

# Treehouse Nursery

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# AIMS AND OBJECTIVES

The following aims and objectives apply to the Centre.

- 1 To provide a safe and secure environment where children can grow in confidence.
- 2 To provide continuity of care for children ages 2 - 5 years.
- 3 To encourage self-reliance and independence.
- 4 To value children as individuals
- 5 To promote confidence and positive self-esteem.
- 6 To foster an understanding and respect for the rights and feelings of others.
- 7 To develop and further social skills including moral understanding.
- 8 To broaden the children's multi-cultural awareness and education.
- 9 To ensure the equal opportunities policy is adhered to at all times.
- 10 To continue to work in partnership with Norwich Children's Charitable Trust.
- 11 To continue to work with other agencies, i.e. Schools, Children's Centres, Early Years Inclusion Team, Family Support Workers, Health Visitors, Educational Psychologists and Speech Therapists, to increase knowledge and awareness.
- 12 To offer advice and support for families.
- 13 To provide a positive and well-ordered learning environment where each child can reach his/her full potential.
- 14 To provide challenging and stimulating opportunities for children's learning.
- 15 To work in partnership with parents/carers in promoting children's learning.
- 16 To develop skills of concentration and application.
- 17 To encourage decision making skills.

# EQUAL OPPORTUNITIES

## **POLICY**

Staff aim to acknowledge and value each child's individual stage, ability, culture, religion, language and family group. They recognise that parents are children's first educators and welcome their involvement in the setting to ensure that the child's home-based learning and the learning opportunities offered in the Centre extend and reinforce each other.

Staff actively seek to combat sexism and promote equal opportunities for all genders. Staff promote equality of opportunity for children with special needs and their families.

## **PROCEDURES**

Information, written and spoken, will be clearly communicated in as many languages as necessary. Bi-lingual children and adults are valued, and their languages and skills will be recognised and respected in the setting.

The medical, cultural and dietary needs of children, families and adults working in the setting will be met.

The curriculum and programme of activities are planned to extend the children's experience and knowledge of other cultures, languages and celebrations. Children are encouraged to explore in a positive way, the differences and diversity of people by ensuring accurate representations i.e. Dolls, Puppets, Books and Posters.

The Nursery has dual language story books and key word sheets for several languages.

Discriminatory behaviour or remarks are unacceptable and will be challenged. Sensitivity is demonstrated towards the feelings of the victim and those responsible helped to understand and overcome their prejudices.

Adults and children with disabilities take part in activities at the centre where it is safe and reasonable to do so.

Fees are kept low as possible to enable access to lower income families. Working Families Tax Credit information is made available to parents/carers. Places are offered to funded two, three and four year olds. Parent/carers are not expected to pay for any additional childcare if they do not require this. The centre offers the 30-hour extended entitlement for three and four year olds.

The SENCO (Special Educational Needs Coordinator) for the setting is Sally Avery. The centre actively supports inclusion and offers a number of places to children with additional needs.

# POLICY ON MANAGING CHILDREN'S BEHAVIOUR

Physical punishments (i.e. smacking, slapping or shaking) are never administered at Treehouse. There are no circumstances in which we, or indeed the law, accept that such a punishment is justifiable.

Staff are trained in Step On techniques which include positive redirection of children and early intervention to prevent confrontation. There are, however, times when sanctions have to be applied when a child is behaving in an inappropriate or unsafe manner. The nature and extent of these sanctions would depend on the age and level of understanding of the child in question and the nature of the behaviour. Examples of inappropriate behaviour include:

*Physical aggression towards another child or adult*  
*Emotional intimidation of another*  
*Swearing or spitting*  
*Willful damage to equipment or property*  
*Non-compliance with the code of conduct of the Centre*

There is a definite code of conduct within the Centre and clear but reasonable boundaries are presented to the children at all times.

When such a situation has arisen, the matter would be discussed with a parent/carer. Where a child's behaviour persistently presents with a problem to the child, other children or the staff, there would be direct liaison with the parent/carer with the aim of resolving the difficulties together.

## Nursery School Children

A child in the Nursery School would have the inappropriateness of the behaviour explained to them. This would be backed up with an explanation of why the behaviour was considered unacceptable. If the behaviour continued, this explanation would be repeated, reminding the child that they would not be allowed to continue to participate in whatever activity they were at present engaged and that they would be asked to leave these while the other children continued to play.

A child who is asked to "take time out" from an activity is always encouraged to think about the actions which have led to this sanction and with a Nursery child the period of time for which a child is expected to sit quietly and be denied access to activities rarely exceeds two minutes.

The period of time is directly related to the extent of the behaviour and the developmental age of the child. At the end of this period the child would be encouraged to apologise to any relevant parties (e.g. injured child) and be expected to continue to behave in an appropriate manner.

The reasons behind such a policy are:

- a) to engender an awareness in the child of the impact of his/her actions on others.
- b) to develop resilience and emotional regulation.
- c) to retain a calm environment in which all children can learn.

We endeavour to ensure that the same member of staff oversees the sanctioning of any one incident from its beginning to conclusion to avoid confusion and to provide continuity for the child. Staff are calm and reasonable in their communication with children at all times.

We do not have a particular chair or set location where the child would be asked to sit as this tends to establish a pattern of negative achievement in the child and our aim is to bring out the positive in the child.

# HEALTH AND SAFETY POLICY (1)

## Statement of intent

This setting believes that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers.

## Aim

We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.

## Methods

The member of staff responsible for health and safety is SALLY AVERY. She is competent to carry out these responsibilities. She has undertaken health and safety training and regularly updates her knowledge and understanding. We display the necessary health and safety poster in THE KITCHEN.

## Risk Assessment

Our risk assessment process includes:

- Checking for hazards and risks indoors and outside, and in our activities and procedures.
- Our assessment covers adults and children.
- We maintain lists of health and safety issues, which are checked weekly.

## Insurance cover

We have public liability insurance and employer's liability insurance. The certificate for public liability insurance is displayed in THE OFFICE.

## Awareness raising

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting.
- Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.
- Health and safety issues are explained to the parents of new children so that they understand the part played by these issues in the daily life of the setting.
- As necessary, health and safety training is included in the training of staff, and health and safety is discussed regularly at staff meetings.

- We have a no smoking policy.

- Children are made aware of health and safety issues through discussion, planned activities and routines.

## **Security**

- Systems are in place for the safe arrival and departure of children. The times of the children's arrival and departures are recorded.

- The arrival and departure of times of adults - staff, volunteers and visitors - are recorded.
- Our systems prevent unauthorised access to our premises.
- Our systems prevent children from leaving our premises unsupervised.
- The personal possessions of staff and volunteers are securely stored during sessions.

## **Windows**

- Low level windows are made from materials that prevent accidental breakage or are made safe.

- Windows are protected from accidental breakage or vandalism from people outside the building.

## **Doors**

- We take precautions to prevent children's fingers from being trapped in doors. A slow close mechanism is fitted on the doors to the main room. Finger guards are fitted on a other internal doors.

## **Floors**

- All surfaces are checked regularly to ensure they are clean and not uneven or damaged.
- All outdoors activities are supervised at all times.

## **Hygiene**

- We regularly seek information from the Environmental Department and the Health Authority to ensure that we keep up to date with the latest recommendations.

- Our daily routines encourage the children to learn about personal hygiene.

- We have a daily cleaning routine for the setting which includes play room(s), kitchen, toilets and nappy changing areas.

- The toilet area has a high standard of hygiene including hand washing and drying facilities and the disposal of nappies in a sanitary bin (external to the building).



