

THE OLD SCHOOL HOUSE NURSERY POLICY DOCUMENTS

All our policies are designed to offer the best possible experience for the children and families in the group. Our policies are reviewed on a regular basis and comments and suggestions from parents are always welcome.

This booklet contains the policies which the committee and nursery staff are agreed should be implemented in the everyday running of the nursery. It is intended that they exist as guidelines for all involved with the nursery including parents/carers and will assist in the prevention of misunderstandings or the arising of confusion over any matter to do with the nursery, staff or children.

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ADMISSIONS POLICY

The Old School House Nursery is open to all children and families from the local community.

Aim

The Old School House Nursery's aim is to ensure that all sections of our community have access to the setting.

In order to accomplish this we will:

- Ensure that the existence of the nursery is widely known in the local community. Place advertising notices in places where all sections of the community can see them.
- Ensure that information about our pre-school is accessible - in written and spoken form - and, where appropriate, in different languages. Where necessary, we will try to provide information in Braille, or through signing or an interpreter.
- Operate a waiting list, if appropriate, and children will be placed according to their date of birth and time spent on the waiting list.
- Give priority to children who are four years old.
- No more than 20 children may attend at any one session.
- Children are admitted when they reach 18 months old, dependent upon the availability of space, and readiness of the individual child to stay happily within the group.
- Allocate places at the **beginning** of each term for sessions with a waiting list.
- If possible, keep a place vacant, in order to accommodate emergency admissions.
- Describe the nursery and its practices in terms which make it clear that it welcomes both fathers and mothers, other relations and carers, including childminders, and people from all cultural, ethnic, religious and social groups, with or without disabilities
- Monitor the gender and ethnic background of children joining the group to ensure that no accidental discrimination is taking place
- Consult with families about the opening times of the nursery to avoid excluding anyone.
- On enquiry parents/carers are encouraged to find out about the nursery and are asked if they would like to visit, at a time convenient to them and nursery staff.
- If required a nursery prospectus, policy booklet, All about me booklet and relevant registration forms are available to download from our website, posted to them, or handed out during a Nursery visit.
- Information about our current fees is available with our registration documents and on our website.
- Prospective parents/carers are asked to complete the registration form before their child starts at The Old School House Nursery. Parents/carers are also encouraged to complete the 'all about me' booklet with their child. All staff find this booklet invaluable when first getting to know and supporting any new child and his/her family to the Nursery.
- We are flexible about attendance patterns and wherever possible accommodate the needs of individual children and families.
- 15 hours of Universal Grant funding is available for all children from the term following their 3rd birthday / your child may also be eligible for 30 hours grant funding or 2 year old funding. Please arrange to speak to Angela, our Administrator, for further details / check eligibility and / or find out about our waiting list.
- Make our equal opportunities policy widely known

- We adhere to all statutory requirements, including
Children Act 1989 & 2004,
Convention of the Rights of the Child UNICEF 1989,
Data Protection Act 1998,
Every Child Matters – Change for Children 2004,
Freedom of Information Act 2000,
Equality Act 2010
Human Rights Act 2000.

This policy was adopted at a meeting of the nursery held on (date).....

Signed on behalf of the nursery.....

This policy will be reviewed annually.

SETTLING IN POLICY

Staff will liaise and discuss with parent/carer on the appropriate way to settle the child into nursery. We recognise that all children are unique so our settling process is flexible and tailored to meet the individual needs of each child and his/her family.

Aim.

At The Old School House Nursery we aim to ensure your child's introduction to our nursery is as stress free as possible.

Settling in Procedure.

Prior to your child's start date to help familiarise them, the parent/carer and child will be invited to visit the nursery, meet the staff and children and join the session for up to 1 hour. The time of this visit will be a collaborative decision between parents/carers and the play leader.

A child who is tense or unhappy will not be able to play or learn properly, so it is important for parents/carers and staff to work together to help the child feel confident and secure in the nursery environment. This takes longer for some children and parents/carers should not feel worried if their child takes a while to settle. Parents/carers are asked to stay with the child, then leaving him/her for short periods to ease the separation process. You must be prepared to accept that it may take some time for your child to adjust to the nursery but very few children fail to settle eventually. We find a child's initial visit very informative and after talking to child and parents/carers the play leader will often suggest the following,

- First visit.** We suggest that you stay with your child and spend up to an hour together in the nursery setting. This will normally be enough for your child's first day.
- Second visit.** You will be invited to accompany your child on their second visit to the nursery setting. All being well, you will be encouraged to leave your child for a time - half an hour to an hour during this time to see how well they manage on their own.
- Third visit** By the third visit your child may be ready to stay by him/herself for two or more hours within the session before being collected. Do not be concerned if this is not the case: some children arrive for their first visit as if they have been coming to the nursery for years but others will take a little longer to settle in.
- Fourth visit** By now your child may be ready to stay the whole morning or afternoon session. Do not be concerned if this is not the case: some children arrive for their first visit as if they have been coming to the nursery for years but others will take a little longer to settle in.

On joining the nursery each child will be allotted a 'key person'. A key person has special responsibilities for working with a small number of children, giving them reassurance to feel

safe and cared for and building relationships with their parents. The key person along with the play leader will talk to parents to make sure that the needs of the child are being met appropriately, and that records of development and progress are shared with parents and other professionals as necessary. If the child becomes distressed and cannot be consoled, staff will contact parent/carer. Parents can telephone the nursery at any time. Phone no. 01473 890950. Any worries or problems should be discussed between the parent/carer and the child's key person or the play leader.

This policy was adopted at a meeting of the nursery held on (date).....

Signed on behalf of the nursery.....

This policy will be reviewed annually.

PARENTAL INVOLVEMENT.

Staff at The Old School House Nursery recognise the importance of continuity between home and the Nursery. We are very aware of our influence as role models on the children in our care, and without parents support and the sharing of parents' extensive knowledge of their individual child we would be unable to support and enhance children's learning to the best of our ability.

Aim.

At The Old School House Nursery we aim to develop open, honest and supportive relationship with parents/carers. Nursery staff are always available to discuss your child and their development.

We will

- Make sure all parents/carers have access to the nursery's policies on registration,
- Display a copy of our Confidentiality policy on the notice board in the cloakroom.
- Consult with all parents/carers about the times of meetings to avoid excluding anyone.
- Use our news letter and/or the cloakroom notice board keep parents/carers fully informed about meetings, news, curriculum, illness etc.
- To support children and their families we talk to parents about our work with other agencies and professionals. A selection of relevant leaflets, telephone numbers and contact details can be found in our cloakroom and on our notice board. If a parent/carer requires specific information/support for their child we are able to contact Suffolk Families Information Services for advice.
- Ensure all parents have opportunities to contribute from their own skills, knowledge and interests to the activities of the group.
- On registration parents/carers are asked to give details of any other settings/ groups that their child may attend and permission is sought to facilitate the sharing of information.
- We welcome ideas suggestions etc. from parents in whatever form these may be.
- Parents are encouraged to join the management committee and to help with fund-raising.
- Involve parents in shared record keeping about their own child.
- Parents/carers of all children are encouraged to meet with their child's key person on a regular basis; all meetings are arranged at mutually convenient times and can be face to face or by telephone. At the meetings parents are informed about the Early Years Foundation Stage framework, observations of the child are shared, staff and parent's work together compiling and sharing the child's learning journey, and the child's next steps are agreed.
- Use a digital photo frame in the cloakroom to display photographs from that days or previous sessions so that parents/carers are able to see their children taking part in activities.
- Parents are asked to collect items for project work i.e. boxes, coloured paper, etc.
- Invite parents/carers to visit the nursery and share a skill or talent story reading or another language for example and to visit and share with us 'special' occasions such as

Christmas play, sports day etc, or just visit us and enjoy the session.

This policy was adopted at a meeting of the nursery held on (date).....

Signed on behalf of the nursery.....

This policy will be reviewed annually.

CONFIDENTIALITY POLICY

The nursery's work with children and families will sometimes bring us into contact with confidential information. We will respect confidentiality in the following ways:-

- Parents/Carers will have access to any records concerning their own children. But will not have access to information about any other child.
- Staff will not discuss individual children, other than for purposes of curriculum planning/group management, with anyone other than the parents/carers of that child.
- Information given by parent/carer to the play leader will not be passed on to other adults without permission. Unless there is a Safeguarding concern, please see our Safeguarding children policy.
- Issues to do with employment of staff will remain confidential to the people involved with making personnel decisions.
- Any anxieties /evidence relating to a child's personal safety will be kept in a confidential file and will not be shared within the nursery except with the child's key person/play leader and chair.
- Our Staff induction procedure includes informing new staff of our confidentiality policy, and nursery requirements regarding Social Networking on the internet.
- Students while they are training and observing in the nursery will be advised of our confidentiality policy and will be required to respect it.
- All confidential information is kept in a locked room.
- The nursery will comply with all requirements of the Data Protection Act.

All the undertakings above are subject to the paramount commitment of the nursery, which is to the safety and the well being of the child. Please see also our policy on Safeguarding Children.

This policy was adopted at a meeting of the nursery held on (date).....

Signed on behalf of the nursery.....

This policy will be reviewed annually.

