

YMCA Nurseries: Level 3 policies and procedures

This pack complements YMCA’s Level 1 and Level 2 policies and applies to every early years setting. The primary audience is staff, and procedures are worded in such a way as to provide guidance to staff. The secondary audience is parents / carers and external agencies, to enable them to understand why and how we carry out specific activities. Procedures are reviewed at least annually.

Definitions:

“Manager” means nursery manager.

“Leadership team” means the Manager and Lead Practitioners (including Room Leaders).

“Key Person” means a child’s named key person. In some instances duties will be undertaken by a named “buddy” who substitutes in their absence.

“Staff” means one or more individual members of staff who will be responsible.

“All staff” or “We” means all staff.

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Animals in the nursery

We believe that children learn through real life experiences. When we have the opportunity, we like to provide activities that will accommodate this, such as animals in the nursery. We may keep pets at nursery and we may also allow supervised visits to the nursery of other animals. Before we allow animals into the nursery we will put the following safety measures into place.

- A suitable member of staff will complete a risk assessment and adjustments will be made before any animal enters the nursery.
- Staff will put in place additional measures to protect children who have allergies to animals, animal bedding or food.
- Nursery leadership team will give parents advance details of any animals at the nursery.
- All staff will be given training on how to keep and handle visiting animals.
- Any animal entering the nursery will be tended to and supervised by its owner, keeper or suitable member of staff at all times.
- When handling animals, to protect from cross contamination, staff will cover any pre-existing skin lesions or wounds with appropriate dressings/gloves.
- Staff will supervise children at all times when they are in contact with animals and given specific instructions about how they can stay safe.
- Staff will put in place appropriate measures for disinfecting areas where the animals have been, as well as any soiling and eating area. Staff will use existing COSHH products.
- Staff will thoroughly clean any animal bites or scratches with soap and running water. Parents/carers will be informed immediately of the incident and asked to seek medical advice. An accident form will be completed for any injuries.

Procedure created: January 2012 by Emma Corina

Procedure reviewed: June 2017 by Rob Allman

Next review date: August 2018 by Kim Mansbridge & Shar Bishop

Attendance

We believe it is important to support children's development and social skills. This is achieved through their attendance at nursery. Our statutory duty is to safeguard all children and monitoring attendance is part of this duty.

With this in mind, attendance is monitored on a weekly, monthly and termly basis with the following process:

- If we have not been informed of an absence, the leadership team or key person will contact the child's parent or carer. If the absent child is subject to a child protection plan, is looked after or on a supported placement the staff member will also contact any relevant professional/s.
- The leadership team will discuss high incidences of absences with the parent/carer to agree what support is needed to improve attendance.
- If concerning absences persist then the leadership team may share information with other professionals.
- If, after the above steps have been exhausted and absences continue, the leadership team will seek advice from their YMCA Community Director and/or local authority.

Procedure created: January 2016 by Alison Murray
Procedure reviewed: July 2018 by Kim Mansbridge & Shar Bishop
Next review date: August 2019

Behaviour management

Behaviour management is how we support children to develop positive relationships with others and the environment, as a key part of their own development. At nursery, we adopt a consistent and positive approach, establishing clear boundaries according to the child's level of understanding.

We believe children deserve to learn in an environment where they feel safe and secure. Staff will value the individual child whilst positively reinforcing behaviours that are considered social acceptable and promote respect for their community and the environment. All children will be encouraged to behave in a responsible manner according to the child's level of understanding and development. Children will be supported to self-regulate behaviours and encouraged to show care, courtesy and concern for others.

Staff will work alongside parents/carers to ensure a consistent approach between home and nursery. Achievements will be celebrated, as well as concerns and strategies shared.

This procedure should be read in conjunction with YMCA's Restrictive Physical Interventions Policy.

Children in our nurseries will be supported by all staff to:

- Arrive at nursery happy to leave their parents/carers.
- Feel confident to join in and have a go.
- Understand and feel secure with daily routines.
- Show respect for nursery resources and the environment.
- Play and engage with or alongside others.
- Problem solve and resolve conflicts.
- Gain independence and seek support from others when needed.
- Talk about their own feelings and recognise the emotions of others.
- Develop age appropriate communication skills, supporting self-regulation and learning.
- Use age appropriate personal and social skills within their wider community.

In order to achieve this, all staff will:

- Welcome all children, parents/carers into the nursery and YMCA community.
- Listen and respect what children and parents/carers say.
- Understand that all behaviours are a form of communication for young children.
- Promote acceptable behaviours appropriate to their age and stage of development.
- Have good manners and treat others and the environment with respect.
- Promote an environment where children feel safe, secure and challenged.
- Acknowledge and praise children's efforts and behaviours, such as kindness and willingness to share.
- Be responsive to individual children, taking into account their needs, interest and characteristics of learning.
- Talk with children about rules and boundaries.

- Help children to understand the effects of their behaviour on others, celebrating kindness and challenging bullying.
- Encourage responsibility and independence.
- Ensure that children are always valued as individuals, supporting them to recognise all types of behaviour and consequences.
- Provide opportunities for children to develop self-regulation and self-esteem, in an atmosphere of mutual respect and encouragement.
- Celebrate achievements and successes in nursery and home.
- Use observations of children's behaviour to plan and modify appropriate strategies to support children's' behaviour where necessary.
- Share the responsibility of behaviour management.
- Work alongside agencies to support the child and family.
- Promote the YMCA way through our actions including our values.
- Behaviour management will be regularly discussed at staff/team meetings and training undertaken regularly so that staff can support each other.

In cases of challenging behaviour, the following procedure will be followed:

- The key person discusses concerns and observations with the room leader and shared with the parent/carer.
- Concerns and observations will be discussed with the leadership team and, if necessary, the SENCO.
- The key person observes and keeps records of the child's behaviour on an ABCC form (Antecedent, behaviour, consequence, communicating) in order to plan and modify appropriate strategies to support children's' behaviour where necessary.
- If challenging behaviour continues, the key person, with support from the leadership team, or, if necessary, the SENCO, will write an Individual Education Plan (IEP – for children with special educational needs), Individual Play Plan (IPP – for babies), or Individual Behaviour Plan (IBP – for older children). The room leader will arrange a meeting with parents/carers to discuss and agree this plan, with all parties signing and a copy given to parents/carers. These will be reviewed as often as necessary, but no fewer than once per term.
- If necessary, advice will be sought from external support services provided consent is given. Advice from these services will be shared with parents/carers.
- If behaviour does not improve and we still have concerns that we are not meeting the needs of the child, or concerns for the safety and well being of others, in very rare circumstances we may have to temporarily exclude the child from nursery, following our exclusion policy.

Positive Handling and Physical Interventions

Younger children may require more physical contact and interactions from staff.

Such as:

- Cuddling a baby
- Holding a child's' hand when they feel lost and lonely.

- Helping a child balance or supporting when climbing.
- Lifting children down if climbing becomes dangerous.
- Picking up/ comforting distressed children.
- Moving children away from others if there is a conflict.
- Providing a safe place to express emotions.

Any adult intervention will be done in a calm and appropriate manner.

Restrictive Physical Intervention

Any incidents requiring a child to be restrained should be reported to the nursery manager and complete a YMCA Restrictive Physical Intervention Record Form. Parents/carers will notified as soon as practically possible. Restrictive physical intervention occurs when a member of staff uses physical force intentionally to restrict a child's movement against her/his will and should only be used as a last resort. The main reason for using restraint is to keep people safe. Restrictive Physical Intervention may be justified to prevent a child:

- injuring themselves or others
- damaging property

During an incident, staff must inform the child that restrictive physical intervention may be necessary. This should be done in a calm and measured manner. Staff are also advised to maintain communication with the child throughout an incident.

Reasonable force is as follows:

- physically standing between children
- leading a child by the hand or arm, or by gentle pressure on the centre of the back
- standing in the way of a child
- holding, pushing or pulling

Procedure Created: April 2012 by Emma Corina

Procedure Reviewed: June 2018 by Kim Mansbridge & Shar Bishop

Next Review Date: August 2019

Bottle feeding, breast feeding and weaning

Maintaining established feeding routines is essential for children's nutrition and attachment. We will work alongside parent/carer and children's routines to ensure all children are happy and content in our care. We do not express a preference for any type of feeding and support parent's decisions. Breast or bottle feeding by parents is welcome in our nurseries, staff will ensure parents are made aware of this.

The key person will obtain knowledge of feeding routines prior to the child starting, and update staff with any changes.

Staff will ensure that the child is spoken to and engaged during feeding and that the child is held in a secure and suitable position. This is achieved by placing the baby's head in the crook of the arm, and the other arm kept around or underneath the baby. Baby's head should be lifted slightly it is in a semi-upright position.

- Staff will enable children who can feed themselves to do so independently, although they will be asked to sit down during feeding.

Formula

- Staff must ensure parent/carer has labelled their child's bottles.
- Staff must ensure that bottle and formula are provided separately: bottles should not be made up prior to arriving at nursery. When the child is due their bottle, staff will make this up as per the manufacturer's instructions; parents/carers need to provide the manufacturer's instructions for staff to keep in the nursery.
- Staff will add the required amount of water and heated accordingly.
- Once the bottle has been heated staff will keep the milk for up to one hour. After one hour the milk will be thrown away and will not be given to the child. Staff will never re-heat a bottle or heat it in a microwave.
- All children will be provided with a bib for the duration of the feed.
- Bottles are not allowed in children's cots or on their sleep mats.
- All bottles will be washed up and placed back in the child's bag. Bottles will not have been sterilised.
- All bottle feeds will be recorded and discussed at the handover.

Breast milk

We follow the guidance from the NHS website; <http://www.nhs.uk/conditions/pregnancy-and-baby/pages/expressing-storing-breast-milk.aspx>

- Staff must ensure parent/carer has labelled their child's bottles.
- Breast milk may not need to be refrigerated and/or heated so in these instances we will follow the agreed routine. A letter of consent may be required for special requirements.
- We can store breast milk a sterilised container or in breast milk storage bags: in the main body of the fridge for up to five days, or for up to 6 months in a freezer. Staff will ask parents to provide suitable labelled bottles or bags.

- We will label and date all breast milk being stored, to make sure that we use the milk within specified time frames.
- If breast milk is stored frozen and defrosted, we will only do this in the fridge. It will not be re-frozen and any excess will be disposed of.
- We will give breast milk at a suitable temperature for the baby, including straight away from the fridge if the baby is happy to drink it cold. If the baby prefers it warm, we will warm it by putting the bottle in a jug of warm water.
- We will never defrost or warm breast milk in a microwave because this can create 'hot spots'.
- Once out of the fridge, we will use the bottle of breast milk within one hour and any remaining milk will be thrown away.
- Staff will wear gloves when handling breast milk. Children will be provided with a bib for the duration of the feed.
- A letter of consent may be required for special requirements.

