices please see our Mobile phone and other photographic devices policy). Generally photographs for setting and family use and those that appear in the press are a source of pleasure and pride. They enhance self-esteem for children and their families and this practice should continue within the safe practice guidelines detailed below.

**Policy Statement**

This policy seeks to ensure that images and videos taken within and by Early Explorers Childcare Limited are taken and held legally and the required thought is given to safeguarding all members of the setting. It applies to all images (including still and video content) taken by the setting.

It applies to all staff, the management team, volunteers, students, visitors to the setting and other individuals who work for or provide services to Early Explorers Childcare Limited as well as parents/guardians and children.

This policy forms part of our Safeguarding Children procedures and should be read in conjunction with the following policies and procedures:

* Safeguarding and Child Protection
* Allegations of abuse against staff members
* Online Safety
* Acceptable Use
* Mobile Phones and Recording Devices
* Confidentiality

All images taken by the setting will be used in a manner respectful of Article 5 of the General Data Protection Regulations (GDPR). This means that images will be:

* Processed lawfully, fairly and in a transparent manner in relation to the data subject
* Collected for specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes
* Accurate and, where necessary, kept up to date
* Kept in a form which permits identification of data subjects for no longer than is necessary for the purpose
* Processed in a manner that ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures.
* Compliant with GDPR

The settings Data Protection Officer/Lead Danielle Wrightson is responsible for ensuring the acceptable, safe use and storage of all camera technology and images within Early Explorers Childcare Limited. This includes the management, implementation, monitoring and review of this Image Use Policy. In addition, the DPO/Lead has the authority to view any images taken and/or to withdraw or modify a member of staff’s authorisation to take images at any time. All members of staff, students, volunteers, visitors and parents should be aware that all images taken within the setting are available for scrutiny and that they must be able to justify any images in their possession.

Where concerns are raised, or disclosures made, regarding suspicious activity relating to the use of images the DPO/Lead will discuss this with the Designated Safeguarding Lead who will contact the Local Authority Designated Officer (LADO) for advice.

**Email:** [**Lado@westsussex.gov.uk**](mailto:Lado@westsussex.gov.uk)

**Tel: Mash 01403 229900**

**Responsibilities**

Parental Consent

* Written permission from parents/guardians will always be obtained before images/videos of children are taken, used or published. This is usually by way of the child’s welcome pack completed on entry to the setting and updated when necessary.
* Written parental consent will always be sought to take and use photographs offsite for professional, marketing and training purposes. This may be in addition to parental permission sought for onsite images.
* Written consent from parents/guardians will be kept by the setting where children’s images are used for publicity purposes (such as brochures or publications), until the image is no longer in use.
* Parental permission will be sought on an annual basis for general consent and on a case by case basis for specific events.
* A record of all consent details will be kept securely on file. Should permission be withdrawn by parents/guardians at any time, then all relevant images will be removed and disposed of and the record will be updated accordingly.

Safety of Images and Videos

* All images taken and processed by or on behalf of the setting will take place using only equipment and devices provided by Early Explorers Childcare Limited.
* Staff will receive information regarding the safe and appropriate use of images as part of their safeguarding training and responsibilities.
* All members of staff (including volunteers) will ensure that all images are available for scrutiny and will be able to justify any images in their possession.
* Images will not be kept for longer than is to be considered necessary. All staff are responsible for ensuring that all photographs are permanently wiped from memory cards, computer hard and portable drives or other relevant devices once the images will no longer be of use. This will be monitored by the Data Protection Officer/Lead.
* All images will remain on site at all times, unless prior explicit consent has been given by both the DPO/Lead and the parent/guardian of any child or young person captured in any photograph.
* Should permission be given to take any images off site then all relevant details will to be recorded, for example who, what, when and why and data will be kept securely (e.g. with appropriate encryption).
* Any memory stick, CD or storage device containing images of children to be taken offsite for further work will be suitably encrypted and will be logged in and out by the DPO/Lead and monitored to ensure that it is returned within the expected time scale.
* The DPO/Lead reserves the right to view any images taken and/or to withdraw or modify a member of staffs’ authorisation to take or make images at any time.
* Only official setting owned equipment (e.g. work provided digital or video cameras, tablets, mobile phones, etc) will be used by staff to capture images of children for official purposes. Use of personal cameras by staff is prohibited at all times.
* Any apps, websites or third party companies used to share, host or access children’s images will be risk assessed prior to use.
* The setting will ensure that images are always held in accordance with the General Data Protection Regulations (GDPR) and suitable child protection requirements (if necessary) are in place.
* Photographs will be disposed of should they no longer be required. They will be returned to the parent or carer, deleted and wiped or shredded as appropriate. Copies will not to be taken of any images without relevant authority and consent from the DPO/Lead and the parent/carer.

Publication and sharing of images and videos

* Images or videos that include children will be selected carefully for use e.g. only using images of children who are suitably dressed.
* Images or videos that include children will not provide material which could be reused.
* Children’s’ full names will not be used on the website or other publication (e.g. newsletters, social media channels) in association with photographs or videos.
* The setting will not include any personal information on video, on the website, in a prospectus or in other printed publications.
* Any parents/guardians and staff members with particular concerns must always be able to withhold their consent for the publication or sharing of images for whatever reason.
* Where children’s images are used within the setting consent will be sought from parents. This includes things such as children’s coat pegs, drawers, etc that are part of everyday practice.

Usage of systems to share images with parents

* Early Explorers Childcare Limited uses an Open Facebook group to upload and share images of activities the children have completed at the setting.
* Parents provide written consent for this and no faces of children will be displayed within the page.
* No children’s names will be featured on the facebook site at any time.
* The use of Facebook has been appropriately risk assessed and the setting has taken steps to ensure all data stored is held in accordance with the General Data Protection Regulations (as above).
* Images uploaded to Facebook will only be taken using the setting’s devices.
* All users authorised to upload images to Facebook are advised on safety measures to protect all members of the community e.g. using strong passwords, logging out of systems after use etc.
* Parents/guardians will be informed of the settings expectations regarding safe and appropriate use (e.g. not sharing passwords or copying and sharing images) prior to being given access. Failure to comply with this may result in access being removed. Further information can be found in our Social Media Policy.

Safe Practice when taking images and videos

* Careful consideration is given before involving very young or vulnerable children when taking photos or recordings, who may be unable to question why or how activities are taking place.
* The setting will discuss the use of images with children in an age appropriate way.
* A child’s right not to be photographed is to be respected. Images will not be taken of any child against their wishes.
* Photography is not permitted in sensitive areas such as toilets.

**Use of Images/Videos of Children by Others**

**Use of Photos/Videos by Parents/Guardians at events**

* Parents/guardians are permitted to take photographs or video footage of events for private use only.
* Parents/guardians who are using photographic equipment must be mindful of others when making and taking images.
* The opportunity for parents/guardians to take photographs and make videos can be reserved by the setting on health and safety grounds.
* Parents/guardians are only permitted to take or make recording within designated areas of the setting. Photography is not permitted in sensitive areas such as toilets.
* The right to withdraw consent will be maintained and any photography or filming on site will be open to scrutiny at any time.
* Parents may contact the setting DPO/Lead to discuss any concerns regarding the use of images.
* Photos and videos taken by the setting and shared with parents should not be shared elsewhere (e.g. posted on social media site), to do so may breach intellectual property rights, data protection legislation and importantly may place members of the community at risk of harm.

**Use of Photos/Videos by Children**

* The setting will discuss and agree age appropriate acceptable use rules with children regarding the appropriate use of cameras, such as places children cannot take the camera (e.g. unsupervised areas, toilets etc.).
* All staff will be made aware of the acceptable use rules regarding children’s use of cameras and will ensure that children are appropriately supervised when taking images.
* Members of staff will role model positive behaviour to the children by encouraging them to ask permission before they take any photos.
* Photos taken by children for official use will only be taken with parental consent and will be processed in accordance with the General Data Protection Regulations.
* Parents/carers will be made aware that children will be taking photos/videos of other children and will be informed how these images will be managed by the setting e.g. will be for internal use by the setting only (not shared online or via any website or social media tool).
* Photos taken by children for official use will be carefully controlled by the setting and will be checked carefully before sharing online or via digital screens.
* Still and video cameras provided for use by children and the images themselves will not be removed from the setting.

**Use of Images of Children by the Media**

* Where a press photographer is to be invited to celebrate an event, every effort will be made to ensure that the newspaper’s (or other relevant media) requirements can be met.
* A written agreement will be sought between parents and carers and the press which will request that a pre-agreed and accepted amount of personal information (e.g. first names only) will be published along with images and videos.
* The identity of any press representative will be verified and access will only be permitted where the event is planned, and where press are to be specifically invited to attend. No authorisation will be given to unscheduled visits by the press under any circumstances.
* Every effort will be made to ensure the press abide by any specific guidelines should they be requested. No responsibility or liability however can be claimed for situations beyond reasonable control, and where the setting is to be considered to have acted in good faith.

**Use of Professional Photographers**

* Professional photographers who are engaged to record any events will be prepared to work according to the terms of the settings Online Safety policy.
* Photographers will sign an agreement which ensures compliance with the General Data Protection Regulations and that images will only be used for a specific purpose, subject to parental consent.
* Photographers will not have unsupervised access to children.

**Updated: August 2019 Review Date: 01/08/2020 Updated by: Emmajane Merrett**

**Website Privacy Notice**

This website privacy notice describes how Early Explorers Childcare Limited protects and makes use of the information you give us when you use this website.

If you are asked to provide information when using this website, it will only be used in the ways described in this privacy notice.

We gather and use certain information about individuals in order to provide products and services and to enable certain functions on this website. We also collect information to better understand how visitors use this website and to present timely, relevant information to them.

The Data Protection Officer with responsibility for monitoring this privacy notice is Danielle Wrightson.

**Collecting information**

We may collect the following information:

* Name and job title
* Contact information including email address
* Demographic information, such as postcode, preferences and interests
* Website usage data
* Other information relevant to client enquiries
* Other information relating to special offers and surveys

Collecting this data helps us understand what you are looking for from our setting, enabling us to deliver improved services.

Specifically, we may use data:

* For our own internal records
* To improve the services we provide
* To contact you in response to a specific enquiry
* To send you promotional emails about products, services, offers and other information we feel may be relevant to you.
* To contact you via email, telephone or email for market research reasons

**How we collect information**

**Cookies**

A cookie is a small file placed on your computer’s hard drive. It enables our website to identify your computer as you view different pages on our website.

Cookies allow websites and applications to store your preferences in order to present content, options or functions that are specific to you. They also enable us to see information such as how many people use the website and what pages they visit.

We may use cookies to:

* Analyse our web traffic using an analytics package to help improve the website structure, design, content and functions.
* Identify whether you are signed in to our website
* Test content on our website
* Store information about your preferences so that the website can present information that is relevant and interesting
* Recognise when you return to our website

Cookies do not provide us with access to your computer or any information about you, other than that which you choose to share with us.

You can use your web browser’s cookie settings to determine how our website uses cookies. If you do not want our website to store cookies on your computer or device, you should set your web browser to refuse cookies. However, doing so may affect the functionality of our website when you visit and some pages and services may become unavailable to you.

Unless you have changed your web browser to refuse cookies, our website will issue cookies when you visit it.

**Security**

Our website is scanned on a regular basis for security holes and known vulnerabilities in order to make your visit to our site as safe as possible.

Your personal information is contained behind secured networks and is only accessible by a limited number of persons who have special access rights to such systems and are required to keep the information confidential. In addition, all sensitive/credit information you supply is encrypted via Secure Socket Layer (SSL) technology.

We implement a variety of security measures when a user places an order enters, submits, or accesses their information to maintain the safety of your personal information.

All transactions are processed through a gateway provider and are not stored or processed on our servers.

We will always hold your information securely and follow stringent procedures to ensure we work with all personal data in accordance with the Data Protection Act 1998.

To prevent unauthorised disclosure or access to your information we have implemented strong physical and electronic security safeguards.