THE SELECTION OF PLAY EQUIPMENT AND TOYS

Aim.

The toys and equipment in our nursery provide opportunities for children with and without adult help, to develop new skills and concepts in the course of their play and exploration. The equipment we provide:

- Is appropriate for the ages and stages of the children. Furniture will be appropriate for both children and adults to work comfortably together.
- Offers opportunity to stimulate and challenge physical, social, personal and intellectual development skills.
- Features positive images of people, both male and female, from a range of ethnic and cultural groups, with and without disabilities. We ensure toys and play materials promote equality of opportunity.
- Includes a range of natural materials, which can be used in a variety of ways and encourages an open-ended approach to creativity and problem solving.
- Will enable children, with adult support, to develop and meet their own individual potential.
- Conforms to all relevant safety regulations and is sound and well made.
- Are stimulating, fun and interesting

The policy was adopted at a meeting of the nursery held on (date).....

Signed on behalf of the nursery.....

This policy will be reviewed annually.

SUPPORTING BEHAVIOUR POLICY

The nursery staff and committee believe that whilst the children need to be free to develop their play and learning without fear and hindrance, they also need to have an order to their environment, which enables them to recognise what is expected of them.

Aim

It is our aim to help the children develop self-discipline and self-esteem while understanding the needs and rights of others, within a learning environment of mutual respect and encouragement.

Methods

Staff will:

- Keep themselves up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.
- If needed access relevant sources of expertise on promoting positive behaviour.
- Attend relevant training including in-house training on promoting positive behaviour. We keep details of all training attended in each staff members personal file.

We recognise that codes for interacting with other people vary between cultures and require staff to be aware of, and respect, those used by everyone at the setting.

We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

We familiarise new staff and volunteers with the setting's policy for supporting behaviour and its guidelines.

We expect all members of our setting – children, parents, staff, committee, volunteers and students to keep to the guidelines.

We work in partnership with parents. Parents are informed and kept up to date about their children's behaviour by the play leader or child's key person at the end of the session or at regular meetings. We work with parents to address recurring inappropriate behaviour, using observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with children who engage in inappropriate behaviour

- We require all staff, volunteers and students to use positive strategies for handling any inappropriate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We ensure that there is a wide range of stimulating equipment, resources and activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and turn taking with others.
- We acknowledge considerate behaviour such as kindness, helpfulness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inappropriate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never use physical punishment.
- We do not use techniques intended to single out or humiliate individual children.
- We do not shout or use raised voices in a threatening way to respond to children's inappropriate behaviour.
- In cases of serious concern, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and/or attitudes, by means of explanation rather than personal blame.
- We use physical restraint, such as holding, only to prevent physical injury to the child or other children or adults and/or serious damage to property.
 - Details of the event (what happened, what action was taken and by whom, and names of witnesses) are brought to the attention of the play leader, and an incident form completed and parents informed on the same day.

Children under three years

When children under three years behave in inconsiderate ways we recognise that strategies for

supporting them will need to be developmentally appropriate and differ from those for older children.

- We recognise that very young children are unable to regulate their emotions, such as fear, anger or distress and require sensitive adults to help them do this.
- Common inappropriate or hurtful behaviours of very young children include tantrums, biting, pushing and hitting.
 - All nursery staff are able to deal with such outbursts in a calm and patient way. Strategies include, early intervention for prevention like distraction, offering comfort (to all parties if needed) acknowledgement of feelings plus allowing time to talk about what happened and why, enabling the very young to understand and manage their feelings to help resolve issues and promote understanding.
 - As with older children, when necessary details of the event (what happened, what action was taken and by whom, and names of witnesses) are brought to the attention of the play leader, and an incident form completed and parents informed on the same day.

Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inappropriate at times and may need addressing using the strategies above.

- We recognise that rough and tumble play is normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not problematic or ‘aggressive’.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies – blowing up, shooting, being dead etc and that some themes often refer to ‘goodies’ and ‘baddies’ and as such offer good opportunities for us to explore the concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, and making the most of ‘teachable moments’ to encourage empathy and lateral thinking (by asking ‘what if’ or ‘how about’) to explore alternative scenarios and strategies for conflict resolution.

Hurtful behaviour

We take hurtful behaviour very seriously. Young children will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, it is not

helpful to label this behaviour as ‘bullying’. This hurtful behaviour can be momentary, spontaneous and often without thought of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they are developmentally unable to do this for themselves.
- We offer support, calming the child who is angry as well as comforting the one who has been hurt by the behaviour.
- By getting to know the children in our care we can use personal preferences to calm them, for example, using a comforter, holding, cuddling, reading a favourite story etc. We would also offer them an explanation and discuss the incident with them at their level of understanding.
- We recognise that young children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them, for example “I can see that you are cross”, and helping children to express them, thus making a connection verbally between the event and feeling.
- We help children to learn to empathise with others, understanding that they have feelings too and that their actions have impact on the feelings of others.
- We support social skills through repeated modelling of appropriate behaviour, through activities, role play and stories. We build self-esteem in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child: we do not force children to say sorry, but encourage this when it is clear that they are genuinely sorry and wish to show this to the person they have hurt.

When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. With parents permission we are able to seek advice and support from,

Information Assistance and Advice at
The Suffolk Families Information Service
Early Years and Childcare Service
Endeavour House
8 Russell Road
Ipswich
IP1 2BX
Phone: 0845 60 800 33

Bullying

We take bullying very seriously. Bullying involves the persistent physical, emotional and/or verbal abuse of another child or children. It is characterised by intent to hurt often planned

and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another.

If a child bullies another child or children:

- We show the children who have been bullied that we are able to listen to their concerns and act upon them;
- We intervene to stop the child who is bullying from harming the other child or children;
- We explain to the child doing the bullying why his/her behaviour is unacceptable;
- We give reassurance to the child or children who have been bullied;
- We help the child who has done the bullying to recognise the impact of their actions;
- We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practice and reflect on considerate behaviour;
- We do not label children who bully as bullies;
- We recognise that children who bully may be experiencing bullying for themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;
- We recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done;
- We discuss what has happened with the parents of the child who did the bullying and work out a with them a plan for handling the child’s behaviour;
- We share what has happened with the parents of the child who has been bullies, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

The named persons with joint responsibility for matters relating to behaviour management are Dawn Edwards and Heather Runacres.

This policy was adopted at a meeting of the nursery held on (date).....

Signed on behalf of the nursery.....

This policy will be reviewed annually.

EQUAL OPPORTUNITIES POLICY

We are concerned with and committed to providing equal opportunities for all children and families. We will work in accordance with all the relevant legislation including the Disability Discrimination Act 1995 incorporated within The Equalities Act 2010, Race Relations Act 1976, Sex Discrimination Act 1986 and the Children's Act 1989 & 2004.

We believe that the nursery's activities should be open to all children and families and to all adults committed to their welfare. We aim to ensure that all who wish to work in, or volunteer to help with, our nursery have an equal chance to do so.

Admissions

The nursery is open to every family in the community. We operate an admissions policy as already detailed.

Employment

The nursery will appoint the best person for each job and will treat fairly all applicants for jobs and all those appointed. No applicant will be rejected on the grounds of age, gender, sexuality, disability, ethnic origin, religion, pregnancy or belief.

Families

We value parents as their child's first educators, and staff work closely with parents to share information, experiences, conversation and quality time, thus promoting positive role models for their children.

The nursery offers a flexible payment system for families of differing means. Bills for fees and lunches will normally be half-termly but may be paid weekly/monthly if preferred. Families suffering hardship should speak in confidence to the play leader/chairperson, as assistance may be possible.

Curriculum and Resources

All children will be respected for their individuality. Activities and use of play equipment offered to the children will give them opportunities to develop in an environment free from

prejudice and discrimination. Our resources are chosen to give the children a balanced view and appreciation of the diversity of our multiracial society. We aim to acknowledge the festivals, which are celebrated in our area and by the families involved with the nursery.

Snack

At snack times we cater for cultural, religious and medical differences.

Diversity

We will challenge any offensive behaviour, language or attitudes with regards to race, ethnicity, nationality, class, religion, culture, gender, language, sexual orientation and disability.

This policy was adopted at a meeting of the nursery held on (date).....

Signed on behalf of the nursery.....

This policy will be reviewed annually.

HEALTH AND HYGIENE POLICY

Food

All meals and snacks are will be nutritious, prepared by staff who hold up to date food hygiene training certificates.

Outdoor play

The children will be given the opportunity to play in the fresh air throughout the year.

The staff understand the dangers posed to the children and themselves by overexposure to the sun. In hot weather, parents/carers are encouraged to apply long lasting sun screen before the start of nursery. For children staying all day, parents/carers are reminded that there are products available that provide all day sun protection. The nursery will hold a small, emergency supply of sun block in case a parent/carer should forget and which the parent will be responsible for applying. The nursery now operates ‘freeflo’ inside/outside play most sessions all year round (except in extreme weather conditions). Parents are therefore asked to ensure their child is dressed appropriately for the day’s weather conditions. This includes a named sun hat for use at warmer times, plus named with child friendly fastenings warm outside clothing including a waterproof coat, boots, hat and gloves for colder times. In hot weather, staff will encourage children to drink water frequently. Staff will also ensure that shady areas, out of the sun, are always available when playing outside. In an emergency the children and staff follow the nursery emergency evacuation procedure. Leaving the premises via the nearest exit, a quick head count is taken and everyone meets for a roll call register in the yard at Helmingham Primary school. The emergency contact details to be taken by the playleader or deputy on exiting the building.