Weaning

There are a variety of weaning methods, chosen by each child's parent/carer, therefore we will not describe specific procedures.

We will work closely with parents/carers when a child is weaning and each child's key person will take responsibility for overseeing this. We will liaise frequently to monitor progress in relation to age and stage of development. Advice from other agencies may be sought where appropriate.

Procedure Created: May 2012 by Emma Corina
Procedure Reviewed: July 2018 by Kim Mansbridge & Shar Bishop
Next review date: August 2019

Compliments, complaints and feedback

We welcome and encourage feedback from children, parent/carers, including:

- Ideas and suggestions for quality improvements or change.
- Compliments.
- Complaints and concerns.

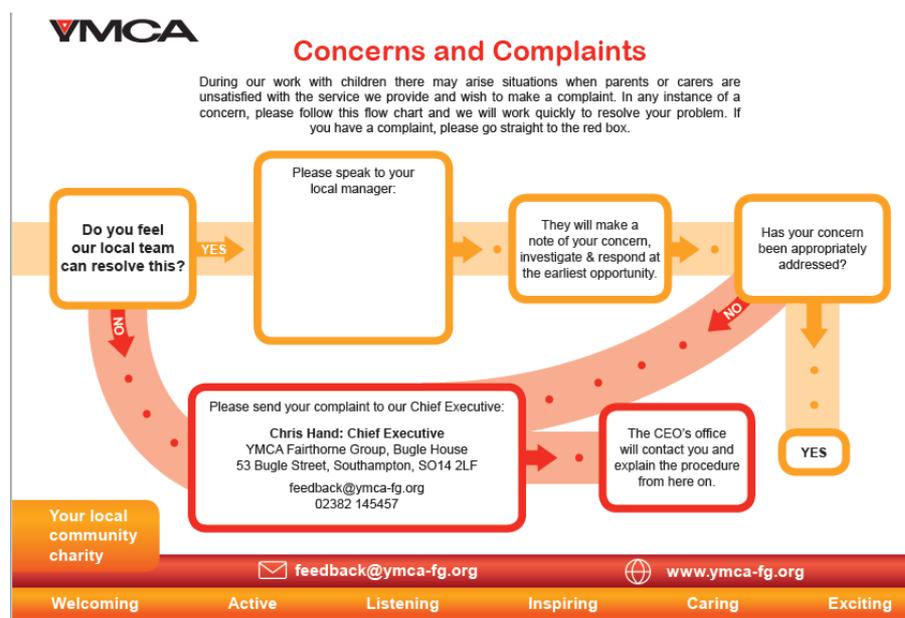
We believe that children and parents/carers are entitled to courtesy and a prompt, considered response to their views and ideas.

Staff will listen and respect the views and ideas of children, parent/carers. Staff are responsible for:

- Acknowledging and acting upon compliments and complaints.
- Informing line managers and other members of staff.
- Bringing ideas for change forward in appropriate forums including one to ones and staff meetings.

Resolving complaints is best achieved through effective communication and to enable this staff will report all complaints and concerns that cannot be immediately and locally resolved by following our Level 2 Complaints Policy.

We will display the family-friendly “Concerns and Complaints” poster. Parents raising concerns will also be provided with contact details for Ofsted: Tel 0300 123 1231, Piccadilly Gate, Store Street, Manchester M1 2WD.



Procedure Created: August 2012 by Emma Corina
Procedure Reviewed: July 2018 by Kim Mansbridge & Shar Bishop
Next review date: August 2019

Confidentiality and sharing information

Our work brings us into contact with confidential information. We will ensure that we adhere at all times to the YMCA's Data Protection and Confidentiality Policies. To ensure that all families who use our nurseries can do so with confidence, we will respect confidentiality in the following ways:

- We will adhere at all times to GDPR (2018).
- All staff will remain professional at all times, treating any information discussed in the nursery as confidential and not to be discussed outside of the nursery.
- All staff will not discuss individual children other than for purposes of curriculum or group planning with anyone other than the relevant staff and the child's parents/carers, with two exceptions:
 - If there are concerns regarding a child's welfare, information will be shared with the relevant agencies.
 - Where the parent/carer has provided permission for us to share information with another setting, school or other agency.
- Parents/carers will be granted access to their own child's records only. Access will be provided within 15 days of the nursery receiving a written request.
- Staff will ensure the child's learning journey is always available for parents/carers to view via the online system.
- All students writing observations on children as part of their course work will require permission from the child's parents/carers and will not be permitted to use the child's names, only initials. Photographs and the children's work can only be used if they have written consent from the parent/carer.
- All confidential information will be kept securely. Electronic information will be kept on our IT systems using agreed access permissions. Paper information will be kept in locked cabinets with designated staff only having access.
- No child's confidential information will be taken or accessed from home, unless:
 - That staff member normally works from home, has received additional training, and has clear procedures to follow, and
 - It is essential to delivering the service, or
 - It is required to meet a safeguarding or legislative obligation.
- The guidance for how long information should be kept for each child varies. We will keep information in line with our Data Retention Policy.

Sharing information

We understand the importance of sharing information with other settings/agencies who may be involved in your child's development. It is sometimes the case that children in our care attend more than one nursery/child-minder or are beginning to attend school sessions part time, therefore we do our best to enable regular contact between us and the other settings.

At all times we will only share information when we have the express permission of parents/carers, unless there is a safeguarding concern where to not share information could place the child at risk of harm.

From time to time there will be a need for other relevant professionals to be involved in supporting children in our nursery, be they internal or external and on-site or off-site. At all times, the following guidelines will be followed:

- Staff involved will be open and honest whilst bearing in mind confidentiality and data protection policies.
- Parents/carers and families will be consulted and involved through all stages of any processes undertaken.
- The child will be at the centre of all considerations when sharing information.
- Information will only be shared with those who need to know it, and only relevant information will be shared.

To assist in the development of each child who attends another setting or who has a child minder, and to assist in the transition to school process, we will share the following information:

- Two year progress check if applicable.
- Any developmental concerns with the child.
- Any safeguarding concerns with the child and family, providing this does not place the child at any further risk.
- Transition forms if the child is leaving our nursery to go to another setting or school and when they join our nursery from another.
- Any other support that will help the child.
- SEN or Child Protection information.

Procedure Created: April 2012 by Emma Corina
Procedure reviewed: July 2018 by Kim Mansbridge and Shar Bishop
Next review date: August 2019

Extreme weather

YMCA nurseries usually remain open during extreme weather, and staff should travel into work unless they have been advised it is unsafe to do so or if the nursery has announced it is closed. If a staff member believes their journey to work will be unsafe they must telephone the manager at the earliest opportunity.

It is the staff's responsibility to monitor their environment and ensure the welfare of the children is paramount. It is staff's responsibility to ensure their own wellbeing. Extreme weather presenting additional risks for children includes thunderstorms, very strong winds, slippery/black ice and temperatures over 24 degrees centigrade. Action should be taken that relates to the specific circumstances and can include:

- Staff and children wearing sun cream
- Drinking sufficient water
- Staying in shade during hot periods
- Playing with water and spraying water
- Wearing sun hats
- Ensuring children's hands are not cold
- Warming food on cold days
- Staying indoors during lightning
- Staying in sheltered spots or indoors during winds that could blow a child over.

In the event of extreme weather, staff will make announcements via electronic contact systems, Facebook, answerphone, emergency mobile and/or our website.

During extreme weather daily routines may change, rooms may need to join up, and bank staff who live closer by may work in the nursery. Staff may need to ask parents/carers to stay with their children until a correct staff to child ratio is in place. In some cases staff may ask parent/carers to collect at an earlier time to ensure the staff team's safety in getting home.

When weather warnings are in place the manager will make a decision if it is safe enough to go outside (depending on the outside space and area).

Staff will assess whether the normal food service will be available and will make alternative arrangements where necessary.

Although we will seek to avoid this situation, in the most extreme weather conditions it could be necessary for children and staff to spend the night at the nursery. If this becomes necessary we will do this under the direction of senior management only. We will contact all parents/carers and report this to Ofsted.

Procedure Created: April 2012 by Emma Corina

Procedure Reviewed: July 2018 by Kim Mansbridge & Shar Bishop

Next review date: August 2019

Fire

This procedure should be read in conjunction with YMCA's Fire Safety Policy Statement and Health and Safety Operating Policies. YMCA nurseries have fire detection systems that are regularly checked and serviced. A full fire drill takes place each term. Fire evacuation procedures are displayed in every room of the nursery. Fire alarms and call points are tested on a weekly basis. Practices take part in different parts of the nursery to test all escape routes. Each nursery records all drills and evacuations and procedures will be adapted as changes are needed.

- In the event of a fire or fire alarm, any member of staff should telephone the fire service.

Nursery staff will carry out the following additional actions:

- Stay calm.
- Ensure they and the children leave quickly and calmly via the fire exits to the assembly point.
- Room leaders (or in their absence a senior staff member) collect registers, sign in sheets, emergency contact details and mobile phone, and check toilets and cloakroom areas if it is safe to do so.
- Supernumerary staff will assist non-mobile children to leave the building.
- Staff carry out a headcount and register check. The most senior member of staff present will double check the numbers.
- The most senior member of staff will take charge of fire evacuation.
- Staff will ensure the building is not re-entered until given the all clear by the fire and rescue service. If there is no fire, and the fire and rescue service have not been contacted, the most senior member of staff will organise checks of the building and decide when it is safe to return.
- If the assembly point is unsafe the children should be moved to the second assembly point.

Any member of staff should report any faults or concerns in relation to fire safety hazards immediately to a leadership team member or any member of the YMCA Fairthorne Group Health and Safety Committee.

Procedure Created: February 2012 by Emma Corina
Procedure Reviewed: July 2018 by Kim Mansbridge & Shar Bishop
Next review date: August 2019

Food hygiene

Our nurseries are registered food providers and therefore are required to follow Safer Food Better Business procedures and to participate in local authorities' food hygiene rating schemes. Preventing the spread of infection and maintaining the cleanliness of the premises is paramount whilst preparing and serving food and drinks in the nursery. Where food is conveyed to the nursery from a YMCA catering department, it is the responsibility of the nursery manager to ensure that their nursery has a Safer Food Better Business procedures which is fully integrated into that of the YMCA Catering Department.

Each nursery will implement a full Safer Food Better Business procedures system as defined by their local authority and under the leadership of the head of catering at Fairthorne Manor, George Williams House or head of catering at Winchester House, whichever is their YMCA food supplier.