We implement good hygiene practices by:

- cleaning tables between activities
- checking toilets regularly
- wearing protective clothing - such as aprons and disposable gloves – as appropriate
- providing sets of clean clothes
- providing tissues and wipes.

## **Activities**

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the setting.
- The layout of play equipment allows adults and children to move safely and freely between activities.
- All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.
- All materials - including paint and glue - are non-toxic.
- Sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.

## **Outings and Visits**

- We have agreed procedures for the safe conduct of outings.
- Parents always sign consent forms before outings.
- A risk assessment is carried out before an outing takes place.
- Our adult to child ratio is high and indexed to the age of the children.
- Named children are assigned to individual staff to ensure each child is individually supervised and to ensure no child gets lost and that there is no unauthorised access to children.
- Staff take a mobile phone on outings, and supplies of tissues, wipes, clothing etc as well as a first aid pack. The amount of equipment will vary and be consistent with the venue, the age and number of children as well as how long they will be on the outing.
- Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover.

## **Missing Child**

If a child goes missing from the setting:

- The person in charge will carry out a thorough search of the building and garden.
- The register is checked to make sure no other child has also gone missing.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- Person in charge talks to staff to establish what happened.
- Parents are contacted.
- Police contacted if child not located after 10 minutes.

## **Our First Aid Kit**

- Complies with the Health and Safety (First Aid) Regulations 1981.
- Is regularly checked by a designated member of staff and restocked as necessary.
- Is easily accessible to adults.
- Is kept out of reach of children.
- At times of admission to the setting, parents' written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval.

## **Our Accident Book**

- Is kept safely and accessibly in THE OFFICE
- All staff and volunteers know where it is kept and how to complete it and it is reviewed regularly to identify any potential or actual hazards.

## **Dealing with incidents**

- We meet our legal requirements for the safety of our employees by complying with RIDDOR (The Reporting of Injury, Disease and Dangerous Occurrences Regulations).
- We record incidents including those that are reportable to the Health and Safety Executive.
- We record the date and the time of the incident, nature of the event, who was affected, what was done about it - or if it was reported to the police, a crime number. Any follow up, or insurance claim made, should also be recorded.
- In the unlikely event of a terrorist attack we follow the advice of the emergency services with regards to evacuation, medical aid and contacting children's families. Our standard Fire Safety Policy will be followed and staff will take charge of their key children. The incident is recorded when the threat is averted.

## **Administration of Medication**

- Other than those listed on the child's record sheet, only prescribed medication may be administered. It must be in date and prescribed for the current condition, in the original packaging.
- Children taking prescribed medication must be well enough to attend the setting. The setting will not administer the first dose of a medication which is new to the child.
- Parents give prior written permission for the administration of medication. This states the name of the child, name/s of parent(s), date of medication starting, the name of the medication, the dose and the times, of how and when the medication is to be administered. This must concur with prescription guidelines.
- The administration is recorded accurately each time it is given and signed by the staff. Parents sign the record book to acknowledge administration of the medicine.
- If the administration of prescribed medication requires medical knowledge, individual training is provided by a health professional.

## **Sickness**

- Our policy for the exclusion of ill or infectious children is discussed with parents. This includes procedures for contacting parents, or other authorised adults, if a child becomes ill while in the setting.
- We do not provide care for children, who are unwell, have a temperature, or sickness and diarrhoea, or who have an infectious disease, including Covid 19.
- Children with headlice are not excluded, but must be treated to remedy the condition.
- Parents are notified if there is an infectious disease, such as chicken pox.
- HIV (Human Immunodeficiency Virus) may affect children or families attending the setting. Staff may or may not be informed about it.
- Staff who have recently suffered from sickness and diarrhoea do not handle food and will need to stay off work for 48 hours. If household members have such illness, staff may attend work but not handle food.
- Ofsted is notified of any infectious diseases that a qualified medical person considers notifiable.

## **Safety of adults**

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large piece of equipment.
- When adults need to reach up to store equipment or to change light bulbs they are provided with safe equipment to do so.

- All warning signs are clear.

## **Records**

In accordance with the National Standards for Day Care, we keep records of:

Adults —

Names and addresses of all staff on the premises, including temporary staff who work with the children or who have substantial access to them.

All records relating to the staff's employment within the setting, including application forms, references, results of checks undertaken etc.

Children —

Names, addresses, email addresses and telephone numbers of parents and adults authorised to collect children from the setting.

The names and addresses and telephone numbers of emergency contacts in case of a child's illness or accident

The allergies, dietary requirements and illnesses of individual children

The times of attendance of children, staff, volunteers and visitors Accidents and medicine administration records

Consents for outings, administration of medication, emergency treatment and incidents

In addition, the following procedures and documentation in relation to health and safety are in place:

EYFS - Safeguarding and promoting children's welfare

Risk assessment

Record of visitors

Fire Safety procedures

Fire Safety records and certificates. Operational procedures for outings

Administration of medication

Prior parental consent to administer medicine

Accident record

Sick children

No smoking

Previous Injury forms

Record of Harm forms

Cause for Concern forms

Child Observation forms

Incident/Intervention forms

## HEALTH AND SAFETY POLICY (2)

In order to provide a safe, healthy and hygienic environment for children and adults the following procedures will be followed.

### Safety

Children will always be supervised by a responsible member of staff. Children will be kept away from areas where hazardous materials are kept.

Children within the Nursery will not be permitted in the kitchen.

The beginning and end sessions will be closely monitored and children will be registered as they arrive and marked out as they leave. Children will only be permitted to leave with an authorised adult.

Fire extinguishers will be checked annually and staff trained in how to use them.

Procedures for fire/evacuation drills will be known to staff in the setting, 'In' procedures will also be regularly practised. Fire doors will not be obstructed. Fire drills will be carried out at least once per term.

A minimum of two adults will be present at all times to supervise children.

On outings the following adult/child ratios will be used:

2.years	1 : 3
3.years	1 : 4
4-5 years	1 : 5

### Health

At least two members of staff will have first aid training for children. All adults will know the location of the first aid boxes.

A named person will be responsible for checking the contents of the First Aid boxes. The contents of the main First Aid box will adhere to the guidance from The Health and Safety Executive (Paediatric).

Cuts and open sores will be covered with a waterproof plaster.

Parents will be informed if there is any infection such as head lice, scabies, worms, impetigo or childhood diseases which may affect other children or themselves. Parents will be issued with a list of infectious diseases and the relevant exclusion.

Prescribed medicines will be administered by parents where possible. When the setting is to administer medicines a prior consent form must be completed and signed by a parent. An entry in the medication book will be made by the member of staff administering the medication and a signature by the person authorised to collect the child will be necessary.

No smoking will be allowed on the premises or in the grounds, including the car park.

## Hygiene

- Children will be asked to wash their hands after using the toilet and before eating.
- Children will be shown hand washing techniques.
- Children under four years of age will be supervised for hand washing.
- Individual hand towels/hand driers will be provided.
- Hand towels will be disposed of hygienically.
- Children will be encouraged by example and verbal guidance to cover their mouths when coughing.
- Tissues and disposable gloves are available in all rooms and will be disposed of hygienically.
- All staff will wash their hands before preparing food.
- Raw fruit or vegetables which are to be eaten will be washed.
- Pink cloths will be used for table tops and blue cloths for floor spillages
- Separate cloths will be used if a child has an accident which results in bleeding.