Illness

Parents are asked to keep their children at home if they have any infection. If appropriate, they should notify the nursery so that any necessary precautions can be taken.

Parents are asked not to bring their children to nursery if they have been vomiting or have

diarrhoea until 48 hours after the last attack.

The Nursery will notify OFSTED of any communicable diseases as defined by the Health Protection Agency.

Medication

Medication will only be given to a child if asked to do so by that child's parent/guardian and there is an accepted health reason to do so.

The Statutory Framework recommends that children under 16 should never be given medicines containing aspirin unless a doctor has prescribed that medicine for that child.

Guidelines for the occasional, regular or emergency administration of drugs/medicine (as specified by our insurance company -The Preschool Learning Alliance and guidance from Ofsted).

Required procedure;

For Oral Medication

1. The oral drug/medicine (including Asthma inhalers) must:-
 - Have been prescribed by the child's GP or have manufacturers instructions clearly written on them.
 - Be kept in a secure place with access only by authorised persons;
 - Be clearly labelled with the child's name.

2. The nursery must:-
 - Have the parents or guardians prior written consent and clear written instructions on how to administer such medication.
 - In the case of emergency, advise OFSTED in writing, and keep a copy on file.

For Life Saving Medication/Invasive treatments, (such as adrenaline injections for anaphylactic shock reaction to nuts, eggs etc. Also includes rectal administration of Diazepam).

- Have a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered.
 - Written consent from the parent or guardian allowing staff to administer medication.
 - Proof of training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse.
 - Copies of all letters relating to these children must first be sent to the Preschool Learning alliance National Centre for their appraisal.
 - Any other relevant information.
 - Health Care Plan
-
3. A drugs/medicine register must be kept showing:-
 - Child's name.
 - Date.

- Time.
- Type of drug/medicine administered.
- Dosage.
- Name and signature of person administering the drug/medicine.
- Name and signature of witness.
- Time of notification to parents where emergency administration of drug/medicine is given to a child.

Who can administer the drug/medicine?

Trained first aider witnessed by another trained first aider.

First Aid Kit.

The nursery has two first aid kits, one located in the kitchen and the other in the cloakroom. Both are monitored and checked on a regular basis.

Hygiene

To prevent the spread of infection, adults in the group will ensure that the following good practices are observed:

Personal Hygiene;

- Hands washed after using the toilet.
- Hands washed before preparing or eating food.

Paper towels available;

- Tissues will be provided and children will be encouraged to blow and wipe their noses when necessary.
- Soiled tissues to be disposed of hygienically.
- Children encouraged to cover their mouths when coughing.

Cleaning and Clearing;

- Any spills of blood, vomit or excrement will be wiped up and flushed down the toilet. Rubber gloves must always be used when cleaning such spills.
- Floors must then be disinfected.

Spare clean underwear and other clothes will be available in case of accidents.

- Soiled garments will be placed in polythene bags.
- Different cleaning apparatus will be used for kitchen and toilet areas.
- Waste to be disposed of properly and within guidelines.

Nappy Procedure

1. Children to be taken to separate, private area. Staff will use children's own nappies and wipes provided (unless none available).
2. Staff will wear a new pair of gloves for each child.
3. Area will be thoroughly cleaned after changing.
4. Nappies to be disposed of in appropriate bins provided.

Toilet Procedure

1. Nursery will liaise with parents to establish toilet training routine.
2. Staff will regularly prompt child and assist with toileting when necessary. Staff to ensure and explain hand-washing procedures afterwards.
3. When dealing with accidents staff will wear new pair of gloves for each child.
4. Once toilet training is established children can access toilet facilities independently.
5. Privacy will be respected when attending to children's personal care.

This policy was adopted at a meeting of the nursery held on (date).....

Signed on behalf of the nursery.....

This policy will be reviewed annually.

DIET - POLICY AND PRACTICE STATEMENT.

- A drink (milk or water) and a healthy snack will be offered at break time. Fresh drinking water is always available for the children.
- Children's personal dietary requirements will be respected and all staff are aware of these.
- Milk is provided for all children.
- All staff follow safe food hygiene procedures.
- Please note we do not have facilities to chill any food or drink included in children's packed lunches. Please bear this in mind when preparing your child's lunch.

This policy was adopted at a meeting of the nursery held on (date).....

Signed on behalf of the nursery.....

This policy will be reviewed annually.

SAFETY POLICY

The safety of young children is of paramount importance. In order to ensure the safety of both children and adults, the nursery will ensure safety in the following areas:

Environment

- Safety checks on premises, both indoors and outdoors, will be made daily before every session
- When the outside doors are locked the key will be kept close by at an adult's level.
- Low-level glass is covered with safety film or is safety glass.
- The outside area is checked each time before the children are allowed out to play. Outdoor space is fenced, each gate has a bolt. Please remember to bolt gates at all times. Staff always check the gates are bolted shut. The play area is always checked for litter, toadstools or any other hazards.
- Equipment is checked daily by staff who will remove any dangerous items for repair or disposal.
- The layout is checked to allow free safe movement between activities for children and adults.
- There are adequate systems and equipment for the detection and control of fire. Fire extinguishers will be checked annually, and staff will know how to use them. The fire alarms tested on a regular basis. We have regular fire drills with the children. Details of the checks are in the fire logbook.
- Fire exits are clearly marked, fire doors are not obstructed.
- Hot central heating pipes are covered to protect the children.
- Fires/heaters/electric points/wires and leads are adequately guarded.
- An accident book is available at each session.
- All adults will be aware of the system in operation for children's' arrivals and departures and an adult will be at the door during these periods.
- All dangerous materials including medicines and cleaning materials are stored out of reach of the children. Parents are reminded not to leave medicines/essential oils etc in

their child's bag in the cloakroom.

- Large equipment will be erected with care and checked regularly.
- Equipment offered to children will be developmentally appropriate, recognising that materials suitable for an older child may pose a risk to younger /less mature children.
- Internal safety gates and barriers will be used as necessary.

Supervision

- All children are supervised by adults at all times and will always be within sight of an adult.
- Children will leave the group only with authorised adults.
- Children will not have unsupervised access to the cooker or any cupboard storing cleaning materials including matches.
- On outings, the adult/child ratio will be carefully considered and at least 1:3 for children under 2 years old, 1:4 for 2 year olds and 1:8 for 3 & 4 year olds.
- If a small group goes out, there will be sufficient adults to maintain appropriate ratios for staff and children remaining on the premises,
- Whenever children are on the premises at least two adults will be present.
- Adults will not walk about with hot drinks nor place them within reach of children.
- Children who are sleeping are checked regularly.
- A register will be completed as people arrive so that a complete record of all those present is available in any emergency.
- There is no smoking in any part of the building.
- A correctly stocked first-aid box is available at all times.
- Activities such as cooking and energetic play receive constant and close supervision.
- The premises are checked before locking up at the end of the day/session.

Adult Safety

- All adults in the group, both staff and visitors, will be aware of and respect the nursery's safety policies.
- Adults in the nursery will have access to advice on safe lifting.
- If adults need to reach up for stored equipment they will be provided with something safe to stand on. Heavy materials will not be stored above head height.

Management

- A book will be available at each session for reporting any accidents/incidents.
- Regular safety monitoring will include checking of the accident records as a basis of risk assessment.
- All adults, including parents and other carers will be aware of the system in operation for children's arrivals and departures and an adult will be at the door during these periods.
- Adults will not walk about with hot drinks or place hot drinks within reach of the children.
- Fire drills will be held at least twice a term.
- A register of both adults and children will be completed as they arrive so that a complete record of those present is available in emergency.
- There will be no smoking in any part of the building at any time.
- A correctly stocked first aid box will be available at all times.

- Fire extinguishers will be checked annually and staff will know how to use them.

Special Considerations

Some areas and activities pose particular hazards. All staff will be aware of these:

- Children playing with or near water will be continuously supervised.
- There will be safe surfaces beneath and around all climbing equipment and such activities will be appropriately supervised.
- All cooking activities involving the use of heat will be continuously supervised.
- Access to dangerous areas such as stairways will be physically restricted and closely supervised.
- Systems will be in place to ensure that no child can leave the premises unattended.

Responding to an Emergency.

Evacuation of Building

- Leave by the nearest Exit
- Assembly point paved tarmac area at back of school.
- Playleader to collect register at exit door containing parent/carers contact numbers, also collect mobile phone if safe to do so. Do head count & lead children out.
- Assistant Playleader to check all ground floor rooms.
- All proceed to school if safe to do so.
- Register to be taken immediately.

Lockdown (an emergency procedure intended to secure and protect occupants in close proximity to an immediate threat).

- Comply with instructions from Emergency Services
- Reassure children / adults during lockdown.
- Text message to parents advising of the situation if appropriate.
- Liaise with Police to then assist in orderly evacuation.

This policy was adopted at a meeting of the nursery held on (date).....

Signed on behalf of the nursery.....