The system used by YMCA Nurseries is "Safer Food, Better Business for Caterers" from the Food Standards Agency. In addition to implementing "Safer Food, Better Business for Caterers" each nursery will ensure that:

- All staff receive training in food hygiene.
- Any food entering the nursery from an external source (including children's own food and staff lunches) is stored separately from food prepared and served by the nursery. Food is probed to check the temperature and reheated to the corrected temperature if needed.
- There is a system in place to prevent cross-contamination, with blue gloves and aprons for food handling.
- There is a system in place to ensure allergies and other dietary requirements are catered for and appropriately served. This is on show in the kitchen/room and is checked termly.
- Children, staff, volunteers and visitors adhere to hand washing and hygiene procedures.
- Cleaning procedures are defined, adhered to and monitored.
- All food delivery sheets, checks and reports are monitored to ensure they are up to date.
- All meals prepared externally or internally will have full ingredient lists including the required 14 allergens. All other food in the nursery and things that the children cook will also have an ingredient and allergen list. These are updated when any changes occur to ingredients or meals.

Procedure Created: April 2012 by Emma Corina

Procedure Reviewed: July 2018 by Kim Mansbridge & Shar Bishop

Next review date: August 2019

First aid, injury, medication and illness

Children learn best when they are healthy, safe and secure. We recognise that there are times when children may need extra support to maintain their health and wellbeing.

First aid

- At all times staff must adhere to YMCA's First Aid policy.

Accident/incident forms

If a child has an accident or incident whilst in our care then an accident/incident form will be completed by the member of staff responding to the accident/incident for at least the child who has been affected by the accident/incident but also for any child who caused the accident/incident to occur.

Staff will only share information with parents/carers in relation to their child/ren due to our data protection policy.

Staff will call parents/carers to inform them of any accident that involves head injuries of any kind, regardless of apparent seriousness or visible injury.

Students and volunteers are not permitted to write up any accident/incident, home injury or medication forms.

Home incident forms

If a child has an accident at home then staff must ask the parent/carer to complete a home incident when they drop the child off at the nursery. A senior member of staff must complete the reverse side of the home incident form.

Injuries/illnesses that require hospital treatment:

In an emergency, staff must call an ambulance immediately.

Any injury or illness that occurs at home or within the nursery that requires hospital treatment will be recorded onto a return to nursery form. Some injuries and illnesses require the nursery to report to other agencies; the form identifies if any other steps need to be taken and if the nursery needs to adapt any routines or care for the child to attend nursery.

Medication forms

- If a child requires medication whilst in our care, staff must obtain a completed medication form from the parent/carer. This applies whether there is a single dose for one-off medication or a course of treatment. This form must be filled out by parents/carers, ensuring that all details are complete before leaving the nursery,

particularly letting staff know when the last dose was administered. A senior member of staff must countersign these forms.

- We will only give prescription medicine to children in our nursery if it is prescribed by a healthcare professional, the child's name is on the medicine, the medicine is in date and is labelled as suitable for the age of the child.
- Staff can administer Calpol or other similar non-prescribed medicines to children to relieve some symptoms of illness, however this is to be used only with the permission of the parent. Calpol and other similar non-prescribed medicines can mask underlying health conditions so should not be used regularly.
- Staff will adhere to the dosage guidelines on the medicine's label and never exceed the stated dose or frequency,
- All medicines will be stored securely in accordance with the medicine's storage instructions.
- When medicine is administered it will be recorded and the staff member who administered the medicine will sign along with another staff member who witnessed the administration. A senior member of staff must either administer or witness medicine being administered.
- At collection, staff will ask parents/carers to sign to confirm they have been informed of any medicine that has been administered.

Infectious diseases

We follow the guidelines produced by the Public Health England (PHE) '*Guidance on Infection Control in Schools and Other Childcare Settings*'. Where an infectious disease affects the nursery the manager will seek advice from PHE and keep a record of absences/symptoms which will lead to an immediate action plan for the management of the outbreak. Logs will be kept to include time, date and details of all calls made and advice given from the PHE. These will be stored in the health and safety file.

For diseases which require temporary exclusion, staff will ensure parents/carers are made aware of the relevant exclusion period for the child's illness, and not allow the child back to nursery until the recommended exclusion times have passed.

The leadership team will notify parents/carers, staff and visitors if there is an outbreak of an infectious disease. A sign will be displayed in the nursery immediately.

Reporting

We are aware of our reporting obligations and will report any eligible accidents and incidents to the Health and Safety Executive, RIDDOR and/or Ofsted when needed.

Notifiable illnesses and diseases are defined in the displayed Public Health England guidance. Any outbreaks of these will be reported by telephone to the PHE and all calls and advice will be logged on the PHE contact sheet.

All forms are reviewed weekly by nursery management and any further investigation or relevant action is taken. The number of accidents is logged to support this review process.

Illness within nursery

Our policy for the exclusion of ill or infectious children as listed by Public Health England and staff will be discussed with parents/carers. This is also displayed in the nursery.

Children who are unwell or are infectious will be asked to stay at home in order to get well and prevent the spread of further infection within the nursery. The child's key person will usually contact the parent/carer if a child becomes unwell whilst at nursery.

If during the course of the day a child presents signs of being unwell, parents/carers will be informed immediately by a member of staff. Staff will ask parents/carers to collect their child if we have concerns about their wellbeing at nursery. The most common reasons are:

- They develop a high temperature.
- They have diarrhoea and/or vomiting.
- They have a fall/bump in which they have received an injury.

We will give the child comfort and/or necessary first aid whilst waiting for parents/carers to arrive. In the case of a medical emergency staff will follow our emergency care procedure below. A health matters form will be filled out by staff if applicable.

Children will not be allowed to return to the nursery until the child is well again, and specifically in the case of diarrhoea and/or vomiting, the child is not permitted to return until 48 hours after the last episode of diarrhoea and/or vomiting. For staff, the exclusion period for diarrhoea and/or vomiting is 24 hours.

Emergency care

If a child becomes so unwell or hurts themselves in nursery and it is deemed an emergency, the staff team will deal with the situation to the best of their ability.

- In an emergency staff will call an ambulance immediately without seeking further consent.
- Staff will notify the nursery manager or the most senior person.
- Staff will ensure that the child receives the full attention of staff throughout.
- Call the parents/carers to let them know what has happened and ask them to collect or meet them at a medical centre if applicable.
- The nursery manager and the parents/carers, if contactable, will make a plan specific to the needs of the child. This could include calling an ambulance, or administering pain relief.
- The nursery manager and staff team will do their utmost to keep the child comfortable until either the parents/carers arrive and/or the child goes to a medical centre.
- The leadership team will keep in contact with the parents / carers throughout.
- If the child leaves the nursery to seek medical help before their parent/carer arrives then a member of staff will accompany them and take the child's file with them and will wait with the child until the parents/carers arrive. Medicines/medical equipment of the child's will be taken if needed.

- The leadership team will ensure that written records are kept and that the parents/carers receive a copy of a written report in the form of a signed accident form.
- The incident will be thoroughly investigated.
- When the child returns to nursery they will receive support from staff with any on-going issues. Staff will complete a return to nursery form with parents/carers.
- A meeting will be offered to the parent/carer if needed or requested.

Long term illnesses

We welcome children with long term illnesses and recognise that a wide variety of conditions affect many children. We will ensure that our nursery supports these children by:

- All information regarding long term illness should be discussed with staff during the child's settling visits. Information should be captured on the initial "All About Me" document, as well as on the registration pack.
- Encouraging and helping children with long term illnesses to participate fully in activities.
- Carrying out a risk assessment from which a care plan is derived
- Ensuring that all of our staff are appropriately trained and informed regarding each child's individual needs relating to their long term illness.
- Helping parents/carers to complete an individual health care plan detailing symptoms and emergency response procedures for their child.
- Ensuring that the other children in our nursery understand the long term illness, enabling them to support their friends.
- Reassuring parents/carers of children with long term illnesses that their children are in a safe, caring environment.
- Ensuring that children have immediate access to any corresponding medication.
- Accessing training and support, including training to support individual children. This includes receiving training from the child's parent/carer themselves.
- Regularly checking the child's health care plan with their parent/carer so that it is kept up to date.
- Making adjustments to daily routines or procedures to accommodate the needs of children with long term illnesses.

Procedure Created: June 2017 by Rob Allman

Procedure Reviewed: July 2018 by Kim Mansbridge & Shar Bishop

Next review date: August 2019

Health and safety

This procedure should be read alongside YMCA's Health and Safety Policy Statement and Health and Safety Operating Policy.

We believe that the health and safety of everyone visiting or using our nurseries is of paramount importance. We seek to make our nurseries safe, healthy and hygienic places for all of our staff, children, parents/carers, and students. We do this by aiming to minimise and/or manage risks and hazards by:

- All staff will adhere to YMCA health and safety policies and procedures at all times.
- All staff will adhere to YMCA templates and guidance at all times
- All staff will take an active role in their branch health and safety committee.
- Staff will be trained in all relevant subjects such as COSHH, food hygiene, manual handling, fire safety and first aid.
- Health and safety is on the agenda for all staff and team meetings.
- Staff to complete daily checks before the children are present and after they have gone home. Any concerns will be reported immediately and any necessary precautions are taken to protect everyone present.
- Staff have in place a working risk assessment for each area of the nursery. Staff are trained to carry out risk assessments. All risk assessments are updated at least annually with each risk assessment checked and counter signed by a senior member of staff. All risk assessments when amended are to be re-read and signed for by all staff.
- The leadership team ensures that all staff, volunteers and students have read and understood all nursery policies and procedures at induction and at regular intervals. All staff, students, volunteers and parents/carers receive health and safety information during their induction enabling them to adhere to all of the nursery's policies and procedures so they have an understanding of their shared responsibility for health and safety.
- All staff are to follow local health and safety procedures if our nurseries are based within someone else's grounds.
- The leadership team ensures that any regular maintenance checks are undertaken promptly and records kept.

Our premises

We will:

- Record the arrival and departure of all children, staff, students and visitors.
- Prevent unauthorised access.
- Prevent children from leaving our premises unnoticed.
- Ensure children only have access to kitchens during supervised kitchen-focussed activities. Access to the kitchen will be secured at all other times.
- Have a full food safety system in place.
- Provide separate facilities for hand washing and for washing up.
- Ensure cleaning materials and other dangerous substances are stored in a locked cupboard out of children's reach, or stored according to our COSHH procedure.

- Provide protective clothing which must be worn whilst handling and preparing food. All staff must refer to food hygiene procedures and the HACCP before undertaking any duties in the kitchen.

All staff entering the premises who have not yet completed their vetting and induction procedure will be supervised at all times by a senior member of staff.

Staff must ensure that no child will be admitted into the nursery without completed nursery documentation which includes all necessary details of the child including emergency contacts, allergies, disabilities and medical details.

Our staff

- At least one member of the leadership team will remain on the premises at all times.
- Staff/child ratios will be maintained at all times in accordance with the EYFS Statutory Framework.
- Any staff member/student leaving the room will inform another staff member before doing so.
- Staff must refer to the relevant dress code and jewellery procedure whilst working in the nursery.
- Staff must refer to the manual handling procedures before attempting to lift and carry equipment or children.
- Hot drinks are permitted only in areas where children are not permitted.