The following procedures will be followed:

- Disposable gloves will be worn.
- The wound washed with water using tissues or sterile water if a water supply is not available.
- A suitable dressing will be applied
- Blood-stained tissues will be wrapped in a nappy bag and disposed of in the external sanitary bin.
- Other body fluids will also require staff to wear disposable gloves.
- Areas affected by blood, vomit, urine or faeces will be cleaned with diluted household bleach.
- Nappy changing mats will be cleaned with Dettol Spray after each use. Mats will be placed on the floor to change a child.
- Waste cleaning materials will be put in nappy bags and disposed of in an external bin.
- Clothes, soft toys or soft furnishings stained by body fluids will be washed by hand using hot water and detergent or in the hot wash cycle of a washing machine.
- Soiled nappies are bagged and disposed of in the external sanitary bin.

## **FOOD HYGIENE CERTIFICATE**

Abbie Watson  
Alicia Dziubek  
Kelsey Kidd  
Tracey Wright

## **QUALIFIED FIRST AIDERS**

Abbie Watson  
Freya Avery  
Julia Lincoln  
Alicia Dziubek

# SAFEGUARDING CHILDREN POLICY

This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment, alongside a commitment to Prevent Duty.

All staff at Treehouse are trained in Safeguarding Children Procedures. The Manager and Deputy of the Nursery have undergone SLP training, which is refreshed every 3 years. All other staff have completed Safeguarding Children training which is renewed every 3 years.

Staff are advised to report any concerns regarding a child in terms of physical, sexual, emotional abuse or neglect to the Manager at Treehouse immediately.

## **Emotional Abuse:**

- Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development
- It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person.
- It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- Exposing a child to Domestic Violence, visually or by hearing, causes emotional harm.

## **Neglect:**

- Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development
- Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to;

*Provide adequate food, clothing and shelter (including exclusion from home or abandonment).*

*Protect a child from physical and emotional harm or danger.*

*Ensure adequate supervision (including the use of inadequate caregivers).*

*Ensure access to appropriate medical care or treatment.*

- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

## **Physical Abuse:**

- Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.
- Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.
- Female genital mutilation is also physical abuse.



## **Sexual Abuse:**

- Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.
- The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- They may also include non-contact activities, such as involving children in looking at, or in the production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).
- Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

If a child has a specific injury, mark, bruise or burn and has appropriate communication skills, the child's key person would ask what has happened, ensuring an open-ended question. If the child is too young to give an explanation, or does not offer one, then staff would ask parents / carers how the injury occurred. Sudden changes in behavioural patterns or personality changes are monitored as possible indicators of abuse, as is sexualised behaviour or play. Staff are trained in recognising possible indicators of abuse.

Body Maps are completed where there is an injury.

Cause for Concern forms are completed when there is a possible safeguarding concern and these are filed alphabetically and chronologically.

Previous injuries are recorded and signed for by the parent on the day of being observed.

Record of Harm forms are completed where a child deliberately hurts themselves or another child or a member of staff.

Where there are concerns for the welfare of a child, staff would be encouraged to observe and make written notes on a child's behavioural patterns. Any drawings or material which may indicate that the child has suffered abuse should be retained and conversations noted where these are considered relevant to the child's welfare. Staff have received training with handling disclosures from a child and regarding concerns.

Sudden changes in behavioural patterns or personality changes are monitored as possible indicators of abuse as is sexualised behaviour or play. Staff are trained in recognising possible indicators of abuse.

## **Additional Safeguarding Concerns of which to be aware**

Female Genital Mutilation  
Child Sexual Exploitation  
Fabricated Illness  
Human Trafficking and Modern Slavery  
Cuckooing  
County Lines  
Witchcraft

Forced Marriage  
Honour Based Violence  
Radicalisation  
Child Criminal Exploitation  
Online Abuse  
For definitions of these additional concerns see Appendix 1

The Norfolk Safeguarding Children Board Procedures would be observed at all times. Concerns about significant harm would be recorded by the designated person and a referral made to the CADS (Children's Advice and Duty Service) team on 03448008021. Confidentiality is respected at all times. Staff have the right to make a direct referral if required. Referrals should be made on the same day the concern is raised. In a serious emergency, telephone 999 and state "Child Protection." Please observe confidentiality policy.

In the event of an allegation being made against a member of staff or volunteer, a full investigation would be carried out in line with the attached procedure and led by the Local Authority. A safe recruitment process is followed in line with Local Authority training and procedures.

Sally Avery, Manager, is the designated member of staff who has responsibility for safeguarding children. Julia Lincoln is also trained as an SLP.

The Norfolk Continuum of Needs guidance is displayed for staff to observe. "Child Protection and Safeguarding Consultation Lines" are displayed on the main noticeboard. A code of conduct and 'Safe Working' is issued to all staff. There is a Babysitting, Intimate Care and E policy for all staff to follow.

The publication "What to do if you suspect a child has been abused" is displayed in the kitchen alongside the 'Neglect Identification Tool'.

The N.C.C Threshold Guidance is available in the Nursery office.

The setting has due regard for the Prevent Duty and we have a printed copy of this guidance within the setting. Two staff have undergone training in 'British Values.' All staff have completed the online Prevent Duty, from the Home Office.

The organisation is registered with the Information Commissioner's Office (ICO) and has due respect for the General Data Protection Regulation (GDPR).

## **INTIMATE CARE POLICY**

All Nursery staff have responsibility for intimate care i.e. nappy changing and toileting. Students and volunteers should not be involved in intimate care.

Nappies should be changed on the nappy changing mat on the floor within the Nursery toilet area. This should be cleaned with sanitiser before and after using. Disposable gloves should be worn. Nappies should be disposed of within the yellow disposal sanitary bin immediately outside the back door. This bin is collected weekly in term time. It is recommended that soiled nappies are wrapped in a nappy bag before disposing in the bin.

Other items contaminated with body fluids e.g. blood, should also be placed in this bin.

Staff should notify another team member when they are required to change a child's nappy and will be in a one-to-one situation.

Nappy changing should be logged on a chart on the window sill in the toilet areas indicating child's initials, date and time and staff members' initials. Changing a child who is soiled or wet should be similarly logged.

When assisting children with toileting within a cubicle, the door to the cubicle should remain open.

Potties should be placed within a cubicle unless it is against the wishes of the child.

All children have a right to safety, privacy and dignity when contact of a physical or intimate nature is required and depending on their abilities, age and maturity should be encouraged to act as independently as possible.

## **BABYSITTING POLICY**

If staff or volunteers babysit for families attending Treehouse, this is undertaken independently. Treehouse does not take any responsibility for arrangements made between parents and staff for the care of children outside the normal working hours of the setting.

# **SAFEGUARDING CHILDREN – PROCEDURES FOR MANAGING ALLEGATIONS AGAINST STAFF, STUDENTS AND VOLUNTEERS**

Allegations should be reported to the Centre Manager Sally Avery, or in her absence, the Deputy Manager Julia Lincoln. In the event of their absence, a senior member of staff acting as person in charge would assume this responsibility.

**The guidance of the Local Safeguarding Children Board (Norfolk) would be followed when responding to any allegation made in which there is cause to believe:**

- A child may have been harmed by a member of staff, a student or a volunteer in the setting.
- A member of staff, student or volunteer has possibly committed a criminal offence against or relating to a child.
- A member of staff may have behaved towards a child or children in a way that indicates she/he is unsuitable to work with children.

**There may be up to three strands in the consideration of an allegation:**

- A police investigation of a possible criminal offence.
- Enquiries and assessment by children's social care about whether a child is in need of protection or in need of services.
- Consideration by Treehouse, as an employer, of disciplinary action in respect of the individual.