**External links**

Our website may contain links to other websites. Please note that we have no control of websites outside the Early Explorers Childcare Ltd domain. If you provide information to a website to which we link, we are not responsible for its protection and privacy.

Always be wary when submitting data to websites. Read the site’s privacy policies fully.

If you would like to discuss anything in this privacy notice, please contact Danielle Wrightson earlyexplorers@sky.com

If you have a concern about the way we are collecting or using your personal data, you should raise your concern with us in the first instance or directly to the Information Commissioner’s Office at <https://ico.org.uk/concerns/>

**Updated: August 2019 Review Date: 01/08/2020 Updated by: Emmajane Merrett**

**Privacy Notice - How we use employee information**

[Note – for the purpose of this notice the term employee includes students and volunteers.]

The Data Protection Officer/Lead with responsibility for monitoring this privacy notice is Danielle Wrightson

**Why do we collect and use employee information?**

Early Explorers Childcare Ltd process personal data relating to those we employ to work as, or are otherwise engaged to work as, part of our workforce in accordance with the General Data Protection Regulations 2018

We use this data:

* In the course of managing your employment with us
* to assist in the running of the setting
* to enable individuals to be paid
* to inform the development of our recruitment and retention policies
* to allow better financial modelling and planning

**Early Explorers Childcare Ltd collect, hold and share the following employee information.**

These include:

* Personal details – including your name, address, email address, telephone number and other contact information that allows us to meet our organisational and statutory obligations as your employer
* Characteristics such as ethnicity, language and nationality.
* Details of family members and next of kin details
* Contractual matters – including attendance, records of absence, suitability screening information, qualifications, right to work documentation, wage records, records of disputes and any resulting disciplinary action.
* Health and well-being – including discussions about every day matters, the health and well-being of the employee, records of accidents and incidents, minutes of supervision meetings, annual appraisals.

**Collecting information**

Whilst the majority of information you provide to us is mandatory, some of it is provided to us on a voluntary basis. We will inform you whether you are required to provide certain information to us or if you have a choice in this.

We may use your personal data in the following ways:

* to ensure that the information we hold about you is kept up-to-date;
* to deal with any Employee/employers related disputes that may arise;
* for assessment and analysis purposes to help improve the operation of, and manage the performance of, our business;
* to prevent, detect and prosecute fraud and other crime;
* for any other purpose for which you give us your consent to use Personal Data;
* to comply with legal obligations e.g. HMRC, pensions, S29 requests.

**Storing data**

* We ensure that access to employee files is restricted to those authorised to see them such as your line manager, the manager, deputy, director.
* These confidential records are stored within your Nursery setting.
* We retain personnel records for 3 years from the date of termination of the employment in line with HMRC requirements

**Sharing information**

The information that you provide to us, whether mandatory or voluntary, will be regarded as confidential. We do not share your information with anyone without consent unless the law and our policies allow us to do so.

We may share your personal data:

* With professional advisors or third party contractors who provide services to us
* Where we are under a legal obligation to do so, for example where we are required to share information under statute, to prevent fraud and other criminal offences or because of a court order.
* Where a person, or a person with whom they live, becomes disqualified from working with children and young people
* To prevent significant harm arising to children, young people or adults, including the prevention, detection and prosecution of serious crime.

**Requesting access to your personal data**

Under data protection legislation, you have the right to request access to information that we hold about you.

To make a request for your personal information contact Danielle Wrightson in writing.

You also have the right to:

* object to processing of personal data that is likely to cause, or is causing, damage or distress
* withdraw consent where this has been given
* prevent processing for the purpose of direct marketing
* object to decisions being taken by automated means and
* claim compensation for damages caused by a breach of the Data Protection regulations

Please let us know if the Personal Data that we hold about you needs to be updated

If you would like to discuss anything in this privacy notice, please contact Danielle Wrightson

If you have a concern about the way we are collecting or using your personal data, you should raise your concern with us in the first instance or directly to the Information Commissioner’s Office at <https://ico.org.uk/concerns/>

**Updated: August 2019 Review Date: 01/08/2020 Updated by: Emmajane Merrett**

**Privacy Notice - How we use children’s information**

The Data Protection Officer/Lead with responsibility for monitoring this privacy notice is Danielle Wrightson

**Why do we collect and use children’s information?**

Early Explorers Childcare Ltd will record, process and keep personal information on you and your child in accordance with the General Data Protection Regulations 2018.

We use this data to:

* Support children’s learning
* Make assessments on children’s development
* Safeguard the children in our care in accordance with relevant legislation
* Comply with Government legislation
* Assess the quality of our services
* Contact you regarding your child.

**Early Explorers Childcare Ltd collect, hold and share two kinds of records on children attending our setting.**

*Developmental records*

These include:

* Developmental information collected when your child starts at the setting
* A copy of the child’s Two Year Old Progress Check
* Observations of children in the setting, photographs, video clips, samples of work and developmental assessment records.
* A summary of the child’s EYFS profile report.

*Personal records*

These include:

* Personal details – including the information provided on the child’s registration form and any consent forms and characteristics such as ethnicity, language and nationality.
* Contractual matters – including the child’s days and times of attendance, a record of the child’s fees and/or funding entitlement, any records of fee reminders and/or disputes
* Emergency contact details – including those people, other than parents/guardians with authorisation to collect the child from the setting.
* Children’s health and well-being – including discussions about every day matters regarding the health and well-being of the child with the parent/guardian, records of accidents and medication records.
* Safeguarding and child protection concerns – including records of all welfare and protection concerns and our resulting actions, meetings and telephone conversations about the child and any information regarding a Looked After Child.
* Early support and SEN – including any focussed intervention provided by our setting, a record of the child’s IEP and, where relevant, their Statement of Special Education Need.
* Correspondence and reports – including letters and emails to and from other agencies and any confidential reports relating to specific children

**Collecting information**

Whilst the majority of information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulation, we will inform you whether you are required to provide certain information to us or if you have a choice in this.

The Early Years Foundation Stage (Welfare Requirements) Regulations 2012 place a legal obligation upon us to collect and process much of the information detailed above. Therefore we do not require your consent to collect this information as we have a fair and lawful reason for doing so.

All forms collecting data will clearly state our lawful basis for processing the information you supply and where the request is voluntary or consent is required this will be clearly stated.

**Storing children’s data**

We ensure that access to children’s files is restricted to those authorised to see them such as the manager, deputy, designated person for child protection, the child’s key person or the setting SENCo. These confidential records are stored within the Nursery setting.

We retain children’s basic attendance records for 3 years after they have left the setting, except records that relate to an accident or child protection matter. These are kept until the child reaches the age of 21 years or 24 years respectively.

**Sharing information**

The information that you provide to us, whether mandatory or voluntary, will be regarded as confidential. We do not share information about your child with anyone without consent unless the law and our policies allow us to do so.

We routinely share information without consent with:

* schools that children attend after leaving us
* our local authority for the purposes of the Early Education Entitlement for 2, 3 and 4 year olds and the Early Years Census
* the Department for Education (DfE) as part of statutory data collections.

We are obliged to share confidential information without authorisation from the person who provided it, or to whom it relates, when:

* there is evidence that the child is suffering, or is at risk of suffering significant harm.
* There is reasonable cause to believe that a child may be suffering, or is at risk of suffering, significant harm
* It is to prevent significant harm arising to children, young people or adults, including the prevention, detection and prosecution of serious crime.

Further information regarding information sharing and confidentiality can be found in our policies.

**Requesting access to your personal data**

Under data protection legislation, parents/guardians, children and young people have the right to request access to information about them that we hold. Where a child is too young to give ‘informed consent’ the parent is the ‘subject’ of the file and has a right to see the information held.

Children’s developmental records are shared regularly with parents/guardians and formal requests to access these is not required.

To make a request for your personal information contact Danielle Wrightson following the procedure detailed in our access to records policy.

You also have the right to:

* object to processing of personal data that is likely to cause, or is causing, damage or distress
* withdraw consent where given
* prevent processing for the purpose of direct marketing
* object to decisions being taken by automated means and
* claim compensation for damages caused by a breach of the Data Protection regulations

If you would like to discuss anything in this privacy notice, please contact Danielle Wrightson

If you have a concern about the way we are collecting or using your personal data, you should raise your concern with us in the first instance or directly to the Information Commissioner’s Office at <https://ico.org.uk/concerns/>

**Updated: August 2019 Review Date: 01/08/2020 Updated by: Emmajane Merrett**

**RECORD RETENTION IN OUR EARLY YEARS SETTING**

Appropriate Storage

Retained records must be stored in such a way that they cannot be lost, damaged or destroyed but that they could be accessed with reasonable ease should the contents of any record be required. It is also necessary to identify who will have access to retained records so that data is kept secure and that only those with a need to access it are able to do so.

Particular consideration needs to be given to this in settings that are registered charities and managed by a committee. Details as to who, where and how retained records are stored in order that information is not lost over prolonged periods of time should be available.

When archiving it is necessary to consider the different types of records that you hold in your setting. In addition to hard copies of documentation such as accident books, medication records, risk assessments etc, consideration also needs to be given as to how the data held in online management systems will be archived and protected.

It is not always necessary to retain physical copies of documents which need to be retained, for example when archiving space may be limited. Documentation can be scanned and saved to memory sticks or CD’s but these MUST be encrypted and/or password protected to safeguard the information contained.

If physical records are being kept the storage areas should:

1. Be entirely weatherproof
2. Be in a location free from threats of vandalism or arson
3. Have free circulation of air
4. Have adequate fire detection equipment
5. Be secured against unauthorised access

In addition, records should be stored off the ground and in cupboards, cabinets or drawers to protect them from water or fire damage.

Disposal of Records

Once retention periods have elapsed records which have been identified as safe for disposal must be destroyed in such a way to protect the sensitivity and/or confidentiality of their contents. Whilst awaiting disposal these records should be handled in the same way as any live data and should be kept secure. Inappropriate disposal of information, such as leaving a box of records to be shredded accessible to anyone, could lead to a serious information breach and a fine from the ICO should the data fall into the wrong hands.

Designated people, usually the manager in settings, should be identified as taking responsibility for the safe disposal of records. It is the role of this person to:

1. dispose of records securely and safely. Do not assume that pressing the “delete” key on a computer based system necessarily removes a record completely.
2. Ensure that there are no photocopies, images, copies or representation of the contents of the records being disposed
3. Keep a record of when and which records have been destroyed (known as a Disposal Schedule)

Records containing sensitive personal detail and that which could identify a person should be cross-shredded either on-site or by a reputable company and all data should be destroyed by secure means, e.g. shredding, pulping or burning.

A template Disposal Schedule can be found at the end of this guidance.

