



## **Nursery Policy**

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## 1. Statement of Aims and Objectives

Bright Beginnings believes that the health and safety of the children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers by assessing and minimising the hazards and risks to enable the children to thrive in a healthy and safe environment.

(The risk assessment folder can be found in the main nursery office and contains all the Risk Assessments relevant to all areas and equipment in the nursery).

The underlying philosophy of the Nursery and Out of School is a commitment to the promotion of the child's welfare and development. To this end, the principles of the childcare facility are that it is:

<u>Child Centered</u>	The children's needs in all their diversity do come first.
<u>Fundamental British Values</u>	The Nursery implicitly embed, within our everyday practice, the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.
<u>Educational</u>	The Nursery will foster learning that takes into account the children's ages and stages of development.
<u>Multi-cultural</u>	It will reflect the plurality of the country as a whole and the particular community profile of Gravesend and Dartford.
<u>Healthy</u>	The childcare facility will promote good health for the children in a safe and secure way.

In order to achieve this, the following guidelines for the practice will be adopted.

### 1.1. Settling in period

Flexible settling in arrangements will ensure that the children have the opportunity to develop a relationship with staff before being left by the parents or carers. Visits to the Nursery by parents/carers with their children are an essential part of this settling in process. A child who cries when the parent/carer leaves, but who can be distracted, has settled. One who sobs for a prolonged period has not. This will not be considered "normal" nor acceptable and staff and students will respond in a sensitive, caring and appropriate manner to a child during this period. Close liaison with a parent/carer will be maintained during this period.

## **1.2. Parent/Carer/Nursery/Out of School liason and parental involvement**

As the closest possible links are desirable, if a child is to experience consistency in the way in which s/he is cared for, an “open-door” policy will be in operation to develop the trust of the parents’/carers’ and child’s in the Nursery/Out of School staff.

Free and two way communication should take place and the child’s progress discussed with the parent/carer on a regular basis. Any worries or concerns will also be discussed with parents’/carer.

## **1.3. Working in Partnership**

Bright Beginnings encourages partnership working with outside agencies in the local area.

Professionals from the Kent Advisory Team and the Specialised Teaching Team are welcome into the Nursery to advise on various aspects of children’s development.

Bright Beginnings also work closely with the local Sure Start and Children’s Centres in the area. This could be by providing outreach crèche facilities or childcare on a bursary scheme in our full day care nursery.

The Children’s Centre Teacher also visits the nursery to help with curriculum development and maybe staff training.

All relevant information will be shared with appropriate people to ensure well-being and safeguarding of the children in our care

## **1.4. Emotional needs of children**

There will be an adequate number of trained and experienced staff to provide familiarity; responsiveness and mutual attachment; and to allow for continuity of relationships.

Staff are aware of the importance of:

- each child being welcomed into the childcare facility each day;
- not leaving crying children alone;
- adopting acceptable and sound ways of dealing with unacceptable behaviour and conflict between children;
- recognising signs of distress; and

- Fundamental British Values:

Democracy: making decisions together

Every child will be encouraged and supported to build on their self-confidence and self awareness as cited in the Personal, Social and Emotional Development element of the EYFS.

Rule of Law: Understanding rules matter

Staff will ensure that children can manage their feelings and that their behaviour can bring about consequences and will help them to learn right from wrong.

Individual liberty: Freedom for all

We will be providing a wide range of activities which allow children to explore their feelings, reflect on their differences and allow them to have their opinion heard. We will aim for them to increase their confidence by providing new and challenging activities and finding time to talk about their experiences.

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

Through play and learning experiences and celebrations, we will aim to show an appreciation and respect for other cultures, faiths and communities; we will promote an ethos of inclusivity and encourage and explain the importance of sharing and respecting others opinions. We will provide resources and activities that challenge gender, cultural and racial stereotyping.

### **1.5. Play and Education**

A range of play provision will be available, which ensures that physical, intellectual, emotional and social needs are catered for. Play materials will encourage children to value differences of race, gender and ability in others and themselves, being non-racist or sexist in nature and content and accessible to children with special needs. Television will be used sparingly and will involve preparation and follow up with the children. Staff will watch with the children.

### **1.6. Planning/Daily Routine**

A guide to the daily routine will be available, so that staff, parents, students and visitors will be aware of what is happening. Children will also benefit from the security of a structured routine. However, the routine will be flexible and children will be free to choose activities from those made available to them.

### **1.7. Health**

A high standard of health and hygiene is practiced throughout all aspects of the Nursery and opportunities to provide health education to the children maximised, especially through example.

Health and safety regulations are observed at all times and guidelines pertaining to HIV/AIDS/Hepatitis/B and the prevention of food poisoning and other infectious diseases adhered to.

Staff are expected to demonstrate the highest standard of personal hygiene.

The whole of the Nursery is a smoke free environment.

### **1.8. Food**

Meals and food provided will follow national guidelines for healthy eating with children and will take into account the children's ages and stages of development. Whenever possible, children will be encouraged to make choices about food.

Special diets will be accommodated whenever possible. Parental/carer advice and expertise on special dietary requirements will be recognised and appreciated.

### **1.9. Child Protection**

The Local Authority/Local Safeguarding Children Board policies and guidelines on child protection are observed.

### **1.10. Equal Opportunities**

The Nursery/Out of School will reflect the diversity of backgrounds, cultures, religions, family structures and abilities from which its community is drawn.

### **1.11. Staff Development**

Staff will be given opportunities and encouragement to update their skills and enhance their knowledge by taking advantage of suitable training courses and staff development.

## **2. Activities and Play Provision**

Play is the activity children enjoy most, from which they learn most; therefore, the Nursery/Out of School aims to provide an environment that will foster a child's physical, emotional and social development and Language Development in line with the three prime areas of the Early Years Foundation Framework, which will then lead on to the four specific areas of learning which are: Creative Development; Understanding the World; Expressive Art; and Design and Mathematics.

Activities will be flexible and open-ended in order to take into account the differing stages of development and abilities of the individual children. They will reflect a variety of races and cultures and be equally available to all the children.

As the various aspects of development are to some extent inter-related, one activity may well serve to stimulate more than one area of development; therefore, children will be free to choose from the following activities:-

- climbing, jumping and bouncing equipment;
- natural materials to explore such as sand, water, clay, earth, etc;
- construction toys (large and small);
- puzzles;
- pencils, crayons and paper;
- paints – presented in different ways;
- other creative materials and junk modelling, such as shredded paper and boxes;
- settings for fantasy play;
- home corner and dressing up clothes;
- musical instruments and tapes;
- books, stories and puppets;
- dolls and small world equipment;
- nature or interest tables etc; and
- heauristic play.

As language acquisition underpins all aspects of any early years' programmes, priority will be given to extending spontaneous talk and facilitating good language development.

Activities will be planned, so that foundations are made through active learning for the national curriculum.

All members of staff will be involved with the individual planning and implementation of such activities for each individual child on a weekly basis.

## **2.1. The Selection of Equipment and Toys**

The toys and equipment in our Nursery/Out of School provide opportunities for children, with 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;
- offer challenges to develop physical, social, personal and intellectual skills;
- feature positive images of male and female people, from a range of ethnic and cultural groups, both with and without disabilities:
- includes a range of raw materials, which can be used in a variety of ways and encourage an open-ended approach to creativity and problem solving;
- will enable children, with adult support, to develop individual potential and move towards learning outcomes;
- will include child sized tools and other equipment, which ensure all children learn from real life experiences; and
- conforms to all relevant safety regulations and is sound and well made.

### 3. Equality of Opportunity

At Bright Beginnings, each child is valued as an individual, with equal regard and respect for their racial origins, religion, culture and home language.

We endeavour to provide access and facilities for children with special educational needs and make every effort to provide the care and opportunities to enable individuals to maximise their full potential, irrespective of race, culture, religion, gender or ability.

Within our daily curriculum, we offer a range of equipment and resources, which give the children an understanding of the multicultural and multi-ethnic society of Britain today. We endeavour to be sympathetic to cultural and religious customs and parents wishes.

At Bright Beginnings, we acknowledge that good practice and positive role models enable children to develop positive attitudes to differences in race, culture, gender, language and ability. Prejudice and discriminatory practice will not be tolerated and we will actively challenge any behaviours which are not in line with the fundamental British Values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

<b>A Unique Child</b>	<b>Positive Relationships</b>	<b>Enabling Environments</b>	<b>Learning and Development</b>
1.2 Inclusive practice 1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.4 The wider context	4.4 Personal, Social and emotional development

### **3.1 Professional Practice within Bright Beginnings that Reflects a Multi-Cultural Society**

At Bright Beginnings, we acknowledge that good practice and positive role models enable children to develop positive attitudes to differences in race, culture, gender, language and ability, in line with the British fundamental values, we aim to achieve this by:

- 3.1.1 Present positive images in the room, in particular, in the book corner and home corner.
- 3.1.2 Present yourself as a good role model.
- 3.1.3 Acknowledge what you do not know and be prepared to ask for help and advice.
- 3.1.3 Challenge racist remarks, whether from children or from adults, whether directed against yourself or others.
- 3.1.4 Answer children's questions about race and culture honestly, with explanations appropriate to the child's age.
- 3.1.5 Make sure you pronounce and spell all the children's names correctly and understand the naming system of different cultures and religions. For example 'Begum' is a female title often assumed to be a family's surname.
- 3.1.4 Make sure you know and pronounce correctly the names of the garments the children wear and those they use for dressing up.
- 3.1.5 Understand the differing skin and hair care needs of all children.
- 3.1.6 Encourage children to have positive feelings about their skin colour.
- 3.1.7 Discussion during activities, involving painting pictures of them, helps children to know and appreciate what colour skin they have.
- 3.1.8 Continually evaluate equipment and resources such as books, dolls, jigsaws and music, ensuring they reflect all cultures positively.
- 3.1.9 Make sure there is varied menu, which will appeal to all children in the Nursery/Out of School and which will introduce them to a varied and multicultural diet.
- 3.1.10 Encourage all parents/carers to participate in the life of the Nursery/Out of School.

- 3.1.11 If you have parents/carers who do not have English as a first language, make sure that all information is given clearly enough for all the parents to understand. An interpreter may be necessary.
- 3.1.12 Challenge stereotypes, for example, assuming the girls will dress up as nurses and the boys as doctors.
- 3.1.13 Ask all children to participate in all areas of the childcare facility life, including moving equipment and doing domestic tasks.
- 3.1.14 Allow boys to cry and express their feelings. Do not expect boys to be 'braver' than girls. Most children enjoy cuddles.
- 3.1.15 Never use gender to divide children into groups.
- 3.1.16 Look at the expectations you have of children. A boy can comfort a distressed child, just as well as a girl. Disagreements leading to fighting are unacceptable in boys, as in girls.
- 3.1.17 Encourage all children to be assertive and stand up for themselves.