**The procedure followed in such an investigation would be:**

- Full details of the alleged incident to be recorded.
- The Local Authority Designated Officer (LADO-email referral form from [www.norfolklscb.org](http://www.norfolklscb.org) to [LADO@norfolk.gov.uk](mailto:LADO@norfolk.gov.uk) ) to be informed and consulted without delay (24 hours), for advice on steps to follow.
- Suspension of the member of staff against whom the allegation has been made to be considered where there is cause to suspect a child is at risk of significant harm.
- The parents or carers of the child or children involved to be informed of the allegation as soon as possible.
- The Local Authority Designated Officer will establish, in discussion with Treehouse, that the allegation is within the scope of these procedures. However, in the event of a child being injured while in the care of Treehouse and requiring medical treatment in conjunction with the allegation, the parents would be informed immediately.

**Treehouse would inform OFSTED (03001231231) of any allegations or serious harm or abuse by any person looking after children at the premises and the action taken in respect of this allegation.**

Treehouse would inform OFSTED of the allegation as soon as is reasonably practical, but at the latest within 14 day of the allegation being made.

Formal disciplinary action including a disciplinary hearing may ensue. Where a member of staff, student or volunteer is dismissed, referral to the Independent Safeguarding Authority (ISA) [www.isa-gov.org.uk](http://www.isa-gov.org.uk) and to DBS would be made.

In the event of an allegation being made against the Manager, Sally Avery, the Local Area Designated Officer (LADO) will be contacted immediately.

*(This procedure is in line with 'Working Together To Safeguard Children')*

# STAFFING

## **M i Mrs Sally Avery**

**ii MANAGER**

**iii B.ED HONS DEGREE IN EARLY YEARS**

**iv MANAGERIAL DUTIES. ADMINISTRATION, PARENTAL LIAISON, STAFF MANAGEMENT, SUPERVISION OF CHILDREN'S ACTIVITIES AT MANGAGEMENT LEVEL.**

**v Nursery: 8.30 – 3.00 (Mon/Tues/Weds)**

## **A i Mrs Julia Lincoln**

**ii DEPUTY MANAGER**

**iii NNEB**

**iv SUPERVISION OF CHILDREN'S ACTIVITIES AT SENIOR AND MANAGEMENT LEVEL, DEPUTISES IN NURSERY FOR MANAGER IN CASE OF ABSENCE/ADMINISTRATION, PARENTAL LIAISON, STAFF MANAGEMENT**

**v Nursery: 8.00-2.00 (Tues/Wed) 8.00-3.00 (Thurs/Fri)**

## **B i Ms Tracey Wright**

**ii EARLY YEARS PRACTITIONER / EYFS CO-ORDINATOR**

**iii DIPLOMA IN PRE-SCHOOL PRACTICE**

**iv PLANNING AND DELIVERY OF EYFS AND SUPERVISION OF CHILDREN'S ACTIVITIES**

**v Nursery: 8.00-1.45 (Mon/Tues/Wed/Thurs/Fri)**

## **C i Ms Alicia Dziubek**

**ii EARLY YEARS ASSISTANT**

**iii LEVEL2 CERTIFICATE FOR THE CHILDREN AND YOUNG PEOPLE'S WORKFORCE**

**iv SUPERVISION OF CHILDREN'S ACTIVITIES AT ASSISTANT LEVEL**

**v Nursery: 8.30-1.45 (Mon/Tues/Wed/Thur/Fri )**

## **D i) Ms Freya Avery**

**ii EARLY YEARS PRACTITIONER**

**iii LEVEL3 DIPLOMA IN CHILDCARE AND EDUCATION ( EARLY YEARS EDUCATOR)-ONGOING**

**iv SUPERVISION OF CHILDREN'S ACTIVITIES**

**v Nursery: 8.45-1.45 (Mon/Tues/Wed/Thur)**

## **E i) Ms Abbie Watson**

**ii EARLY YEARS PRACTITIONER**

**iii NCFE CACHE LEVEL3 DIPLOMA IN CHILDCARE AND EDUCATION**

**iv SUPERVISION OF CHILDREN'S ACTIVITIES**

**v Nursery: 8.00-2.45 (Mon/Tues/Wed/Thurs/Fri)**

## **F i) Ms Kelsey Kidd**

**ii EARLY YEARS PRACTITIONER**

**iii LEVEL3 DIPLOMA FOR THE CHILDREN AND YOUNG PEOPLE'S WORKFORCE**

**iv SUPERVISION OF CHILDREN'S ACTIVITIES**

**v Nursery: 9.00-1.45 (Mon/Tues/Thur/Fri) 10.30-1.45 (Wed)**

**G i) Ms Rebecca Strudwick**  
**ii EARLY YEARS PRACTITIONER**  
**iii LEVEL 3 DIPLOMA IN CHILDCARE AND EDUCATION (EARLY YEARS EDUCATOR)-ONGOING**  
**iv SUPERVISION OF CHILDREN'S ACTIVITIES**  
**v Nursery 8.30-1.45 ( Mon/Wed/Thur/Fri )**

**H i) Ms Aisling Lovejoy-Thurley**  
**ii EARLY YEARS SUPPORT WORKER**  
**iii LEVEL3 SUPPORTING TEACHING AND LEARNING IN SCHOOLS**  
**iv 1:1 SUPPORT WORKER**  
**v Nursery 8.30-1.45 ( Mon/Tues/Wed/Thur/Fri )**

The team comprises a Manager, a Deputy, an EYFS Co-ordinator and six Nursery Practitioners. Either the Manager or Deputy is on the premises. A Nursery Officer is trained to act in the absence of both Manager or Deputy.

Volunteers and students are supervised at all times and are not included in the staff to child ratio.

There is a staff meeting each month. Staff are offered training opportunities within and outside of work time. Each staff member shares in an annual appraisal and two supervisions each year.

Staff appointments follow Safe Recruitment guidelines, including DBS checks, verification of Qualifications, references and interviews.



# RESPONSIBILITIES OF STAFF IN EMERGENCY

## a) EVACUATING THE SETTING (e.g. Fire)

Fire drills take place regularly in the Nursery. Staff and children are briefed as to such procedures although not informed of when fire drills take place. Maps are clearly positioned in each playroom advising staff and children of exit routes and assembly point.

All staff are briefed on their responsibilities in the event of an emergency evacuation be it practice or for real.

The alarm system is activated by pressing the central whole panel (after lifting clear cover) in one of the red units located in rear corridor, toilets and front lobby.

### i) Within the Nursery Facility:

**Raising the alarm** – The Manager (Where possible).

**Escorting children from premises** – Staff (ABCDEFGH) working with Squirrel, Hedgehog, Rabbit and Badger Nursery to take direct responsibility for escorting their children from premises.

**Checking Rear Corridor/Toilet area/Checking Sides of Building/Calling emergency services** – Manager

**Collection and calling register** – Manager (also contact number book and visitors' book)

**Students should accompany the adult who is supervising them at that point.**

**NB: An available staff member should position themselves by the gate to prevent access from outside parties.**

Staff would aim to leave through the front exit as it is anticipated that the kitchen is the higher risk area for a fire. In the event of this being unsafe the back exit routes are secured with easily operated bolts and staff would exit children through there.

The assembly point is in the Treehouse garden, next to the gate by the graveyard.

## b) EMERGENCY ENTERING OF SETTING (e.g. dog or intruder in garden)

Nursery children and staff follow daily procedures when returning to the building from outside play. Staff carry whistles that would be blown to indicate the need to enter the building and in case of an emergency situation. Children line up and are counted into the building by their key worker. In the event of an emergency, necessitating a fast return into the building, each key worker would ensure that the children for whom they were responsible, entered the building quickly, followed by a head count in the rear corridor and a roll call on the carpet in the main room. External doors would be shut and bolted behind.