This policy will be reviewed annually.

CHILD PROTECTION /SAFEGUARDING CHILDREN STATEMENT

As adults we all have a responsibility to protect children. Groups such as ours receive many children on a regular basis and staff are in a key position to notice when all may not be well.

When your child comes to nursery with an injury the play leader will ask you how it happened and you will be asked to complete a ‘record of existing injuries’ and this will be kept with your child’s records.

This is not a reflection on you as a parent but a precaution that all those who work with children are asked to take.

If the Play leader has any concerns about your child then she will share those with you as she would your child's progress and achievements. Perfectly logical and reasonable explanations often account for unusual behaviour or an injury. Occasionally it may be beneficial to seek help from another agency.

If the Play leader is seriously concerned that your child may have been abused then she has a duty to inform Social Services and the Chairperson of the Nursery.

The current Chairperson is Emily Styles

This Statement and our Child protection /Safeguarding Children Policy have been written in accordance with guidelines issued by Suffolk County Council and in line with the Children’s Act 1989.

Signed on behalf of the nursery,

.....
Chairperson

.....
Manager

CHILD PROTECTION / SAFEGUARDING POLICY

The named Child protection /Safeguarding Officer is: Heather Runacres

The named Child protection /Safeguarding Deputy Officers are: Stephanie Cross, Dawn Edwards

1. The committee will require staff to attend training in 'Child protection /Safeguarding Children' when it is available in line with the Suffolk safe guarding board requirements. Staff will be released from their duties to enable them to attend. This training should be updated at least every three years.
2. Staff will share concerns about a child with the play leader/designated person for child protection /safeguarding. Confidentiality must be maintained.
3. The play leader/designated person for child protection /safeguarding will ask the parent for an explanation of injuries or changes in behaviour and record this factually. Existing injury forms are available in the cloakroom and kitchen; completed forms will be filed with the child's registration documents. Where the injury or concern is serious, the assistant play leader will be present when the parent is approached.
4. The parent should be told if the play leader/designated person for child protection /safeguarding decides to contact Customer First except where sexual abuse is suspected or where doing so might place the child or staff member in danger.
5. If a decision is made to refer the situation to Customer First, the chairman will be informed but given no details.
6. Confidentiality will be maintained unless it is detrimental to the child. In those cases information will be exchanged with other professionals.
7. All parents have the right to see their own child's record which is to be regarded as confidential and not generally available in the group.
8. The chairman and committee will undertake to give full support to the Play leader following the reporting of child abuse.
9. The child and family will continue to receive the support of the nursery. The play leader will work with Customer First and monitor the progress of the child.
10. If an allegation of abuse is made against a member of staff or volunteer, the chairman or committee (as appropriate) will be informed. They will then assume responsibility for the situation or delegate this role to a senior member of staff and inform Customer First and Ofsted. All concerns and allegations will be treated with sensitivity and confidentiality.
11. For matters regarding health and special educational needs, please see specific policies.
12. Mobile telephones belonging to staff should be kept with coats and bags and will not

be available for use when staff are working with children.

13. Photographs are taken and stored appropriately to protect and safeguard children in our care. Only the designated SD card is used and images are downloaded on the premises as soon as possible. The camera and SD cards are kept in a locked room at the end of each session.

14. If a child disclosed a protection / safeguarding issue then it may be appropriate to use open ended questions which would be documented. Then child protection /safeguarding procedure would commence.

15. A copy of this policy will be available to all new staff and parents.

Important information

Customer First contact telephone number: **0808 800 4005**

Local Authority Designated Officer (LADO)

For South Suffolk.

St Edmund House, Ipswich.

Telephone: **01473 581871**

ladocentral@suffolk.qcsx.gov.uk

Lado 0300 123 2044

Child protection /Safeguarding training 2016

Suffolk police 01473 613500 / 999

Mash Hub 08456 0061499

This policy was updated and adopted at a meeting of the Nursery held on (date).....

Signed on behalf of the nursery.....

This policy will be reviewed annually.

MISSING CHILD POLICY

General Security

In the first instance we always make sure the building and the outside play areas are safe and secure. We also promote general awareness of safety and security to parents/ /visitors with notices etc. asking them to shut and bolt gates, and to inform staff when leaving the premises (indoors and out). A register is taken by the play leader as each child arrives and departs. The play leader should be informed if someone other than a parent/carer is to collect their child.

Missing Child

In the unlikely event of a child going missing whilst in our care at the nursery, the play leader would take the following immediate action:

- Take register to ensure all other children are accounted for, and ask if anyone has seen or knows where the missing child may be.
- Organise staff to occupy and reassure the children.
- A member of staff to search the building and grounds thoroughly.
- Inform the Head Teacher of the Primary School.

If the child cannot be found then the following action should be taken:

- Telephone the police.
- Telephone the parent/carer or emergency contact.
- Notify the Chairperson of the Committee.
- Notify OFSTED.
- Make note of actions taken, to include names, times, date, signature of playleader.

Further Procedures

An Incident Record form will be completed, stating details and the action taken.

The Committee will expect a full report on details of the incident and act on this to put in place measures to prevent it happening again. If necessary we will report the incident to the Health and Safety Executive.

**This policy was adopted at a meeting of the nursery held on
(date).....**

Signed on behalf of the nursery.....

This policy will be reviewed annually.

SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY

Aims and objectives

The nursery aims to have regard to the DfE Code of Practice on special educational needs and also to the guidelines supplied to voluntary and private providers of pre-school education. We welcome and actively promote inclusive practices, celebrate diversity and provide appropriate learning opportunities for all children:

- Children with special needs, like all other children, are admitted to the nursery after consultation between parents and play leader.
- Our aim is to provide for the developmental needs of each child in the group.
- All children in the group, irrespective of their special needs, are encouraged wherever possible and appropriate to participate in all the group's activities.
- 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
- The needs and progress of children who have special educational needs are monitored and reviewed at regular intervals by our Special Educational Needs co-ordinator, (SENCO).
- We encourage all children to take part in activities/experiences at their own level and pace. This includes both indoor and outdoor play and trips undertaken.
- We use a range of strategies to engage children in play and learning. We provide activities to suit children's most effective learning style.
- We ensure that all children's contributions and efforts are treated positively by staff and that achievements are celebrated.
- Our key person system ensures that each adult is especially responsible for a small group of children, so each child receives plenty of adult time and attention.
- We work closely with the parents of all the children in the group to ensure that the group draws upon the knowledge and expertise of parents in planning provision for the child. The child's progress, interests and achievements are shared and discussed with parents on a regular basis.

Parents are made aware of the group's special educational needs co-ordinator and of the arrangements and integration provided for children with special educational needs

- If it is felt that a child's needs cannot be met in the nursery without additional personnel and/or equipment, funding will be sought to ensure that provision is appropriate to the child's needs
- We work in liaison with relevant professionals and agencies outside the group to meet children's specific needs.
- Our staff attend, in-service training on special educational needs.

The named Special Educational Needs Co-ordinator is: Dawn Edwards

Admissions and specialist facilities and staffing

Our admissions policy is that all children are welcome. Staff ratios may affect our ability to offer suitable provision for certain children and individual cases are discussed between

families and management. We ask parents to give as much notice as possible if a child is disabled or has special educational needs. This will enable us to explore with parents and with any outside professionals how we may be able to provide most effectively for that child. This may be, for example, a member of staff who has a nursing qualification, has a specific qualification in the education of children with Special Educational Needs, or has attended any Special Educational Needs training. Alternatively, it may be specialist facilities (e.g. access to a specially equipped multi-sensory environment, or access to a minibus, which can carry wheelchairs/specialist car seats) that are required.

Resources

If it is felt that a child's needs cannot be met in the nursery without the support of an additional support worker, funding will be sought to find one.

We provide a range of differentiated resources, which enable learning activities to be provided for children at various stages of their development towards the early learning goals.

Identification and assessment of children with Special Educational Needs

When we have observed a child and have agreed that there is a concern, our SENCO or other member of staff will undertake graduated response and discuss the concern with parents.

Where parents do not have English as a first language, do not have fluent English we will contact the Local Educational Authority for appropriate help with signers or interpreters and translated information material, so that any concerns can be shared effectively.

We decide with parents and children how we will address and monitor the concern and when we shall review progress.

We record all our observations in the child's individual file.

Early Years Action

If in consultation with parents we conclude that a child may need further support to help progress the SENCO and key person with parental permission, and if required will:

- Collect all known information about the child from any other involved agencies and outside professionals.
- Meet with and seek advice from the Early Years and Childcare team for help in devising an Individual Education Plan (IEP)
- Ensure parents are aware of the Parent Partnership Services
- Review the child's progress in consultation with parents as appropriate
- Contact appropriate Local Educational Authority advisory services e.g English as an additional Language, Sensory impairment.
- Contact the Educational Psychologist for help in the assessment and intervention and to provide support and advice to parents.

Early Years Action Plus

If, at a review meeting in consultation with parents, the SENCO and staff decide that despite receiving an individualised programme and/or concentrated support, the child continues to have significant difficulties in learning, we will seek the help of external support services.