Electrical and gas equipment

- All electrical/gas equipment conforms to safety requirements and is checked regularly.
- There are sufficient sockets to prevent overloading.
- The temperature of water is controlled to prevent scalds.
- Heating systems are adequate and there are emergency measures in place in case of failure.
- Lighting and ventilation is adequate in all areas including storage areas.

Storage

- All resources and materials which children select are stored safely.
- All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

Our indoor environment

- We provide a range of safe and well maintained furniture, equipment and toys that meet the varying needs of the children.
- Room leaders are responsible for their room's toys and equipment and the cleaning and rotation of these.
- All equipment will be cleaned regularly in accordance with the cleaning routines of the room.

- Staff will undertake cleaning checks to toys and equipment for cleanliness and signs of wear and tear. Opening and closing checks on the kit are made daily and equipment which is unsuitable will be thrown away.
- Staff will report any breakages to the leadership team so they can be repaired or replaced. Broken equipment or toys should be removed from the nursery immediately.
- We realise the importance of providing real life role play items and also natural items used for heuristic play. This helps to enhance play for the children. The leadership team will check the suitability and safety of these items before they are used.

Our outdoor environment

- Any outdoor equipment is checked regularly. We only purchase from suitable suppliers.
- Staff will check all outdoor areas for safety and cleared of litter before it is used. This includes entrance areas.
- Staff will check for poisonous plants and the garden is regularly checked to remove emerging poisonous plants.
- Where water can form a pool on equipment it is emptied before children start playing outside, unless the water is being used for a supervised play activity and is on suitable equipment.
- Any outdoor sandpit is covered when it is not in use.
- All outdoor activities are supervised at all times.
- Any large or climbing equipment is checked daily.

Smoking

All YMCA Nurseries and grounds are no smoking zones at all times including vapour/electric alternatives. It is very important to provide a smoke free environment for children:

- Health problems suffered by children can be aggravated by smoke.
- There are significant detrimental effects on health from smoking, including from passive smoke.
- Our staff and volunteers have a responsibility to model and promote positive behaviours to children and their families.
- If staff, students or volunteers wish to smoke they must do so off site and out of sight of the nursery. They must use designated smoking areas.
- Staff must cover their uniform fully if smoking to prevent smoke particles from being taken into the nursery. Staff can only smoke during official breaks in the working day and should thoroughly wash their hands and face, and brush their hair afterwards to remove residual smoke.

Procedure Created: June 2017 by Rob Allman

Procedure Reviewed: July 2018 by Kim Mansbridge & Shar Bishop

Next review date: August 2019

Inclusion and diversity, equality of opportunity

We adhere to the YMCA Equal Opportunities and Diversity Policy. We welcome children and families from all backgrounds. We aim to offer support to all families from diverse backgrounds and to provide information and advice in a range of areas and in a variety of accessible formats, such as:

- What additional funding is available.
- What benefits are available.
- Basic skills and other learning opportunities.
- Supporting families with English as an additional language.
- Supporting families where a child has a disability.
- Facilities, support and events within the community.
- Using different communication methods for families where the staff has a learning disability.
- Development support for the child.

We will show a respectful awareness of all festivals and major events affecting the children and families of the nursery and those in the wider society. Children will be encouraged to learn about a variety of festivals through stories, activities, games, experiences and celebrations reflecting different cultures. Families celebrating particular festivals relating to their own culture will be encouraged to share their experiences with the staff and the children of the nursery. Parents/carers need to express any festivals/celebrations they do not wish their child to participate in during their induction.

Activities and resources will be offered to provide opportunities for children that will reflect diversity and ensure all children are included and feel good about themselves. The nursery will be a prejudice-free environment, where children learn to value everybody's similarities and differences. A good balance of resources will be available, and staff will ensure that all children are given equal opportunities to access all equipment and activities and encouraged to enjoy and learn from them.

A wide range of positive images will be displayed to reflect non-stereotypical roles, and racial, cultural and religious diversity and disability.

Discriminatory remarks/behaviour

Discriminatory remarks and behaviour are unacceptable in our nursery, any instances or incidents will be investigated and/or challenged. Efforts will be made to help those responsible to understand and overcome their prejudices with support offered in a sensitive manner to those affected. Incidents of this nature will be recorded and monitored and may be referred on through line management.

Languages

Children and staffs with English as an additional language will be valued and acknowledged as an asset in the nursery and their language and culture will be

recognised and respected. Advice and support will be sought from appropriate agencies to the area of the nursery and we will provide information in additional languages where needed. We display different languages throughout the nursery and use resources to help children to learn that people speak many languages around the world. The key person will prepare for the child starting so that they feel welcomed from their start date; this will include learning some key words and displaying helpful pictures.

Food

Information regarding children's cultural and medical needs with regards to food is recorded on the child's enrolment forms and all staff are made aware of them as children start in the nursery. We provide food to meet all dietary requirements. Lists of such requirements are available to staff in each room in order to comply with parent's/carer's wishes, whilst remaining sensitive to the children's feelings. Nursery menus also contribute to diversity by introducing children to foods and new tastes which are influenced from different areas of the world.

We like to introduce new and different food to the children so at times the children will take part in food tasting which may mean a change to the snack/lunch menu for that day.

Meetings

The time, place and conduct of meetings will ensure that all families have an equal opportunity to be involved in and informed about, the running of the nursery. The needs of parents/carers who are hard to reach will be considered and individual meetings will be offered to all parents/carers.

Procedure Created: April 2012 by Emma Corina
Procedure Reviewed: July 2018 by Kim Mansbridge and Shar Bishop
Next review date: August 2019

Induction and settling in

We want children to feel comfortable and at ease as soon as possible. We also want parents/carers to feel happy leaving their child in our care and feel secure with our staff, policies, procedures and routines.

We aim to do this by giving the parents/carers a thorough induction into the nursery and into each new room as children get older. This is completed by the nursery management and the child's key person and may be done in various stages.

Induction process

Our first face to face contact with new families will usually comprise a tour around the nursery by a senior member of staff highlighting the key differences and benefits of choosing a YMCA Nursery and the YMCA Fairthorne Group ethos. This tour can be taken at any point but is normally offered when parents/carers first enquire. At this point they will also be given printed copies of nursery literature and links to online information plus information on how to enrol at the nursery.

A minimum of three visits will be booked in for each child, more will be scheduled if the child is unsettled until they are happy and settled. We understand that this transitional period can be difficult for the family and we aim to assist with this as best we can.

On the first visit we ask that the parent/carer stays in the room with the child for the entire visit; during this visit the room leader will introduce themselves, the key person and the other staff and give the parent/carer all of the necessary paperwork to complete. The key person should be dedicated to spending time with the child so that the child can start to form an attachment with the key person.

The All About Me document should be completed by the first visit.

Parents/carers will also be asked if they have any questions regarding the handbook and/or procedures pack and clarify how parents/carers intend to label the child's belongings. The parent/carer should join the child and key person in play. This is a perfect time for the parents/carers and key person to find out more about each other and to answer any questions that either party may have.

The key person will then book in the next visit (if not already booked) and explain what will happen next.

On subsequent visits, staff should introduce parents/carers to the YMCA ethos including the YMCA Way, the Early Years Foundation Stage and how all of this relates to your child. We will also discuss the online learning journey system, routines, snacks, what to bring, nursery relevant information and where you can access the procedures pack.

The second and third visit are opportunities to get the child more settled and used to nursery life and the new key person. Hopefully the key person will be greeted positively by the parent/carer and child. The parent/carer should then settle the child into play

encouraging the key person and child bond and exchange any relevant information with the key person that may be needed.

The staff member will ask the parent/carer to tell their child that they are going and that they will return shortly, if the child is reluctant they could use encouraging words and reassure the child that the key person will look after them. The parent/carer should leave for one hour. When they return, the parent/carer should praise the child about how brave they have been and the key person will give an encouraging handover explaining what the child has achieved and been doing. If the child becomes too distressed we will always let the parent/carer know via a phone call or when they return.

This step can and should be repeated until the child, key person and parent/carer are happy that the child and key person have bonded and that the child is ready to start nursery.

The key person will gather evidence and submit an assessment onto the Tapestry online learning journey within the first two weeks of the child starting. This will be shared with the parent/carer who have continued access to all development records via Tapestry and can submit their own evidence.

Transitions

Please see Transitions procedure.

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Next review date: August 2018

Manual Handling

To make our nurseries a safe working place for all our staff and students, we must be aware of the dangers of lifting and the safe way to do so, and promote this throughout our nurseries. Our staff, volunteers and students will be trained in manual handling as part of their induction and at regular intervals thereafter. We follow and promote a “ten-point plan” when lifting loads:

1. Stop and think

Plan the lift, where the load’s going, the route you will follow and where you will put it down.

2. Check the weight

Lift the edge of the object to get an idea of the weight. If it is too heavy, get help or use mechanical assistance.

3. Position the feet

Stand close to the object, feet apart, giving a balanced and stable base for lifting.

4. Adopt good posture

Squat down with back straight and chin tucked in, knees bent.

5. Get a firm grip

Grasp the load firmly, with elbows tucked in.

6. Keep the load close

Stand up slowly, lifting with leg muscles, and keeping your back straight as you stand.

7. Don’t jerk

Lift smoothly, keeping control of the load.

8. Move your feet

Don’t twist your trunk when turning to the side.

9. During transit

Remember to take rests during transit if you feel you need to.

10. Put down

Put the load down smoothly and slowly, bending your legs - position the load precisely after putting it down. If at any point you or your route becomes interrupted you must put down your load and start again.

Lifting children

Regular manual lifting and handling of children, particularly those with physical disabilities, can present significant risks to both the child and staff. Only those staff whose contract of employment requires them to lift children and where they have been suitably trained

should regularly lift children. The use of suitable hoists to aid lifting and moving reduces these risks to a minimum. Students/volunteers are not permitted to pick up children.

When lifting children the same principles as for lifting any object should be applied, however the potential for the child to move whilst being lifted must be considered.

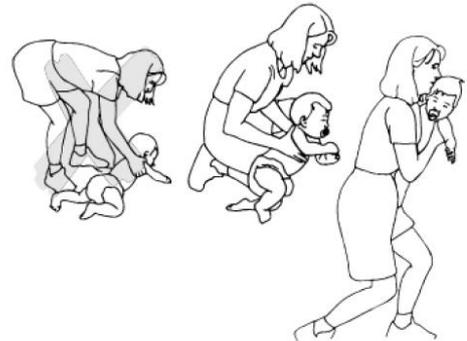
1. Place your feet apart to give a balanced stable base for lifting.
2. Your body should face in the direction in which you intend to move.
3. Bend knees and keep back straight.
4. When lifting child keep child close to you.
5. Have a good grip.
6. Are you wearing appropriate clothing, will your clothing snag on the child or restrict your movement?
7. Are you wearing flat shoes?
8. Do not bend, twist, stoop or lean back.
9. Know your own capacity ask for help if required.