<b>A Unique Child</b>	<b>Positive Relationships</b>	<b>Enabling Environments</b>	<b>Learning and Development</b>
1.2 Inclusive practice 1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.4 The wider context	4.4 Personal, Social and emotional development 4.4 Areas of learning and development

## **3.2 Special Educational Needs**

At Bright Beginnings Nursery, we recognise that all children have the right to access a broad and balanced curriculum, allowing them to progress and learn at a pace and level, reflective of their individual abilities. The nursery believes that all children have a right to gain experience and develop their knowledge and understanding, alongside their peers, no matter what their individual needs and are committed to the inclusion of all children.

This policy is reflective of the Special Educational Needs and Disability Code of Practice 0-25 years, which came into place from September 2014, which is a product of the Statutory Guidance on duties, policies and procedures relating to part 3 of the Children's and Families Act 2014.

We aim to support and enhance the learning for children with Special Educational Needs (SEND) and Additional Educational Needs (AEN) through our policies and practices, where we aim to promote inclusion in the widest possible sense.

We aim to offer support according to the different strengths and needs of individual children and their families, by:

3.2.1 Identifying a child who may have a SEND or an AEN through our admission procedure or by the regular observation, planning and evaluation process we have within the nursery, in conjunction with the Early Years Foundation Stage (EYFS) and the Best Practice Guidance, which will identify whether a child is a universal child, a child who may need some targeted support or whether a personalised targeted plan will need to be in place to support the child.

3.2.2 The new Special Education Needs Code of Practice states that children will be monitored under four main areas, which are:

- Social, Emotional and Mental Health;
- Cognition and Learning;
- Communication and Interaction (including speech, language and communication needs, Autism Spectrum Condition); and
- Physical Impairment.

3.2.3 When a child has been identified as having a SEND or an AEN, then the key person will discuss with the nursery Special Educational Needs Co-ordinator (SENCO), on how additional support can be put in place for the child and what level of support is required, this will then be implemented on the enhancement and planning sheets for the child.

3.2.4 Alongside this, the key person and/or SENCO will discuss with the parents and carer's additional support, which is needed for the child, as well as the support which may be needed for the staff within the nursery to the support of the child. If it is deemed necessary, a

member of the Local Authority, Equality and Inclusion Team, who will then be requested to visit the nursery providing an Early Years Inclusion Request Form is sent off and approved. When they visit the nursery, they will offer advice on whether a Local Inclusion Forum Team (LIFT) referral is required. During this visit, all parties involved with the child, will meet to discuss the way forward. During this meeting, permission is obtained from the parent or carer, to progress forward.

- 3.2.5 If speech or language is identified as being delayed and a hearing test has been undertaken, then a Speech and Language referral form can be completed with the parent and sent direct to the local speech and language team. A child with English as an additional language, will not be regarded as having a learning difficulty, solely because the language or form of language or taught to them at home, but will be identified on the AEN register to ensure that they are fully supported within the nursery.
- 3.2.6 All collated observations, referral information and development tracking grids will then be taken to the LIFT meetings for the individual child to be discussed and a plan of support is put in place for that child, which may include other agencies becoming involved at that point. This is then discussed fully with the parent/carer to ensure their full involvement and co-operation.
- 3.2.7 If it is deemed necessary for a specialist teacher to visit the nursery to support the child or give guidance to staff regarding target plans or to suggest that funding for financial support for the nursery can be applied for, the teacher will suggest that a Severe and Complex Accessibility and Resources Funding form (SCARF) be completed and sent off to the Local Authority for approval.
- 3.2.8 If, despite this, the setting have taken relevant and purposeful action to support and aid the child to make some expected progress, then it may be necessary to complete an Education, Health and Care Plan Assessment, which is a formal request for a plan to be put into place for the child to secure the best possible outcomes for them, by bringing together, education, health and social care services, who will work together to meet the child's needs and support the achievement of the agreed outcome.
- 3.2.9 Throughout this process, the SENCO and key person will ensure that the parent or carer is fully updated and involved in the decisions regarding their child's well-being and development and will aim to follow up any other concerns or worries they may have.
- 3.2.10 A register will be kept in the SENCO file to identify both children who have identified as being SEND or AEN and this will be regularly updated with the SENCO and individual Key Person, to ensure that the child is being fully supported to ensure that they are progressing and developing to their level of ability.

### **The nursery will ensure that:**

- The child remains the key focus at all times and achievements will be celebrated and recognised and shared with all parties.
- The premises remain suitable for all children, including those with special educational needs, including access for wheelchairs and extra wide buggies.
- A strong partnership with parents and carers is developed in a supportive professional manner.
- A trained and experienced SENCO will be named for the nursery, who will undergo the appropriate training for the role, alongside any other training, which may be necessary to meet the children's individual education and health care needs.
- All staff who are involved with the child will be updated on the support in place for them and will also receive the relevant training to meet their needs, this includes children who may have a Health Care Plan, due to any medical conditions they may have, e.g. epilepsy, asthma.

### **3.3 Transition arrangements**

We pass our reports and information on to the next setting or school, which your child will be attending, as requested by KCC. We attend relevant transition planning meetings.

### **3.4 Premises**

Our premises are suitable for children with special needs, including wheelchair access. We have a discrete nappy changing area/toileting area.

### **3.5 Training**

We are sometimes able to receive input from a visiting speech and language therapist and occupational therapists, whom we can contact for advice. Staff are released to attend training when possible. (All staff will receive the same training, as the parents in individual cases from other professionals, to ensure the overall of the care of the child is adhered to at all times). Children who require additional medical intervention will have a health care plan and the Nursery will ensure that its staff are trained to administer the medication(s) required to the same level as the parents.

The named SENCO's for Gravesend Bright Beginnings are:

Sarah Crowley  
Ruheena Khanum  
Leanne Tomlinson

The named SENCO for Dartford Bright Beginnings is:

Nadja Nsajja

<b>A Unique Child</b>	<b>Positive Relationships</b>	<b>Enabling Environments</b>	<b>Learning and Development</b>
1.1 Child Development 1.2 Inclusive practice 1.4 Health and well-being	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.3 The learning environment 3.4 The wider context	4.1 Play and exploration 4.2 Active learning 4.3 Creativity and critical thinking

#### 4. Parents/Carers as Partners

The Children Act 1989 places a legal responsibility on providers of day care for children, to work in partnership with parents/carers, as partners in providing quality care for their children.

An “open door” policy will be in operation and all parents/carers will be welcome to visit the Nursery/Out of School at any time.

Nursery/Out of School policies and procedures will be available at all times to parent/carers.

Online and electronic observations and assessments will be carried out on tablets and on the IConnect childcare system.

A suggestion/comment box/book for parents/carers will be provided.

A contract between parents and the Nursery/Out of School will be in operation, together with a recognised defined complaints procedure.

<b>A Unique Child</b>	<b>Positive Relationships</b>	<b>Enabling Environments</b>	<b>Learning and Development</b>
1.3 Keeping safe	2.2 Parents as partners		

## **4.1 Working in Partnership with Parents/Carers**

- 4.1.1 The Nursery/Out of School should have a relaxed and welcoming atmosphere. The staff should positively encourage parents to stay and observe the daily routine, particularly when the child first starts at Bright Beginnings. There is a notice board for parents/carers, which is kept up to date. A welcome poster is displayed, in different languages where possible.
- 4.1.2 When starting at Bright Beginnings, an information sharing session is important to share care plans, as well as “All About Me” booklets. It will also ensure that a good relationship is established between Parent and the Nursery.
- 4.1.3 Through Parent Zone the parents/carers will have access to their child’s records and will be encouraged to add photos and observations of their child/children when they are not at nursery, which will give evidence to their child’s assessments and give opportunities to discuss the children’s progress and care, especially those who do not collect or bring their child to nursery on a regular basis. A Unique Child document will be shared with you every six weeks.
- 4.1.4 Avoid being patronising with parents/carers. Remember they are the experts on their own individual children. Listen carefully to what they tell you about their children. At the end of the session, try to communicate to the parent/carer the important aspects of the child’s day, sharing negative and positive situations alike.
- 4.1.5 Respect all parents/carers as individuals and learn from them different ways of child-rearing. Their practice may be different from yours, but no less valid. Be open to discussion of differences.
- 4.1.6 Be professional at all times and never discuss parents to other parents/carers or within the team. Refuse to listen to other people’s gossip. If you should become aware of something, which might affect the welfare of the child, go to your Manager. Be careful not to jump to conclusions.
- 4.1.7 The Nursery/Out of School may be near to where you live and you may be familiar with some of the parents/carers. You should be aware that this may have a bearing on confidential matters.
- 4.1.8 A parent/carer may wish to become very friendly with you and see you socially outside Bright Beginnings and, although very flattering, it is probably better to avoid this situation developing, as this might lead to ethical dilemmas and perhaps resentment from other members of the team.
- 4.1.9 When working with parents/carers from other cultures who do not have English as a first language, try to learn a few words of their language.

- 4.1.10 You may be involved in having to deal with an angry parent/carer. Listen to what is being said and keep calm. Do not respond angrily yourself. Seek the help of the Manager to assist with these types of situations.

<b>A Unique Child</b>	<b>Positive Relationships</b>	<b>Enabling Environments</b>	<b>Learning &amp; Development</b>
1.3 Keeping safe 1.4 Health and well-being	2.1. Respecting each other	3.4 The wider context	

## 4.2 Admissions

Bright Beginnings Nursery and Out of School care are committed to providing high quality childcare and is registered for a maximum of up to 66 children at Dartford and 110 at Gravesend per session, aged between three months and eight years.

It is our intention to make the nursery genuinely accessible to children of local families and college students alike. In order to accomplish this we will:-

- 4.2.1 divide available places between students who attend the college and families from all sections of the local community;
- 4.2.2 adjust the number of places allocated to a particular group according to the demand;
- 4.2.3 make our Equal Opportunities Policy widely known (a copy of this policy can be seen in the policy folder);
- 4.2.4 welcome families of all ethnic, cultural religious and social groups and those children with special needs and/or disabilities;
- 4.2.5 arrange our waiting list in order of vacancies in the appropriate childcare room;
- 4.2.6 offer flexible attendance schedules so as to accommodate the needs of individual children and their families, providing it fits in with the availability of each group;
- 4.2.7 ensure that students and all sections of the local community have the opportunity to apply for available places by advertising in, local shops, newspapers, clinics, libraries, surgeries and around the campus; and
- 4.2.8 monitor the gender and ethnic background of children joining the childcare facility to ensure that no accidental discrimination is taking place.