## c) DEALING WITH AN INJURY

At Treehouse, a minimum of two Nursery members of staff are qualified in paediatric basic first aid.

The main first aid box is kept in the cupboards in the toilet area. Medicines are stored in a locked drawer in the desk of the office (bottom right). Inhalers are stored in the left middle drawer.

All accidents, however slight, are recorded in an Accident Book which is available from a tray on the desktop in the office.

In the event of a severe injury, staff are briefed on their responsibilities.

### **Treatment of injured person**

A qualified staff member in first aid - ideally, he/she who witnessed the injury and has the most knowledge of accident history. With a significant injury this should be a senior member of the team.

### **Escorting to hospital**

In the case of severe injury, or where the person has a head or eye injury or is unconscious, then the patient would be taken to hospital by ambulance with a senior member of staff, taking the child's record sheet which authorises emergency medical treatment. In the case of less serious injuries - e.g. suspected broken finger, a child would be taken to casualty by taxi if the parent was unable to be contacted first to do this. RIDDOR procedures would be followed.

### **Injured member of staff**

Should a member of staff be injured at work then this would be entered in the Accident Book. Unwell staff will be provided with a taxi if they are not well enough to drive or do not have access to a vehicle. With a serious injury, the staff member's emergency contact would be contacted (details within staff files). Supply cover would be sought to retain staffing ratios. Fit and well staff must ensure that the children's needs are met and stay on the premises unless they have been fully and appropriately covered.

## **d) DEALING WITH ILLNESS**

If a child is feeling unwell, an assessment will be made of his / her condition. If the child is considered contagious, the child will be isolated if practicable (i.e. office area or toilet area). A member of staff will be assigned to the child and the parent / carer contacted immediately. If the child is not considered to be suffering from a communicable illness, then medication, for which consent has been given by the parent / carer, may be administered. This is documented in the Medicine Administration book. An assessment will be made as to whether the child should remain in the setting.

If a child's condition appears to significantly deteriorate, e.g. suspected meningitis, the child would be taken directly to hospital and medical guidance sought.

If a child is sick/has diarrhoea, then this would be noted in the Accident Book under the normal procedure for recording accidents.

Staff are provided with disposable gloves for dealing with body fluids. A specific bucket marked "Body Fluids" is used for a child who may be sick. Rigorous cleaning procedures

with diluted bleach are adhered to in regard to floors, toilets, contact surfaces if a child is sick/has diarrhoea. Carpets should be cleaned with a strong disinfectant solution, followed by Dettol spray. They must be excluded from the setting for a minimum of 48 hours.

#### **e) NON-COLLECTION OF A CHILD**

In the event of a child not being collected at the end of a session (a 15-minute allowance is made for lateness) the child's record sheet would be consulted. Initially, parent / carers home and work telephone numbers would be contacted. If this is not achievable, then the emergency contact would be sought as an alternative. If it should prove impossible to contact the parent / carer, then arrangements would be made for the alternative contact to collect the child. If this, too, proves unsuccessful, then the manager/deputy, plus one other member of staff (ideally child's key person) would remain in the building with the child until contact with the parent has been established. Parents are expected to telephone the centre if they are delayed. Children collected more than 15 minutes later than the expected collection time will be charged £5 for each 15 minutes thereafter. If this happens without genuine reason more than three times in a four-week period, parents will be advised that they risk losing the child's place.

If no contact can be made with the parent / carer, or the emergency contact, then ultimately the Children's Services department would be contacted. One hour is considered a reasonable period of time to wait before embarking upon this course of action. The Children's Services duty team would be asked to collect the child at this stage. (Tel: 0344 8008021)

#### **f) UNAUTHORISED CARERS**

In the event of an unauthorised person arriving to collect a child, access would be prevented. In such an eventuality, the parent(s) of the child would be contacted and verbal permission sought. If the Children's Services Department have parental responsibility, then the child's key worker would be contacted.

# CONFIDENTIALITY POLICY

## POLICY

Information received by the setting is often confidential and in order to maintain parents' confidence in our professional approach to this information the following are observed:

## PROCEDURES

Staff will use the eight 'Golden Rules' for information sharing , as listed on the NSCP website ([norfolklscp.org.uk](http://norfolklscp.org.uk))

All parents can see the details kept about their child and themselves at any time.

Parents will not be given access to the information kept on other children and their families.

Feedback given to parents on their children's progress will be given directly to the parents unless they state a third party can be involved e.g. a childminder or nanny.

Information about a child's medical needs or status i.e. HIV or concerns about Child Protection issues will be kept in a separate file and will only be available to authorised personnel.

Staff, students and visitors to the setting will be made aware of the importance of confidentiality of information and their responsibility within the setting.

Information about individual members of staff will not be given out to anyone without permission of that person, except in the case of Child Protection

Data protection regulations will be followed and GDPR paperwork to be issued to parents when they first start.

# COMPLAINTS PROCEDURE

If you are in any way dissatisfied with the service provided at Treehouse please let us know. Complaints should be referred to the Manager, Mrs Sally Avery. This includes where parent/carers are not satisfied that their child is receiving the free entitlement in the correct way (as set out in the funding agreement and in Early Education and Childcare Strategy guidance for local authorities).

In the event of a complaint being made to the Centre, this would be fully investigated. The outcome of the investigation would be notified to the complainant within 28 days of having received the complaint.

A written record of complaints and their outcome is kept.

Ofsted would be provided, on request, with a written record of all complaints made during a specified period, and the action that was taken as a result of each complaint.

Confidentiality will be maintained when completing records.

If you are not happy with the way your complaint has been handled you can contact:

OFSTED  
National Business Unit  
Royal Exchange Buildings  
St. Ann's Square  
Manchester  
M2 7LA  
Tel: 0300 1231231

The Complaints Procedure is issued to all families as part of the registration process. It is also available on our website.

# SEND POLICY

This policy is written with regard to the SEN Code of Practice (2014) which takes account of the SEN provisions of the Special Educational Needs and Disability Act 2001.

## Terms and Procedures

References are made within this policy to various terms and procedures. A definition of these is set out below to enable this policy to be read with greater clarity and understanding.

## Special Educational Needs

These are defined from the Code of Practice; “Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them”

## Learning Difficulty

A child has a learning difficulty if they

- a) Have a significantly greater difficulty in learning than the majority of children of the same age.
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

## S.E.N.C.O.

This is the Special Educational Needs Co-ordinator, who is responsible for the day-to-day implementation of the S.E.N. policy.

## Intervention Plans

Strategies employed to enable a child to progress are recorded within an Intervention Plan. This includes information about the short-term targets set for the child, the teaching strategies and the provision to be put in place, when the plan is to be reviewed, and the outcome of the action taken. Parents are informed if such provision is made.

When an early education practitioner or the SENCO identifies a child with special educational needs, they would devise interventions that are additional to or different from those provided as part of the settings' usual curriculum.

An EHC plan is put in place by the Local Authority when it is felt necessary to meet the SEN of a child or young person.

## Admissions Policy

At Treehouse Nursery School there is an open policy of admission up to a maximum of thirty-four children each morning. Children with Special Educational Needs (without Educational Health and Care Plans) are admitted through the normal admissions procedure.

For a child with an EHC Plan, whose needs it was felt could not be met in the Nursery without additional support, a conference would be called involving the Nursery School, parents and relevant agencies. This would facilitate a full discussion on how the child's individual needs could be best met.