Always ensure there is a clear, unobstructed route between where the child is to be lifted and where they are to be put down. If not, clear away obstructions and arrange for doors to be held open if necessary.

Manual handling assessments should be used to identify where staff require training in lifting techniques or in the use of specialist equipment. All training should be recorded.

Carrying children

If the child is old enough, ask them to move to a position that is easy to pick up, and ask them to hold onto you as this will support you and the child when lifting. Do not usually place the child on your hip; carry them directly in front of you to balance their weight equally. Wherever possible, avoid carrying the child a long distance.



When a child is young and is unable to hold onto you, ensure you support them fully within your arms. If the child can walk, the staff will encourage them to do so.

Avoid carrying anything else when carrying a child: make two journeys or ask a colleague to assist you.

Procedure Created: April 2012 by Emma Corina

Procedure Reviewed: July 2018 by Kim Mansbridge & Shar Bishop

Next review date: August 2019

Meal and snack time

We aim provide the children with time to have a healthy and nutritious snack or meal and a relaxed, enjoyable social environment where manners and table etiquette will be promoted and encouraged.

- Staff will ensure children have washed their hands before and after snack/meal times.
- We will ensure we have enough cutlery, cups and drinking water/milk ready for each child's individual needs. Water will be available inside and out at all times.
- Children with packed lunches will sit with children who are eating a cooked meal.
- Packed lunches will be checked by staff for allergens and any products containing nuts will be removed
- If a packed lunch is insufficient for a child then the nursery can supplement or substitute the food provided
- Staff will encourage a quiet calm atmosphere.
- During mealtimes children and staff will be seated. A member of staff should be sat with each group of children and will engage in conversation with the children therefore promoting and enhancing their social and language development.
- Children will be encouraged to feed and serve themselves where possible.
- Bibs should be used if needed. After meals babies' hands and faces are cleaned and older children are encouraged to wash their hands and face in the bathroom with support from staff.
- When children are finished eating and have cleaned their area away staff will lead simple relaxing activities until all of the children have finished eating and the area has been tidied by a member of staff. There will always be a member of staff sat with children who are still eating.
- Staff should record meals and snacks in accordance with the online system.

Meals

All meals are served by staff that have had food safety training.

Children are offered a healthy morning and afternoon snack. Snack menus are varied and take into consideration children's nutritional needs. Where possible we also include snacks made by the children and staff themselves. We provide nutritionally balanced and healthy meals that are suitable for the child's age and activity level. Our nutritional standards are based on published research. We ensure that all meals are nutritious, healthy and offer the children a balanced diet.

We will not give food high in sugar or salt or processed foods, however on occasion children will bake for each other and on special occasions may bring in shop purchased cakes and other treat style foods. Items brought in must be bought from a shop and given to nursery in a sealed, unopened package. When these foods are on offer staff will check ingredients to ensure allergens are considered, and ensure that the portion sizes are relevant to the child and that children are also offered a healthy alternative should they prefer.

Cake and treat style foods will be given as pudding with a meal on the special occasion days.

We cater for children with dietary requirements and all allergies and intolerances should be shared with the nursery staff as soon as possible. Where possible we adapt elements of the existing menu for children with dietary requirements so that mealtimes are inclusive. Purees can be requested for meals if required for young babies. All meals and snacks have allergen and ingredient lists to comply with food standards.

Where a parent/carer has a special arrangement to provide their child's food, such food must be in keeping with children's nutritional standards. If a child attends nursery with inappropriate foods we will provide substitutes and liaise closely and sensitively with the parent/carer to try and improve the child's diet.

Children will always have access to fresh drinking water.

Children will only be offered water or milk to drink and staff will return to parents any sugary drink that has been provided.

On occasions when children go on a walk over lunchtime, a healthy packed lunch will be provided instead of a hot lunch.

From time to time we allow children to take part in food tasting so that they get to experience foods from around the world. These will be instead of the usual menu for that day.

Our nurseries are nut free zones.

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Next review date: August 2019

Missing or lost child

All precautions are taken to ensure children are safe and secure on the premises at all times. Precautions are also taken if children are taken out of the nursery. To maintain security we will:

- Make sure the register is updated as soon as children arrive or leave the nursery.
- Make regular checks throughout the session to ensure all children are accounted for.
- Use an outdoor register when necessary.
- Ensure all staff know how many and which children are present.
- Ensure that children are within visual range of staff at all times.
- Ensure that whilst on short walks children remain with nursery staff at all times; where needed staff to child ratios will be exceeded.
- Keep garden and external gates secure.
- Make sure security doors are kept closed.
- Complete daily checks of gates, doors and fencing and report/repair any issues immediately.
- Take a copy of this procedure every time staff take children out of the nursery as well as emergency contact details for each child.
- Make sure parents/carers are aware of collection/dropping off procedures for children's safety.

In the event of a missing or lost child the most senior member of staff present will take charge of the situation and follow the procedures below.

1. Ensure remaining children are safe.

- Children in the garden will be taken into the play rooms.
- Children and staff offsite return to the nursery as soon as possible.
- A full headcount of all children will be taken against the details recorded on the register.

2. Coordinate a search for the missing child.

- Identify the lost child.
- The premises, garden and immediate area are searched thoroughly and quickly by any staff available.
- The nursery manager should be informed immediately and all communication and coordination should be through them.

3. Escalate to telephone the police if the child is not found within 5 minutes.

- Staff will escalate to the Police using 999 or other agencies if needed if the child cannot be found within 5 minutes. This will normally be the most senior member of staff but any staff member can telephone the police if needed.
- If the Police are called, they will take over the search and investigation

4. Ensure parents/carers, senior staff at YMCA and other relevant parties are kept informed.

- The most senior person in the nursery should notify the child's parents/carers and a Director or the CEO as soon as possible.
- 5. Ensure follow up investigation is completed.

If the missing or lost child occurs on an outing:

- Identify the lost child.
- Safeguard other children by sitting them somewhere safe and remaining calm.
- Check the nearby area. If you have enough staff organise a mini search around the area for five minutes.
- If this is unsuccessful telephone Police using 999 and follow their instructions.
- Continue to look for the child while waiting for the Police.
- Senior staff on walk to inform the manager of what has happened giving them as many details as possible.
- The manager will keep in contact with the parents/carers to make them aware of what has happened and what action has been taken to locate their child.
- When the child is found, the child will be comforted and checked for injuries. The Accident Procedure will apply for any injuries.
- A full investigation into the matter will take place and the issue will be reported to external bodies as required.

If a child is missing or lost for a short period of time and found without the need to inform the Police:

- The child should be comforted and checked for injuries.
- The manager will inform the child's parents/carers and a Director or the CEO about the incident as soon as possible.
- A full investigation into the matter will take place and the issue will be reported to external bodies as required.

Following any missing or lost child incident:

- The nursery manager or duty manager will liaise with the Ofsted designated lead to arrange incident reporting.
- The nursery manager, a Director, and any other suitable member of staff will liaise with the parents/carers to discuss the incident.
- The nursery manager will fully investigate the incident, write a report and carry out a review of the safety procedures in the nursery. A copy of this report, plus any action plan will be forwarded to Ofsted in line with statutory requirements.

Procedure Created: April 2012 by Emma Corina

Procedure Reviewed: July 2018 by Kim Mansbridge & Shar Bishop

Next review date: August 2019

Offsite activities

Our nurseries are close to excellent local amenities and interesting places for children to explore. With this in mind we endeavour to take children out beyond the confines of the nursery.

Children are safeguarded whilst out of the nursery site by ensuring that:

- A risk assessment is completed and signed off by a senior member of staff.
- The staff to child ratio increases where required, in line with the risk assessment for each in particular outing and the needs of the children attending.
- A list of the children and staff going offsite will be taken on the outing. A copy of this information will be kept in the nursery office.
- If non-staff adults are helping then their emergency contacts will be taken on the outing, with a copy left in the nursery office
- A nursery mobile phone with sufficient calling credit will be taken on the outing in case of an emergency.
- An outings bag will also be taken. The bag will contain:
 - A First Aid kit.
 - Accident forms.
 - A copy of the missing lost child procedure.
 - Tissues.
 - Wipes.
 - Disposable gloves.
 - A bottle of water and cups.
 - Snack (if needed).
 - Sun cream.
 - Any clothes or equipment that each individual child may need whilst out.
 - Medication and allergy lists including corresponding forms.

Children who need support with walking will either be taken in a buggy or hold onto a staff member's hand or buggy handle. Non-mobile children will be taken in a buggy. Children who can walk independently must hold another child's hand and staff will deploy themselves amongst the children. The children's hands will not be held while they are playing in a play area under supervision.

Children will occasionally use public transport, which will be included in the risk assessment.

Parents/carers may be invited to accompany children on trips. If a parent/carers helper attends we will ensure that they are briefed on the outing beforehand.

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Procedure Reviewed: July 2018 by Kim Mansbridge & Shar Bishop

Next review date: August 2019

Personal hygiene and infection control

The skin's surface is never free of micro-organisms and therefore it is vital to minimise the spread of infection via hands by decontaminating them often using an effective technique to do so. Not washing hands exposes children, parents and carers, and staff to the risk of infection and could contravene our duty of care.

Staff must wash their hands:

- When coming on duty.
- After going to the toilet.
- When entering the kitchen and handling food.
- After handling any soiled item.
- Whenever hands are visibly soiled.
- After wearing gloves.
- Before and after feeding a child.
- Before and after handling a sick/injured child.
- After touching plants, animals or soil.

Staff can use antibacterial hand gels but these are not a substitute for handwashing

Guidance on effective handwashing:

1. Fingernails to be kept short and unpainted.
2. No nail varnish or false nails are allowed.
3. Avoid wearing decorative jewellery.
4. Cover cuts and sores with a blue plaster.
5. Use a soap or skin disinfectant dispenser rather than a bar of soap which can easily become contaminated.
6. Dispense cleaning aid on to moist hands and rub palms together vigorously to aid the removal of dead skin cells and bacteria.
7. Staff should ensure that you wash the back of your hands, between all your fingers, your fingertips and your wrists.
8. Rinse thoroughly under running water.
9. Dry thoroughly with paper towels or an air dryer.

Remember:

- Communal towels promote cross-infection.
- Wet surfaces transfer micro-organisms more effectively than dry ones.
- Regularly clean toilet door handles, paper towel dispensers etc., with an appropriate disinfectant.

Glove and apron wearing

Gloves and aprons are provided by the nursery and should be worn to act as an extra barrier to cross contamination; blue for handling of food and serving, and white for all other uses. However, they are not a substitute for using the correct hand washing procedure.