Referral for a statutory assessment

Where parents and/or the Early Years and Childcare Consultant consider a statutory assessment is appropriate we will:

- Ensure clear documentation is available in relation to the child's special educational needs
- Take any action necessary to deal with those needs
- Contribute to any requests for reports on the child from parents or the Local Educational

Authority.

Special Educational Needs Curriculum

Arrangements for providing access for children with Special Educational Needs to a broad and balanced curriculum.

- We will ensure that our long, medium and short term planning takes account of a range of special educational needs.
- We will plan differentiated learning opportunities.
- We will plan, assess, monitor and record individual progress in relation to the early years experience.
- We will monitor and evaluate our early years experience to ensure that we make changes as appropriate.
- We will ensure that teaching styles are adapted to deliver learning activities to children with different individual needs

Facilities

Our learning environment provides the following opportunities for all children to be included in the setting as a whole:

- Any physical changes within the setting to ensure children with Special Educational Needs are included (e.g. moving furniture or position of activities.)
- How we offer inclusive play activities, both inside and outside.
- The availability of differentiated play equipment/learning activities, graded resources, sensory equipment, use of different communication aids, Makaton sign language, photo's, the use of signs and symbols and, if appropriate, a visual timetable etc., where funding allows.

Monitoring and Evaluation

We monitor and evaluate our Special Educational Needs policy as follows:

- Our Special Educational Needs policy and practice will be monitored and evaluated at a staff meeting every year, or earlier if legislation demands.
- The whole staff will be responsible for monitoring and evaluating our policy and practice for Special Educational Needs.
- We continually reflect on our practice.

Any complaints about our Special Educational Needs provision are dealt with and recorded in the same way as stated in our 'Complaints policy' document.

Special Educational Needs Training

Staff will attend regular in-house meetings and training so they have some understanding of special educational needs. Staff will be kept well informed about any particular needs of a child or children in our care, and how to give them the appropriate care and attention.

The SENCO will attend county training courses for his/her professional development and will address training issues in relation to Special Educational Needs for members of staff as appropriate. We offer a range of books and articles on special educational needs which are available for staff to borrow at any time.

Staff take part in training sessions organised by the SENCO and have opportunities to discuss practice, policy and procedures through regular meetings.

Partnership with Parents

The relationship between the child’s parent/carer and the playleader/key person is crucial to the child’s well being. We aim to work as partners in the education/ learning of all children. Using our key person system we aim to build a good relationship with parents and to share and exchange information. This enables us to share concerns about a child who may be experiencing difficulties.

We would gain parental permission before our first contact with any professional outside the nursery setting (with regard to a specific child).

We will always involve parents in any discussions/decision making in relation to the educational provision and arrangements to meet the child’s needs.

We will always keep parents informed of their child’s progress.

We inform parents of Parent Partnership Services.

Links with other Early Years specialist settings

We have links with;

- Thomas Wolsey Special School,
- The Early Years and Childcare team
- Social Care Services.

Should a child with additional needs leave for another setting/school we will pass any relevant records on. Transition meetings with the new setting/key person together with the parents will be arranged. (see transition policy).

Links with other support services and other agencies

We have support from our Early Years and Childcare team.

Confidentiality

The nursery’s work with children with additional needs and the parents/families of children with additional needs will sometimes bring us into contact with confidential information. We will respect confidentiality as defined in our Confidentiality Policy. Although we respect confidentiality all records will be passed on.

This policy was adopted at a meeting of the nursery held on (date).....

Signed on behalf of the nursery.....

This policy will be reviewed annually.

STAFFING AND EMPLOYMENT POLICY

A high adult to child ratio is essential in providing good quality nursery care.

In our nursery:

- We adhere to the Early Years Foundation Stage (EYFS) statutory framework which states that early year’s settings have the following staff child ratio: one member of staff to each three children (aged under 2years old), one member of staff to each four children (aged 2yrs) and one member of staff to each eight children (aged 3/4yrs).
- Our key person system ensures each child and family has one particular staff member who takes a special interest in them.
- Regular staff meetings provide opportunities for staff to reflect and undertake curriculum planning and to discuss the children’s progress and any difficulties.
- We work towards an equal opportunities employment policy, seeking to offer job opportunities equally to both women and men, with and without disabilities, from all religious, social, ethnic and cultural groups.
- Staff training meets all regulatory requirements and that staff hold or are working towards qualifications appropriate for their position in the group.
- Regular in-service training is available to all staff, both paid and volunteer members, through the Suffolk Early Years and Childcare team.
- Our nursery budget includes an allocation towards training costs.
- We support the work of our staff and identify their ongoing training and development needs by means of regular monitoring/appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation.
- We are aware of the Safeguarding Vulnerable Groups Act 2006, the Employment laws, Anti-discriminatory legislation, Health and safety legislation, Data collection regulations and Duty of Care.
- Accessible individual records are kept on the premises that contain the name and address of the staff members, volunteers and committee members, and information about their recruitment, training and qualifications.
- Our setting is committed to Safeguarding and promoting the welfare of children, young people and adults at all times and expects everybody working within the setting to share this commitment.
- Mobile telephones belonging to staff should be kept with coats and bags and will not be available for use when staff are working with children (see Child Protection/Safeguarding Policy).
- When members of Staff or Committee leave and are no longer involved/employed by the Nursery, any key, documents or any other items must be left at Nursery on their final day (if not before).
- Under date protection (see Data Protection Policy) to ensure that the Nursery adheres to the 1998 Act any passwords or combinations required to give access to personal information will be changed.

This policy was adopted at a meeting of the nursery held on (date).....

Signed on behalf of the nursery.....

This policy will be reviewed annually.

STAFF CODE OF CONDUCT / BEHAVIOUR POLICY

Statement of intent

At The Old School House Nursery we value the professionalism and individuality of our staff. We wish to ensure that the staff reflects the high standards of our setting.

It is expected that at all times all staff, volunteers, including committee members and students at The Old School House Nursery should provide an example of good conduct that you wish others to follow:-

- Be trustworthy, reliable, punctual, and honest.
- Be motivated and flexible
- Be friendly and a positive role model to everyone, children, parents and other staff
- Be supportive to colleagues
- Be hard working and work as part of the team
- Be welcoming to everyone within the Nursery, be happy – smile – say hello
- Work enthusiastically and support colleagues
- Communicate with each other in a positive manner
- Maintain high standards in safety, and hygiene by keeping the Nursery safe and clean
- Show initiative
- Keep confidentiality at all times (any issues – including personal – concerning children, their parents, staff and students should not be discussed outside the preschool.)
- Act in the best interest of the children at all times
- Use and encourage children to have good manners to say please and thank-you.
- Ensure inclusive practise is provided at all times
- Give equal opportunities to everyone within the Nursery regardless of their age, gender, race, religion, culture or background. We are committed to providing equality of opportunity and will not tolerate any illegal discrimination or harassment based on race, colour, religion, sex, national origin or any other class.
- Read, sign, date and follow all Nursery policies and procedures and implement them at all times
- Ensure that your behaviour at work or outside does not cause embarrassment to the Nursery or reflect negatively on the Nursery in a way that would bring its reputation into disrepute or cause a loss of public confidence. This includes through the use of social networking sites.
- Understand that any privately arranged childcare or babysitting is at your own risk.
- Keep all personal belongings, including mobile phones/tablets with coats and bags and understand they will not be available to use when working with the children. The use of personal mobile phones in the Nursery by staff, parents and carers' is **forbidden** to ensure the safety of the children. Staff are reminded that they can give out the setting telephone number if they need to receive an urgent personal phone call.
- All Staff are expected to attend the following training First Aid, Child Protection / Safeguarding, (including prevent duty and FGM duty to report awareness) and food hygiene.
- Any person wishing to gain employment at the Nursery after working abroad will need to get a certificate of good conduct from their Embassy of residence.

Staff Dress Code

To ensure that all staff are appropriately attired for the work place.

- Maintain a neat appearance and wear uniform provided when appropriate. Clothing and jewellery must be safe, comfortable and practical for the range of indoor and outdoor tasks

that the role requires.

- Footwear should be practical for safe movement around the Nursery.
- Clothing required for health and safety purposes, gloves when changing nappies etc.

Staff taking medication/other substances

- Inform the manager of any medical conditions or medication that may affect their daily work
- Staff must not be under the influence of alcohol or any other substances that may affect their ability to care for children.
- Staff medication on the premises must be securely stored and out of reach of children at all times.
- Due to the nature of the business staff are requested, if possible, to attend doctor, dentist or hospital visits outside Nursery hours.
- Staff are required to find cover for their sessions if they are going to absent as a result of an appointment.

Staff Illness/ Absence

- Staff should inform the Play Leader if they are going to be absent
- Staff suffering from sickness and diarrhoea should follow government guidelines and remain absent from work for at least 48 hours after the last bout of sickness or diarrhoea.
- Due to the nature of the business staff are requested, if possible, to attend doctor, dentist or hospital visits outside Nursery hours.
- Staff are required to find cover for their sessions if they are going to be absent as a result of illness or appointments.

Health & Safety

- All staff are required to read the Nursery's Safety Policy..
- The induction training for staff and volunteers includes an explanation of Health and Safety issues, so that all adults are able to adhere to our policy and understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, risk assessments, health & safety and safeguarding children.
- Risk Awareness & Health and Safety is discussed regularly at staff meetings.