<b>A Unique Child</b>	<b>Positive Relationships</b>	<b>Enabling Environments</b>	<b>Learning and Development</b>
1.2 Inclusive practice	2.1 Respecting each other	3.3 The learning environment 3.2 The wider context	

### 4.3 Settling In Procedures

- 4.3.1 Bright Beginnings staff will work in partnership with parent/carers to settle the children into the Nursery/Out of School environment.
- 4.3.2 Flexible settling in arrangements will ensure that all children have an opportunity to develop a relationship with staff before being left by parents/carers.
- 4.3.3 Visits to Bright Beginnings by a parent/carer and child together will be arranged, so that the child can familiarise his/her self with the Nursery, especially for pre-school children.
- 4.3.4 For younger children, during the first few weeks, parents/carers will stay with the child for sufficient time, so the child feels settled and the parent/carer feels comfortable about leaving her/him. This arrangement should continue until the child feels at home within Bright Beginnings.
- 4.3.5 For the first few sessions, parents/carers may collect the child early, if they wish.
- 4.3.6 Staff will respond in a sensitive, caring and appropriate manner to a child during this period.
- 4.3.7 Parents/carers are encouraged to telephone the setting if they are worried about their child.
- 4.3.8 Parents/carers will be introduced to the child's key person.

<b>A Unique Child</b>	<b>Positive Relationships</b>	<b>Enabling Environments</b>	<b>Learning and Development</b>
1.2 Inclusive practice 1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.3 The learning environment	4.1 Personal, social and emotional development

#### 4.4 Outings

All outings to be discussed with the Nursery Manager, to look at staff ratios, time, date and suitability of the outing for that age group.

Letters will be given to parents with all the details of the outing, together with a permission slip, that must be signed and returned, before the child can go on the outing.

The appropriate College online paperwork is completed for the outing and copies sent to the Risk Manager and Security. A Risk Assessment will also be carried out for all aspects of the outing.

The approved copies of the Risk Assessment will be kept in the nursery.

Minibus will be booked and, fully qualified driver, licensed to carry passengers, to be used for this purpose.

On the day of the outing, the register, contact details, first aid box and the nursery mobile phones will be taken with them.

<b>A Unique Child</b>	<b>Positive Relationships</b>	<b>Enabling Environments</b>	<b>Learning &amp; Development</b>
1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners	3.3 The learning environment	4.1 Active learning

#### **4.5 Collection of Out of School Children at Local School**

- 4.5.1 a member of staff will take the register and high-visibility vests to the school;
- 4.5.2 staff will wear nursery uniform and ID badges, so they are recognisable;
- 4.5.3 staff numbers will be appropriate to the number of children being collected, but always a minimum of two staff;
- 4.5.4 staff will have a mobile phone in case of clarity of collection is required from the nursery;
- 4.5.5 a designated point within the school has been established and is explained to new children and their parents;
- 4.5.6 children are marked off on the register and issued with a high-visibility vest;
- 4.5.7 the “walking bus” then makes its way to College in close formation. The children are in pairs and staff at the front and rear of bus;
- 4.5.8 when in the College grounds, the walking bus uses the designated walkways or pathways; and
- 4.5.9 the headcount is then taken again when in the nursery building.

#### 4.6 Late Collection

Bright Beginnings actively encourages parents/carers to collect their child on time, but sometimes things happen beyond your control to delay you.

In this case we ask that you contact the Nursery/Out of School as soon as possible. That way we can reassure your child that you will be arriving soon.

If the Nursery/Out of School staff have not heard from you within 15 minutes of collection time, they will try to contact you or an emergency contact. If we are unable to contact you or the emergency contact, we will try for a further 15 minutes.

In cases where we have not received contact from you or the emergency contact, the staff will have the right to contact County Duty Office, recording that the child has been abandoned.

#### **There will be a charge for late collection.**

The charge for late for collection of a child will be levied for the first half an hour, if no contact is made with the Nursery from the parent/carer. The Manager will have the right to contact County Duty Office recording that the child has been abandoned.

If another person is then arranged to collect the child, a password and clear description of that person will be needed by the nursery staff.

A letter will be issued to parents/carers who are persistently late.

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#### 4.7 Lost/Missing Child

Whilst every precaution is taken to ensure the safety of your child whilst in our care, we need to ensure we have a process/procedure in place to cover any circumstance if your child is lost or missing.

In the unlikely event of such an occurrence, the following procedures would be implemented:

- 4.7.1 staff will inform the Manager, or in their absence, the Deputy;
- 4.7.2 if, on site, a member of staff will search the immediate area with the help of College security, including cupboards and the garden area;
- 4.7.3 if, off site, the rest of the children will remain in one place with the other staff, whilst a staff member searches the immediate area and re-traces route taken. The staff will also contact the venues management/security team if appropriate;
- 4.7.4 the Manager will contact the Police, parents/carer, Director of Business and Commercial Services, Duty County Office and Ofsted;
- 4.7.5 the Manager will gather together all relevant information to give to the Police;
- 4.7.6 the College will carry out an investigation into what happened;
- 4.7.7 if any member of staff was at fault, the relevant procedure will be followed to address this;
- 4.7.8 all findings from the investigation would be relayed to the parents; and
- 4.7.9 any recommendations will be put into place/practice both on and off site.

We will make every effort to resolve the matter internally; however, at any time during these situations, parents/carers are welcome to discuss or take the matter further with **Ofsted**. You can contact them at:

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD Telephone Number: 04456 40 40 40/ 0300 123 1231

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#### 4.8 Looked After Children

Children attending Bright Beginnings full day care nursery, who we know are cared for by carers, other than their natural parents, are given all due care and attention, as with all other children attending the facility, but it is recognised the importance of the exchange of information between the carer and the key person/manager in the nursery.

In the event of an emergency collection, a pre-arranged password and information will be used.

Staff will communicate with the children about the upcoming event and why it is happening, according to their age and understanding.

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1.1 Child Development 1.2 Inclusive practice 1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.4 The wider context	4.4 Personal, social and emotional development

## 4.9 Record Keeping

The Nursery/Out of School is required by law to keep records. A variety of records will be kept, containing essential information on the following and some of this information will be stored on the IConnect system, on the nursery computer and tablets.

- 4.9.1 children attending the Nursery/Out of School;
- 4.9.2 two year old progress checks;
- 4.9.3 staff;
- 4.9.4 curriculum, activities, observation, individual planning and evaluation process;
- 4.9.5 routines, fire drills;
- 4.9.6 menus;
- 4.9.7 accidents, medicines, out of Nursery Forms;
- 4.9.8 equipment;
- 4.9.9 finance;
- 4.9.10 correspondence;
- 4.9.11 risk assessments; and
- 4.9.12 complaints.

### **Records of a personal nature will remain confidential.**

Records are an important part of Bright Beginnings administration and will be updated, monitored and evaluated regularly.

The Nursery/Out of School records will be open to inspection from relevant personnel e.g. Social Services, Ofsted, College Management etc.

Children's records are made available to the parents, via the Parent Zone system.

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1.2 Inclusive practice	2.1 Respecting each other	3.1 Observation, assessment and planning	

#### 4.10 Complaints Procedure

If a parent/carer has an issue involving their individual child or Bright Beginnings as a whole, they should raise this issue with either the Nursery Manager or the deputy.

In the first instance, every effort will be made to resolve any matters within the Nursery, within 24 hours.

Should the matter not be resolved, the issue will be brought to the attention of the Director of Business and Commercial Services within 24 hours.

If the parent/carer feels unable, or unwilling to raise the matter in this way, they can approach the Vice Principal Finance and Resources.

If the matter concerns a general or policy issue, it should first be raised with the Nursery Manager who will report it to the Director of Business and Commercial Services for consideration. Written records will be made; however, these are confidential and will not be shared.

We will make every effort to resolve the matter internally; however, at any time during these situations, parents/carers are welcome to discuss or take the matter further with Ofsted. You can contact them at:

Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

Telephone Number: 08456 40 40 40/0300 123 1231

We always welcome your feedback, as we are always striving to provide the best possible childcare provision.

<b>A Unique Child</b>	<b>Positive Relationships</b>	<b>Enabling Environments</b>	<b>Learning and Development</b>
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## 5. Behaviour and Sanctions

In accordance with The Children Act 1989, corporal punishment has no place at Bright Beginnings, under any circumstances, even if the parent/carer gives you permission.

Children respond more to praise and encouragement, than to punishment; therefore, every effort will be taken to foster a sense of self-esteem and self-discipline in all the children attending the Nursery/Out of School.

Much unacceptable behaviour, including bullying, can be avoided by good observation and anticipation and appropriate action can be taken to diffuse potentially difficult situations by diverting the child's attention elsewhere.

Any sanctions that need to be applied should be made at the time of the incident, be as low key as possible and take into account the child's age and stage of development. They must be applied fairly and be relevant to the action or actions.

The child should always be told why his/her behaviour is unacceptable and the reasons for applying a particular sanction.

The Nursery Manager will take on the responsibility of behaviour management and will be available to offer support and advice to other members of staff.

If inappropriate behaviour persists, parent/carers should be informed by the supervisor or person in charge and be given the opportunity to discuss and agree strategies in the child's best interest. Strategies to encourage acceptable behaviour will be agreed, reviewed and practised by all staff. These will include ensuring that the children know the rules and what is expected of them. These rules will be reasonable and within the child's comprehension and ability. Acceptable behaviour will be encouraged by praise and positive reinforcement. Children will not be labelled 'bad' or 'naughty' etc. All incidents must be recorded and an incident form will be provided.

Staff will, at all times act, as good role models and react to situations in a calm and reasonable manner, being pro-active, rather than reactive.

*Ref. The Children Act 1989 Guidance and regulations. Vol 2. HMSO 1991.*

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## 6. Safeguarding Children

Bright Beginnings has a duty to be aware that abuse does occur in our society. This policy sets out the procedures that will be taken if we have a reason to believe that a child in our care is subject to either emotional, physical, sexual abuse or neglect.

Our prime responsibility is the welfare and well-being of all the children in our care. As such, we have a duty of care to the children, parents/carers and staff to act quickly and responsibly in any instance that may come to our attention.

Bright Beginnings will allocate a member of staff who is trained in child protection issues and procedures. This person will be available to offer support and advice to other members of staff, whilst maintaining confidentiality.

To allow us to voice our concerns and seek out any explanations, a meeting would be arranged with the relevant parents/carers before deciding on what action to take, if appropriate. However, a meeting may not be arranged if a child could sustain significant harm.

Bright Beginnings has a duty to make a referral of any suspicions around abuse or needs of the child to the County Duty Office. This will be the responsibility of the Nursery Manager who will contact the County Duty Officer. Any written documents will be kept; however, confidentiality will be respected at all times.

The nursery will also make a 'Channel' referral for any concerns, including periods of unexplained absence or comments and remarks that may indicate a child is vulnerable and at risk of radicalisation and would be deemed at risk under 'The Prevent Duty' 2015.