Records to be kept - CHILD PROTECTION

|  |  |  |
| --- | --- | --- |
| Basic description | Contains personal information | Retention period |
| A statement of the arrangements in place to safeguard children. | No | From the date the procedure was superseded + 7 years  If these records are likely to be required in a child protection investigation then they should be retained for closure of setting + 50 years |
| A statement of the procedures to be followed in the event of allegations against staff. | No | From the date the procedure was superseded + 7 years  If these records are likely to be required in a child protection investigation then they should be retained for closure of setting + 50 years. |
| Child Protection files | Yes | 25 years after the child’s date of birth |
| Allegation of a child protection nature against a member of staff, including where the allegation is unfounded | Yes | Until the person’s normal retirement age, or 10 years from the date of the allegation if that is longer |

Records to be kept – FINANCIAL RECORDS

|  |  |  |
| --- | --- | --- |
| Basic description | Contains personal information | Retention period |
| Annual Accounts | No | 6 years after the tax year to which they relate |
| Bank statements, Invoices and receipts, petty cash records | No | 6 years after the tax year to which they relate |
| PAYE records | Yes | 3 years after the tax year to which they relate |
| Government Grants | Yes | 4 years from receipt of the grant or as directed by the awarding body |

Records to be kept - HEALTH AND SAFETY

|  |  |  |
| --- | --- | --- |
| Basic description | Contains personal information | Retention period |
| A record of any medicine administered to any child on the premises, including the date and circumstances of its administration, who administered it and the record of parental consent. | Yes | From the date of birth of the child to whom the medicine was administered + 25 years |
| A statement of the procedure to be followed in the event of an accident. | No | From the date the procedure was superseded + 7 years |
| A record of accidents occurring on the premises and incident books relating to other incidents | Yes | From the date of birth of the child involved in the accident/incident + 25 years  For adult injuries retention should be 7 years from the date of the accident. |
| Risk Assessments | No | Date superseded + 4 years  {If an accident occurred as a result of an identified risk then these should be kept for 25 years from the child involved date of birth} |
| Premises files (maintenance and improvements) | No | Current year + 7 years then review |
| COSHH | No | Current year + 9 years |
| Incident reports (not Child Protection related) | Yes | 20 years |
| A statement of the procedure to be followed in the event of a fire | No | From the date the procedure was superseded + 7 years |
| Fire evacuation and maintenance log books | No | Current year + 5 years |
| Fire Risk Assessment | No | Date superseded + 4 years |
| A statement of the procedure to be followed in the event of a missing child. | No | From the date the procedure was superseded + 7 years |
| Visitors books | Yes | 2 years after last entry |
| Insurance policies | No | Minimum of 6 years, maximum of 40 years. Seek advice from your insurance provider |
| Claims made against insurance policies (damage to property) | Yes | Case concluded + 3 years |
| Claims made against insurance policies (personal injury) | Yes | Case concluded + 6 years |

Records to be kept – PROVIDER RECORDS

|  |  |  |
| --- | --- | --- |
| Basic description | Contains personal information | Retention period |
| The name, home address and date of birth of each child who is looked after on the premises | Yes | Closure of setting + 50 years.  {Theses could be required to show whether or not a child attended the provision in a child protection investigation.} |
| The name, home address, and telephone number of a parent of each child who is looked after on the premises | Yes | If this information is recorded in the same place as the above then the same retention period will apply.  If stored separately then it can be destroyed when the child leaves the setting. |
| A daily record of the names of children looked after on the premises, their hors of attendance and the names of the persons who looked after them | Yes | These should be kept for a reasonable period from when the child leaves, for example 3 years. However, if these records are likely to be required in a child protection investigation then they should be retained for closure of setting + 50 years |
| Children’s Learning Journeys, Portfolio’s and Written Observations | Yes | To be sent with the child when s/he leaves the setting. |
| A statement of the procedure to be followed where a parent has made a complaint about the service being provided by the registered person. | No | From the date the procedure was superseded + 7 years |
| A record of complaints made against the setting | Yes | From the date of the complaint+ 7 years.  Where the complaint relates to Child Protection Closure of setting + 50 years.  {These could be required to show whether or not a child attended the provision in a child protection investigation.} |

**Updated: August 2019 Review Date: 01/08/2020 Updated by: Emmajane Merrett**

Template record disposal schedule

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| File Reference | Basic Description | On whose authority | Method of disposal | Date Disposed |
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**Equal Opportunities Policy**

**Aims:** Happy Hours Pre-School is committed to treating each individual as a person in his or her own right. All children are different, and it is this that creates their uniqueness and their individuality.

We believe that children and adults flourish best in an environment which is free from discrimination and prejudice of any kind. We believe that no child should be excluded or disadvantaged because of the race, ethnicity, culture or religion, home language, family background or gender, or because they have learning difficulties or disabilities.

* Our Pre-School provides for children of all abilities and from all backgrounds to participate at an appropriate level of development and learning. We promote positive attitudes to diversity and difference by helping the children to learn about and value different aspects of people’s lives.
* We encourage the children to acquire an appreciation of and respect for their own and other cultures, their traditions and styles of living by providing them with the environment where they feel respected, recognised, valued and nurtured.

**Statement of values**

* We protect children’s rights in the context of UNCRC and anti-discriminatory legislations. We ensure that children’s rights and entitlements are upheld in our safe and supporting learning environment The Equality Act (2010)

**Resources**

* Our equipment and play resources will provide the children with a balanced view of the world and an appreciation of the rich diversity of our multi-racial society.

We demonstrate a commitment to equal opportunities for children and families where diversity is valued and celebrated by:

* Encouraging parents to share experiences with us (Bollywood Dancing, Italian and Japanese Lessons)
* Open Days provide an opportunity to celebrate all cultures and religions.
* Our displays show the beautiful work our practitioners have been doing with the children in order to celebrate diversity and include all the children
* In our Pre-School we provide disabled toileting where we can facilitate wheelchair access.

Discrimination must be recognised, challenged and eliminated whether it is based on status, sex, race, religion, colour, creed, marital status, ethnicity, nationality or political belief.

* The Pre-School will comply with the guidelines and procedures of the Equal Opportunities Act 2010.
* The Pre-School abides by the revised (Early Years Foundation Stage) EYFS documentation.
* The Pre-School will work with families to celebrate children who are bi-lingual and fully include them in the setting through multi-cultural resources and training for staff.
* We will plan our activities to extend the children’s experience and knowledge of other cultures, languages and celebrations promoting positive attitudes towards diversity and difference.
* Discriminatory behaviour or remarks are unacceptable in our setting and will be challenged. We will respond in a way that is sensitive to the feelings of the victim and help those responsible to understand and overcome prejudices.
* No-one has the right to know if another person is HIV Positive or has Aids. If the Manager is informed about a child’s or adult’s status they should only inform the Owner of the Pre-School. This information should not be shared with anyone else without the permission of the person concerned. Other parents do not need to be told.
* The Pre-School has a child-initiated approach to planning and follows the United Nations Convention on the Rights of the Child (UNCRC).

**Updated: August 2019 Review Date: 01/08/2020 Updated by: Emmajane Merrett**

 **Inclusion Policy for Children and Adults**

**Aims**: Happy Hours Pre-School believes that Inclusion is the participation of all children and adults in the curriculum and the social life of the Pre-School. It is our aim to build relationships where difference is welcomed and everyone benefits. Our Pre-School believes that:

* Every child has a fundamental right to education and must be given the opportunity to achieve and maintain acceptable levels of learning.
* Every child has unique characteristics, interests, abilities and learning needs.
* Our teaching and care should be designed to implement and take into account the wide diversity of these characteristics and needs.
* Children with special educational needs and disabilities must have access to our Pre-School and we will accommodate them with a child-centred pedagogy capable of meeting those needs.
* Happy Hours Pre-School believes that inclusive orientation is the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all.
* We will provide a reflective and robust observation, planning and assessment system to support all children in reaching their true potential.
* The Pre-School will not treat disabled children less favourably than non-disabled children in admissions, education and related services and exclusions.
* The Pre-School will make reasonable adjustments so disabled children are not at a substantial disadvantage in policies, practices and procedures and will make adjustments before a disabled child is actually attending our setting.
* We will remove barriers for recruiting disabled staff members and will adjust the surroundings and equipment as appropriate to support any members of staff with a disability.

We will follow the UN Convention on the Rights of the Child (1989) and the UN Standard Rules on Equalisation (1993) which both unequivocally support the right to equal treatment for all and actively include this is our planning to help children understand their own rights.

The Pre-School follows the Special Educational Needs and Disability code of Practice 2014 and understands that there are strong educational as well as social and moral grounds for educating children with SEN, or with disabilities, with their peers and this is an important part of building an inclusive society within our setting.

To promote Inclusion within the setting we will encourage all children and adults, parents and practitioners to:

* Ensure all children are included and their differences acknowledged and valued
* Our Equal Opportunities Policy, Special Rights Policy and Inclusion Policies are understood and implemented by staff and shared with parents via emails.
* All children will have access to appropriate toys, learning resources and equipment;

Practitioners and parents can support inclusion by building friendships with disabled children by:

* Empowering disabled children to have a strong self-esteem and sense of self as a disabled person.
* Build strong peer relationships with disabled children and non-disabled peers.
* Getting rid of barriers to inclusion in the environment through risk assessments, reflective practice and access audits.
* Challenging negative attitudes and low expectations and use positive language at all times within the setting.
* Challenging stereotypes and developing positive images of young disabled people.
* Develop play, teaching and learning strategies where all pupils maximise their potential.
* Developing professional practice that develops the above.
* Build parent support groups at our setting to empower parents in their children’s human rights.
* We will link with the disabled people’s movement in our area and use their knowledge and expertise to develop inclusion.

To meet diverse needs within the Pre-School we will;

* Provide a wide range of opportunities to motivate, support and develop children and help them be involved, concentrate and learn effectively.
* We will provide a safe and supportive learning environment, free from harassment, in which the contribution of all children is valued and where racial, religious, disability and gender stereotypes are challenged.
* We will use materials that positively reflect diversity and are free from discrimination and stereotyping.
* We will plan opportunities for children whose ability and understanding are in advance of their language and communication skills.
* We will monitor children's progress, identifying any areas of concern and taking action to provide support, for example by using different approaches, additional adult help or other agencies.

Early identiﬁcation and intervention

* We make regular observations and assessments of all children’s play and progress to enable early identiﬁcation of children’s special needs.
* We monitor the progress of children with identiﬁed special needs carefully so that we can plan appropriate provision and support for these children.
* We share all reports on children’s progress with parents and with permission other professionals who may be able to support the child and wider family members.
* We use a graduated approach to identify and meet children’s special needs. This is in line with national and local procedures and involves a systematic cycle of assessment, planning, action and review, recording clear targets and strategies for development and progress.
* We use a range of strategies, as well as verbal communication, to involve the children in setting and reviewing targets. Children are encouraged to make choices and share their feelings and wishes with staff.

The Lead Inclusion and Special Educational Needs and Disabilities Co-ordinator is Mrs Kay Hazell.

**Updated: August 2019 Review Date: 01/08/2020 Updated by: Emmajane Merrett**

**Special Rights Policy**

**Aims:** Happy Hours Pre-School has regard to the DfES Special Educational Needs and Disability Code of Practice (2014), and provides a welcoming and inclusive environment with appropriate learning opportunities for all children.

* Children with special rights, like all other children, are admitted to the Pre-School after consultation between parents, Manager and future key person.
* A Risk Assessment is undertaken if appropriate, dependent upon the need of the individual child and all staff advised within the setting.
* Our system of observation and record-keeping, which operates in conjunction with

parents, enables us to monitor children’s needs and progress on an individual basis. Including the use of play plans to help support children with the three prime areas of learning listed in the Early Years Foundation Stage Framework.

* Our key person system ensures that each practitioner is especially responsible for, and close to each child to help support transitions and day to day planning for individuals.
* We work in liaison with agencies outside the Pre-School, including therapists, health visitors, psychologists, social workers, paediatricians and other specialists, to meet the children’s specific needs.
* We endeavour to have equipment, posters and books that depict SEN in a positive

manner (see our Equal Opportunities policy).

* The Pre-School abides by the revised (Early Years Foundation Stage) EYFS documentation
* Your Lead Special Educational Needs and Disability Coordinator is Mrs Kay Hazell (SENDCO)
* Please see the setting’s Local SEND offer at the end of our policies

**Updated: August 2019 Review Date: 01/08/2020 Updated by: Emmajane Merrett**

# Local Special Educational Needs and Disabilities Offer

*From September 2014 every Local Authority will be required to publish information about the services they expect to be available in their area for children and young people from birth to 25 who have special educational needs and/or disabilities (SEND). This will be known as the “Local Offer”.*

*The Local Offer will put all the information about education, health and care services, leisure activities and support groups in one place and making it easier for families to access. The Government have said that the Local Offer must be developed and reviewed in partnership with children and your people, parent carers, and local services including Early Years settings, schools, health and social care agencies.*

*As an Early Years setting we are now required to provide answers to a series of “Educational Settings” questions for publication on this Local Offer, and these questions set out and standardise information about how children with SEND are supported within our Pre-School. It is a requirement that the answers to these questions must be produced in partnership and collaboration with parent carers and staff and we have attached a ‘draft’ Local Offer which we would be grateful if you were able to take time to read through. We would then be grateful to receive your feedback as to whether the processes we have described match with your own knowledge and experiences of our Pre-School.*

*It is important that we are realistic about the services we offer and to be honest about what families can expect from us in our answers, so your feedback will be invaluable in ensuring we provide the right answers. If you have any feedback please contact Danielle Wrightson at the Pre-School, in writing or by email at any time.*

*Thank you in anticipation of your help.*

***The Happy Hours Pre-School Team***

**Our philosophy**

Happy Hours Pre-School, as a member of the Early Explorers Nursery Group, is committed to treating each child as an individual.  All children are different, and it is this that creates their uniqueness and their individuality.  We believe in helping children to ‘Create memories and skills for life.’