Staff Code of Conduct for ICT and Social Networking Sites

Members of staff should read the setting's Data protection policy.

Staff should be clear about the purpose of any activity, which involves photography or videoing of children. Staff must not take, display or distribute images of children, unless they have consent to do so.

- Staff will respect the system security and will not disclose any password or security information.
- Staff will not install any software or hardware without permission.
- Staff will report any incidents of concern regarding children's safety to the Designated Safeguarding officer.
- Staff should understand that they should not post any visual images, recordings or comments that relate to Nursery life including those of children or parents on to any Social Networking sites.

Parents, volunteers, visitors:

- The use of mobiles phones will be prohibited in the nursery areas accessed by children and any use of them must be in a private area away from the children.
- A sign will be displayed forbidding the use of mobile phones in the nursery setting.
- We understand that parents may wish to take images of their children during nursery events such as plays and sports days, under no circumstances must images that include any other child or adult be posted on any networking sites.
- We ask that parents do not publish any photos that may have been taken during pre-school events on any social networking sites.
- We ask that parents show ‘good judgement’ before posting anything that relates back to nursery and may have a negative effect on the setting.

Holidays

- Holidays should not be taken during term time. In an event that holiday is taken and with agreement from the manager, staff are responsible for finding cover for their sessions before booking holidays.

Whistle blowing and Incident Reports

Staff must report any behaviour by colleagues that raises concerns, by following the settings Child Protection / Safeguarding Policy

Our setting is committed to safeguarding and promoting the welfare and wellbeing of children, young people and adults at all times and expects everybody working within the setting to share this commitment.

This policy was adopted at a meeting of the nursery held on (date).....

Signed on behalf of the nursery.....

This policy will be reviewed annually.

STUDENT PLACEMENT POLICY

We recognise that the quality and variety of work which goes on in a nursery makes it an ideal environment for students on placement from Early Years training and qualifications as well as those on the Diploma in Pre-school Practice or Tutor Fieldworker courses.

In co-operation with educational providers, we welcome students into the nursery on the following conditions:

- The needs of the children are paramount. Students will not be admitted in numbers which hinder the essential work of the nursery.
- Students must be engaged in bona fide Early Years training, which provides necessary background understanding of children’s development and activities.
- Any information gained by the students about the children, families or other adults in the nursery must remain confidential.

Unless registered as fit persons, students will not have unrestricted access to the children.

This policy was adopted at a meeting of the nursery held on (date).....

Signed on behalf of the nursery.....

This policy will be reviewed annually.

COMPLAINTS POLICY

The nursery believes that all children and parents/carers are entitled to expect courtesy and prompt careful attention to all their needs and wishes. We intend to work in partnership with parents/carers and the community generally and always welcome suggestions on how to improve things.

1. A parent/carer who is uneasy about any aspect of the group's provision (including staff members) should first of all talk over any worries and anxieties with the play leader. If this does not have a satisfactory outcome within a couple of weeks, or if the problem recurs the parent/carer should put the concerns or complaint in writing and request a meeting with the play leader and chairman of the committee. An agreed record of the discussion will be made. If there is still a problem...

2. The parent/carer should contact the chairman of the committee again. It may then be possible to bring in an outside mediator, acceptable to both parties, to listen and offer advice. It will then be hoped that the mediator will be able to define the problem, review the action so far and suggest further ways in which it might be resolved. The mediator has no legal powers but can help clarify the situation. The mediator will keep all discussions confidential. If the complaint concerns a breach of childcare legislation or puts a child at risk OFSTED will be informed to ensure proper investigation of the complaint followed by appropriate action.

Contact details for OFSTED are,

Address: OFSTED, National Business Unit, Royal Exchange Buildings, St Ann's Square, Manchester, M2 7LA.

Telephone: 0300 123 1231

e-mail: enquiries@ofsted.gov.uk

We believe that most complaints are made constructively and can be sorted out at an early

stage. We also believe that it is in our best interests and those of the parents/carers that complaints should be taken seriously and dealt with fairly and in a way, which respects confidentiality, therefore all records of complaint documentation will be kept in a designated file in a locked room.

This policy was adopted at a meeting of the nursery held on (date).....

Signed on behalf of the nursery.....

This policy will be reviewed annually

TRANSITION POLICY

**Home to nursery and nursery to primary school reception class.
Statement of intent.**

At the Old School House Nursery we do our best to ensure that each child’s transition from the home environment to the Nursery environment and Nursery to Reception class is as smooth as possible. We recognise that parents and children need to feel happy, comfortable, reassured and confident to face the challenges of starting Nursery or Reception class. We recognise that children are vulnerable at stages of transition. At The Old School House Nursery we implement a range of strategies to ensure a smooth and happy transition.

AIMS.

- To provide a smooth transition into Nursery for both parent and child.
- To ensure the child’s emotional well-being is a priority.
- To ensure good communication between play leader, staff, parent, child and key person.
- To raise parent’s awareness of Nursery routines.
- To provide a smooth and positive transition between Nursery and Reception class.

METHODS

Home to Nursery.

- Before a child starts to attend Nursery we use a variety of ways to provide his/her parents with information. These include written information (our prospectus and policy booklet), individual meetings with parents and our website which has details of Nursery activities and a link to Ofsted for our inspection report.
- We recommend and encourage parents to visit Nursery with their children before formal admission. See also our **settling in policy**.

- Before any child starts at Nursery parents are encouraged to complete an ‘all about me booklet’ with their child. This booklet contains key information on the child and is very useful source of background knowledge of the child for the child’s key person and other members of staff.
- Each child is allocated a key person on admission to the Nursery. The key person’s role is,
 - To work with the parent to help settle the child,
 - To offer unconditional regard for the child and is non-judgmental,
 - To be responsible for the child’s developmental records and for sharing information on a regular basis with the child’s parents, to keep those records up-to-date, reflecting the full picture of the child in our setting and at home,
 - We provide a back up key person in the form of the Play leader in the absence of the child’s key person.
 - We promote the role of key person within our setting as the basis for establishing relationships with other staff and children.
- Parents will be welcome in Nursery for as long as it takes to settle their child.

Nursery to Reception class.

The Old School House Nursery is situated very close to Helmingham Primary School and we pride ourselves on having good links with the school throughout the year. We have hot lunches cooked by the School cook served at Nursery, are able to use the school grounds, have use of the school hall for P.E. when some of the children are at swimming lessons, we benefit from being able to watch school performances including country dancing both in the school hall and on our premises. However we still have strategies to ease transition into Reception class.

- The Reception teacher visits our setting to meet and talk to the children entering her class in their familiar environment.
- The Play leader or key person will discuss the transition to school with the child’s parent.
- If a child is at Nursery on a School induction day then a member of Nursery staff will accompany the child to School and if the session requires collect the child from School and return to Nursery for lunch.
- The Play leader or key person will meet with the reception teacher to deliver and discuss individual children’s learning profiles.
- The Special Education Needs Co-ordinator (SENCO) will arrange a meeting with the school SENCO, reception teacher and individual children’s parents to discuss any children with additional needs in the Nursery. Previous Individual education Plan’s (IEP’s) will be discussed to ensure effective strategies are put into place for those individual children during transition. (See SEN Policy)

For those children who will be attending other primary schools the following strategies will be put into place.

- The reception teacher will be invited to visit the Nursery in order to see the child in a comfortable environment at play with their friends.
- The Play leader or key person will contact and/or meet with the reception teacher to deliver and discuss individual children's learning profiles.
- The Play leader or key person will discuss the transition to school with the child's parent.
- The SENCO will arrange a meeting with the school SENCO, reception teacher and individual children's parents to discuss a child with additional needs. Previous IEP's will be discussed to ensure effective strategies are put into place for those individual children during transition.

This policy was adopted at a meeting of the nursery held on date.....

Signed on behalf of the nursery.....

This policy will be reviewed annually.

NON COLLECTION OF CHILDREN POLICY

Statement of intent.

In the event that a child is not collected by an authorised adult at the end of a nursery session/day, the nursery puts into practice agreed procedures. These procedures ensure that the child is cared for safely by an experienced and qualified practitioner who is known to the child.

Aim.

In the event that a child is not collected by an authorised adult, we will ensure that the child receives a high standard of care in order to cause as little distress as possible. When a child is registered at nursery, we inform parents/carers of our policies and procedures so that, if they are unavoidably delayed, they will be reassured that their child will be properly cared for.

Procedures.