The Children Act 1989, along with the Children's Act 2004, places a duty on the Local Authority/Local Safeguarding Children Board to investigate such matters.

Bright Beginnings will follow the procedures set out in the Local Safeguarding Children Board Documents and, as such, will seek their advice on all steps taken subsequently. They may also have to inform Ofsted and the Police.

For advice regarding any Safeguarding issues, please ring 0300 333 5647.

If you prefer to speak with someone in the College, the North Kent College Safeguarding Officer is Wendy Davies on 01322 629 583.

**Designated Safeguarding Officer:**  
**Lynne Tomlinson – Dartford and Gravesend**  
**Nadja Nsajja – Dartford**

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.4 Keeping safe			4.4 Personal, social and emotional development.

## **6.1. Mobile Phone Policy**

Mobile phones are to be switched off prior to entering the nursery premises, this includes the garden area.

Staff have the right and responsibility to ask parents and carers to turn their phone off before entering the building, or wait for them to finish their call before allowing them access to the nursery.

The following procedure is to be followed by all staff who enter the building:

- Staff will switch their phone off before entering the premises;
- Staff will be required to sign the phone over in the office, where it will be placed in the safe;
- At the completion of their shift, staff will collect and sign out their phone; and
- The phone will be required to be kept off until they leave the premises.

Staff will not have access to their phones during their shift.

The emergency contact number is:

01322 629 777 - where security response will be co-ordinated for either site.

And second local numbers, not for emergency:

Dartford: 01322 629 443

Gravesend: 01322 629 641

Managers (Lynne Tomlinson, Sarah Williams and Nadja Nsajja) will also supply all staff with their nursery mobile numbers, which they have on them at all times.

This is a STATUTORY requirement of the Early Years Foundation Stage and any breach of the policy could lead to dismissal.

### Use of Cameras

Cameras should only be used within the nursery grounds or on risk assessed outings.

All photos to be downloaded to the nursery computer ONLY and will be deleted as soon as possible after they have been printed.

## **6.2. E-Safety Policy**

### Policy Statement

At Bright Beginnings Nursery, we value children's safety and are committed to ensuring that e-safety is in operation at all times and works in conjunction with the Nursery and College Safeguarding Policy. This also works in line with the Information Technology Conditions of Use and the Mobile Device and Communication Policies, also the policy on Dealing with Malicious Communication.

### Introduction

As the internet is regarded as an essential resource, as well as being vital for supporting teaching and learning and, computer skills are an essential life skill for future learning and employment, it is important for children to be shown how to be e-safe from an early age.

We have a duty to provide the children with a safe internet environment and begin to highlight the dangers and risks and teach them how to respond responsibly to possible risks.

The 3 main principles of E-Safety are:

### Guided educational use

- Internet usage has huge benefits, but should always be planned and supervised at all times, when using both the desktop and mobile uses.
- Search engine sites "kidsclick" and "askclick" should only be used during these times.
- Any materials derived from the internet must comply with copyright law.

### Risk Assessment

- Individual usage by children should be limited to 10 minutes each.
- Staff to check sites before children access them.
- Access internet via the College Network to ensure that safety filters are fully in place.
- Manager to be informed if staff or children discover unsuitable sites and the safety event log needs to be completed and Sean McCormick needs to be informed, as he is the E-Safety Officer within the College.
- A flowchart and log is kept in the safeguarding folder in the nursery office.

- Children and staff are informed on what to do if they come across any material that they feel uncomfortable with, including closing computer lid or turning monitor off.

#### Responsibility

- E-Safety in the nursery depends on staff, parents, carers and visitors all taking responsibility for the safe use of all internet usage and mobile devices.
- It is the nursery's responsibility to ensure that the access to the internet is suitable and limited.
- All staff are responsible for having a strong password to access the College system, which should be changed when promoted.

#### Email

- The children will not have access to email at any time.
- Staff will always log into their College email using their secure password from the computers based in the nursery office or College.

#### Online communications and networking sites

- The nursery email address will be advertised on the website and all marketing documentation.
- The nursery does have a Facebook page, which links to the website, which is monitored and maintained by the College marketing team.
- Only photos of children with written permission will be used to show events and activities held at the nursery.
- All staff have the responsibility to protect their own online personal reputation and be aware of the impact on their professional roles and responsibilities, ensuring all communications with parents occur with clear, strong and concise professional boundaries in place, which are transparent and open to scrutiny.

#### Handling Complaints

- All complaints regarding this policy will be dealt with in line with the nursery complaints procedure policy.

#### Cameras

- Written permission for photographs will be completed by the parent on the admission form and will be checked and verified prior to any photographs or videos being published.

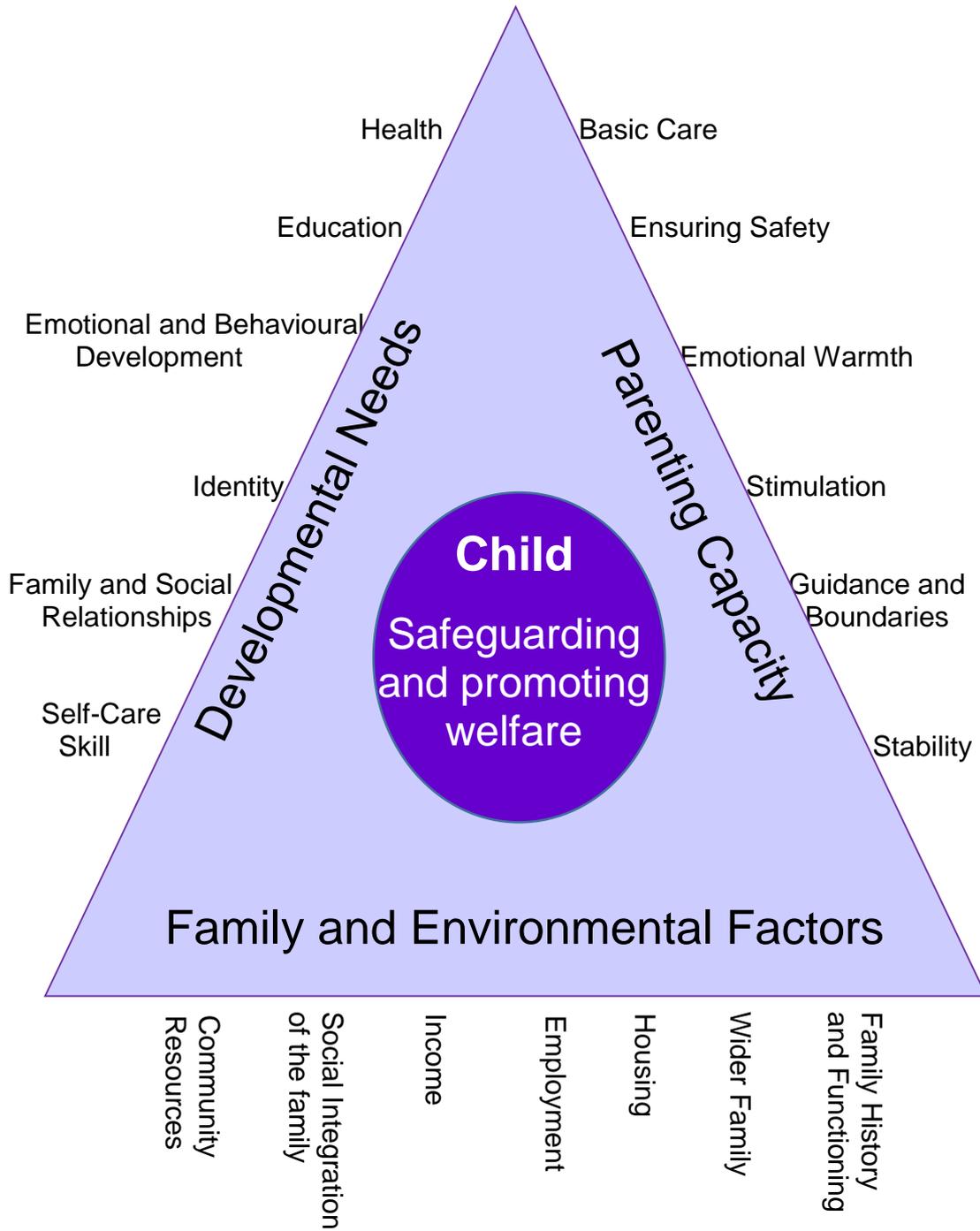
- Cameras purchased for use at the nursery will only be used inside the nursery or in the outdoor area.
- All photos of children, which are stored on the computer, will need to be deleted after use and emptied from the recycle bin.
- Photographs will not be stored on a memory stick, unless it has got an encrypted password.
- Photos of the children will be used for displays and observations and will remain within nursery premises.
- Photos taken by parents, that include other children, must not be uploaded to social networking sites.

#### Tablet and IConnect System

- Tablets that are purchased by the setting and deemed secure, are only to be used within the nursery.
- Restrictions will be placed upon individual tablets to ensure no access to Apps other than IConnect is available on a day to day basis.
- All children's, parents and staff details and photographs are protected under the IConnect and College Information Technology Conditions of Use Policy and comply with all required legislation.
- All photographs and videos, which have been taken for use in observations and assessments, as per the IConnect User Guidelines, will only be used for this sole purpose and will be deleted from the devices within 48 hours.
- The Manager, Deputy Manager and Room Leaders will monitor each tablet on a weekly basis to ensure that all tablets are being used for the purpose they are intended.
- Misuse of the tablet will result in adherence to College policy and procedures.

The Appointed E-Safety Co-ordinator in the Nursery is: Lynne Tomlinson

The Appointed E-Safety Co-ordinator in the College is: Sean McCormick



**Kent County Council**  
**Children Families & Education**  
**Children's Safeguards Unit**

What happens if an allegation of abuse is made against a member of Bright Beginnings

Unfortunately, child abuse does occasionally take place in day care settings, so we have introduced this separate policy to remind staff of the measures that can be taken to reduce the risk of any allegations being made against them or another member of staff. It also contains the procedure, which will be undertaken if an allegation is made against a member of staff. This complies with both Ofsted and Children's Social Services.

How we can protect ourselves?

- If a child sustains an injury whilst in our care, we will record it in the accident book as soon as possible. When the child is collected, we will inform whoever picks the child up about the injury and ensure that they also sign the accident book.
- If a child arrives with an injury sustained elsewhere, we will ask for an explanation and, again, record this in the accident book and ask whoever has brought in the child to sign the record.
- We will ensure that all staff undertake regular child protection training.
- We will ensure that all parents understand our role and responsibility in child protection. Within the nursery, this will be to parents in writing and, within the prospectus, before the child begins to attend Bright Beginnings.
- Our behavioural management policy states that no physical sanctions will be used and we will ensure that everyone complies with it.
- We will try to avoid situations where an adult is left alone in a room with a child. If this does occur, we will make sure that the door is left open and there are other people around.
- We will avoid engaging in rough physical play with children, as this may be misconstrued and could cause accidental injury to a child.
- We will avoid doing things of a personal nature for children, which they are capable of doing for themselves.
- We will take up references, including one from the candidate's last employer, and will always question any gaps in employment history.
- We will encourage an open door ethos, to enable staff to talk to senior managers if they have concerns about the conduct of any of their colleagues.