Gloves should be worn when:

- Changing a nappy.
- Administering first aid or creams.
- Assisting children with toileting.
- Cleaning up spillages.
- Cleaning up any bodily fluids.
- Using strong chemicals (check on the COSHH register).
- Serving or preparing food (change gloves if handling or preparing different meals due to allergies/dietary requirements).
- Applying suncream to children (if needed).
- Cleaning animal cages and runs.

Aprons should be worn when:

- Changing a nappy.
- Administering first aid if needed.
- Cleaning up bodily fluids.
- Preparing or serving foods.
- Cleaning animal cages and runs.

Staff must ensure they assess the risk of the situation and use whatever necessary barriers they feel are needed; no bodily fluids present does not require gloves, if there are bodily fluids or chemicals present then you should wear an apron and gloves. Bodily fluids include blood, urine, faeces and vomit.

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Procedure Reviewed: July 2018 by Kim Mansbridge & Shar Bishop
Next review date: August 2019

Physical activity and the outdoors

Physical activity is essential to children's development and focusses on their motor skills which in turn:

- Improves cognitive development
- Enhances bone and muscular development
- Supports learning of social skills
- Contributes to a healthy weight

Robust physical activity is often most easily accessed outdoors. We follow the evidence-based guidance provided by NICE and Department of Health:

<https://www.nice.org.uk/Guidance/PH17>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/213737/dh_128142.pdf

As a general guide, we expect children to be physically active for 70% of their time at nursery. We will:

- Provide a range of indoor and outdoor physical activities for children on a daily basis, including opportunities for unstructured, spontaneous play.
-
- Tailor activities according to the child's developmental age and physical ability. Ensure they are inclusive, progressive and enjoyable. The activities should develop the child's movement skills (such as tummy time, reaching and grasping, crawling, running, hopping, skipping, climbing, throwing, catching and kicking a ball). Children should also experience more advanced activities such as swimming, cycling, playing football and dancing.
-
- Minimise time spent in infant carriers or seats. This includes having activities during which children can stand, squat, and move around.
-
- Help children identify activities they can enjoy by themselves and those they can enjoy with their friends and families, to extend physical activity to home and community environments.
-
- Talk with children about how they are experiencing physical activity, their likes and dislikes, and encourage them to try new things.
-
- Allow children to be independent and to take reasonable risks to allow them to develop their physical and decision-making skills.
-
- Encourage parents and carers in supporting their child/ren to be physically active, such as walking to nursery, limiting screen time at home, and accessing the outdoors.

Outdoors

YMCA's outside environments are safe and secure for children to explore. Our outdoor area has been designed with the children's needs in mind. We will actively encourage children and staff to play outside in all weathers. We encourage children to take risks and outdoor activities will be assessed on a benefits vs risks basis.

We will ensure that:

- Free flow access to outdoors is available throughout the day.
- The outdoor environment compliments the indoor environment and challenges children's physical needs as well as other areas of learning.
- Staff plan experiences for development outside as well as in.
- No child is left unattended whilst outside.
- If staff are alone in the garden they must notify staff inside that they are there so that staff can position themselves for quick assistance if required.
- Students and volunteers will not be left alone outside with children.
- Staff must prepare the garden before the children go outside. This includes checking all gates are closed and locked, filling out the daily checks and setting up any planned activities and continuous provision.
- Staff must ensure that the children are appropriately dressed for the weather or have sun cream applied when necessary before they go outside.
- Staff must limit the amount of time the children are outside in extreme weather conditions.
- Staff will position themselves so that they have a clear view of all the children between them at all times.
- If all children are outside staff will take their register with them in case of a fire.
- Children can go back inside to take part in continuous provision and free flow however staff must be vigilant and ensure staff are inside and ready for them. Staff will move around with the flow of the children.
- Children are asked to ask staff before they go to the toilet; staff are to ensure someone is inside to supervise.
- If water or messy play is being accessed outside it must be supervised at all times, and cleared away at the end of session. The cover of any sand pit must be replaced at the end of the session.
- The outdoor area will be enhanced regularly. This is to ensure that we are meeting the needs of the children and that they have resources that they find interesting and challenging.
- Parents/carers are asked to bring in full wet weather kit to ensure that we can play outside in all weathers.
- Staff will ensure they wear suitable clothing and are ready to play outdoors with the children in all weathers.

When moving groups from indoors to outdoors, or from outdoors to indoors and the door will be closed:

- One member of staff will conduct a head count before and after every transition.
- A member of staff will check the space that has just been vacated to make sure there are no children left behind. The insides of climbing or den equipment and any other areas where children may be hidden from view will be specifically checked.
- If the head count does not match, the children present will be checked against the register.
- If at any point a specific child cannot be located, the lost and missing child procedure must be followed.

Procedure Created: April 2012 by Emma Corina
Procedure Reviewed: July 2018 by Kim Mansbridge & Shar Bishop
Procedure review date: August 2018

Partnership with Parents and carers

Parents are a child's primary carer and educator and we value the relationship we have with the child's parents, carers and wider family. To achieve this, staff will:

- Ensure parents/carers are informed regularly about their child's progress.
- Work with parents/carers to plan care routines in partnership
- Use electronic systems to share ideas for improvements to the home learning environment, ideally every fortnight.
- Involve parents/carers in shared record keeping about their child and family.
- Show parents/carers how to access and use our online system for looking at their child's development and to contribute to it.
- Ensure parents/carers are informed of our policies and procedures.
- Make sure all parents/carers are aware of the systems for registering compliments, complaints, queries or suggestions and the address and phone number for Ofsted.
- Ensure all parents/carers are informed of any parent/carer meetings and that they are accessible to all.
- Invite all parents/carers to contribute from their own skills, knowledge and interests to the activities of the nursery.
- Welcome parents/carers to the nursery and to ensure there is a two way exchange of information, knowledge and expertise.
- Ensure all families can take advantage of their membership of YMCA which continues for one year after their child has left the nursery.
- Hold events to which parents/carers are invited, ensuring these happen at different times to allow as many parents/carers as possible to attend.
- Share information with parents/carers about other children's services they may be interested in.
- Ensure that the office open door policy is promoted to encourage staff and parents/carers to communicate freely with senior staff and the nursery management.
- Invite parents to join member's committees or other groups within the nursery to help support, volunteer for events and help to solve any problems that arise.
- Work together to share information between different settings if the child attends more than one, including sharing progress reports.

Procedure Created: April 2012 by Emma Corina

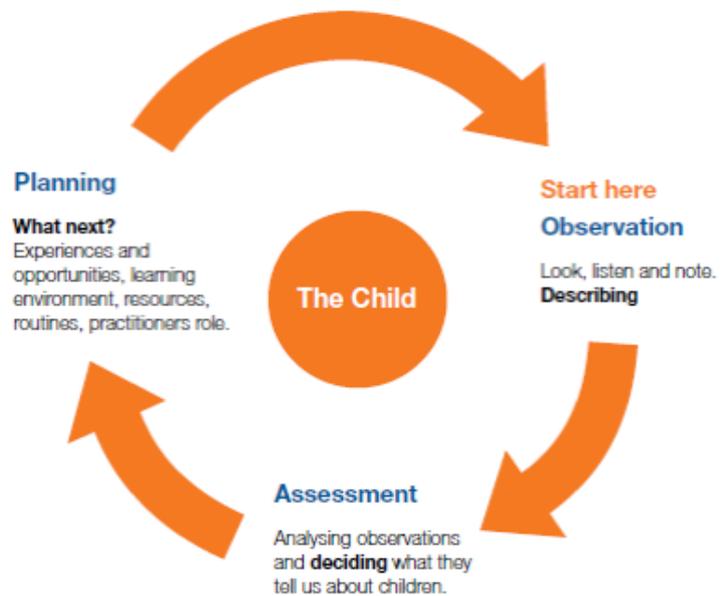
Procedure Reviewed: July 2018 by Kim Mansbridge & Shar Bishop

Next review date: August 2019

Observations, Assessments and Planning

Ongoing assessment is at the heart of effective early years practice.

In order to ensure children reach their full potential staff will provide stimulating learning opportunities. To do this effectively staff will assess children against the EYFS framework, have knowledge of their next steps for development and the child's current interests.



Observations:

Through developing positive relationships, the key person will develop knowledge and understanding of each unique child.

The key person will make meaningful observations detailing their children's learning and development, some of which will be recorded on iConnect and assessed using EYFS development matters framework.

We welcome parents to upload their own observations, special events or wow moments onto iConnect.

Assessment:

Assessment plays an important part in helping parent/carers and practitioners to recognise children's progress and understand their developmental needs and interests.

Each child will have a baseline assessment on entry. Thereafter, assessments will take place at the end of every term. Additionally, children who turn two whilst with us will have a

Two-year check. Assessment reports are communicated during transitions between rooms or other settings including schools.

Every term, key persons complete an ECaT audit tool to assess children's communication and language skills. This will inform key persons where children are at risk of delay.

As part of our assessment process Parents are encouraged to attend more formal meetings to discuss progress as well as daily correspondence.

Planning:

The key person plans activities to meet their key children's needs, based on their knowledge and understanding of the child, gained through observation. These observations inform planning and the delivery of learning opportunities.

Planned activities and learning opportunities are delivered throughout all aspect of nursery provision.

The nursery manager is responsible for ensure the quality of learning opportunities across the setting. This includes completely learning journey and planning scrutiny's and feeding back to staff where improvements can be made.

Procedure Created: April 2012 by Emma Corina

Last reviewed: October 2018 by Maria Celeghin & Shar Bishop

Next review date: October 2019

Sleeping children

We recognise the importance of rest for each child and where possible we will try to follow the child's individual routines as best we can. Key persons will ask parents/carers to share information about their child's routines including their sleep routines.

All children will be visually checked by staff every ten minutes. A baby monitor will be on throughout the day if the area is a separate room. The times of these checks are recorded by staff along with the times that the child fell asleep and woke up. Children will never be put to sleep with a bib, a drink, any food or with jewellery on, or a comforter that could be dangerous. All cot rooms will be heated to a temperature of between 18-20 degrees in line with NHS guidance. When putting a child to sleep we will:

- Collect the child and any comforters that they need.
- Remove shoes and bibs before putting a child in their cot.
- Provide each child with their own clean sheet for the week. Sheets will be washed weekly, or sooner if needed.
- Place the child on their back unless the parent/carer has given other written instructions.
- Speak calmly to the child using eye contact explaining what we are doing.
- Visually check on the child every ten minutes (using a timer alarm).
- Record the check on the sleep chart along with the time that the child fell asleep and woke up.
- Ensure that the sleepers have a designated space set out.
- Take any children necessary to the toilet and put a nappy/pull up on any others that may need them.
- Ensure that the children have clean noses and faces.
- Use additional blankets if needed.
- Sit with the children at all times and encourage them to sleep, rubbing their backs, or tummies as required in a calm peaceful manner.
- Record the time that each child woke up.