**1. How does the setting know if children need extra help and what should I do if I think my child may have special educational needs?**

At Happy Hours Pre-School we encourage an open and honest flow of information between the setting and all of our parents.  To enable us to do this we complete ongoing observational assessments (including group observations) which are discussed by the practitioners and of course with parents.  Together, we can discuss any areas of concern and how we can support your child both internally and also with the support of external agencies.

Your child will be assigned a key person to look after them when they first start at the setting and we encourage parents and carers to talk to this person openly about any areas they feel their child may need extra support in.  We also have an open door policy which means that parents can come and speak to the Lead Special Educational Needs and Disabilities Co-ordinator (Mrs Kay Hazell) and our Pre-School Manager (Mrs Emmajane Merrett) at any time.

We aim to provide many opportunities for you to discuss your child’s educational needs through home visits, regular parents meetings, celebration of work mornings and termly consultations.

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**2. How will Happy Hours Pre-School** **staff support my child?**

During our settling-in program, the Pre-School and parent/carer will share information about the strengths and needs of your child. Parents and carers will have the opportunity to accompany their child on a visit to help settle them and develop a relationship with their child’s key person. The child will always be at the heart of all we do and it is through our work with parents and the wider family that we aim to achieve this.

Observations, assessment and planning all contribute to individual play plans and ongoing planning which specifically focuses on your child’s current interests and next steps for their development.  We will also listen to you as parent/carer as well as observing and listening to your child. Our Lead Special Educational Needs and Disabilities Coordinator (Mrs Kay Hazell) will explain to you how your child’s individual needs can be met and how we review the effectiveness of these strategies through regular ongoing observation.  Informal discussions will take place between parent/carer and key person to ensure the strategies remain appropriate and effective at all times, and in addition the key person will build up a solid relationship with the individual child to ensure that their voice and opinion is also heard.

**3. How will the curriculum be matched to my child’s needs?**

At Happy Hours Pre-School we use various methods of teaching to enable us to support each child to reach their maximum potential.  Specially designed activities and equipment allow your child’s key person to record an ongoing record of development alongside the Early Years developmental framework.  The setting will provide regular feedback to discuss how your child is progressing and we will work with you to encourage home learning as well as in the setting.  If your child is struggling in a particular area or equally, if they are over achieving, we will talk to you about how we can both support your child, including support from outside agencies and other professionals.  Most importantly, you will be able to see a record of how your child progresses within their online learning journal.  Each child’s learning journal is recorded and monitored through individual and group progress reviews which highlight all development, progress and any areas still requiring additional support, this is reviewed every term by the SEND co-ordinator and Manager and acted upon as required.

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**4. How will both you and I know how my child is doing and how will you help me to support my child’s learning?**

Your child’s Learning Journal and relevant Individual Plan is readily available within the Pre-School for you to access at any time.  All progress is reviewed using the Early Years Statutory Framework “Early Years outcomes and Development Matters” which are produced by the Department of Education and details clearly expected developmental milestones in each area of learning and for each stage of development up to the end of Reception year.  Information regarding this can be found on the following government websites www.foundationyears.org.uk  and www.education.gov.uk/publications.

We do not use contact books for all our children however we are happy to introduce one if it will be of benefit and in situations where it is appropriate for us to share and report information on a daily basis.  If an Individual plan is deemed necessary it will not only detail strategies for us to use here at the Pre-School but also how they can be adapted for support at home.  These strategies will be discussed and reviewed regularly by all those concerned to ensure they remain effective.

Whilst our staff are always available to discuss any concerns you may have on a daily basis we also invite you to our Parents Meeting each half term which provides an opportunity for parents to get to know each other, input into the future plans for the Pre-School and help us to improve the education and care we provide to your children.  Each term, you will be invited into the Pre-School to attend a ‘Celebration of Work’ morning and in addition to this you will also receive a termly consultation with your child’s key person.  At these meetings you will be given the opportunity to discuss, review and agree your child’s next steps across all areas of learning.  This, together with information from you about their current interests, will allow us to adapt our planning and activities accordingly.  We hope that this will allow you to have a good understanding and knowledge of your child’s current progress, and how we will endeavour to extend and challenge them appropriately.

**5. What support will there be for my child’s overall well-being?**

Where appropriate we will carry out an individual risk assessment for a child with additional needs to ensure that the premises are suitable and that, as much as possible, the risk of injury to themselves and others is kept to an acceptable minimum.

It may be necessary to increase staff ratios using the relevant inclusion funding to maintain the necessary levels of supervision to allow us to achieve this.  The risk assessment would also include any medical and personal care required and a full discussion will occur as to whether we are able to provide this based on our current levels of basic first aid knowledge and training.

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In some circumstances it may be possible for individual members of staff to attend training to deal with some minor additional medical needs but this would be discussed on an individual basis.  We have a high ratio of Paediatric First Aid trained staff and are able to administer medication that has been prescribed by a doctor with your written consent, as stated in our “Illness and Medication Administration Policy”.

As stated in our “Managing Behaviour Policy”, in situations where behavioural issues are a concern, an ongoing discussion will be conducted with parents/carers, and a relevant play plan designed to ensure that consistent care is provided by all adults.  The child’s contribution will also be included through information provided by the parents and the key person’s own observation and knowledge of the child. This will enable us to observe and highlight any triggers, patterns and effective strategies to build and focus on those behavioural issues.

If you have any concerns at any time for your child’s overall well-being we encourage an open door policy and would encourage you to seek assistance from your child’s key person or the Pre-School Manager (Mrs Emmajane Merrett).

**6. What specialist services and expertise are available at or accessed by the early years setting?**

We do not have any specialist staff working at our setting, however we do have experienced practitioners who have worked in early years for some time and many of them are parents themselves.

We also have a designated SEND Co-ordinator and Inclusion Co-ordinator who regularly maintain up to date knowledge by attending relevant training, and in addition (with your prior permission) we have access to the Early Years Inclusion Team which consists of Early Year’s Advisory Teachers.  The advisors can come into the setting and support us with any child who has additional needs.  They are able to help us co-ordinate any relevant outside professionals to assist in the child’s learning and development journey, such as Family Out Reach Workers, Speech Therapists, Physiotherapists, Hearing Advisory Teachers, Medical Nurses etc. We happily welcome these professionals into our setting and where possible take account of their input and advice in providing the best possible care for an individual child.

**7. What training are the staff, supporting children with SEND, had or are having?**

As detailed above our SEND and inclusion co-ordinator maintains up to date knowledge through relevant and regular training, and any additional training is undertaken as and when necessary depending on the needs of our current children.

Happy Hours Pre-School has a dedicated team of eight staff.  We always have at least one member of staff to every 8 children over the age of 3 years and one member of staff to every 4 children under the age of 3 years present during each session.

The owner holds a Foundation Degree in Early Years Childhood Studies.  The manager holds Qualified Teacher Status with a specialism in Primary Education.  Three staff members hold a level 3 qualification in Childcare and Development.  The team is also supported by two additional Pre-School assistants with a wealth of experience in the role.

**8. How will my child be included in activities outside the early years setting including trips?**

Prior to starting at the Pre-School a full discussion will have taken place between parent/carer and the Manager and all activities will be adapted as much as possible to ensure that all children can access all the areas of play regardless of any additional needs.  Any planned trip will always involve a detailed risk assessment, including the needs of individual children to establish the level of support, resources or adaptations required and a discussion will take place with parent/carer to find a way forward to enable each child to participate fully.

**9. How accessible is the early years environment? (Indoors and outdoors)**

We are located within a Church Hall which currently has wheel chair access into the setting.  Disabled access is available to a large dedicated toilet area and directly onto the fully paved garden area.

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**10. How will the early years setting prepare and support my child to join the early years setting, transfer to a new setting/school?**

At Happy Hours Pre-School we provide settling in sessions in order to help your child familiarise themselves with their new surroundings and get to know our indoor and outdoor learning environment.  Each child is assigned a key person, who will form a relationship of trust and support with the parent and the child during these sessions and will ask for care plans and registration forms to be completed with questions which will help identify the children’s needs and establish whether any agencies have involvement in their child’s development before starting with us.

If required staff will attend training related to a child’s needs before they attend the setting which will be specific to your child’s needs.    Home visits are offered to new children requiring an enhanced transition to help support a continuity of care between home and the setting.  Electronic booklets are also sent to parents/carers to encourage discussion at home about the setting and their key person when they start with us.

Transition to primary school or next setting.

During your child's transition to Primary school or moving onto another setting the Key person and Lead Special Educational Needs and Disabilities Coordinator (Mrs Kay Hazell) will share information with the school or new setting along with the parent/carer.

Learning journals, progress records, group observations and other relevant documents will be passed on to their new setting.  Teachers are invited to come into the Pre-School to observe your child in their play and current environment and enable us to share as much information as possible to ensure a smooth transition.   Regular meetings with schools and other settings ensure that we understand the importance of a smooth transition and you will be given time to discuss this with the Pre-School to discuss any concerns your may have for your child before they move on.

The use of role play with school uniform, books and lunch time practise is a good way to help a child become familiar with new routines.  Part of our philosophy as a Pre-School is to encourage children to become independent, life-long learners and therefore the transition process into school takes place through your child’s time with us.  We believe that be preparing them to become confident children with high levels of self-esteem we will encourage your child to flourish in the wider world around them.

**11. How are the early years settings resources allocated and matched to children’s special educational needs?**

The children have access to a wide range of activities and materials to explore and investigate.  These activities are made available to all the children all the time throughout each session.  If your child requires specific resources such as visual aids and timetables or equipment to aid them with their learning and care we will discuss this with parents/carers and other professionals to enable us to fully support the needs of your child.

**12. How is the decision made about what type and how much support my child will receive?**

Within the setting the process for highlighting potential additional needs will be completed as described above and an individual plan will be agreed and put in force through joint collaboration with parents/carers.   The setting will ensure that any strategies agreed upon are appropriate and achievable for not only the individual child and staff but also the parents/carers, and progress will be monitored through ongoing observation and discussion.  Should additional professional assistance be thought to be necessary the setting will, with parents/carers permission, make a referral to the Early Years Inclusion Team.  They will observe the Child at the setting and assist parents/carers and the setting with any additional strategies, advice or guidance for further parental referral to outside professionals.  The setting will then, where possible, work with these professionals and parents/carers to support the child’s further development and, once again, ongoing observation and discussion will continue to highlight all progress made.  Further information on the West Sussex County Council website

<https://www.westsussex.gov.uk/education-children-and-families/special-educational-needs-and-disability-send/>

**13. How are parents involved in the early years setting? How can I be involved?**

Parents/carers are encouraged to be very involved in their child’s learning both at home and within the Pre-School.  We regularly review policies and procedures with parents by sending them home with newsletters and updates.  We have daily discussions, Parent Meetings termly, Celebration of Work Mornings, parent helpers, parent consultations and encourage parents to come into the setting and share experiences with the children from different cultures, religions, jobs they may do or simply to come in and read with the children.

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**14. Who can I contact for further information?**

Should you be interested in your child joining our Early Years setting you can speak to the Manager (Mrs Emmajane Merrett) on 077395 125893  / Emmajane.happyhours@gmail.com alternatively you can email the owner (Mrs Danielle Wrightson) on danielle.happyhours@yahoo.com

You will be able to talk about availability, book a visit to the premises and meet our Lead SEND co-ordinator (Mrs Kay Hazell)).  During your visit you will have an opportunity to assess whether the premises is suitable, discuss any needs or concerns you may have regarding your child’s development and what care we can provide.  Your first point of contact would be the Manager and once your child’s place has been secured you will be allocated a key person.