### **What happens if an allegation of abuse is made against a member of staff in the Nursery?**

- If anyone makes an allegation of abuse against a member of our staff, the Director of Business and Commercial Services will be informed immediately and will contact:

Claire Ray, Area Children's Officer (Early Years) on 01732 525 381.  
Helen Winigate on 0300 042 445.

They will assess whether the allegation reaches the threshold for referral to Police/Children's Social Services and advise accordingly regarding further action to be taken in respect of the child and the member of staff.

- The Director of Business and Commercial Services will complete the attached form for recording allegations or complaints made against staff.
- The Director of Business and Commercial Services will not discuss the allegation with the member of staff concerned, unless advised to do so by Children's Social Services.
- All staff need to be aware that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt, consult!
- If Children's Social Services and/or the Police decide to carry out an investigation, it may be possible that we will be advised to suspend the member of staff, whilst enquiries are carried out. North Kent College could also invoke their disciplinary procedure.
- We will not carry out an investigation ourselves, unless Children's Social Services and the Police decide it is not appropriate for them to do so. We understand that Ofsted may wish to undertake further investigations.

Always remember: the welfare of the child is paramount.

**Guidance for managers completing Checklist for handling and recording allegations or complaints of abuse made against a member of staff regarding a child/children in their care.**

1. Record the name and position of member of staff against whom the allegation or complaint has been made.
2. Verbal complaints should be backed up in writing by the complainant, if appropriate; it is recognised, however, that some complaints may require immediate action, that does not allow time for this to happen.
3. It is important to identify who made the complaint and whether it was received first hand or is a concern that is passed on from somebody else. If the latter applies, it is better that you seek out the information first hand. If a parent, carer or a member of staff at Bright Beginnings makes a complaint against you, it must be passed immediately to your line manager.
4. Record the full name, age and date of birth of the child.
5. The address recorded should be the address at which the child lives with the main carer.
6. If there are one or more alleged incidents, be specific as possible about dates, when they were alleged to have happened.
7. Check the attendance register/diary of work to see if the child was present/seen on that day and the shift patterns of the staff member involved, to see if they were working at that time. This will confirm the likelihood of the incident having taken place.
8. If you have received the complaint in writing, attach it to the checklist. You can then summarise it on the form.
9. Any other information should be factual. It will be helpful if you can confirm things such as the level of contact that the staff member has with the child and any other minor concerns that may have been raised previously. **Do not attempt to investigate the complaint yourself.**
10. Remember that if an allegation of abuse is made against a member of our staff you must inform the Director of Business and Commercial Services, who will contact the Children's Safeguards Unit for further advice.
11. **Ofsted must be informed** if an allegation is made against a member of our staff, even if the Children's Safeguards Unit decides no further action is required. Ofsted may conduct their own investigation to ensure that registration requirements are being met.
12. Make a note of any actions the Children's Safeguards Unit or Ofsted advise you to take and the date or times at which you implemented them.
13. If the allegation is against the Nursery Manager, then you should speak to the Director of Business and Commercial Services, who will follow the procedures above.

Revised: Sept 2015.

Checklist for handling and recording allegations or complaints of abuse made against a member of staff regarding a child/children in their care

1. Name and position of staff who is the subject of allegations/complaint:  
\_\_\_\_\_
2. Is the complaint:                      Written or verbal? (delete as necessary).
3. Complaint made by: \_\_\_\_\_  
Relationship to child:                      \_\_\_\_\_
4. Name of child:                              \_\_\_\_\_  
Age and date of birth:                      \_\_\_\_\_
5. Parents/carers name(s) and address  
\_\_\_\_\_  
\_\_\_\_\_
6. Date of alleged incident/s  
\_\_\_\_\_
7. Did the child attend on this/these date/s:  
\_\_\_\_\_
8. Nature of complaint (if received in writing see guidance)  
\_\_\_\_\_  
\_\_\_\_\_
9. Other relevant information (continue on a separate sheet if needed):  
\_\_\_\_\_  
\_\_\_\_\_
10. Social Services (contacted?)  
\_\_\_\_\_
11. Ofsted contacted at (date and time)  
\_\_\_\_\_
12. Further actions advised by Social Services Department and Ofsted  
\_\_\_\_\_

Your name and position \_\_\_\_\_

Signature \_\_\_\_\_ Today's date and time \_\_\_\_\_

## **7. Health and Safety**

All reasonably practical steps will be taken to ensure the health, safety and welfare of all persons using the Nursery/Out of School.

A safe and healthy environment will be maintained throughout and safe working procedures will be maintained by both staff and children.

Articles and substances will be labelled clearly, moved, stored and used safely and for the purpose intended.

Staff will be given adequate information, training and supervision to ensure that they avoid hazards and contribute positively to their own and others health and safety at work.

## **Staff Health and Safety**

1. No smoking on the Nursery, it is a smoke free environment and smoking is only allowed in on College premises in designated zones.
2. No hot drinks in any room occupied by child/children.
3. No inappropriate nails or jewellery to be worn. One pair of stud earrings and a wedding ring are acceptable.
4. Dress code: black trousers and shoes with the Bright Beginnings t-shirt.
5. No running inside the premises.
6. Children should be encouraged to play outside in a safe environment.
7. Protective clothing should be worn when serving food.
8. Never leave scissors or potentially dangerous objects lying within reach of children.
9. All nuts, including peanuts, are not allowed in the childcare facility.
10. Only NVQ Level 3 or equivalent qualified members of staff to administer medicines and complete relevant paperwork.
11. No trainee student will be left unsupervised at any time and children must be supervised at all times.
12. Under no circumstances may a member of staff take a child from the Nursery/Out of School, unless written consent has been obtained from the parent/carer of the named child.
13. Safety and security checks both indoors and out are made every day.
14. All accidents/incidents must be recorded on the appropriate report form/incident slip.
15. A trained first aider will be on duty at all times and a fully stocked first aid box is available.
16. All staff must be aware of the accident and emergency procedure.
17. Regular safety monitoring will include the checking of accident forms/incident slips.
18. If a child is to be collected by someone other than the parent or carer, a letter or phone call of authorisation must be produced and a password given.
19. Equipment will be checked regularly and dangerous items repaired or discarded. Large equipment will be erected with care.

20. Fire drills will be held regularly in accordance with the college and all staff made aware of the procedures. Fire doors must never be obstructed and extinguishers will be checked annually.
21. A register of both adults and children is completed as people arrive, and amended when they leave, so that a record of all those present is available in the event of an emergency.
22. Activities such as, cooking, woodwork and energetic play will receive close supervision at all times.
23. Children resting will be checked regularly.
24. Whenever children are on the premises, at least two adults must be present.
25. Risk Assessments carried out in appropriate areas
26. All Staff are to adhere to the nappy changing procedures that are to be found on the wall of the Nappy Changing Room. All guidance is given to staff during induction to Nursery.

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## **Visitors**

Visitors must be identified at the door of the nursery by a staff member. If they are not able to identify the person satisfactorily the staff member will ask the visitor to wait outside until they have been verified by the Manager.

No visitor will be allowed to use their mobile phone whilst on the premises.

All visitors will sign in the "Visitors' Book" which has the following statement displayed:

"Visitors are asked to adhere to all Bright Beginnings policies and procedures whilst in the Nursery. If Visitors are unsure of anything then they are to ask a member of the Nursery/Out of School Staff."

Visitors will be escorted at all times until they are handed over to the appropriate person in the Nursery/Out of School.

Visitors must sign out when they finish their business and are to be escorted to the front door of the Nursery/Out of School.

All visitors will be required to comply with the nursery policies and practises and any acceptable behaviour will be actively challenged.

## Hygiene

To prevent the spread of infection, adults in the Nursery/Out of School will ensure that the following good practices are observed.

### Personal Hygiene

- Hands must be washed after using the toilet and before eating or preparing food.
- Tissues will be available and all children will be encouraged to use them when necessary; soiled tissues will be disposed of hygienically.
- Children will be encouraged to shield their mouths when coughing etc.
- Paper towels will be used and disposed of hygienically.
- Hygiene rules relating to bodily fluids will be followed (see accident procedures) any affected surfaces will be cleaned and disinfected.
- Aprons and gloves to be worn and procedures adhered to when changing nappies or soiled clothes
- Tabards to be worn at meal times, with tabards available for serving food only.

## **Food Preparation**

1. A cook will be employed specifically for the preparation of the main meal.
2. Nursery staff will be responsible for the preparation of breakfasts and teas.
3. All Nursery staff must wash their hands before preparing food. Also during and after if handling different types of food.
4. Children must be excluded from the kitchen when meals are being prepared.
5. Cleaning materials and potentially dangerous kitchen utensils must be stored safely out of the reach of children.
6. Waste must be disposed of in a careful and appropriate manner.
7. All food should be covered and refrigerated where necessary.
8. Floors should be kept clean and spills mopped up immediately.
9. Cuts and sores on hands and fingers should be covered with a blue plaster.
10. No inappropriate jewellery to be worn. Stud earrings and a wedding ring is acceptable.
11. Protective clothing to be worn when serving food.
12. Wash fresh fruit and vegetables thoroughly before use.
13. Ensure all long hair is tied back securely.
14. Ensure that the correct chopping board is used.
15. The dietary needs of the children should be taken into account when planning menus and also their likes and dislikes.
16. All surfaces are to be kept clean and clutter free and wiped down with the specific cloths.
17. All dates on food should be checked regularly and food which is out of date thrown away.
18. All milk bottles are to be washed and placed in the crate outside.

## Food Management Procedures

8. Meal times should be happy, social occasions for both children and staff.
9. Individual dietary requirements will be respected.
10. If a child does not finish his/her first course a small helping of dessert will be given.
11. Cultural differences in eating habits will be respected.
12. Children will be encouraged to wait before starting their meal until all the children have been served.
13. Conversation will be encouraged, but not shouting and children will be encouraged to behave politely and sit still. Staff will set a good example by eating the same food as the children.
14. Children who are slow eaters will be given time and not rushed. Any child showing signs of distress will have the food removed with no fuss. Quantities given will take into account the ages of the child.
15. Menus will be displayed for the parents/carers to see and details of what the children have eaten during the day will be available to see on the Parent Zone.

<b>A Unique Child</b>	<b>Positive Relationships</b>	<b>Enabling Environments</b>	<b>Learning and Development</b>
1.3 Keeping safe 1.4 Health and well-being	2.1 Respecting each other 2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.4 The wider context	4.4 Personal, social and emotional development

### **Kitchen Reminder List**

Please ensure that the cleaning rota is adhered to for daily, weekly and monthly cleaning.