If considered appropriate, funding would be actively sought to employ additional staffing to meet the needs of the group.

## **Facilities**

The Nursery School has wide entrance doors enabling wheelchair access.

The Nursery School is on the ground floor and there are no steps within the areas used by Nursery children. In the main room there is a gentle sloping ramp at the far end.

The Nursery School has sensory resources and access to further equipment.

## **Staffing**

The key person system within the Nursery School ensures that each adult is responsible for a maximum number of children. Within the morning, a qualified teacher plans much of the curriculum alongside key workers. This ensures that the children receive considerable support and individual attention.

The principles and procedures of the Code of Practice in relation to the Nursery are outlined below.

## **Graduated Approach**

We monitor and review the progress and development of all children. However, where a child appears to be behind expected levels of development or where a child's progress gives cause for concern, a graduated approach with 4 stages of action: Assess, Plan, Do, Review will be adopted.

If appropriate, specific behaviour management techniques may be employed to assist with emotional and/or behavioural difficulties.

The IP will be reviewed half termly and parents' views on the child's progress will be sought.

A request for help from external services, e.g., Early Years Inclusion worker, is likely to follow a decision taken by the SENCO and colleagues in consultation with parents when, despite receiving an individualised programme and/or concentrated support, the child

- a) continues to make little or no progress in specific areas over a long period
- b) continues working at an early years curriculum substantially below that expected of children of a similar age
- c) has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group
- d) has sensory or physical needs and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service
- e) has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Where the Nursery seeks the help of external support services, they may need to see the child's educational records as well as observing the child within the setting. Consent from parents will be requested.

For a very few children the help given within their intervention plan will not be sufficiently effective to enable the child to progress satisfactorily. In consultation with parents and any external agencies already involved, the Nursery would need to consider whether an assessment for an Education Health Care Plan may be appropriate.

### **Partnership with Parents**

The Nursery School recognises that the relationship between parents of children with special educational needs and the staff of the Nursery has a crucial bearing on the child's educational progress and the effectiveness of any help given within the Nursery.

The child's parents are always kept informed of the action that the Nursery proposes to take and of any help that can be given to the child at home.

The wishes, feelings and knowledge of parents are respected at all stages. Owing to the positive adult - child ratios, children's needs and progress can be monitored on an individual basis. Developmental records and detailed evaluations are kept on each child.

The S.E.N.C.O for the Nursery School is Sally Avery. All staff are encouraged to pursue any training opportunities which arise. Funding is available from the Nursery for staff development in this field.

### **Funding**

Additional funding will be sought for disadvantaged children who attend the setting. Such funding will be used to ensure support is in place to improve children's outcomes. The Nursery will work with the local authority via 'SEN Local Offer' to ensure information is available locally to parents to enable them to make choices about the right childcare provision for their child with SEN.

We aim to identify all children eligible for additional funding such as EYPP (Early Years Pupil premium, DAF (Disability Access Fund, SEND (Special Educational Needs and Disabilities Inclusion Fund and any locally available funding streams with a view to submit an application supporting and improving children's outcomes.

### **Training**

There is internal training within the setting and staff are expected to become familiar with and have regard to the Code of Practice. Sessional external training is provided for individual staff according to need and relevance.

### **Links to External Agencies**



The Nursery is part of the Local Offer, having set out the support it has available for children with Special Educational needs or disabilities (SEND). The Nursery has skilled staff and an inclusive environment.

The Nursery School liaises with

Local Authority Children's Centres Norfolk County Council Inclusion Team Children's Services  
Speech and Language Therapists Paediatricians  
Specialist Teams (e.g. ASD)  
Health Visitor  
Health and Sensory Support Services Head Teachers  
Family Support Workers

### **The Assessment Procedure**

Treehouse Nursery School pursues the principle that all children with special educational needs should be identified and assessed as early as possible.

In line with the Code of Practice, the knowledge, views and experience of parents are considered vital. Effective assessment and provision will be secured where there is the greatest possible degree of partnership between parents, the Nursery, schools, the LA and other agencies.

The SEN Code of Practice adopts a graduated approach which recognises that there is a continuum of SEN. Where necessary, increased specialist expertise will be sought. There are four stages of action: assess, plan, do and review.

### **Transition to School**

For any children with SEND, there will be liaison between the school and the nursery. The school will be invited to visit the child in the nursery setting.

# ADMISSIONS POLICY

## Nursery School

Children are admitted to the Nursery School after their second birthday. A number of two year olds are also funded depending on family circumstances. Please go to [www.gov.uk](http://www.gov.uk) or Childcare Choices to enable eligibility to be checked.

Children's names can be placed on the waiting list from birth. An appointment is made to show both parent /carer and child around the Nursery. Further appointments are made which are closer to the child's starting date where the child can participate in part of the session accompanied by their parent/carer. The parent/carer will also be requested to complete a record sheet with relevant information on their child with the Keyperson at this stage. Additional visits are arranged according to the wishes of the parent/carer.

As part of the registration process, parents/carers will be required to provide documentation to evidence their child's date of birth. This is to confirm they have reached the eligible age for the free entitlements. A copy will not be retained but may be requested again at a later date. For aged two funded children, a code will be required. Similarly for three/four year olds with the 30-hour entitlement. Families accepting a 2 year old funded place will be able to claim the entitlement until the child is eligible for either the 3 and 4 year old universal entitlement or working parent entitlement.

Children can stay at Nursery School until they enter mainstream school. (Statutory School Age = term after 5th birthday). The Nursery is registered for Early Years Funding and all children are funded from the term after the term in which they are three years of age. Funding continues for five terms.

Early Education is offered within the national parameters:

- No session to be longer than 10 hours
- No minimum session length (subject to the requirements of registration on the Ofsted Early Years Register)
- Not before 6.00 am or after 8.00 pm
- A maximum of two sites in a single day

A waiting list is kept. Children are placed on the waiting list upon the return of a completed application form. This is filed according to the anticipated term of entry into the Nursery School. Places are then allocated according to availability in each of the age related groups. Three and four year olds who are eligible for Early Years funding are prioritised when places are allocated. Parents are contacted and offered places based on their position within the waiting list subject to availability within the designated group. A minimum of two visits are provided as part of the induction procedure for settling a new child.

Extended entitlement places for funded three and four year olds are allocated to those already attending the setting first, followed by new applications. The extended entitlement will be offered to those eligible.

We will work with parents to ensure that, as far as possible, the hours/sessions that can be taken as free provision are convenient for parents working hours. We will work in partnership

with parents, carers, childcare providers, the local authority and other organisations to improve provision and outcomes for children in their setting. Where required we will seek parent/carer consent to collect, share and use your information in accordance with the Data Protection Act and General Data Protection Regulations.

To ensure a smooth transition for the child, we will work closely with families to discuss and agree how a child's care will work in practice, where an entitlement is split across different providers. Also, where possible, when families transfer their funding claim to a new setting.

Our contribution to the 'SEN Local Offer' is available on the Norfolk Community Directory to ensure information is available to parents so they can make choices about the right childcare provision for their child with SEN.