Staff will never attempt to force children to go to sleep, so if after twenty minutes the child is still awake, we will allow the child to get up and continue playing. This will be shared with the parents/carers when they collect.

Procedure Created: April 2012 by Emma Corina

Procedure Reviewed: July 2018 by Kim Mansbridge & Shar Bishop

Next review date: August 2019

Staffing

All staff are appropriately qualified and experienced within the guidelines laid out in the Early Years Foundation Stage.

A minimum of two staff are on duty at any one time and the following staff to child ratio is ensured:

Children under two years of age:	1 staff : 3 children
Children aged two years:	1 staff : 4 children
Children aged three to seven years of age:	1 staff : 8 children
Children on offsite outings:	As above or higher according to risk assessment

Our apprentices and students on long-term placements can be counted in ratios provided they are at least 17 years old, but any staff under 18 years old must be supervised by a member of staff who is at least 18 years old.

Recruitment

We are committed to recruiting, appointing and employing staff in accordance with relevant legislation and best practice; we will also adhere to YMCA Fairthorne Group policies and procedures, including safer recruitment practices.

Staff involvement and development

We adhere to YMCA Fairthorne Group's HR procedures in relation to staff supervision, involvement and development. We provide staff induction training during the first two weeks of employment, including all procedures. Training is provided through in-house and also outside agencies. This covers all statutory areas including safeguarding and first aid and any other relevant training to support the staff member with child's care and development including the EYFS. Training is reviewed in their performance development reviews and annual appraisals.

Regular staff meetings take place to discuss any issues that may have arisen within the month and also the planning for the forthcoming month. Regular room meetings are also held to discuss children's progress, their achievements and any difficulties which may have arisen. Curriculum planning will also be discussed and reviewed and the organisation of the room can be looked at.

Training

Training is essential for all staff skills development and consistency of practice. We ensure that training is relevant to the tasks carried out, current legislation and Ofsted regulations.

Completion of safeguarding level 2 and paediatric first aid is mandatory.
Completion of EduCare training modules is mandatory.

Through the process of regular reviews and annual appraisals, specific training needs are identified and arrangements made to meet those needs. Training is discussed at staff meetings and any information that is useful to other staff is shared. In-house training is also part of staff and team meetings.

Students and apprentices

We recognise that qualifications and training make an important contribution to the quality of care and education. As part of our commitment to quality, we offer placements to students and apprentices who provide experiences that contribute to the successful completion of their studies and which provide examples of quality practice.

All students require a DBS check from their training organisation and a reference. All students will be interviewed before their placement starts. Schools placing students under the age of 17 years are required to vouch for their good character. All students are supervised at all times and do not have unsupervised access to children.

We have Employers' Liability Insurance and Public Liability Insurance, which covers both students and voluntary helpers. Any information gained by the student about the children, families or other staffs in the course of their placement must remain confidential.

We provide students on their first day with an induction on how our nursery is managed and how the nursery is organised, including the staffing structure. All students will have a health and safety induction and a young person's risk assessment will take place.

Students required to conduct child studies will obtain written permission from the person with parental responsibility of the child who is to be studied. We will not accept students until we have obtained all of the relevant information that we require.

All students will be supervised at all times and parents/carers will be introduced to them where possible.

Volunteers

Volunteers need a clear DBS and two references before they are allowed to do any volunteering within our nurseries. They receive a full induction and regular feedback. Volunteers may include people interested in working with children and want to gain experience, coming to teach the children a skill such as cooking or a regular gardening/book reader to support the nursery.

Procedure Created: April 2012 by Emma Corina

Procedure Reviewed: July 2018 by Kim Mansbridge & Shar Bishop

Next review date: August 2019

Sun safety

We believe that it is vital that we keep the children safe in the sun. Vitamin D from sunshine is essential for children's development so we do not propose that children are completely protected from sunlight. However, our nurseries have a strong focus on outdoor play and it is important that we protect children from over exposure when we are outside for long periods.

As the weather starts to get warmer parents/carers will be asked to bring in the equipment that their child needs to stay safe in the sunshine. This kit should be handed to the child's key person who will, if it hasn't been done already, label it and store it correctly and should be kept at nursery during the summer months. We ask that each parent/carer brings in the following:

- Sun block of at least SPF 30.
- A sun hat with a brim that protects the child's face from constant sun exposure, we find baseball caps are a good choice.

Children should be dressed appropriately to play out in the sunshine so staff will ask that parents/carers avoid strappy dresses and tops and provide the children with clothing that covers their shoulders and the tops of their arms. Despite the warm weather children will still be running and climbing so appropriate footwear must be provided. Flip flops are not suitable footwear for a nursery day.

We will also regularly encourage the children to drink and share any concerns with parents/carers over this issue. Shaded areas will be provided by the staff to keep children cool and safe.

Parents/carers are responsible for sun creaming their child before they come to nursery. Staff will ask them in the morning if they have done so and if not they will be asked to do so before they leave. Staff will then sun cream the children each time they go out and/or afterwards at regular intervals.

Children will not be permitted to play outside without a sunhat and sun cream on and parents/carers may be asked to bring these items in, or collect their child if staffing is affected by children being kept inside. Each time staff take children out we will adopt the SLIP, SLOP, SLAP, SLURP routine which is as follows:

SLIP – On a T-shirt (covering the children's shoulders)

SLOP – On some sun cream

SLAP – On a hat

SLURP – On a drink

Procedure Created: April 2012 by Emma Corina

Procedure reviewed: July 2018 by Kim Mansbridge & Shar Bishop

Next review: August 2019

Supporting children with additional needs

We have regard to and follow legal responsibilities to:

- Special Educational Needs (SEN) Code of Practice of the Children and Families Act 2014
- Special educational needs and disability code of practice: 0 to 25 years 2015
- Equality Act 2010
- Additional guidelines supplied by the LEA and the EYFS Statutory Framework

We will provide a welcoming and supportive environment and appropriate learning opportunities that meet the needs of all children. We will work closely with families to support individual children where there is evidence of developmental delay or SEN.

We have a designated special educational needs coordinator (SENCo) at each nursery. The SENCo receives formal training and is responsible for referral and support systems for children with additional needs. The SENCo will support other staff to ensure that children's needs are met.

Children with SEN, like all other children, will be admitted to nursery after consultation between the parents/carers, manager, key person and SENCo to ensure that suitable adjustments are made to the environment, supervision, activities and resources, to ensure that the child's needs are met.

Our system of observation and record keeping which operates in conjunction with the parents/carers enables us to monitor children's needs and progress on an individual basis. Children's progress and achievements are monitored by the child's key person and changes are made to ensure that the child is continually supported. The nursery will support parents/carers and advocate on behalf of the family when engaged with additional external services.

Our key person system ensures that each key person is especially responsible for, and close to, a small group of children, ensuring that each child receives plenty of staff time and attention. Parents/carers are engaged at regular times during drop off and pick up, and at specific planned discussions to ensure that the child's needs are being met in the context of the family. We work closely with parents/carers to ensure that:

- The nursery draws on the knowledge and expertise of the parents/carers, in the planning for the child.
- The child's progress and achievements are shared and discussed with the parents/carers on a regular basis. These are also shared with other carers the child has including child minders and nurseries through the Tapestry online learning journey system which the parent/carer has constant access to online.
- Parents/carers are aware of the arrangements for the admission and integration of, and understand what provisions are available for, children with SEN.

Specific support we provide for children with SEN is:

- The SENCo will draw up an individual educational plan (IEP) for over two year olds or individual play plan (IPP) for children under two years' olds with the key person. All of these will be shared with parents/carers.
- Multi-agency referral forms will be completed in partnership with parents/carers when additional agencies need to become involved.
- Where a child transitions to us or from us from another setting or school we will seek to arrange a face to face meeting with their SENCo to ensure full information is provided. We will always obtain consent to do this.
- All plans will be signed by the parents/carers, the key person and the SENCo. These will then be reviewed on a regular basis with the key person to keep up with any changes that may occur and to enhance the next steps.
- The nursery will provide adequate equipment, resources and adapted environments for each child's developmental needs. This may include the need to apply for funding to support the nursery accessing certain equipment.
- The nursery will seek advice from external support agencies where needed.
- The nursery will play an active role in safeguarding assessments, arrangements and attend meetings if requested.
- Education, Health and Care Plan (EHC) systems put in place if the child meets the criteria for this support.

For the wider nursery, we will:

- Ensure all children, irrespective of their special needs, are encouraged wherever possible and appropriate to participate in group activities and that children gain experience of playing with others who have different needs.
- Ensure that nursery planning includes activities where children can learn about different abilities.
- Challenge any inappropriate or prejudiced behaviours or attitudes. Where this involves children we will use activities to demonstrate how behaviours are inappropriate. Where it involves parents/carers we will challenge and discuss issues as soon as they present.
- Adapt our communication styles and methods when working with parents/carers who have a learning disability.
- The nursery will welcome new initiatives which provide support for children with SEN or developmental delay.

Staff will attend training in supporting children with additional needs as part of their ongoing training. SEN is discussed at all staff and team meetings. We will use independent auditing tools to ensure our environment is as accessible as possible.

Procedure Created: April 2012 by Emma Corina
Procedure Reviewed: October 2018 Maria Celeghin
Next review date: January 2019

Toileting and nappy changing

We understand that keeping children safe, clean and comfortable is essential. We also try and give children the confidence to be independent and develop self-care skills that will assist them with their future.

The child's key person or buddy is responsible for toileting and nappy changes. Nappy changing is never given to a member of staff as a "job".

Nappy changing

Nappy changing is vital in ensuring a child is comfortable. Staff and students at the nursery will all take charge of ensuring children are changed in accordance with their needs. Parents/carers should note students and volunteers will not change nappies.

Nappy changing is done as part of the routine in the nursery and all children are checked at least every three and a half hours with nappies changed whenever needed. If a child is wearing pullups and has used the toilet but not their pullup, the pullup should still be changed during the day. All children will be changed immediately if they need to be. Requests for more frequent nappy changes can be made if needed.

Children's right to privacy and safeguarding are taken into consideration during nappy changing, with changing taking place in a designated area. Either the door to the changing area will be open or it will have viewing panels.

- Parents/carers are responsible for bringing their child into nursery with a clean nappy; if this is not the case then we reserve the right to ask the parent/carer to change them.
- Parents/carers are responsible for ensuring that their child has a supply of nappies and wipes; the nursery only have very few spares and children that continually use these through lack of their own will be charged a fee. Staff must notify parents/carers that they are running low or out of nappies either verbally or in writing.
- Nappies are changed throughout the day with the children's individual needs and routines in mind.
- The responsibility of changing the nappies falls to the child's key person, in the absence of the key person a nominated person will fulfil this duty.
- If parents/carers have any requests/concerns/questions about our nappy changing routines they should feel free to discuss it with the child's key worker.