Also the temperature check is carried out daily & recorded correctly.

SFBB needs to be completed

All documentation as stated in "Safer Food, Better Business" from "Food Standards Agency" as recommended by the local authority

## Children Becoming Sick during Nursery Time

1. If a child has two or more bouts of diarrhoea and sickness during their time at Bright Beginnings the parent/carer will be informed as soon as possible. The child will be comforted appropriately.
2. The child may not return to Bright Beginnings for at least 48 hours after the last bout of vomiting or diarrhoea.
3. If antibiotics are prescribed by a Doctor, the child must have taken them at home for the first 24 hours before coming back to Bright Beginnings.
4. If a child presents with a high temperature or a rash, parents/carers are notified in order for them to seek medical attention.
5. We will endeavour to ask parents/carers for the Doctors diagnosis and guidance on the recommended incubation period which will be adhered to.

## Giving of Medication

1. Staff must not administer unprescribed medicines unless attending the baby units and for the purpose of teething or at the Manager's discretion.
2. Medication/antibiotics will only be given to a child if the child has taken them for a minimum of 24 hours at home before returning to Bright Beginnings, if appropriate.
3. Children on medication for controlling conditions such as epilepsy or diabetes may only be given medication with the written consent of the parent/carer and this medication can only be administered by a NVQ Level 3 or equivalent member of staff. Staff will be trained to the same level that parents/carers receive.
4. Health Care Plans will be completed with parents and reviewed on a regular basis for all child who may have ongoing health concerns or required in line with doctors and specialists
5. Nursery/Out of School staff must ensure that a witness is present when administering medication and that the dosage and time of application is recorded immediately. Both members of staff must sign the relevant form with all entries countersigned by parent/carer at the end of each day.

Medication must be kept in a locked cupboard or fridge.

6. The medication must be clearly labelled with the child's name, dosage and instructions.

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1.2 Inclusive practice 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child	

## **Warm Weather**

During spells of warm weather we will require a child to have sun cream applied 20 minutes prior to going into the garden. Sun hats to be worn at all times.

Sun cream needs to be of Factor 15 or above and have suitable UVB protection. Both the sun cream and sun hats are to be provided by parents/carers and clearly labelled with their child's name.

Children are not to be taken out into the garden between the hours of 11am and 3pm due to the sun's rays being at their highest strength.

If children do not have the correct sun protection then they will need to be kept in the shade, occupied by suitable activities, or inside the building with a member of staff.

## **Cold Weather**

During spells of cold weather we will require a child to have the appropriate outdoor clothing and footwear to allow them to play outside during the day at Bright Beginnings.

Appropriate clothing should consist of a coat, hat, gloves and scarf. Suitable footwear must also be provided which could include a pair of wellingtons or sturdy shoes.

## Accident Procedures

### Major Accident

Staff must wear protective clothing (disposable apron and gloves) at all times when dealing with body fluids.

If a major accident occurs the procedure is: -

1. The supervisor will assess the situation and follow the first aid procedures.
2. If the child needs to go straight to hospital an ambulance will be called. The parent/carer will be contacted and arrangements will be made to meet them at the hospital. A member of staff will accompany the child at all times but will not sign any consent forms for treatment to be carried out.
  - 2.1. If it is possible for the child to wait for their parent/carer then he/she will be made as comfortable as possible and a member of staff will stay with the child until the parent/carer arrives.

It will then be for the parent/carer to decide whether to go to the hospital or not.

3. The incident will be recorded in the accident book as well as on the IConnect system.
4. Ofsted will be informed if appropriate within 48 hours in line with the Early Years Foundation Stage Statutory Framework, using the Serious accidents, injuries and deaths that registered providers must notify to Ofsted and local protection agencies for guidance.

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## **Minor Accident**

If a minor accident occurs the procedure is as follows: -

At all times the staff must wear protective clothing (disposable gloves and aprons).

1. The injury is assessed and if necessary the Manager or Deputy is called.
2. The child is taken into a quiet area, if appropriate.
3. The injury is then treated.
4. The child is then resettled back into the Nursery/Out of School and observed.
5. The incident is recorded on to an accident form and a copy given to parents/carers.

### **Accident Book/Records**

- One sheet per child to be completed in the event of an accident.
- Accident books will back up the electronic version, if an error occurs as well, ensuring the parent is aware of any accident that may have occurred.
- An additional incident form to be given to the parent in the event of a head injury or if the child as inflicts an injury on another child.
- Out of nursery forms to be completed if a child attends nursery with a noticeable injury.

## Fire Drill Procedures

In the event of a fire or on hearing the fire alarm an adult must lead all the children in an orderly manner with the register to a safe place.

### Allocated area:

DARTFORD – Inside the entrance of Oakfield block and will be assisted by a member of security to cross the road safely.

GRAVESEND – all rooms to converge outside of H Block

The most senior Manager will check the premises, close all doors and proceed to the allocated area.

On arrival the Nursery Manager will check the register and count the numbers of children, staff and students.

Meanwhile another adult will dial 01322 629 777 (College Emergency Phone Number) and Security need to verify the fire and, only they, can summon the Fire Service.

### NOTE:

**Do not** attempt to extinguish the fire until all the children in your care are in a safe place or if the fire has reached such proportions as to endanger your life.

THE STAFF MUST ENSURE THE SAFETY OF THE CHILDREN AS THEIR FIRST PRIORITY.

Fire drills will be held regularly. The Nursery Manager will record in the register when a fire drill has been held.

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe		3.3 The learning environment 3.4 The wider context	

## Emergency Closure and Evacuation Procedures

Due to unforeseen circumstances, e.g.: **flooding, loss of power, heating, bad weather, fire, damage to building or staff sickness** an emergency closure or evacuation may be required and the following procedures must be followed. (This will link into the existing fire drill).

### Emergency Closure

1. Once a decision has been made by the Manager or Deputy, parent/carers will be contacted by the Manager/Deputy as soon as possible and informed of the impending closure, via 'Text Tool'. Notification will also be posted on the College Website.
2. Every effort by staff should be made to contact parents/carers before leaving home, therefore giving them the opportunity to make alternative arrangements.
3. If safe to do so, Manager/ Deputy will remain on the premises, so that they are available to answer any queries etc.

### Evacuation Procedures

1. If Bright Beginnings is unsafe, the Manager will find a safe and secure area/room to be used as a waiting/collection area for the children.
2. Children will be escorted by staff, led by the Deputy Manager, with the register to the chosen area/room in an orderly manner.
3. The Manager will check the Nursery building is empty, collect the children's admission forms and join the other staff members.
4. On arrival, the Manager will take the register and complete a head count.
5. The Manager will arrange collection of the children by contacting and informing parent/carers of the situation.
6. If a parent/carer cannot be contacted, the second emergency person provided by the parent/carer will be contacted.
7. The staff will supervise the children until collected by the relevant person.

## **Animals in the Nursery**

The children in Bright Beginnings learn about the natural world in various ways as part of the Early Years Foundation Stage curriculum. This may include contact with animals, either in the nursery or in organised outings.

If an agency comes to the nursery, i.e. Zoo Lab, the appropriate risk assessment will be undertaken.

When considering a pet for the nursery, the views of the parents and staff will be considered with a view to hygiene, safety and allergies.

Research will be carried out to ensure the correct housing, food and holiday care are arranged for the pet.

If the children can hold the pet, they will be taught how to handle it safely and will wash their hands afterwards.

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1.4 Health and well-being	2.1 Supporting learning	3.3 The learning environment	4.1 Play and exploration 4.4 knowledge and understanding of the world.

## **8. Staff Development and Training**

In-service training will be an essential part of the on-going work and development of the staff in order that they may develop their full potential to the benefit of the children in the Nursery/Out of School.

Staff will be expected to keep up to date with new developments in the field of childcare and education. Training and staff development needs will be identified and staff will be encouraged to avail themselves of staff development and training programmes from both internal and external sources.

These may occur out of hours or at weekends.

When booking through the College Staff Development, staff are to ensure the correct paperwork is completed.

## 8.1. Staffing and Employment

- 8.1.1. A high adult: child ratio is essential in providing good quality child care – these are:  
  
for under 2 year olds = 1:3;  
for 2 year olds = 1:4, and  
for 3-7 year olds = 1:6 or 8
- 8.1.2. At Bright Beginnings we follow the guidelines laid down by Ofsted as a minimum.
- 8.1.3. Staff meetings are held to discuss day to day issues with the nursery and for staff to receive updated training and information based on EYFS
- 8.1.4. Regular team meeting are held to provide: -
- 8.1.4.1. Opportunities for staff to plan topics and themes following the national curriculum and taking into account the early learning goals.
- 8.1.4.2. Discuss the children's' progress and any difficulties they may have.
- 8.1.4.3. To air their views and update policies.
- 8.1.5. Bright Beginnings operates an equal opportunities employment policy and will treat all applicants fairly. No applicant will be rejected on grounds of race, gender or disability.
- 8.1.6. All staff must hold relevant qualifications.
- 8.1.7. The key person system ensures each child and family has one particular staff member who takes a special interest in them in our full day care facilities.
- 8.1.8. Regular training is available to all staff members (please see Staff Development and Training).
- 8.1.9. Bright Beginnings supports the staff by means of regular monitoring and appraisals.
- 8.1.10. All staff are required to have relevant police Disclosure Barring Service (DBS) and health checks.
- 8.1.11. All staff are required to complete a disqualification by association declaration document.

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## 8.2. New Staff Induction Procedures

On their first day, new staff are given the following support and information to help them adapt to their new position and feel confident within the Nursery/Out of School.

- 8.2.1. A meeting with the Manager/Deputy who will use this opportunity to: -
  - 8.2.1.1. Explain operational procedures and policies.
  - 8.2.1.2. Identify the childcare facilities aims and objectives.
  - 8.2.1.3. Gather personal information.
  - 8.2.1.4. Explain shift patterns, lunch breaks, annual leave procedures and the reporting of sickness etc.
  - 8.2.1.5. Show relevant documentation.
  - 8.2.1.6. Discuss future training and staff development.
  
- 8.2.2. A tour of the individual crèche building which would include: -
  - 8.2.2.1. Introduction to existing staff identifying senior members and their roles within the team.
  - 8.2.2.2. Explanation of the childcare facilities routines, staff rota and key worker groups.
  - 8.2.2.3. Introduction to the children.
  
- 8.2.3. Completion of the form – first day induction for all staff and students to Bright Beginnings.
  
- 8.2.4. All new staff are encouraged to ask questions and will be invited to an Induction Day held within the College.

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1.3 Keeping safe	2.4 Key person	3.2 Supporting every child	

### 8.3. Student Placement

We are committed to providing high quality work experience for North West Kent College Students.