For further information and advice you can contact your local Health Visitor or GP at your registered surgery, or visit The Family Information Service on their website: www.westsussex.gov.uk/family, or The Local Authority on their website www.westsussex.gov.uk.  You can also email the Local Authority with any questions at localoffer@westsussex.gov.uk.

**Updated: August 2019 Review Date: 01/08/2020 Updated by: Emmajane Merrett**



**Managing Children’s Behaviour**

Emmajane Merrett is the Pre-School’s named practitioner with responsibility for behaviour management in the setting and has attended the relevant training courses to enable her to support both children and practitioners in the setting.

The Pre-School will not give corporal punishment to a child and will take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child.

The Pre-School understands that if we fail to meet these requirements we will be committing an offence. A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including a child) or to manage a child’s behaviour if absolutely necessary.

The Pre-School keeps a record of any occasion where physical intervention is used within our Incidents Book and parents and/or carers are informed on the same day, or as soon as reasonably practicable.

The Pre-School will not threaten corporal punishment, and must not use or threaten any punishment which could adversely affect a child's well-being.

**Updated: August 2019 Review Date: 01/08/2020 Updated by: Emmajane Merrett**



**Key person Policy**

Each child must be assigned a key person to support both child and family when joining us at the Pre-School. Their role is to help ensure that every child’s care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

Home visits will be offered to parents and families that join us where additional transition support is required, to help build a relationship prior to the child joining the Pre-School. In addition to this we have an open door policy for parents to talk to their key person both at drop off and collection each day. We will discuss individual needs for each child as required and provide a termly consultation to discuss their child’s next steps.

We will also try to embrace our families within our setting by holding open days, celebration of work mornings, dad’s/grandparent’s days and inviting parents and grandparents to join us on our many adventures.

**Updated: August 2019 Review Date: 01/08/2020 Updated by: Emmajane Merrett**



**Health and Safety Policy**

**Our Aims:** We believe that the health and safety of children is of paramount importance. We have a sound knowledge and understanding of the current legal requirements, national policies and guidance on health and safety and make sure that our Pre-School is a safe and healthy place for children, parents, staff, volunteers and visitors. We aim to share our knowledge and understanding of the legal requirements on health and safety with the children, parents and staff in order to minimise the hazards and risks to enable them to thrive in a healthy and safe environment. We promote a healthy lifestyle and a high standard of safety in our day to day work with children and adults.

**Methods**

The member of staff responsible for Health and Safety during our Pre-School Sessions is **Mrs Emmajane Merrett.**

**Risk Assessment**

* We check for hazards and risks indoors and outside prior to the start of each session. Our assessment covers adults and children.
* We decide which area needs attention.
* We develop an on-going action plan which specifies any actions required, the timescales for action, the person responsible for the action and any funding required.
* We maintain lists of health and safety issues which are checked:

Once a week and at the start of each session

* A form is available for each session for the reporting of any accident/incident.
* Regular safety monitoring will include checking of the accident and incident record.

A separate Adult Accident book is kept by the Manager in a secure location.

* Daily and weekly risk assessments will be kept with the Manager of the setting and data analysis will be carried out termly to improve any areas of weakness.
* Risk Assessments are completed for the following areas;
  + Hall and Back Room
  + Moving around the building
  + Any outings or external visits
  + The garden area
  + Individual assessments for children with Special Rights

**Safety and Suitability of the Pre-School Environment and Equipment**

The Pre-School ensures that their premises, including outdoor spaces, are fit for purpose. Spaces, furniture, equipment and toys are safe for children to use and the premises are secure. Happy Hours Pre-School keeps premises and equipment clean, and is aware of, and complies with, requirements of health and safety legislation (including hygiene requirements). Daily, weekly and termly risk assessments are completed at the Pre-School along with long term risk assessments for the overall building and equipment. Risk assessments are also completed before any outings or planned visits.

**Premises**

* The Pre-School premises and equipment are organised in a way that meets the needs of the children attending on that particular session.
* There is a minimum space for the following: • Two year olds: 2.5 m² per child. • Children aged three to five years: 2.3 m² per child.
* The Pre-School will ensure that, so far as is reasonable, the facilities, equipment and access to the premises are suitable for children with disabilities and provide access to an outdoor play area located directly from the Pre-School building.
* A quiet and cosy corner is available for children who wish to relax, play quietly or sleep, equipped with appropriate furniture.
* Sleeping children are frequently checked.
* All 2, 3 and 4 year olds will access the same indoor and outside areas throughout their session as we believe that both younger and older children learn not just from adults but very much from each other. As children mature they will be able to watch the older children joining in with routines and this will empower them to join in themselves.
* There is a bathroom with 3 toilets with an additional specially modified children’s toilet and hand basin situated off the corridor outside the hall. To which children are accompanied as necessary by staff (with DBS in place) – due to the setting layout this is regularly monitored with a second staff member within earshot of the toilet area. There is also a hand basin within the setting, to which children have free flow access to enable them to wash their hands before snack and lunch times.
* There is an additional large disabled toilet and a changing unit in the hall which enables us to provide suitable hygienic changing facilities for changing any children who are in nappies. There is an adequate supply of clean spare clothes and any other necessary items available in this area.
* Staff may talk to parents as appropriate in the hall, the hallway directly outside the hall or in the managers office. This enables practitioners to talk to parents and/or carers confidentially, as well as an area for staff to take breaks away from areas being used by children.
* The Pre-School will only release children into the care of individuals who have been notified to the provider by the parent, and will ensure that children do not leave the premises unsupervised.
* The Pre-School takes all reasonable steps to prevent unauthorised persons entering the premises, and have an agreed procedure for checking the identity of visitors.
* The Pre-School holds public liability insurance.

**Updated: August 2019 Review Date: 01/08/2020 Updated by: Emmajane Merrett**



**Infection Control Policy**

Happy Hours Pre-School team believes that the health and safety of the children is of paramount importance.

We have a sound knowledge and understanding of the current legal requirements, national policies and guidance on health and safety and make sure that our Pre-School is a safe and healthy place for children, parents, staff and volunteers (Guidance of Infection Control May 2016 & Health and safety at work 1999).

**Our aims:** We aim to share our knowledge and understanding of the legal requirements on health and safety with the children, parents and staff in order to minimise the hazards and risks to enable them to thrive in a healthy and safe environment.

**Early warning signs and symptoms of infection**

Staff must report immediately to the manager if any child has the following signs or symptoms:

• Diarrhoea (this is defined as three or more very loose or liquid bowel movements within 24 hours)

• Blood in their faeces

• Vomiting

• Continuing or severe stomach pain

• Any kind of rash

• Flu-like symptoms — a fever (temperature of 38°C or higher) and two or more of the following — cough sore throat, runny nose, limb or joint pain, and headache.

• Appears unwell (feels hot or looks flushed).

Inform the parent or guardian that the child can return to your childcare setting after being free of symptoms (i.e. diarrhoea) for 48 hours

The parent will be advised not to bring the sibling of the infectious child to the Pre-School

• The names of those children / staff that are ill are kept an up-to-date in the daily attendance journal with the following records:

• The symptoms, if known (for example, vomiting and diarrhoea)

• When the children / staff became ill and when first noticed or reported (if known)

• The date they last attended the childcare setting

• When you contacted the parents

• What time the child was collected

• Who you have informed about the outbreak

• The advice you have received

If any one child has any of these signs or symptoms, staff should

• Keep the child safe and away from other children if possible

• Ask the parent / guardian to collect the child and suggest they visit the GP if symptoms continue or get worse

A staff member, volunteer, student or a carrier who has been in contact with the contagious person, whether it is their own child or a family member will need to inform the manager by 7:30 am in order for manager to make a decision if they are “fit to work” with the children in the Pre-School. The staff member will not be paid for this period of absence.

**Procedure for Adult Falling ill at Happy Hours Pre-School**

• When a staff member is unwell, please report to the Manager or Deputy Manager.

• A discussion with the adult is necessary to perceive how to progress with this individual matter.

• Our Manger holds all relevant staff emergency contact numbers in a locked filling cabinet in the office.

• The staff member will be sent home, to ensure no spread of disease.

• On departure the staff member will be informed of our procedure for their relevant illness and advised to visit the Doctors.

**Owner: Mrs Danielle Wrightson: 07796 174350**

**Manager: Mrs Emmajane Merrett: 07395 125893**

**Coronavirus / COVID-19**

A child must not attend nursery if they, or anyone in their household, is exhibiting symptoms of coronavirus.

The main symptoms of coronavirus are:

* **high temperature** – this means you feel hot to touch on your chest or back (temperature of over 37.8 degrees c)
* **new, continuous cough** – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual)
* **loss or change to your sense of smell or taste** – this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal

Most people with coronavirus have at least one of these symptoms.

If a child becomes unwell whilst at nursery, the child will be separated from other children and their parents contacted, and asked to collect immediately.

A child exhibiting symptoms and awaiting collection will wait in a separate room, with a staff member to supervise. Where possible, the door of the room will be closed and the room will be well ventilated. Any staff member dealing with this child will wear disposable gloves, apron and a fluid resistant facemask. If there is a risk of fluid entering the eyes from a child who is coughing, spitting or vomiting, goggles or a face shield to also be worn.

If the child uses the toilet whilst unwell, the bathroom must be cleaned thoroughly immediately afterwards with disinfectant. The staff member completing this task should also wear PPE, gloves, apron and face mask. The area the child has been waiting in will be cleaned with usual household detergent and disinfectant as soon as the child has left. Any tissues, PPE and cleaning equipment used whilst looking after the child and cleaning afterwards will be double bagged in bin bags and stored for 72 hours before being put in the usual household rubbish.

 Any child exhibiting symptoms of Coronavirus should isolate at home, as should the rest of that household for 14 days. If a staff member/child’s family member over the age of 5 years old is exhibiting symptoms of Coronavirus, a request for a coronavirus test can be made. The staff member/child from the family may return to nursery following a negative test if sufficient evidence of the test result has been seen by the manager and the child/staff member is well enough (no temperature, well in themselves) to return to nursery.

**Riddor Reporting of Covid-19**

A report will be made to RIDDOR (The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013) when:

* an unintended incident at Happy Hours has led to someone’s possible or actual exposure to coronavirus. This must be reported as a dangerous occurrence.
* a worker has been diagnosed as having COVID 19 and there is reasonable evidence that it was caused by exposure at work. This must be reported as a case of disease.
* a worker dies as a result of occupational exposure to coronavirus. This must be reported as a work related fatality.

A Riddor report can be made online by using the following links:

* Report a dangerous occurrence: <https://notifications.hse.gov.uk/riddorforms/DangerousOccurrence>
* Report a case of disease: exposure to a biological agent: <https://notifications.hse.gov.uk/riddorforms/Disease>
* Report a work related fatality due to exposure to a biological agent: <https://notifications.hse.gov.uk/riddorforms/Disease>

**Procedure for Cleaning and Clearing**

**In toilets**

• Any spills of blood, vomit or excrement wiped up and flushed away down the toilet. Rubber gloves are always used when cleaning up spills of body fluids. Floors and other affected surfaces disinfected using disinfectant according to the manufacturer’s instructions. Fabrics contaminated with body fluids thoroughly washed in hot water.

• Use a Disinfectant to avoid contaminating the child’s changing mat, potty, toilet seat or toilet.

• Spare laundered pants and other clothing available in case of accidents and polythene bags available in which to wrap soiled garments.

Legislation – Happy Hours Pre-School will abide by the Health and Safety at Work Act 1974 and 2011 and the Manual Handling Operations Regulations Act 1992

**Inside**

• The children are provided with lessons on how to wash their hands, how to wipe the tables and to mop the floor.

Toys are regularly cleaned (sterilised) using Milton (standard EN14561) or equivalent product.