This admission policy is issued to all Nursery families as part of the registration process. It is also available on our website

Early Education is offered to families for 38 weeks of the year. The funded hours can be claimed (to the maximum available):

Monday - 8.30 am-2.30 pm

Tuesday - 8.30 am-2.30 pm

Wednesday - 8.30 am-2.30 pm

Thursday - 8.30 am-2.30 pm

Friday - 8.30 am-2.30 pm

The 15-hour entitlement covers 8.30am - 1.30pm (Monday-Friday)

The 30-hour entitlement covers 8.30am - 2.30pm (Monday-Friday)

# FEES AND CHARGES

## Nursery

i) Fees are charged termly and this amount is paid monthly, one month in advance. An invoice is sent out to parents two weeks before the first instalment is due, outlining these payments and the date on which they need to be paid. A deposit is not charged. There is no registration fee. A degree of flexibility is allowed for parents who need to pay weekly and arrangements can be made to delay any given payment by a few days e.g. to coincide with a parent's monthly salary. Payment can be made by cash, cheque or BACS transfer.

ii) Fees are paid in advance, by the 10<sup>th</sup> of the month and refunds are not possible in the case of absence for illness or other reasons. There are no charges for refreshments or consumables or other top up fees. Families need to provide a packed lunch daily, nappies and personal care products for their child.

iii) Four weeks notice is required, in writing, for the permanent cancellation of a place. Any funding entitlement claimed beyond the notice period is transferable to your new childcare provider via the Local Authority, where the criteria is met.

iv) Treehouse is listed as an approved provider for funded 2, 3 and 4 year olds and has agreed to meet the conditions of the Early Education and Childcare Statutory Guidance for Local Authorities. Parents are not required to pay any fees for this Free Entitlement.

### v) Age of Child

Funded 2 year olds (15 hours entitlement) – 3 mornings (8.30am to 1.30pm)	No Charge
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2 year olds (8.30 am to 1.30 pm)	£37.50
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Additional hours	£7.50
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Funded 3 and 4 year olds (15 hours universal entitlement) – 3 mornings (8.30 – 1.30 pm)	No Charge
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Funded 3 and 4 year olds (30 hours extended entitlement) -5 mornings (8.30 – 2.30 pm)	No Charge
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Additional hours	£6.00
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vi) The Nursery is open in line with the Local Authority term dates. An annual calendar clarifies these dates.

vii) Government funding is intended to cover the cost to deliver 15 or 30 hours a week of free, high quality, flexible childcare only. It is not intended to cover the cost of meals, consumables, additional hours or additional services.

viii) The free entitlement will be delivered consistently so that all children accessing any of the free entitlement will receive the same quality and access to provision, regardless of whether they opt to pay for optional hours, services, meals or consumables.

ix) Children bring a packed lunch each day. Please see our guidance for this. A snack of fruit/vegetables and milk/water is provided, free of charge each day. Please supply nappies and all creams, wipes needed for your child.

x) A charge of £5.00 for each 15 minutes of late collection is charged, following the first 15 minutes after the end of the session (i.e. after 1.45pm).

xi) Our fees are reviewed annually in February. Families will be given 6 weeks notice of any change in fees.

# **CONSIDERATIONS FOR STAFF REGARDING PHYSICAL CONTACT WITH CHILDREN AT TREEHOUSE CHILDREN'S CENTRE**

At Treehouse it is considered acceptable and appropriate to physically comfort children. We do not impose a prescriptive methodology to this, and the setting feels that staff should be naturally and instinctively responsive to children's presenting needs.

It is considered acceptable for children to be hugged and for children to sit on staffs' laps if this is the child's wish.

Cultural considerations should also be respected when touching children. The upper arm is regarded as a neutral zone in most cultures.

Contact with a child's genital area, other than when assisting with the toileting of a child, is considered inappropriate. Should this be necessary for medical or first aid purposes ensure two staff are present.

Care should be taken to ensure individual children do not secure the majority of a staff member's contact. Some children will aim to always secure their 'lap space' and regard for all children should be ensured.

De-escalation techniques, as taught within 'Norfolk Steps' should be employed to avoid physical intervention. Techniques of space and stance, i.e. outside of an outstretched arm as a de-escalation zone, should be followed where possible. The de-escalation script should also be adhered to wherever feasible.

# WHISTLE BLOWING POLICY

## Definition

Whistle blowing is raising a concern about malpractice within an organisation.

## Protection

This group is an organisation committed to delivering a high-quality pre-school service, promoting organisational accountability and maintaining public confidence.

This policy provides individuals in the workplace with protection from victimisation or punishment where they raise a genuine concern about misconduct or malpractice in the organisation. The policy is underpinned by the Public Interest Disclosure Act 1998, which encourages people to raise concerns about misconduct or malpractice in the workplace, in order to promote good governance and accountability in the public interest. The Act covers behaviour, which amounts to:

- A criminal offence
- Failure to comply with any legal obligation
- A miscarriage of justice
- Danger to health and safety of an individual and/or environment
- The deliberate concealment of information about any of the above.

It is not intended that this policy be a substitute for, or an alternative to the group's formal Grievance Procedure, but is designed to nurture a culture of openness and transparency within the organisation, which makes it safe and acceptable for employees and volunteers to raise, in good faith, a concern they may have about misconduct or malpractice.

An employee or volunteer who, acting in good faith, wishes to raise such a concern should normally report the matter to the manager who will advise the employee or volunteer of the action that will be taken in response to the concerns expressed. Concerns should be investigated and resolved as quickly as possible.

If an employee or volunteer feels that the matter cannot be discussed with the manager, he or she should contact the LADO team – [LADO@norfolk.gov.uk](mailto:LADO@norfolk.gov.uk), Early Years Advisor or OFSTED on 03001231231 for advice on what steps to follow.

A disclosure in good faith to the manager will be protected. Confidentiality will be maintained wherever possible and the employee or volunteer will not suffer any personal detriment as a result of raising any genuine concern about misconduct or malpractice within the organisation.

# **E-SAFETY POLICY**

## **USE OF PHOTOGRAPHY AND VIDEOS**

Written consent is obtained from parent/carers to use photographs in their observations and assessment documentation and on the Treehouse website.

Separate consent is sought for publicity materials and articles for the media.

A specified camera for use by the setting is stored confidentially. Recording of images are always appropriate and proportionate to the activity being undertaken.

## **MOBILE PHONES AND ALL ELECTRONIC DEVICES WITH IMAGING AND SHARING CAPABILITIES**

It is a requirement of the setting that all mobile phones and electronic devices should be handed in to the person in charge before entering any areas containing children. All mobiles should be switched off.

Exceptions to this is the person in charge may have a mobile, set to silent on the desk. This acts as a backup telephone in the case of an emergency evacuation and for use when the land line is engaged.

Any devices that have messaging capabilities, such as smart watches are to be set to airplane mode.

Staff are not permitted to access the internet via the staff laptop or tablet for personal use.

The games computer in the main room does not connect to the internet and is used for educational games only, accessed by disc.

The tablet has parental controls set and is only to be used with the children under direct adult supervision and locked away with the camera in the office at the end of the day.

Mobiles are placed within a box in the office.

Parents, children and visitors to the setting are not permitted to use their mobiles whilst on the premises, except in the office area. They should be retained in the office throughout the visit.

## **USE OF SOCIAL MEDIA SITES**

It is never appropriate for volunteers or students to name or otherwise identify any child or family with whom they work on a social networking site. It is also never appropriate to post pictures of, or to discuss or comment, on a child or family with whom they work.

Staff and volunteers working at Treehouse should give serious consideration to their use of social networking. They should not have communication with parents who utilise the facilities at Treehouse. The exception to this would be if the friendship was in place prior to the parent joining Treehouse.

Staff and volunteers are not permitted to communicate with, via a social media site, young people under the age of 18 who have attended Treehouse whilst they were working there in a professional capacity.



If staff or volunteers babysit for families attending Treehouse, this is undertaken independently. Treehouse does not take any responsibility for arrangements made between parents and staff for the care of children outside the normal working hours of the setting.