1. Parents of children starting at nursery are asked to provide specific information which is recorded on our Registration Form, including:
 - Home address and telephone number – if parents do not have a telephone, an alternative must be given, perhaps a good friends or neighbour's;
 - Work telephone number (if applicable);
 - Mobile telephone number (if applicable);

- Names, addresses, telephone numbers and if possible a photograph of adults who are authorised by parents to collect their child from nursery, for example a childminder or grandparent; and
 - Information about any person who does not have legal access to the child.
2. On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, the Play leader must be informed and details of the person who will be collecting the child are recorded on the daily register. We agree with parents how the identification of the person who is to collect the child will be verified.
3. A poster displayed in the cloakroom and verbal reminders are given to advise Parents that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up procedures. We provide parents with our contact telephone number. We also inform parents that – in the event that their child is not collected from nursery by an authorised adult and staff can no longer supervise the child on nursery premises – we apply our child protection procedures as set out in our Safeguarding Children Policy.
4. If a child is not collected at the end of the session/day, we follow the following procedures;
- The daily register is checked for any information about changes to the normal collection routines;
 - If no information is available, parents/carers are contacted at home or at work;
 - If this is unsuccessful then any other adults who are named on the child's Registration Form are contacted;
 - All reasonable attempts are made to contact the parents/carers, for example contacting a neighbour or sending another member of staff (if available) to visit the child's home (if local);
 - The child stays at nursery in the care of two fully-vetted workers until the child is collected;
 - The child does not leave the nursery premises with anyone other than those named on the Registration Form or daily register;
 - If no one collects the child and the premises are closing, or staff are no longer available to care for the child, we apply the procedures set out in our Safeguarding Children Policy. We contact Customer First (telephone number: 0808 800 40050) and inform Ofsted (telephone number 0300 123 1231).
 - A full written report of the incident is recorded; and
 - Depending on the circumstances, we reserve the right to charge parents for the additional hours worked by staff.

This policy was adopted at a meeting of the nursery held on date.....

Signed on behalf of the nursery.....

This policy will be reviewed annually.

OUTINGS AND VISITS POLICY

Statement of intent.

At The Old School House Nursery we believe that all children benefit from being taken out of the setting to explore our local surroundings or go on visits/outings to local parks/other suitable venues. These activities enhance children's learning experiences.

Aim.

The aim of any Nursery outing or visit is to:

- Enhance curricular and recreational opportunities for our children;
- Provide a wider range of experiences for our children than could be provided on the nursery site alone;
- Promote the independence of our children as learners, and enable them to grow and develop in new learning environments.

Outings and visits procedure.

- All parents/carers will be advised in writing, at least two weeks in advance of any proposed major nursery outing. Any objections to the outing must be made in writing to the play leader in advance of the date of the outing.

- Parents/carers will be asked to sign a consent form before any major outing. Local visits for example visits to Framsdon Park will be discussed individually with the parents/carers of the children involved and consent obtained, the playleader will endeavour to inform parents on the day using the information board in the cloakroom.
- On the days of whole day major outings the Nursery will be closed as the outing will take preference.
- Before the outing, the play leader and/or member of the committee/another member of staff will visit the outing destination to make a pre-visit check.
- In line with the nursery Health and Safety Policy a risk assessment will be carried out before any outing.
- The play leader or suitably qualified member of staff will take charge of the outing.
- For major outings the adult child ratio will always be at least 1:3 for children aged under two years, 1:4 for two year olds and 1:8 for three and four year olds adhering to the Early Years Foundation Stage statutory guidelines. For each outing the adult/child ratio will be carefully considered and increased if thought necessary, taking into account venue, location, individual needs of each child and any 'risks' noted in the outings risk assessment.
- If children are taken off the nursery premises for a walk or local visit there will always be at least two members of staff and a ratio of at least 1:3 for children aged under two years old, 1:4 for two year olds and 1:8 for three and four year olds adhering to the Early Years Foundation Stage statutory guidelines. Careful consideration will always be given to the number of children, the children's needs and type and location of the venue.
- Each member of staff will be assigned named children to ensure that:
 - All children are individually supervised,
 - No child goes astray, and
 - there is no unauthorised access to children.
- On all outings/visits the person in charge of the outing will carry a mobile telephone or have access to a landline for use in case of emergency, a small first aid kit, any medication for individual children (depending on individual circumstances this may be allocated to the person responsible for that child), list of all children and staff taking part in the outing and all relevant contact numbers for parents/carers and next of kin etc.
- Details of the outing are recorded in an outings record book, usually kept in the Nursery, stating:
 - The date and time of the outing,
 - The venue and mode of transport,

- Names of all children and staff taking part in the outing,
 - Time of return from outing.
- If the nursery is closed during the outing this record book will be left with the Nursery chair person until the staff and children return. In the event that the chairperson takes part in the outing it will be left with the Headmaster/mistress of Helmingham Primary school.

This policy was adopted at a meeting of the nursery held on (date).....

Signed on behalf of the nursery.....

This policy will be reviewed annually.

DATA PROTECTION POLICY

It is the responsibility of all The Old School House Nursery committee and members of staff to ensure that information about children, parents and carers and colleagues is kept safe and secure and not shared with individuals outside the setting, in compliance with the Data Protection Act 1998.

Aim

To ensure that where information is stored or processed steps are taken to ensure that it is stored or processed in accordance with the Data Protection Act 1998. The Old School House Nursery is committed to keeping personal information about children, parents and carers, committee and staff as secure as possible.

In order that The Old School House Nursery operates effectively and legally, many details are retained on file relating to all individuals involved with the running and the day to day operation of the nursery, this includes parents and carers, staff, committee and children.

Personal information including:

- Children's details such as name, address, date of birth, photographs and medical information
- Parents, carers and committee members information such as name, address, telephone numbers landline/ mobile, photographs and bank details
- Staff information such as name, address, telephone numbers, bank details, national insurance number, photographs and qualifications
- Under date protection (see Data Protection Policy) to ensure that the Nursery adheres to the 1998 Act any passwords or combinations required to give access to personal information will be changed.

Other information including:

- Accident Records
- Incident Records
- Administration of Medication Records

This information may be stored in 2 forms:

1. **Paper**: paper copies of personal information are stored in a locked room/ cupboard to which only staff/committee members have access. Parents should feel secure that their information and information about their children is not accessible to anyone apart from themselves and setting staff. This personal information in paper format should remain on the nursery premises at all times, but in the event that it does leave the premises it should not be left unattended or left in a vehicle overnight.
2. **Computer**: any information that is stored on computer will be held in accordance with the Data Protection Act 1998. Access to information stored on computer is limited to staff/committee members, all setting computers are password protected and the office computer also has disk encryption to for added security. Digital photographs are stored overnight in a locked room on the SD card or on a computer with no internet access. Permission to use them when printed in the My Learning Journey of children other than their own, on our website or for marketing and promotional purposes is obtained at registration. This digital information should remain on the nursery premises at all times, but in the event that it does leave the premises it should not be left unattended or in a vehicle overnight.

In order to act responsibly and legally, any data stored shall be retained following the 8 principles laid down in the Data Protection Act 1998. These state that information must be:

1. Fairly and lawfully processed
2. Processed for specified purposes
3. Adequate, relevant and not excessive
4. Accurate and, where necessary, kept up to date
5. Not kept for longer than is necessary
6. Processed in line with the rights of the individual
7. Kept secure and
8. Not transferred to countries outside of the European Economic area unless the information is adequately protected.

On occasion, this information may be shared with outside bodies relevant to the operation and success of The Old School House Nursery. These bodies include Suffolk County Council Early Years department, OFSTED and relevant supporting childcare professions.

OFSTED will use any information given to assess the performance of The Old School House Nursery and the level of care and education that we provide. Personal examples may be required to support policy and procedure but at no time will an individual be used within an inspection report.

The Charities Commission requires information on the committee of the nursery and on the financial and operational status. The same information is required by OFSTED and Early Years and personal details are shared only with those who have a legal requirement to. All committee members are made aware of this and sign a declaration of acceptance pertaining to the sharing of information with linked bodies and individuals.

The Early Years division may require access to records to ensure that we are working according to current legislation and guidelines to ensure that we provide good quality care. Certain areas of this department are also involved with special needs and behavioural support and shall be contacted from time to time. Other supporting bodies e.g. health visitors may visit at the request of both the nursery and the parent.

Disclosure of information shall go ahead should the nursery become aware of any circumstances pertaining to the welfare of a child or a criminal activity, or similar. At this stage, we are aware that information can be shared without consent.

Any information retained on an individual can be viewed at any time. The nursery is legally allowed to charge an administration fee, exempt from VAT, should it choose to do so in order to comply with this request.

Historical details shall be stored in secure conditions following current guidelines and/or insurance requirements, this can be up to 40 years for some documentation it is then destroyed. Information retained is not shared with other companies for marketing purposes nor with outside bodies who have no connection to the effective running of the nursery.

This policy was adopted at a meeting of the nursery held on (date).....

Signed on behalf of the nursery.....

This policy will be reviewed annually.

Staff Supervision Policy

Supervision is a formal and recorded process through which the professional actions of staff are examined and regularly reviewed. It provides a recorded system of decision making that is audited to improve practice and to improve the service that is provided to children and parents.

Supervision acts as a means for ensuring that members of staff have access to the support, training and procedures they require for professional growth and development.

Supervision enables supervisors and supervisees to examine and reflect on the quality of their practice and to facilitate discussion. Supervision meetings should provide opportunities for staff to:

- discuss any issues – particularly concerning children’s development and well-being
- identify solutions to address issues as they arise; and
- receive coaching to improve their personal effectiveness

At The Old School House Nursery all practitioners who work directly with children and families are supervised by the Nursery Manager.

Supervision meetings are held every 6/8 weeks for each staff member.

Supervision meetings are conducted in line with existing procedures and are held in a confidential space suitable for the task.

Supervision agreements are drawn up for all staff.

A copy of the supervision record form is retained by the supervisor and a copy provided to the supervisee.