**In the Garden**

The garden is checked daily for the animal faeces in accordance with the Pre-School risk assessments.

**Procedure for Snack/Lunch Club**

• Our surfaces are cleaned thoroughly daily, sprayed with anti bacterial spray and cleaned with disposable blue cloths.

• All crockery and cutlery used are washed in hot water using detergent, rinsed thoroughly and left to air dry, every time after use.

• We boil the kettle and immerse plates, knifes and cups for 5 minutes in boiling water at the end of the session every Friday.

• Maintain a clean and hygienic fridge.

• Parent’s provide a healthy piece of fruit for snack on a daily basis.

• We use colour coded sponges for washing up.

**E.COLI, Policy**

**Bacteria, such as E.COLI O 157,** are invisible to the naked eye, so they can easily be spread to food without realising.

Our Pre-School follows the control measure involved:

* Separation of equipment and all the members of staff are effectively trained in effective cleaning and disinfection
* Personal hygiene and hand washing

**Storage:**

We store our milk and fruits in a designated area, including refrigerators and freezers.

**Utensils:**

We recognise that cross-contamination is one of the most common causes of food poisoning.

Designated chopping boards and utensils are used for fruits and vegetables, always cleaned and disinfected prior to use.

**Packaging:**

Packaging materials for ready to eat food are stored in a designated clean area.

**Cleaning products**:

Separate cleaning materials, including cloths, sponges and mops are used in a designated clean area. In Happy Hours Pre-School we use disposable, single use cloths wherever possible.

**Clean effectively**

Effective cleaning is essential to get rid of harmful bacteria and stop them spreading to food. We use Tesco Antibacterial Multi-Surface Cleaner (approved by official standards of **BS EN 1276:1997**) or equivalent, to disinfect bacteria from the surface we thoroughly clean it to remove grease and dirt on the first instance.

Heat cleaning:

We recognise that heat is one of the best ways of killing bacteria. We therefore boil the kettle for sanitising knifes, plates and cups on a weekly basis.

**Covid-19 Cleaning**

**Infection risk from surfaces**

The COVID-19 virus moves from person-to-person via droplets from the nose or mouth of an infected person. These are spread when they cough or exhale and the droplets are inhaled by others. However, the virus can also survive out of the body for up to 72 hours on surfaces contaminated by body fluids, such as the droplets from a cough or sputum. A healthy person can then become infected by touching the contaminated surfaces and then touching their eyes, nose or mouth.

The risk of infection depends on many factors, including the:

* type of surface contaminated
* amount of virus shed from the infected individual
* time the individual spent in a place, and the time since they were last there.

The infection risk from the COVID-19 virus following contamination of the environment is known to decrease over time. Evidence suggests that impermeable hard surfaces remain contaminated longer but that, in most circumstances, the risk is likely to be reduced significantly after 72 hours.

**Action required**

The level of environmental cleaning in the early years setting will be increased during and after the peek of the pandemic in order to prevent the potential transmission of the virus by touch.

We will comply with the government guidance [*COVID-19: Guidance for Educational Settings*](https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19) which states that early years settings should pay special attention to what are described as regularly touched objects and surfaces. The guidance recommends that these should be cleaned and disinfected more often than usual using standard cleaning products.

We will also comply with Public Health England published guidance entitled [*COVID-19: Cleaning in Non-healthcare Settings*](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings) which describes the cleaning measures required to minimise the risk of COVID-19 infection, including the appropriate disposal of materials, the cleaning of equipment and hard surfaces, and the personal protective equipment (PPE) that should be worn.

Recommendations for PPE include the following:

* the minimum PPE to be worn for cleaning an area which may be contaminated by a person with possible or confirmed COVID-19 infection is disposable gloves and an apron
* additional protection for the face and eyes may be necessary where a risk assessment suggests that higher levels of contamination are present or where there is a danger of splashing
* a surgical face mask should be used to protect cleaners against other people’s potentially infectious respiratory droplets when within 2 metres of them
* a supply of masks should be provided along with suitable training in how to use them safely
* hands should be washed with soap and water for 20 seconds after all PPE has been removed — alcohol based hand rub can be used on visually clean hands where soap and water are not immediately available.

PHE states that public areas where a symptomatic individual has passed through and spent minimal time, such as corridors, but which are not visibly contaminated with body fluids can be cleaned thoroughly as normal.

All surfaces that the symptomatic person has come into contact with must be cleaned and disinfected, including:

* objects visibly contaminated with body fluids
* all potentially contaminated high-contact areas such as bathrooms, door handles, etc.

Staff should take care to avoid creating splashes and spray when cleaning. Disposable cloths or paper roll and disposable mop heads

should be used. PHE recommends that cleaners use either of the following options:

* a combined detergent disinfectant solution at a dilution of 1000 parts per million available chlorine
* a household detergent followed by disinfection (1000 ppm av.cl.).

If an alternative disinfectant is used PHE state that it should be checked that it is effective against enveloped viruses. When items cannot be cleaned using detergents or laundered, for example, upholstered furniture and mattresses, steam cleaning should be used. Items that are heavily contaminated with body fluids and cannot be cleaned by washing should be disposed of.

**COVID-19 waste**

The PHE guidance states that waste from possible COVID-19 cases and cleaning of areas where possible cases have been (including disposable cloths and tissues) should be put in a plastic rubbish bag and tied when full. It should then be placed in a second bin bag and tied again.

Double bagged waste should be put aside from communal waste in a suitable and secure place for at least 72 hours. It can then safely be placed in normal waste streams. Waste can be placed in normal waste streams earlier if the person involved has been tested for COVID-19 and found to be negative. If they are tested and found to be positive the waste must be kept aside for 72 hours.

If storage for at least 72 hours is not appropriate, PHE advise that those responsible for the waste should arrange for collection as a Category B infectious waste, either by a local waste collection authority or by a specialist clinical waste contractor.

**Food and Drink**

- Parents are asked to bring in their own piece of fruit or vegetable for snack at the Pre-School.

- If the setting completes a food based activity for instance to explore foods from other cultures we will provided snacks and drinks that are healthy, balanced and nutritious.

- Before joining the Pre-School we will obtain information about any special dietary requirements, preferences and food allergies that the child has, and any special health requirements.

- Fresh drinking water is available and accessible at all times.

- The Pre-School records and acts upon information from parents and carers about a child's dietary needs through daily discussions and parent partnership.

- There is a lovely kitchen area which is adequately equipped to provide healthy snacks and drinks for children as necessary.

- There are suitable facilities for the hygienic preparation of food for the children attending.

- The manager (Mrs Emmajane Merrett) has completed level 2 in food handling training.

- The Pre-School will notify Ofsted of any food poisoning affecting two or more children looked after on the premises. Notification must be made as soon as is reasonably practicable, but in any event within 14 days of the incident and we understand that without reasonable excuse, if this is not provided we fail to comply with this requirement and are committing an offence.

- When cooking with children as an activity, the adults will provide healthy wholesome food, promoting and extending the children’s understanding of a healthy diet.

- Happy Hours Pre-School displays the allergens contained within our snacks or cooking activities on parent displays and asks that parents provide a list of ingredients for all foods bought into the Pre-School for birthday treats or Christmas parties etc.

- The Pre-School abides by the revised (Early Years Foundation Stage) EYFS documentation

The parents are advised on the subject of the healthy eating by the list of the Packed lunch ideas that are shared with them on the first day of starting a Lunch Club. Practitioners in the setting ensure the consistency of the routine. Parents are also required to include an ice pack in their children’s lunch boxes to keep their food cool and prevent the multiplication of bacteria in food.

L U N C H

Packed lunch box ideas

Protein- a source of protein to keep the children alert:

Chicken, ham, tuna, cheese, soya, tofu

Carbohydrates-for slow release energy:

Wholemeal bread, pitas, wraps, or bagels, pasta, rice, banana

Calcium-for growth, healthy teeth and bones:

Cheese, yoghurt, fromage frays, yoghurt drinks

Fruit and vegetables-for vitamins and minerals:

Carrot sticks, cucumber, cherry tomatoes, celery sticks, seedless grapes, melon, satsumas bananas, apples, dried fruit (apricot, raisins)

\*NB - meats, dairy products and eggs are perishable. A freezer pack is a good idea to keep them cool.

**Sweet suggestions** - scones, malt loaf, flapjack, teacakes

**Savoury suggestions** - rice cakes, bread sticks, cheese and crackers, cheese straws

\*Please avoid sugary and fizzy drinks. We do provide water or milk.

\*Sweets and chocolate are treats to be eaten at home.

Refer to the following websites for further nutritional advice

[www.fitforlife.co.uk](http://www.fitforlife.co.uk)

[www.nhs.uk/healthyeating](http://www.nhs.uk/healthyeating)

[www.bhf.uk/heart-health/prevention/healthyeating.com](http://www.bhf.uk/heart-health/prevention/healthyeating.com)

**Outdoor Play**

The garden is somewhere all children at Happy Hours Pre-School can extend their learning in a different way to inside. We have a large garden with space to run freely, but we also set up different learning areas within the garden, so that children can access distinct developmental opportunities in line with the Early Years Foundation Stage Framework.

* Children will have the opportunity to play in the fresh air throughout the year.
* The garden is a fantastic resource – and is used in all weathers, it can be used

spontaneously and for an extended length of time.

* Practitioners will ensure that children are appropriately dressed for all weather types and parents will be asked to provide a change of clothes, wellies or apply sun cream and a sun hat as appropriate.

**Illness and Medication Administration**

* Parents are asked to keep their children at home if they have any infection, and to inform the Pre-School as to the nature of the infection so that they can alert other parents, and make careful observations of any child who seems unwell.
* Parents are asked not to bring to Pre-School any child who has been vomiting or had

diarrhoea until at least 48 hours has elapsed since the last attack.

* Cuts or open sores, whether on adults or children, will be covered with a clean

dressing.

* If a child is on prescribed medication the following procedures will be followed:
* If at all possible the child’s parents will administer the medicine. If not it must be clearly labelled with the child’s name, dosage and any instructions and the expiry date.
* Written information will be obtained from the parent giving clear instructions about dosage, administration of the medication and permission for a member of staff to follow the instructions provided by parents.
* All medications will be kept in a lockable cupboard.
* A medication log will be available to record: name of child receiving medication; times that medication should be administered; date and time when medication is administered; together with the signature of the person who has administered each dose. A second witness signature will accompany the statement and parents will be asked to sign the log at the end of each session.
* The Pre-School will ensure that the first aid equipment is kept clean, replenished and replaced as necessary. Sterile items will be kept sealed in their packages until needed.

**Staff taking medication/other substances**

* Practitioners must not be under the influence of alcohol or any other substance which may affect their ability to care for children.
* If practitioners are taking medication which may affect their ability to care for children, those practitioners should seek medical advice.
* The Pre-School must ensure that those practitioners only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member’s ability to look after children properly.
* Staff medication on the premises must be securely stored, and out of reach of children, at all times. This will be within the staff kitchen which is not accessible to children and stored within a cupboard which is also out of child reach.

**Accidents**

* All accidents will be recorded on an accident log and stored with each individual’s personal information.
* The time, date and nature of accident should be recorded and the record signed by the practitioner who dealt with the accident and a witness. The parent should be shown the report and asked to sign it at the end of the session.
* Accidents requiring more than basic first aid should be reported immediately to parents and if necessary the child should be taken to a hospital emergency department. A member of staff will accompany the child to hospital and stay with her/him until her/his parent or carer arrives.
* Records of Children’s GPs and emergency contact numbers are kept at Pre-School.
* A first aid box is kept in the hall and kitchen area and a portable one is taken on all outings.
* Accidents and incidents are analysed termly to improve resources, teaching and general health and safety at the Pre-School.

**Allergy and Dietary Requirements Policy**

* Healthy snacks are provided daily.
* All staff are informed of individual children’s medical and personal dietary requirements and this is recorded in the setting. Strict measures are taken to avoid contact with food that can cause an allergy. The Pre-School is strictly no nuts and related items, such as sesame.
* The dietary rules of religious groups and also of vegetarians/vegans are known and

kept in appropriate ways (parties, festivals and cooking etc.)