Students are welcomed into Bright Beginnings on the following conditions:

- 8.3.1. The welfare and development of the children will be paramount at all times.
- 8.3.2. Students will not be admitted in numbers which may hinder the essential work of the Nursery/Out of School and staff.
- 8.3.3. Students who are required to make child studies must obtain written permission from the parents/carers of the children who are being studied.
- 8.3.4. Any information gained by the students about the children, families or other adults in Bright Beginnings must remain confidential.
- 8.3.5. Students will not be part of the staff- children ratio but will have to hold a current DBS.
- 8.3.6. Completion of the form – first day induction for all staff and students to Bright Beginnings

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1.3 Keeping safe			

## 8.4. Confidentiality

Our work with children and their families will sometimes bring us into contact with confidential or sensitive information.

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

- 8.4.1. Access to the children's files will only be given to the parents/carers of that child, their key worker, the Nursery Manager or relevant child care professionals.
- 8.4.2. Sensitive data, as defined in the Data Protection Act (information relating to racial or ethnic origin, political opinions, religious or other beliefs, trade union membership, physical or mental health condition, sex life, criminal proceedings or convictions), will not be disclosed to third parties, or anyone other than the key worker, Nursery Manager or relevant child care professionals, except in the furtherance of Child Protection.
- 8.4.3. Staff will not discuss individual children, except for the purpose of the curriculum planning, group management and for the protection of the child.
- 8.4.4. Any anxieties/evidence relating to a child's personal safety will be kept in a confidential file and will not be shared within the group, except the child's key person, Nursery Manager or relevant child care professional.
- 8.4.5. Students on training placements will be advised of our confidentiality policy and be required to abide by it.
- 8.4.6. Information given by parent/carers will remain confidential unless it involves a child protection issue.
- 8.4.7. Please see attached – Privacy Notice – Data Protection Act 1998

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## **PRIVACY NOTICE for pupils in schools, early years settings, alternative provision and pupil referral units**

Privacy Notice – Data Protection Act 1998

We, at Bright Beginnings, are the Data Controller for purposes of the Data Protection Act. We collect information from you, and may receive information about you from your previous school. We hold this personal data and use it to:

- Support your teaching and learning;
- Monitor and report on your progress;
- Provide appropriate pastoral care; and
- Assess how well your school is doing.

This information includes your contact details, national curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information.

We will not give information about you to anyone outside the school without your consent, unless the law and our rules permit it.

We are required by law to pass some of your information to the Local Authority (LA), and the Department for Children, Schools and Families (DCSF).

If you want to see a copy of the information we hold and share about you, then please contact – Lynne Tomlinson, Nursery Manager.

If you require more information about how the LA and/or DCSF store and use this data, please go to the following websites:

<http://www.kent.gov.uk/council-and-democracy/about-the-council/contact-us/data-protection.htm> and

[http://www.teachernet.gov.uk\\_doc/13856/dcsf%20what%20we%20do%20with%20Children's%20data%20v4%20final.doc](http://www.teachernet.gov.uk_doc/13856/dcsf%20what%20we%20do%20with%20Children's%20data%20v4%20final.doc)

If you are unable to access these websites, please contact the LA or the DCSF as follows:

Access to Information  
Kent County Council  
Room 2.35  
Sessions House  
Maidstone  
Kent ME14 1XQ

or Public Communications Unit  
Department for Children, School & Families  
Sanctuary Buildings  
Great Smith Street  
London SW1P 3BT

Tel: 01622 696692

website: [www.dcsf.gov.uk](http://www.dcsf.gov.uk)  
email: [info@dcsf.gsi.gov.uk](mailto:info@dcsf.gsi.gov.uk)  
Tel: 0870 000 2288

## **8.5. Code of Conduct**

As an employee of Bright Beginnings, our aim is to protect all parties involved within the setting. The following policies will need to be adhered to when staff have contact with parents outside of the setting, whether it is babysitting, social events or contact through social network sites such as 'Facebook'.

- Safeguarding Children from harm
- Confidentiality
- Data protection
- Whistle blowing
- Allegations against staff

If any of the above policies are breached in any way then a full investigation will be undertaken and the appropriate necessary action will be taken.

## 8.6. “Whistle Blowing”

If a member of the staff of Bright Beginnings found out something that was not right, illegal or damaging to the well-being of the nursery name, children or staff, they should follow this policy:

Tell the Manager of the Nursery, or one of the Deputies, if appropriate.

If it is about the Management of the Nursery, then the staff member should tell the Director of Business and Commercial Services or Vice Principal Finance and Resources.

If the matter is still unresolved, or of such a serious matter, then the Vice Principal Finance and Resources will be informed and, together with the HR Manager, investigate the matter thoroughly with disciplinary procedures starting if appropriate.

Ofsted will be informed, if appropriate.

Ofsted have a whistle blowing hot line available for you to call:

0300 123 3155

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**9. Appendix - Forms that are used in the Nursery**

Bright Beginnings Admission form (four pages)

Time and Days attending Nursery

Childcare facility information – Bright Beginnings Care Plan

Child Protection

Children and Families Duty Team Contact numbers

Initial Referral & Assessment Form Guidance Notes

Initial Assessment & Referral form for Children in Need to Social Services (four pages)

Childcare

Incubation & exclusion periods of common infectious diseases (2 pages)

Medication Slip (2 pages)

Incident report

### Bright Beginnings Admission Form - About Your Child

Full Name	
Nickname	
Date of Birth	
Full address (Including postcode)	
Home telephone number	
Who has legal responsibility for the child?	
Who does the child live with?	
Nationality	
Language spoken at home	
Doctor's Name	
Doctor's Full Address (Including post code)	
Doctor's telephone number	
Health Visitor's name	
Health Visitor's full address	
Health Visitors telephone number	

Please circle if your child has been immunized against the following:

Diphtheria	Whooping Cough	Tetanus	Polio	Measles	Mumps
Rubella	Hib meningitis	Meningitis C			
<p>Does your child have any allergies or special dietary needs? If yes please give full details below.</p>					
<p>Is your child on any regular medicine? If yes could you list the name of the medicine, dosage and time it is to be administered at nursery.</p>					
<p>Does your child have any special cultural needs? If so could you give full details below.</p>					
<p>Does your child have any special comforters, likes or dislikes (including food) we may need to know about? If yes then please give full details below.</p>					

**Parent or main carer details:**

**First Contact Details**

Full Name	
Relationship to child	
Full Address including post code	
Telephone Number	
Work Number	
Mobile Number	
Email address	

**Emergency Contact Details**

Full Name	
Relationship to child	
Full Address including post code	
Telephone Number	
Work Number	
Mobile Number	
Email address	

**Other carers of the child, or people who may pick your child up from Bright Beginnings.**

Name of Carer	Relationship to child	Contact telephone	Collection password

Please note we will only allow people named above to collect your child from nursery/Out of School, if circumstances change then please let us know.

**General Information**

	Parent or Carers' Signature
In the event of emergency, I hereby authorize the nursery/Out of School to arrange for my child to receive medical treatment.	
I give my permission for photographs, observations and assessments to be made as a way of recording my child's achievements. I understand the records will remain confidential and will be made available for me to look at when requested.	
I have read and understood the following policies: Medicine policy; Accidents and Incidents; Behaviour Management; Collection and Non-Collection of children; Child protection; Our complaints policy; and Exclusion policy.  I understand that there is a full and comprehensive policies and procedures folder outside the office for me to read.	

**Times and days attending nursery.**

I wish my child/children to start at Bright Beginnings on:

---

At the following days and times:

Monday	Tuesday	Wednesday	Thursday	Friday

If any of the above information changes then please inform a member of management, this will ensure that we provide effectively for their care and meet their individual needs.

**Parents/Carers Signature:** \_\_\_\_\_

Date: \_\_\_\_\_

**Childcare Facility Information**

**Bright Beginnings. Care Plan**

Sleep patterns and how they like to go to sleep	Special Dietary Needs:  Action Plan Needed:      Yes/No
Times and days attending:	Type of milk:  Boiled or tap water
Comforters:  When would you like them to be given?	Any other relevant information:

This care plan will be reviewed and updated every three months by you key worker and when your child changes rooms

Signed \_\_\_\_\_

Parent/Guardian

Date \_\_\_\_\_

## **Children and Families Duty Team Contact Numbers**

### **Mid Kent:**

Ashford Local Office	0845 330 2967
Maidstone Local Office	01622 691 640
Shepway Local Office, Folkestone	01303 253 476

### **West Kent:**

Joynes House, Gravesend	01474 328 664
Dartford Local Office	01322 277 744
Croft House, Tonbridge	01732 362 442
Montague House Tunbridge Wells	01892 515 045
The Willows, Swanley	01322 611 000

### **East Kent:**

St Peters House, Broadstairs	01853 860 000
Canterbury Local Office	01227 598 500
Dover Local Office	01304 204 915
Swale Local Office, Sittingbourne	01795 473 333

## Initial Referral and Assessment Form - Guidance Notes

This form is to be used by all agencies and individuals when referring a child to Social Services

The more information received by Social Services at the first point of contact, the more likely it is that appropriate services will be delivered at the earliest opportunity to help children and families in the best interests of the child.

If the form is fully completed and also contains some analysis of both the problems and needs of the child/ren, it will be accepted as part of Social Services initial assessment of the child.

- 1. Child Protection referrals** – if there are concerns that a child may be suffering significant harm, the information must be telephoned directly to Social Services County Duty Service. The Initial Referral Form must then be completed and forwarded to County Duty Service within two working days. If a Child Protection referral results from a professional consultation with a Children and Families Team, the Team will act on the information presented to them, but an IA Form must be sent to County Duty Service in the usual way within two working days.
- 2. Children in Need referrals** – referrals of children with high levels of need should be forwarded to County Duty Service without prior telephone discussion with County Duty Service or Children and Families Teams, unless a professional consultation is considered necessary.
- 3. Consent and Confidentiality** – the parent/legal guardian should sign Section 11. In normal circumstances, a referral will not be accepted without parental consent.
- 4. Dispensing with consent** – if the referral is related to child protection and it is thought that informing the parents may jeopardise the safety of the child, it may not be possible or appropriate to seek parents' consent for the referral. If this is the case please indicate the reason for not having sought the parent's signature. If consent to the referral had been sought and refused, please record this fact and the objections to the referral if they are known.
- 5. Sufficient information** – every effort must be made to complete the form as fully as possible as this will make it easier to make decisions about the eligibility and urgency of the referral. In particular, the form should contain as much information as possible about the child being referred. Information about family members gathered during interview or known by the referrer should also be included.
- 6. Reports** – any additional detailed reports should be attached to the form. If reports are attached please ensure that the consent of the author has been obtained.
- 7. Legal proceedings** – those completing the form should be aware that the contents of the form may be used to inform legal proceedings should these follow.
- 8. Observation of the child** – when completing the form it is important to record your observations of the child. If you have specific expertise in a given area this should be clearly stated.
- 9. Third parties** – information about third parties should only be included if it is directly relevant to the referral and there is consent.
- 10. Parents' and child's views** – may be included if they are volunteered but care must be taken not to interview either parents or children about the substance of any concerns where it is possible that a criminal offence may have been committed.