## **ONLINE SAFETY POLICY**

The office laptop, computer and laptop are all password protected to prevent unauthorised access to the internet or personal information. This includes reviewing and updating security, when needed.

All parent/carers will be encouraged to do what they can to keep their children safe online ( the 3Cs ).

All staff will support and encourage children in our care to use the internet in a way that keeps them safe.

The laptop is kept in the office at all times and the tablet, which may be used in the nursery, will only be accessed under close supervision and is restricted with parental controls, will be returned to the office when not in use.

All staff or volunteers to model appropriate online behaviour.

## **THE 3Cs**

Content- What a child might be able to see (Is it appropriate, could it be harmful? )

Contact- Who might be able to communicate with your child

Conduct-How your child or other people online might behave (Is it appropriate, does it cause harm?)

# LOOKED AFTER CHILDREN POLICY

Early years settings are committed to providing quality provision based on equality of opportunity for all children and their families. All staff are committed to doing all they can to enable 'looked after' children in their care to achieve and reach their full potential.

Definition of 'Looked after Children' (LAC): Children and young people become 'looked after' if they have been taken into care by the local authority. Most LAC will be living in foster homes, but a smaller number may be in a children's home, living with a relative or even placed back home with their natural parent(s).

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has impact on their emotional well-being.

In our setting, we place emphasis on promoting a child's right to be strong, resilient and listened to. Our policy and practice guidelines for looked after children are based on these two important concepts, attachment and resilience. The basis of this is to promote secure attachments in children's lives as the basis for resilience. These aspects of well-being underpin the child's responsiveness to learning and are the basis in developing positive dispositions for learning. For young children to get the most out of educational opportunities they need to be settled enough with their carer to be able to cope with further separation, a new environment and new expectations made upon them.

## Principles

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
- We offer places to two-year-old children in exceptional circumstances who are in care. In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer and where the placement in the setting will last a minimum of three months.
- We offer places for funded three and four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and has formed a secure attachment to the carer. We expect that the placement in the setting will last a minimum of six weeks.
- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer we will continue to offer the placement for the child.

## Procedures

- The designated person for looked after children is the designated child protection coordinator.

- Every child is allocated a key person before they start and is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child's needs.

- The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensures appropriate information is gained and shared.

- The setting recognises the role of the local authority social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parent's or foster carer's role in relation to the setting without prior discussion and agreement with the child's social worker.

- At the start of a placement there is a professionals meeting that will determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.

The care plan needs to consider such issues for the child as:

- the child's emotional needs and how they are to be met
- how any emotional issues and problems that affect behaviour are to be managed
- the child's sense of self, culture, language/s and identity – how this is to be supported
- the child's need for sociability and friendship
- the child's interests and abilities and possible learning journey pathways
- how any special needs will be supported.

In addition, the care plan will also consider:

- how information will be shared with the foster carer and local authority (as the corporate parent) as well as what information is shared with whom and how it will be recorded and stored

- what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be the setting, when, where and what form the contact will take will be discussed and agreed

- what written reporting is required

- wherever possible, and where the plan is for the child's return home, the birth parent(s) should be involved in planning.

- The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed.

- In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.

- Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage 6 areas of learning.

- Concerns about the child will be noted in the child's file and discussed with the foster carer.

- If concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social worker according to the setting's safeguarding children procedure.

- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.

- Transition to school will be handled sensitively and the designated person and or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.

## USE OF SPACE AND ACTIVITIES - NURSERY

The premises comprises a large room (42 feet by 20 feet), a smaller room (12 feet by 12 feet), a kitchen, two toilet areas and a connecting corridor. There is also a foyer area at the front of the building and outside play area.

The main room is sectioned by way of a fixed partition and storage units. As such three distinct areas can be created. Within these areas there are designated play spaces with different focuses, organised to meet the needs of different age groups..

The large room is set up at 8 am with a balance of EYFS activities, planned in advance to offer breadth of Continuous Provision and provide opportunities to meet children's next steps. The majority of activities are changed at times of transition to include a full range of resources for an effective EYFS curriculum. Children's next steps are encouraged in the planning, alongside children's preferences and choices. British Values are woven through activities and routines.

The smaller room has an area allocated as office space. The main section of this room can accommodate up to 8 children for group table activities and provides a quiet area for speaking and listening activities and adult-led learning. This area also converts to a story room by way of mats and seating at the end of the morning.

The kitchen is used for the preparation of refreshments, staff notices and lunch box storage. Children are not permitted access to the kitchen area.

The outside area is part grass, part concrete. A variety of resources are set up within this area at 8.45 am each morning. These include activities which reflect the six areas of learning, Personal, Social and Emotional development; Physical Development; Communication and Language ; Literacy; Mathematics; Understanding the World.

Outside play is valued equally with indoor play and each child is given access to this area daily unless the weather is considered unsafe. Protective clothing is provided for children where required.

## GROUPING OF CHILDREN - NURSERY

Upon arrival, the children select from a range of activities according to their preference. Children arrive at various 8.30 am. The children are organised in two separate areas, 2 year olds in one area, 3/4 year olds in the other section.

Generally, children aged up to and including the term of their third birthday are in Squirrel Nursery. They are supported by up to five staff, depending on numbers and remain in a distinct group throughout the morning.

Children from the term after that in which they are three generally move into Hedgehog Nursery and the following term they join Rabbit Nursery. Once children are four years of age they transfer to Badger Nursery. There is a designated Key Person for each of these groups. At certain points of the year there are more children in a given age group in the Nursery. This may mean that additional staff are deployed with a group and that some children may move into Badger Nursery a term earlier, or that an additional Key Person supported group is created. Such decisions are made with full consideration of individual children's needs and the dynamics of the groups.

Sometimes individual children may stay longer with a group for continuity or because it is appropriate to their developmental needs. Occasionally a child will be considered better suited to working and playing with slightly older children and so may be grouped with those slightly chronologically older than themselves in order to access particular parts of the curriculum. Any such changes are all made with full consultation with the parent/carer.

Different groups of children may combine for particular activities. E.g. music, outside play. Individual children may work with adults for supported learning or within an Intervention Plan. Small clusters of children within a Key Person group will work with adults on planned Literacy and Mathematics activities.

The Nursery is registered with Ofsted for up to 34 children aged two to five years of age. A maximum of 26 can be accommodated in the Main Room at any given time. There are certain times which have been granted exemption from this guideline. These include early morning, 9.15 - 9.40 am and lunch time at 12.00 am to 12.45 pm.

The following minimum staffing ratios apply when the children are in the setting:

2 - 3 year olds	4:1
3 - 5 year olds	8:1

# TRANSITION POLICY

## **Transition to Treehouse Nursery**

Two/three induction visits are arranged for new children. A detailed record sheet, 'All about Me' and initial assessment forms are completed. Parents are advised about how they can prepare their child for starting Nursery.

EAL families are given a communication sheet. A translation service can be accessed.

## **Transition to a new key person**

At the end of the term before the term in which a child is due to change their key person, direct contact is made with the child's parent(s). The existing key person meets with the parent(s) face to face to explain what is happening and who will be the child's new key person. The child's new key person then meets with the parent(s) to introduce themselves.

## **Transition to School**

Early in the Summer term, the child's key person establishes which school each child is going to attend. Exchange visits are facilitated where possible.

Group speaking and listening sessions are arranged which focus on relevant stories and booklets given by schools. This involves discussion on School uniforms, expectations, school and teacher's name.

A representative transition report is shared with parents and schools where consent is given.