* We encourage parents to pack a healthy lunch with ice-packs where appropriate.

**Fire Drills**

* Fire drills are held at least once every half term.
* All fire drills will be logged with areas of improvements recorded and reviewed at least yearly.
* Our evacuation point is the grass area outside the church. If we are unable to return to the main building, parents will be called to pick their children up from here or, in inclement weather, from our named place of safety: Shoreham Library, St Mary's Rd, Shoreham-by-Sea BN43 5ZA Tel: [01273 467966](https://www.google.com/search?q=shoreham+library&rlz=1C1CHBF_en-GBGB856GB856&oq=shoreham+library&aqs=chrome..69i57j0l5.5775j0j4&sourceid=chrome&ie=UTF-8) . This will obviously depend on where the fire is located and the safety of the children in that particular incident.
* A register of both adults and children is completed as people arrive so that a complete record of all those present is available in any emergency.
* A correctly stocked first aid box is available at all times throughout the fire drill.
* Fire extinguishers are checked annually by the Church.
* Fire procedures and evacuation points are clearly displayed in each room.
* Your Health and Safety Representative at Happy Hours Pre-School is **Mrs Emmajane Merrett**.
* Your Designated Fire Warden is Mrs Coral Cunningham.

**Fire Drills during Covid-19**

A new fire drill evacuation procedure will be implemented and practised by staff prior to opening. The hall bubble will evacuate through the hall front entrance and the backroom bubble will evacuate through the backroom fire exit. Unless the fire risk determines otherwise. In this circumstance the next available fire escape should be used to secure the safety of staff and children. The two bubbles will muster in front of the building, the hall bubble will muster on the grass to the side of the church and the backroom bubble will muster in front of the café. If we need to evacuate the area our place of safety remains the grounds of the library where the children will be kept in separate bubbles at a safe distance from each other and any other members of the public.

**Updated: May 2020 Review Date: 01/05/2021 Update by: Emmajane Merrett**

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**Child Protection Policy**

**Our aims**: It is the duty and responsibility of Happy Hours Pre-School and its staff to protect children from abuse. One way of doing this is by setting out policies and procedures. By doing so it will enable those who work with children to identify the signs and symptoms of neglect, emotional, physical & sexual abuse (ie. repeated bruises, cuts, burns, female genital mutilation, etc) and also know their mandatory duty to report abuse if they suspect that it is occurring.

* The duty to safeguard children from significant harm is embodied in the Children Act 2004.
* Guidance issued by the Department of Health, Home Office and Department for Education and Employment entitled “Working Together to Safeguard Children 2015 sets out how all agencies should work together to promote children’s welfare and protection and staff should be aware of the lines of reporting suspected abuse.
* Adults who are awaiting DBS clearance will be supervised closely and must not take children to the toilet nor change nappies and cannot be counted in the setting’s headcount or left alone with a child at any time.
* Students will not take children to the toilet or change nappies or be left alone with a child at any time.
* Any suspicions of abuse or neglect should be reported to the LSCB or MASH in accordance with West Sussex policies and procedures.
* Any disclosure or concern of abuse must be written down for record purposes as

soon as possible using only facts and exact child’s words, no assumptions should

be made. Records should include dates, times and location where concerns were noted.

* The Pre-School abides by the revised (Early Years Foundation Stage) EYFS documentation
* NSPCC Whistle blowing Helpline: 0800 0280285 – 8am-8pm – Mon-Fri (for Pre-School staff concerned about anything from potentially harmful practices to instances of abuse)

**Staff Behaviour - Allegations made against practitioners and other staff**

If a practitioner, volunteer or student has been alleged to have:

a) Behaved in a way that has harmed a child, or may have harmed a child

b) Possibly committed a criminal offence against or related to a child;

c) Behaved towards a child or children in a way that indicates s/he is unsuitable to

work with children.

* Any allegation should be reported straight away to the Owner, and if the Owner is the subject of the allegation or concern, reports must go direct to the Local Authority

designated officer liaising with LSCB (Local Safeguarding Children’s Board).

There may be three strands to consider:-

A police investigation of a possible criminal offence

Enquiry and assessment of children’s social care about whether a child is in need

of protection or in need of services.

Consideration by the Pre-School of disciplinary action in respect of the individual.

The parents should be told of the incident as soon as possible. They must also be kept informed of the progress of the case.

* The Owner must decide whether the member of staff should be suspended pending an enquiry. It is important to offer support to the individual during this time, maintaining confidentiality and to guard against any unwanted publicity.
* The fact that a person resigns must not prevent an allegation being investigated.
* The Local Authority (LA) designated officer should be informed and consulted about the incident on the same day. The Owner should not try to investigate the allegation at this stage. Only after consulting the LA officer, can the accused person be informed about the allegation. The accused must not be automatically suspended – only if the child is at risk of significant harm, or allegations needs investigating by the police, or are so serious that there might be grounds for dismissal.
* The power to suspend lies with the Owner of the Pre-School.
* If an allegation is determined to be false, and the member of staff is returning to work, they may benefit from some support from a mentor, or to phase in their return.

Parents can also contact Ofsted direct:

Ofsted

Piccadilly Gate

Store Street

Manchester

M1 2WD

Tel: 0300 123 1231 (Mon – Fri, 8am – 6pm)

Email: enquiries@ofsted.gov.uk

[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Happy Hours Pre-School Registration No: EY494767

**Visitors Policy**

* Visitors must sign in and out of the setting providing an emergency contact number.
* They will be given a list of guidelines to abide by before entering the setting which includes the following;

1. No smoking on the premises
2. Mobile phones and cameras are not to be used in the setting
3. Fire and evacuation procedures

**Training**

* All staff will be given an individual training plan which will be reflected in their yearly appraisals and one to one meetings.
* After training or coaching sessions practitioners will be asked to complete a reflection of their training and record any areas for improvements for the setting which will be discussed with the manager.
* Practitioners will be asked to undergo any statutory training required by the setting in accordance with their individual contracts.

**Updated: August 2019 Review Date:01/08/2020 Updated by: Emmajane Merrett**

**Promoting Positive Behaviour Policy**

**Our Aims:** At Happy Hours Pre-School we believe that children and adults flourish in an environment where everyone knows what is expected of them and where children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop their self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

In order to achieve this we will do the following:

1. Set some ground rules governing the conduct, the behaviour of the children will be discussed and agreed within the Pre-School and explained to all newcomers, both children and adults. All directions and corrections will be given to children in a positive way, e.g. “Keep the sand in the sand tray”, not “Don’t drop the sand on the floor!”

2. We will ensure that ground rules are applied consistently. We believe that the

same reaction to the same situation each time gives children a feeling of security.

It gives them the power to predict the future and an ability to avoid unhappy

situations.

3. We will provide a positive model for the children with regard to friendliness, care

and courtesy. We believe that adults act as a role model for children and therefore it is important to have positive interactions between adults in their surrounding environment.

4. We will praise and endorse desirable behaviour such as kindness and willingness

to share. We look to ‘catch children being good’, rather than focus on unwanted

behaviour. This is something we also encourage parents to do at home.

5. We will take positive steps to avoid a situation in which children receive adult

attention only in return for undesirable behaviour.

When children behave in unacceptable ways:

1. Physical punishment, such as smacking or shaking, will be neither used nor

threatened.

2. Children will never be sent out of the room by themselves, if they need some reflective time they are always accompanied by an adult to support them and talk through their areas for development.

4. Children who demonstrate challenging behaviour will be given one-to-one adult support in seeing what was wrong and working towards a better pattern of behaviour.

* Your inclusion co-ordinator for Happy Hours Pre-School is Mrs Danielle Wrightson.

We believe that children’s efforts to behave will require continual reinforcement. We believe in developing children’s personal, social and emotional skills in order to promote positive behaviour, self-control and independence. We employ behaviour management strategies that are appropriate to the child’s level of development so as to encourage positive behaviour.

**Children**

• We always try to be kind to others

• We always try to speak kindly to each other

• We look after our own and others’ things

• We put things back where they belong

• We look after living things

**Staff**

We believe that children flourish in an environment where they have positive role models and where adults treat children and each other with respect and courtesy .We believe in demonstrating positive values, attitudes and behaviour towards the children and adults in the setting, and making clear your expectations of the children.

• Kneel or sit so that you are at the child’s level

• Hold the child gently by the shoulders or hands while you make the request

• Look right into the eyes of the child

• Talk in a firm, clear, calm voice

• Look serious when you speak

• Make it clear you expect to be listened to as you would listen to the child

• Listen to the child’s response and carefully consider its views

• Give children options wherever possible

• Give ample opportunity for the children to complete the task

• Praise cooperation or explain the consequences of non-cooperation (without resorting to threats)

• Physical punishment, such as smacking or shaking, will be neither used nor threatened.

• In any case of misbehaviour, it will always be made clear to the child in question that it is the behaviour and not the child that is unwelcome.

• Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children’s level of understanding and maturity.

• Recurring problems will be tackled by the practitioners in partnership with the child’s parents, using objective observation records to establish an understanding of the cause.

**Updated: August 2019 Review Date: 01/08/2020 Updated by: Emmajane Merrett**



**Promoting Fundamental British Values**

**Our Aims:** We want our setting to actively promote British values, providing an effective management and leadership team that constantly reflect and evaluate our practises. We believe that children should learn from us and we must help them to understand right from wrong, learn to take turns, share with their peers and challenge negative attitudes and stereotypes around them.

* Practitioners will adapt a ‘shared approach’ towards involving staff, children and parents by considering individual aspirations and values.
* Ensure that practitioners attend the appropriate training courses to support this within the setting.
* Together with parents, practitioners will encourage children to know their own views count, to value other people’s views, talk about their own feelings and make their own decisions.
* We will provide opportunities for the children to participate in turn taking activities, sharing and collaborating and allow time and space for critical thinking and questioning.
* We will create a shared set of rules and codes of behaviour and that these rules must be applied to everyone in the setting.
* Happy Hours Pre-School wants children to develop a positive sense of themselves and will provide opportunities to build self-esteem and confidence, celebrating in their successes.
* We will encourage the language of feelings and discuss and celebrate all our similarities and differences, thereby creating an ethos of respect for everyone.

**Updated: August 2019 Review Date: 01/08/2020 Updated by: Emmajane Merrett**



**The Prevent Duty**

**Our aim:** It is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools’ and childcare providers’ wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

We can also build pupils’ resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. For early years childcare providers, the statutory framework for the Early Years Foundation Stage sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world.

**Risk assessment**

As a childcare provider we are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

The general risks affecting children and young people may vary from area to area, and according to their age. We are in an important position to identify risks within a given local context. It is important that we understand these risks so that we can respond in an appropriate and proportionate way. At the same time we should be aware of the increased risk of online radicalisation, as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet. The local authority and local police will be able to provide contextual information to help schools and childcare providers understand the risks in their areas.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require us to carry out unnecessary intrusion into family life but as with any other safeguarding risk, we must take action when we observe behaviour of concern. For this matter we have safeguarding policies in place and staff have undertaken the necessary training.

**Working in partnership**

The Prevent duty builds on existing local partnership arrangements. Local Safeguarding Children Boards (LSCBs) are responsible for co-ordinating what is done by local agencies for the purposes of safeguarding and promoting the welfare of children in their local area.

Local authorities are vital to all aspects of Prevent work. In some priority local authority areas, Home Office fund dedicated Prevent co-ordinators to work with communities and organisations, including schools. Other partners, in particular the police and also civil society organisations, may be able to provide advice and support to schools on implementing the duty.

Effective engagement with parents / the family is also important as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms.

**What to do if you have a concern**

If a member of staff in a school has a concern about a particular child they should follow the school’s normal safeguarding procedures, including discussing with the Pre-School’s designated safeguarding lead, and where deemed necessary, with children’s social care. In Prevent priority areas, the local authority will have a Prevent lead who can also provide support.