Each member of staff has a staff file which holds a copy of the supervision agreement and their supervision record form. The staff file is stored securely at all times.

All supervision meetings must include discussions concerning the development and well-being of each of the supervisee’s key children.

Where concerns are raised, the supervisor and supervisee must seek to identify solutions and identify further actions that need to be taken – these are recorded on the child’s file and may include support from external agencies.

All aspects of supervision must ultimately focus on promoting the interests of children.

During supervision meetings members of staff are able to discuss any concerns they have about inappropriate behaviour displayed by colleagues.

During supervision meetings staff are reminded of the need to disclose any convictions, cautions, court orders, reprimands and warnings relating to themselves (or anyone in their household) which may affect their suitability to work with children that have occurred during their employment with the setting. Any new information is referred immediately to the Chair of the Management Committee.

This policy was adopted at a meeting of the nursery held on (date).....

Signed on behalf of the nursery.....

This policy will be reviewed annually.

Ad hoc working from home policy

Policy statement

The Nursery recognises that the work undertaken by many of its staff may be carried out more easily in a quiet location and without disruption. In cases where staffing is minimal, ‘admin time’ within Nursery opening hours cannot be allocated, or where staff are easily disrupted, the member of staff may work from home at the discretion of the manager (known as “ad hoc working from home”).

Procedures

- All staff who work at home on an ad hoc basis should request permission to do so from the manager, on each occasion. All staff are required to comply with the nurseries policies and procedures when working at home.
- The manager should monitor the working patterns of staff members who work at home on an ad hoc basis. If there are regular patterns of working from home, the manager, management committee and staff member should discuss the possibility of reviewing their contractual hours.
- All staff members who work from home should claim any telephone and dial-up costs on a monthly basis, using an expense claim form.

Provision of equipment and connectivity for home-workers

Use of personal home computers;

- Any home-worker using their own computer, will not store any nursery documents on which may hold any personal details. Any reports conducted will be deleted as soon as they have been printed.
- Staff will follow the nursery policies and procedure involving data protection and confidentiality when using their own personal computers for nursery business.

Nursery computers ;

- The Nursery has use of a designated computer for nursery admin use. This computer is password protected which only the manager knows and is changed routinely to ensure security and data protection. The computer is also encrypted using a key to access the files. Staff will follow the nurseries policies and procedure involving data protection and confidentiality when using the nurseries designated computer.

Further information about data protection can be found in our ‘data protection policy’ and our procedures for ‘taking learning journeys home’. These confidential records are maintained with regard to the framework of the Data Protection Act (1998) and the Human Rights Act

(1998).

Legal framework

- Data Protection Act 1998
- Human Rights Act 1998

This policy was adopted at a meeting of the nursery held on (date).....

Signed on behalf of the nursery.....

This policy will be reviewed annually.

Procedures for taking Learning Journeys home

Policy statement

The Nursery recognises that the work undertaken by many of its staff may be carried out more easily in a quiet location and without disruption. In cases where staffing is minimal, ‘admin time’ within Nursery opening hours cannot be allocated, or where staff are easily disrupted, the member of staff may work from home at the discretion of the manager.

The setting has obtained permission from Ofsted for staff to remove records from the premises for the purpose of reviewing and updating children’s progress.

The following procedures must be followed;

- Staff are fully aware of the confidential nature of children’s records and of their responsibilities for data protection.
- Staff will all sign an agreement and confidentiality declaration prior to taking learning journeys home.
- Staff will ensure they ‘sign out’ any learning Journeys they take home and ‘sign in’ upon return.
- Staff designate space to work at home and put files away in a locked space when not in use.
- Staff are aware of the requirement to disclose details of any disqualified adult living in the house.
- Learning Journeys are kept within the setting whenever possible and are always on the premises when the key person is present.
- Children have access to Learning Journeys.
- Wow moments and photos are added on premises with children whenever possible.
- Files are returned immediately by staff if required by an inspector.
- Records are never left in a car overnight.
- Learning Journeys are the property of the child’s parents/carers and are given to them on leaving the setting.

More information can be found on our ‘ad hoc working from home policy’ and cross referenced with our ‘data protection policy’.

This policy was adopted at a meeting of the nursery held on (date).....

Signed on behalf of the nursery.....

This policy will be reviewed annually.

Use of Pre-School Technology Devices by Staff Policy

The Old School House Nursery aims to ensure that *staff act responsibly when using devices supplied by the pre-school to access online Learning Journeys and the internet.

(*Staff will include students and volunteers for the purpose of this policy)

The Old School House Nursery will:

- Supply devices that can be used by staff to access online Learning Journeys.
- Ensure that devices are stored securely when the setting is closed.
- Ensure that staff can only log in to their key children's Learning Journey's away from the setting.
- Ensure that staff can only access the necessary applications via secure log in details.
- Regularly check the history of devices.

Staff will:

- Only use devices supplied by the Nursery for their intended use and in line with their role as an employee of The Old School House Nursery.
- Not download any images or information to personal computers/tablets/mobile phones.
- Not use devices for personal use.
- Not allow family members to use devices.
- Not share the information stored with anyone other than the manager and staff.
- Ensure that log in details remain confidential to themselves and the manager only.
- Ensure that they are logged out when not in use.
- Delete images stored on the device as soon as they have been added to Learning Journey's
- Ensure that devices are only used to access the internet via a secure network.
- Only download any child appropriate Apps for the use of children in the setting with the permission of the manager.
- Be able to use each other's devices in the setting and have regard for the Whistleblowing policy if they have reason to believe misuse has occurred.
- Immediately report the loss or damage of any device.

This Policy Cross references to the following policies: Safeguarding , Confidentiality, Social Networking, E-Safety, Mobile Phone & Camera/Video, Whistleblowing.

This Policy was adopted at a committee meeting on:

Signed: _____ Role: Manager Date: _____

Signed: _____ Role: Chairperson Date: _____

Reviewed/updated:

Procedures for taking Learning Journeys home

Policy statement

The Nursery recognises that the work undertaken by many of its staff may be carried out more easily in a quiet location and without disruption. In cases where staffing is minimal, 'admin time' within Nursery opening hours cannot be allocated, or where staff are easily disrupted, the member of staff may work from home at the discretion of the manager.

The setting has obtained permission from Ofsted for staff to remove records from the premises for the purpose of reviewing and updating children's progress.

The following procedures must be followed;

- Staff are fully aware of the confidential nature of children's records and of their responsibilities for data protection.
- Staff will all sign an agreement and confidentiality declaration prior to taking learning journeys home.
- Staff will ensure they 'sign out' any learning Journeys they take home and 'sign in' upon return.
- Staff designate space to work at home and put files away in a locked space when not in use.
- Staff are aware of the requirement to disclose details of any disqualified adult living in the house.
- Learning Journeys are kept within the setting whenever possible and are always on the premises when the key person is present.
- Children have access to Learning Journeys.
- Wow moments and photos are added on premises with children whenever possible.
- Files are returned immediately by staff if required by an inspector.
- Records are never left in a car overnight.
- Learning Journeys are the property of the child's parents/carers and are given to them on leaving the setting.
- On using Tapestry at home, on a nursery device or computer, staff will not hold any photos of any children on their computers and will upload any photos for observations on nursery premises only. Please see 'Using nursery devices' policy for more information.

More information can be found on our 'ad hoc working from home policy' and cross referenced with our 'data protection policy'.

This Policy was adopted at a committee meeting on:

Signed: _____ Role: Manager Date: _____

Signed: _____ Role: Chairperson Date: _____

Reviewed/updated:

Ad hoc working from home

Policy statement

The Nursery recognises that the work undertaken by many of its staff may be carried out more easily in a quiet location and without disruption. In cases where staffing is minimal, 'admin time' within Nursery opening hours cannot be allocated, or where staff are easily disrupted, the member of staff may work from home at the discretion of the manager (known as "ad hoc working from home").

Procedures

- All staff who work at home on an ad hoc basis should request permission to do so from the manager, on each occasion. All staff are required to comply with the nurseries policies and procedures when working at home.
- The manager should monitor the working patterns of staff members who work at home on an ad hoc basis. If there are regular patterns of working from home, the manager, management committee and staff member should discuss the possibility of reviewing their contractual hours.
- All staff members who work from home should claim any telephone and dial-up costs on a monthly basis, using an expense claim form.

Provision of equipment and connectivity for home-workers

Use of personal home computers

- Any home-worker using their own computer, will not store any nursery documents on which may hold any personal details. Any reports conducted will be deleted as soon as they have been printed.
- Staff will follow the nursery policies and procedure involving data protection and confidentiality when using their own personal computers for nursery business.

Nursery computers

- The Nursery has use of a designated computer for nursery admin use. This computer is password protected which only the manager knows and is changed routinely to ensure security and data protection. The computer is also encrypted using a key to access the files. Staff will follow the nurseries policies and procedure involving data protection and confidentiality when using the nurseries designated laptop.

Further information about data protection can be found in our 'data protection policy' and our procedures for 'taking learning journeys home'. These confidential records are maintained with regard to the framework of the Data Protection Act (1998) and the Human Rights Act (1998).

Legal framework

- Data Protection Act 1998
- Human Rights Act 1998