December 2004

## Initial Assessment and Referral Form for Children in Need to Social Services

This form is to be used by all agencies and individuals when referring a child to Social Services. The information given will be accepted as part of Social Services initial assessment of the child under the DOH Assessment framework Procedures.

The more information received by Social Services at the first point of contact, the more likely it is that appropriate services will be delivered at the earliest opportunity to help children and families in the best interests of the child.

1. Please ensure that Sections 1, 2 and 3 are fully completed (if known). This is essential in enabling us to respond appropriately to the child/ren's needs.

<b>Child's First Name/s</b>		<b>Child's Surname</b>							
<b>Any alternative name</b>									
<b>Date of Birth</b>	<b>Gender</b>	<b>( M / F )</b>	<b>Religion</b>						
<b>First Language</b>									
<b>Name of Parents/Carers:</b>									
<b>Home Address</b>		<b>Any other relevant addresses</b>							
<b>Post Code</b>		<b>Post Code</b>							
<b>Telephone Number/s</b>									
<b>Ethnic Origin [ Please x one box only ]</b>									
<b>White</b>		<b>Mixed</b>		<b>Asian or British Asian</b>		<b>Black or Black British</b>		<b>Other Ethnic Groups</b>	
White British	<input type="checkbox"/>	White & Black Caribbean	<input type="checkbox"/>	Indian	<input type="checkbox"/>	Caribbean	<input type="checkbox"/>	Chinese	<input type="checkbox"/>
White Irish	<input type="checkbox"/>	White & Black African	<input type="checkbox"/>	Pakistani	<input type="checkbox"/>	African	<input type="checkbox"/>	Other Ethnic	<input type="checkbox"/>
White Other	<input type="checkbox"/>	White & Asian	<input type="checkbox"/>	Bangladeshi	<input type="checkbox"/>	Black Other	<input type="checkbox"/>		
		Mixed Other	<input type="checkbox"/>	Asian Other	<input type="checkbox"/>				

### Other Significant Family Members / Adults

Name	Relationship	Date of Birth	Contact Details

**2. Contact Information:**

[Please add others you think may be relevant]

	<b>Name</b>	<b>Address</b>	<b>Telephone</b>
<b>GP</b>			
<b>Health Visitor</b>			
<b>School</b>			
<b>School Nurse</b>			

**3. Reason for Referral and any comments on what the family needs from Social services:**

[Please specify current concerns and state how long you have known the child and in what capacity, i.e. as parent, teacher, doctor, etc. For professional workers: if you wish to include letters/reports, chronologies, body maps or centile charts please attach a further page.]

**4. Relevant information (if known) regarding the Child:**

[Including development, health, behaviour, social skills, schooling/special educational needs, other special needs, strengths and weaknesses, any other information.]

**5. Relevant information (if known) regarding the Parents and the wider Family:**

*[Including relationships, friendships, behaviour, emotional support, stability, safety, health and other issues.]*

**6. Relevant information (if known) regarding Environmental factors:**

[Including housing, who is working in the household, financial situation, community and social involvement?]

**7. Any other relevant information:** [Including previous referrals.]

**8. Other Agencies involved:**

[Please specify if known.]

**9. Parent's or Child's views:**

[See Guidance Notes before completion.]

**10. Is there a perceived risk of violence or other matters that could place those making contact with this family in danger (such as an unsafe neighbourhood, persons of a violent nature, an untethered dog, etc.)?**

**YES / NO**

**11. Consent:** [See Guidance Notes before completion.]

**I agree to the information in this referral being passed to Social Services.**

**Name of Parent/Legal Guardian**

[Please Print]

.....

**Signature of Parent/Legal Guardian**

.....

**Date**

.....

**Consent not sought because:-**

to do so may place the child or an associated person at risk of significant harm.

to do so may compromise evidence or an investigation.

to do so may hinder the prevention or detection of a crime.

this is an urgent referral and it is not possible/appropriate to seek consent.

**12. Referrer:**

**Name and Status**

.....

**Contact Details**

.....

**Signature**

.....

**Date**

.....

### Incubation and Exclusion Periods of Common Infectious Diseases

<b>Disease</b>	<b>Signs and Symptoms</b>	<b>Usual Incubation Period (Days)</b>	<b>Interval between onset of illness and appearance of rash (Days)</b>	<b>Minimum of Exclusion provided child appears well</b>
<b>Chicken Pox</b>	Slight fever, irritating rash	10 - 21	0-2	Seven days from appearance of rash: all the scabs have dried up
<b>Diarrhoea and Vomiting</b>		1-7	-	Until 48 hours after cessation of diarrhoea/ vomiting
<b>Food Poisoning</b>	Vomiting, diarrhoea, abdominal pain	0 - 2	-	Until declared fit
<b>German Measles</b>	Slight cold, sore throat, slight fever, enlarged glands behind ears, pains in small joints	14 - 21	0 - 2	Six days from onset of rash
<b>Measles</b>	Misery, high temperature, heavy cold with discharging nose and eyes, <u>later</u> , harsh cough, conjunctivitis	7 - 21	3 - 5	Four days from onset of rash
<b>Meningitis</b>	Headache, fever, vomiting, neck stiffness, joint pains, drowsiness or confusion, dislike of bright lights, rash of red purple spots	2 - 10	-	Until clinical recovery and bacteriological examination is clear
<b>Mumps</b>	Fever, headache, swelling of jaw in front of ears, difficulty opening mouth	12 - 28		Five days from onset of swelling
<b>Scarlet Fever</b>	Sudden onset of fever, sore throat, vomiting, "strawberry" tongue, flushed cheeks, pallor around mouth	2 – 5	1 - 2	24 hours after commencing antibiotics
<b>Whooping Cough</b>	Acute respiratory catarrh, paroxysms of coughing	5 - 14	-	Five days after antibiotic treatment or 21 days if not given antibiotics
<b>Hand/Foot Mouth Disease</b>	Small blister in these areas – very contagious	7 – 10 days to end of attack	-	None- at managers discretion

### Exclusion Periods of the Common Infections

<b>Disease</b>	<b>Signs and Symptoms</b>	<b>Minimum Period of Exclusion</b>
<b>Impetigo</b>	Yellow, oozing sores with scab on top; itching; usually around nose and mouth	Until spots have healed and 48 hours after antibiotics given.
<b>Pediculosis (Head Lice)</b>	Head scratching; presence of nits (eggs) – white specks which are stuck to hair, presence of lice – small insects which move along hair	None
<b>Verrucae (Plantar Warts)</b>	Small solid growths on feet	Exclusion from barefoot activities until certified free from infection
<b>Ringworm of Scalp or Body</b>	Circular red, raised area with white scaly centre; itching; if on scalp hair breaks off	Until adequate treatment instituted,
<b>Threadworm</b>	Presence of threadworms in stool (white cotton-like pieces; sore anus; itchy bottom; sleeplessness; lack of appetite	Until adequate treatment instituted
<b>Scabies</b>	Burrows visible as red raised spots especially between fingers; intense irritation, sleeplessness	Until adequate treatment instituted
<b>Conjunctivitis</b>	Red swollen eyes, yellow discharge from eyes, very itchy	24 Hours with treatment
<b>Slap Cheek</b>	Red marks across cheeks	None, but vulnerable children and pregnant people need to be warned of a case of slap cheek

CALPOL – will not be given to a child unless it has been prescribed by a GP. The manager will make an informed judgement if CALPOL is to be given to a child, to prevent further distress and discomfort. Babies under two will only be given one dose of CALPOL for teething in any 24 hour period.

**Advice must be sought at all times from a General Practitioner or Health Visitor especially where there is any doubt**

**Medication Slip**

Date: .....

Child's Name: .....

Parent / Carer's Name: .....

Name of Medication: .....

Dosage and times of application: .....

I, the parent / carer of the child named above, give my permission for the medication named above, to be administered by the childcare facility staff at the stated times. The medication was prescribed by the child's G.P. and is labelled with the child's named and dosage instruction.

Signed: ..... Parent / Carer

Please repeat on the following dates: .....  
\_\_\_\_\_

Application Details.  
To be completed by childcare facility staff at time of application.

Date: ..... First Dose Second Dose

Administered by: .....

Time: .....

Dosage: .....

Signed .....

(Print Name) .....

Witnessed by: .....

(Print Name) .....

Parent/Carer Signature: \_\_\_\_\_

*Please attach to the relevant Medication Slip.*



**Bright Beginnings Nursery**  
**Accident / Incident Report for Parents**

Child's Name:		
Date:	Time:	
Was parent Informed of Accident/ Injury	YES	NO
If Yes: When and How		
How the Accident/ Injury Occurred?		
The location where the Accident/Injury Occurred?		
Nature of Injury		
Action Taken		
..... Staff Signature:	..... Date:	
..... Manager's Signature:	..... Date:	

**Incident Record**

<b>Date:</b>						
<b>Time:</b>						
<b>Nature of Incident:</b>						
<b>Form Completed:</b>						
<b>Form given to parent:</b>						
<b>Completed by:</b>						
<b>Witnessed by:</b>						

**Accident Record**

Child's Name: \_\_\_\_\_

Accident recording code: \_\_\_\_\_

Date:						
Time:						
Location of accident:						
How accident occurred:						
Nature of injury:						
Treatment Given:						
Equipment involved if any:						
Medical aid required:	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
Name of Witness:						
Person dealing with accident:						
Supervisors signature:						
Incident Slip completed:	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
Parent/carer signature:						

**Safeguarding Record Front Sheet**

Child's Name:		Date of Birth	
Any other name by which child is known;			
Home Address:		Current address (if different)	
Telephone Number:			
Family Members	Relation to child	Address	Who has parental responsibility?
Date file started:			
Contact details of other professional			
Name:	Agency	Contact Details	

**Incident or Event Sheet in date order**

Date of Birth:	Child's Name:	
Date:	Incident/Event	Signature
Action Taken If Any:		
Signature:		
Action taken (if any):		
Signature:		

**Incident or Event Sheet in date order**

Date of Birth:	Child's Name:	
Date:	Incident/Event	Signature
Action Taken If Any:		
Signature:		
Action taken If Any:		
Signature:		

Child's Name:		Date of Birth:
Date	Phone Contact: Who Contacted Who	Nature of Call:

Other information which needs to be included within this profile:

Letters and Faxes

Body Maps

Referral Forms

CAF Forms