You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gov.uk. Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

**Updated: August 2019 Review Date: 01/08/2020 Updated by: Emmajane Merrett**



**Lockdown Policy**

**Our aim:** to keep everyone in the Pre-School safe at all times. There are some occasions when it may be necessary to keep everyone inside the Pre-School building for their safety:

* An incident or civil disturbance in the local community which poses a risk to the Pre-School
* An intruder on the site with the potential to pose a risk to the Pre-School
* Local risk of air pollution, such as smoke plume or gas cloud
* A major fire in the vicinity of the Pre-School
* A dangerous dog roaming loose

**Action:**

* All pupils & staff to be brought into the hall as quickly as possible. Role call to account for everyone – inform authorities if anyone is missing.
* All external doors and windows to be locked
* Call appropriate authorities / emergency services and follow advice. Call 999 or local police on 101
* Keep children calm and quiet.
* Ensure parents / carers are informed of the situation – they will be told when it is safe to collect their child
* Do not leave the building until informed that it is safe to do so.

**Updated: August 2019 Review Date: 01/08/2020 Updated by: Emmajane Merrett**



**Coronavirus (Covid-19) Policy**

**Purpose of the Policy**

To protect all employee’s and service users of Happy Hours Pre-School, including parents and children, from encountering Coronavirus (COVID-19). To maintain a safe level of staff needed to continue to provide early years education service and to meet the welfare and care needs of the children who attend the setting and to ensure that the prevention of the spread of Coronavirus (COVID-19) remains at a minimum risk.

**Monitoring**

Happy Hours Pre-School is closely monitoring and gathering information from the Department of Health England, The Department of Education, Ofsted, our Local Authority (West Sussex) and any and all guidelines delivered and updated through official government sources constantly to ensure that we have the most up to date information and work place practices concerning the spread and containment of the Coronavirus (COVID-19).

This includes all training and delivery methods to all employee’s, Directors and any other third party associated with the running or participation of Happy Hours Pre-School / Early Explorers Nursery

**Reopening/Closure of the setting**

The Nursery will follow the government and Local Authority guidance at all times. If we are advised to close the setting at any time or we are unable to operate through reduced staffing or sickness we will email all current parents at the earliest convenience and will continue to keep parents updated of any changes and new measures introduced as a result of the Coronavirus. If we are notified of a member of staff or child testing positive for Coronavirus we will immediately notify parents of that ‘bubble’ and you will be asked to self-isolate as a family for 14 days. All other groups of children will be advised but will not be asked to self-isolate in accordance with government guidelines.

**Main Symptoms of Coronavirus**

* **high temperature** – this means you feel hot to touch on your chest or back (you do not need to measure your temperature)
* **new, continuous cough** – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual)
* **loss or change to your sense of smell or taste** – this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal

**What to do if your child or someone in your household is displaying symptoms of coronavirus.**

If a child or someone in their household has a temperature or a new continuous cough they will be asked to stay at home and self-isolate. The family will be able to request a test for coronavirus and will need to self-isolate until they get the results of their test. If the test is negative then the child can return back to Nursery as long as they are feeling okay in themself. If the result is positive the family must stay self-isolating for at least 14 days.

**What will happen if a child shows signs of coronavirus whilst at preschool.**

Parents will be called to collect the child. A member of staff that will have to wear PPE at this point and will separate with that child until the parents are able to collect. All rooms and resources will be cleaned thoroughly. The child and family will need to get tested and start self-isolating while waiting the results. If one of the child’s household gets a positive result the person with the positive result must self-isolating for 7 days and the rest of the household must self-isolate for 14 days.

**Arrivals /Departures**

* Please do not bring in your child if they are showing signs that they are unwell.
* All children to be dropped off/collected from their allocated door at the specified drop off/collection time. Parents/carers should avoid coming into the Nursery at any time. If a child is upset a member of staff will come to the parent to collect the child but ideally they will enter the setting independently.
* If there is anyone at the door dropping off or collecting their child/ren, parents must wait two meters away from them until they leave. This will be marked on the floor outside each entrance.
* Children will be assisted to wash their hands on arrival and regularly throughout the day.

**Children’s bags and belongings**

* Parents will be asked to bring in a plastic bag for their child with spare clothes and nappies if needed that can be used for the whole week.
* At this time children will not be able to bring in toys from home into the preschool. If there is a specific comforter that a child requires this must be discussed with the Nursery Manager prior to them returning to the setting.
* If a child is bringing in a packed lunch, they will be asked bring it in a plastic box so that it can be wiped clean.
* If possible children can leave a named water bottle at the setting for the week which will be cleaned daily by staff.

**Play and Learning**

Young children are not expected to social distance or wear masks. They should feel safe and secure at Nursery. We will have smaller groups of children and limited resources that are easy to clean. As per the guidance we will have very limited shared play so messy, sand and water play will be made available for separate children’s access within their small groups.

**Outings**

At the moment we will be having lots of outdoor play at Nursery. We will not be going on any learning adventures away from the Nursery until advised that this is safe to do so.

**Attending other settings**

At this moment in time we will be unable to accept children who attend two settings as this causes the level of risk to staff and children to rise slightly. This is because the government guidelines is to keep children in small groups and ideally the same and not mixing groups.

**Protection against Flu**

All Happy Hours Pre-School / Early Explorers Nursery staff will be able to claim back the cost of the flu jab as the season approaches moving forwards.

**Early Explorers Nursery Reopening - COVID-19 Site Operating Procedures**

These guidelines are intended to assist Happy Hours Pre-School in implementing precautionary measures to reduce the spread of COVID-19 disease in our setting. These guidelines are based on Public Health England and Department for Education guidance for educational settings and their key workers. The fundamental principle of this procedure is to ensure physical distancing between identified groups and to implement good hygiene practices. The way we will design the day as small communities of children and subdivided of our rooms will greatly assist our ability to create physical distance between groups and cluster children into specific cohorts or ‘bubbles’.

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| **Focus** | **Assessment Area** | **Assessment Actions** |
| **Children** | **Attendance** | * Only children who are symptom free or have completed the required isolation period will be able to attend. * We will not be taking temperatures of children on arrival but will ask parents to monitor their children’s temperatures and advise us immediately if their child is unwell. * We will allocate stagger ‘bubbles’ drop off and pick up times which will ideally remain the same for the remaining Summer Term. |
| **Physical distancing/grouping** | * Children will be organised into small groups/’bubbles’, these small groups or ‘bubbles’ will not mix during the day. * All care routines including snack and lunch times, nappy changing and toileting will be supported by the keyperson allocated tp that specific group. * The use of communal internal spaces will be restricted as much as possible. * Our outdoor spaces will be used by different ‘bubbles’ at different times of the day. |
| **Wellbeing and education** | * Children will be supported in age appropriate ways to understand the steps they can take to keep themselves safe including regular hand washing and sneezing into a tissue. * Children will be supported to understand the changes and challenges they may be encountering as a result of Covid-19. * Key Workers will also ensure they are aware of children’s attachments and their need for emotional support at this time. |
| **Workforce** | **Attendance** | * Staff will only work at the nursery if they are symptom free, have completed the required isolation period or achieved a negative test result. * We will not be taking temperatures of staff on arrival but risk assess with a regular health questionnaire for returning staff. |
| **Physical distancing/group** | * Staff will remain with the small group of children, the ‘bubble’ of children who they are allocated to and not come into contact with other groups. The Nursery Manager will advise parents of the adults that each child may come into contact with throughout their time at Nursery. The Manager will be over and above our required headcount to support the entire setting. * Staff members will avoid physical contact with each other including handshakes, hugs etc. Where possible, meetings and training sessions will be conducted through virtual conferencing or via social distancing at the setting. |
| **Training** | * All staff members will receive appropriate instruction and training in infection control and the standard operating procedure and risk assessments within which they will be operating |
| **Parents** | **Physical distancing** | * Only parents who are symptom free and or have completed the required isolation periods will be able to drop off or collect their child * We will limit drop off and pick up to 1 parent per family and stagger the timings for groups ‘bubbles’ within allocated times. * If parents are kept waiting while dropping off or collecting their child, physical distancing will be maintained in a safe area. |
|  | **Communications** | * Parents will receive clear communication regarding the role they play in the safe operating procedure and all measures being taken to ensure the safety of their children and themselves. |
| **Visitors** | **Visits** | * Attendance to the setting will be restricted to children and staff as far as practically possible and visitors will not be permitted to the nursery unless essential (e.g. essential building maintenance). Where essential visits are required these will be made outside of the usual nursery operational hours where possible. |
| **Travel** | **Travel associated with our operations** | * Wherever possible staff and parents will travel to the nursery alone, using their own transport. * If public transport is necessary, current guidance on the use of public transport must be followed. * Parents will be asked not to leave travel accessories including buggies, car seats, scooters in the premise at this time. |
| **Hygiene and Health & Safety** | **Hand Washing** | * All children and staff must wash their hands upon arrival at the nursery * Children and staff members will be encouraged to wash their hands frequently  **Proper hand-washing protocol** Hand-washing is a cornerstone of our reopening plan. When in doubt, wash thoroughly and often, using liquid soap and water. Hand sanitizer that is 60% ethanol or stronger is our second preference.**We will wash our hands:**  * Upon arrival in the morning, and reentering the building throughout the day * Whenever one’s hands are visibly dirty * After using the toilet * After coughing or sneezing into one’s hands, or into a disposable tissue * Before eating * When going from one room to another. * After physical contact with others. |
| **Cleaning** | * We have an enhanced cleaning schedule that will be implemented that includes furniture, surfaces and children’s toys and equipment (see below for further information). * Toilets will be cleaned twice daily using standard cleaning products, and sprayed with disinfectant after each use. * All high-contact surfaces, including touch points and hand washing facilities, tables, door handles, faucets and light switches will be disinfected twice daily. * Toys will be cleaned at the end of each day, and any toys that are not easily disinfected will be put away until the end of the coronavirus pandemic. * Staff electronics such as tablets, phones and computers will be disinfected before and after use. * In order to complete this enhanced cleaning schedule we will ask all children to be collected promptly. |
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| **Risk assessment** | * All activity will be risk assessed and due consideration given to any adaptations to usual practice. * This may include, but not be limited, to the suspension some learning experiences involving materials which are not easily washable such as malleable materials. * All children will have snacks served individually to eliminate sharing of food. |
| **PPE** | * Government guidance is that PPE is not required for general use in early years settings to protect against COVID- 19 transmission. * PPE will continue to be worn as normal for nappy changing and the administration of first aid. |
| **Premises** | **Building** | * We will be keeping windows open where possible to ensure ventilation |
|  | **Resources** | * Children will not be permitted to bring items from home into the nursery unless absolutely essential for their wellbeing. Where this is the case the Nursery Manager must agree this in advance * All resources required for play and learning experiences of children will be regularly washed and/or sterilised. * Equipment used by staff such as stationary, tablets etc. will be allocated to individual staff members where possible and cleaned regularly. * A selection of books will be made available to each bubble of children. They will be wiped down once used and stored for 72 hours before being shared with another group. * Staff will continue to use the Early Years development Outcomes to follow the EYFS and Statutory framework when the setting reopens. |
| **Supplies** | **Procurement & monitoring** | * We will ensure an adequate supply of essential items and contingency plans are in place to minimise the impact of any shortages of supplies. Should items start to run low the Director will be informed and order further equipment/supplies. Should a staffing contingency be required the following will happen:   \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\* |
| **Responding to a suspected case** | **Procedure** | * In the event of a child developing suspected coronavirus symptoms whilst attending the setting, they will be collected as soon as possible and isolated at home in line with the NHS and Department of Health guidance. * Whilst waiting for the child to be collected they will be isolated from others in an area with any windows opened for ventilation. * This area will then be thoroughly cleaned. * The person responsible for cleaning the area will wear appropriate PPE. * In the event of a staff member developing suspected coronavirus symptoms whilst working at the nursery, they will return home immediately and isolate at home in line with the current guidance. |

**Created: May 2020 Review Date: WEEKLY By: Danielle Wrightson**