At each nappy change the staff will:

- Communicate with the child that they are going to have their nappy change – this communication should continue throughout the change.
- Prepare the area by getting out the child's nappy storage, gloves and an apron.
- Check the mat is clean. If it is the first in a series of nappies spray and wipe it with the antibacterial spray.
- Collect the child and place on the changing mat. Offer a toy if needed.
- Put on a pair of gloves and an apron (white).

- Change the child's nappy.
- Place all nappies in a nappy sack and then in the nappy bin.
- Put gloves in the nappy bin.
- Re-dress the child ensuring you do not let them touch your apron.
- Put the child back into the play area either by passing them to another member of staff or by putting them down for a moment if they are independently mobile.
- Do not leave the changing area with your apron and/or gloves on.
- Ensure the area is tidy.
- Put on a glove and spray and wipe the mat.
- Remove gloves and apron and place in nappy bin.
- Wash hands thoroughly.
- Record the nappy change.

Children showing an interest in the potty/toilet will be encouraged and allowed to try, we will then discuss how best to proceed with this with the parents/carers. Parents/carers at all times remain responsible for toilet training their child.

Toilet training and toileting

We understand and value that parents/carers are the primary carers for children and that they are best aware of the needs of their children so it remains a parent's/carer's responsibility to toilet train their child. Nursery staff will fully support, encourage and assist with this process. The key person and/or nursery management will assist parents/carers with advice on when and how to start toilet training if needed.

Children at our nurseries will always be treated with respect and staff will support them through this sometimes difficult transitional stage by:

- Fully communicating with the parents/carers on a daily basis to ensure that we are working as a team and being consistent.
- Reminding parents/carers to bring in a vast amount of labelled underwear and spare clothes during the process so that a child can have their own clothes on should they have an accident.
- The key person will liaise with the parents/carers to devise a motivational reward system that could be used both at home and nursery, if it is beneficial.
- The key person will ask the parent/carer to provide clothes that the child can easily pull up and down for independent toileting.
- Staff will ask/encourage the child to go to the toilet at regular intervals, however children should have demonstrated some bladder control before training commences.
- Staff will support the child using the toilets and encourage hygienic practice.
- Staff will ensure the children are clean and comfortable after toileting, such as wiping bottoms as required.
- All wet and soiled clothing will be placed in a labelled nappy sack and put on the child's peg, in line with guidance from Public Health England. Details of all accidents will be shared at handover time. Parents/carers must take these soiled clothes home daily and replace them with clean clothes the next day

- All children who use the toilet independently will be fully respected and supported by the staff however we can.

We understand that children will need varying levels of support in the bathroom. Staff will support this by:

- Children will be able to visit the toilet when they need to. Children who can toilet fully independently will be encouraged to do so.
- Only allowing one child per cubicle.
- Staff will support children with zips and buttons but encourage them to try for themselves where possible.
- Staff will supervise the bathrooms and will wipe the child's bottoms until they are fully confident to do so.
- If a child says they can do it themselves, staff must closely monitor and inform the key person who will check with the parents/carers that they are happy for them to do so. Once the parents/carers have agreed, children should be encouraged, shown and guided to do this themselves when they are able and praised where necessary.
- All children will be taught the importance of hand washing and staff should join in and supervise this to ensure the children are doing this correctly. Hand washing will take place after every attempt at using the bathroom.
- The toilets are cleaned and checked daily by staff and the cleaners to ensure that they are meeting the needs of the children.
- The room leaders are ultimately responsible for the upkeep of the children's bathrooms and to organise toilet supervision throughout the day.
- Children with SEN will be fully supported through any toileting transitions.

Procedure Created: April 2012 by Emma Corina
Procedure Reviewed: July 2018 by Kim Mansbridge & Shar Bishop
Next review date: August 2019

Transition

We want children to feel happy and secure during their time with us. We understand that children may find times of transition difficult and may need extra support at these times. Transitions will happen from baby room to toddler room, toddler room to preschool room, and finally from preschool room to school. These transitions will happen when they reach the transitional age or, if the child is ready before this time, an early transition may be possible.

Children moving from room to room

It can be an unsettling time for children and parents/carers when a child has to move on to the next room. To help with children's transitions we have regular activities where age groups mix together and we work to ensure that these experiences help younger children become familiar with all of the nursery rooms. When possible, for staff to know the whole nursery and children, staff swaps will take place for this experience to happen.

When a child is at the relevant age or developmental stage for the next room they will transition to the older age group. Before a child needs to move on to the new room we will write to parents/carers explaining the transitional process and any dates of planned visits. Planned visits are used in addition to group activities.

The assigned key person and the new key person will have a meeting to complete a handover form and to exchange information about the child and their learning journey.

Parents/carers will be offered a detailed tour of the child's new room and an introduction to the room's staff team by the nursery manager or room leader who will show the parent/carer around the room and explain the routine and also introduce the parent/carer to the new staff team and key person.

If needed, children will be accompanied on visits by their key person to help them build a relationship with their new key person.

In order to support this transition staff will:

- Ensure all children are treated as individual during times of transition and staff are responsive to their needs.
- Inform the parents/carers about the imminent move and explain how their child will be prepared for the move.
- Make sure the child is ready for the transition by observing progress and having discussions between the new and old key person and parents/carers.
- Share the child's online learning journey with parents/carers and the new key person.
- Introduce the parents/carers and child to the new key person.
- Ensure the two key persons arrange times when the child can be accompanied to play in the new room.
- Allow time for the new key person to get to know the child by visiting the new room and spending time with the child prior to the move.

- Allow time for the child to adjust to the new room by gradually reducing the support and increasing the time the child spends in the new room.
- Arrange a mutually convenient time for the new key person to meet with the parents/carers to complete and update the transition paperwork.
- Ensure that familiar books and resources are available to the child in their new room to increase feelings of security.

All transitions are child centred. Children should experience a positive transition that is responsive to their individual needs, learning and development. Times and frequency of transition visits should reflect this.

To support children who are transitioning to school we will:

- Share the child's online learning journal and any other information with parent/carer and receiving school.
- Welcome visits to the nursery from the child's teachers.
- Endeavour to find out about any events in the child's new school and pass this information onto parents/carers so that their child can be included.
- Be flexible with children's attendance times and days to enable them to attend settling in sessions at their school.
- Ensure that additional information and support is provided for children with additional needs. Arrange transition meeting between parents/carers and all professional involved.

Steps to take when a child joins the nursery from another setting:

- Find out the name and location of the old setting.
- With parent's/carer's permission call the setting and speak to the child's key person. Discuss any important any relevant information about the child including like and dislikes.
- Ask if there is any paperwork that they have either sent with the child or can send onto the setting.
- Talk to the child occasionally about the old setting, not to remind them, but to make them feel they haven't been plunged into a completely new and scary place.
- Complete a developmental assessment once they have been in the setting for about 8 weeks.

Steps to take when a child is leaving the nursery for another setting:

- Find out where they will be going.
- With parent's/carer's permission call the new nursery and find out the name of the new key person and the routine they use. Discuss the child's like and dislikes and any information that is important to pass on.
- Make arrangements to send the child's online learning journal.
- Find the new nursery website and look at it with the child showing them pictures of where they will be going. Look at similarities and differences.

- Find out about the area they will be moving to and explore this with the child. This may include looking at different languages and cultures.
- Make sure it feels like an adventure for the child.
- If the parents/carers agree, keep in contact for a while to help support the child.

To support children who attend two settings, staff will:

- Inform the parents/carers that we will be making contact with the other setting.
- Share information such as learning journeys with the other setting, and use a transition book to share activities and resources that the child has enjoyed.
- Share any developmental assessments to compare how the child is developing.
- Set a standard between the two settings about how often and when they will share information.

Procedure Created: April 2012 by Emma Corina
Procedure Reviewed: July 2018 by Kim Mansbridge & Shar Bishop
Next review date: August 2019

Visitors and non-vetted persons

It is our intention to make our nurseries a safe place for all children and staff. We will ensure that any individual working or volunteering at the nursery will be vetted in line with YMCA Fairthorne Group's safer recruitment practices and we will adhere to YMCA Fairthorne Group's HR policies and procedures.

In addition to these people, there will be others who need to access the nursery environment on occasion and we will ensure that the children remain safe. To achieve this we will ensure that:

- All visitors to the nursery sign in and out and are escorted at all times by a vetted member of staff. This includes parent/carer helpers, short term volunteers and contractors. Visitors are required to produce ID on their first visit.
- If a registered parent/carer brings a visitor with them to nursery, such as a friend, these procedures still apply. We reserve the right to request such visitors remain outside of the main nursery.
- All contractors are required to produce ID at every visit. Where large contract works are being undertaken we will also ask the contractor to produce DBS where possible, and we will require them to complete their own risk assessment and method statement which demonstrates how they will contribute to safeguarding. DBS's will be reviewed by the nursery manager and any items considered a risk will be escalated to a Director for consideration. If we deem any person to be unsuitable they will not be allowed onto the nursery premises, regardless of which agency they are employed by or represent.
- Any non-vetted individual in the nursery will not be left alone with children and will not have any responsibilities for children's care.
- Any non-vetted individual will not have access to changing areas, toilets or kitchens except in circumstances where they are carrying out maintenance work and children are not present.
- Wherever possible, maintenance work will be carried out outside of nursery opening hours.
- Visitor records will be kept inside the nursery. At some YMCA sites, visitors may also be asked to sign in at reception for fire evacuation purposes.
- All staff and volunteers will have a clear DBS and two references before starting.

Procedure Created: April 2012 by Emma Corina

Procedure Reviewed: July 2018 by Kim Mansbridge & Shar Bishop

Next review date: August 2019

Water fountains and bottle fillers

We promote children's independence in choosing when to drink, encourage children to drink water as a positive choice, and enable children to easily access drinks while playing outdoors. Wherever possible, nurseries will have an outside source of drinking water at children's height and this procedure describes how these are managed.

Daily routines for water fountains/bottle fillers:

- Access should be "opened" and "closed" each day by removing and putting back the cover (to be provided)
- To open up, remove the cover, run the water for a few seconds, then wipe the tap and basin with fresh, clean, blue paper cloth and your normal kitchen sanitiser. Any dirt present should be washed off first using your normal food-safe detergent and rinsing thoroughly.
- To close down, replace the cover overnight. If you think the fountain or bottle filler needs cleaning again, please do so.
- If you find your fountain or cover has been tampered with or vandalised, please raise it with the Estates team to arrange repair.

Procedure Created: September 2017 by Emma Corina

Procedure Reviewed: July 2018 by Kim Mansbridge & Shar Bishop

Next review date: August 2019