



CHILDCARE SERVICE
Nursery

POLICIES AND PROCEDURES

2010/11

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ACCESS TO INFORMATION POLICY

York College Childcare Service believes an open access policy is the best way of encouraging participation. A copy of policies and procedures is available on request or can be viewed via the Internet, these policies govern the way we work.

Child Profiles and Record Keeping

Every child in nursery has a child profile; this book is kept within their room and records your child's progress and next steps and contains photographs, pictures and observations. We encourage parents and carers to share these regularly with their children and also to contribute to them, we do request due to confidentiality that you only look at your own child's file. The originals of these documents are given to parents when their child leaves the nursery.

Transition Documents

The final record before a child leaves for school is called the "Transition Document" and this will be given to you to give to school should you wish.

Confidential Records

Documents which are confidential will be stored in a lockable cabinet and access to them will be restricted to specified persons. Documents which are not treated as confidential will be treated in a sensitive manner. Parents or carers may have access to any of the confidential documents in so far as they are relevant, and specifically identify their child, by requesting in writing to the College Childcare Manager.

Data Protection Act 1998

York College is a data controller in terms of the 1998 legislation. The College Childcare Service follows College policy in matters of data protection. Any data requested is covered by the notification provided by the College under the Data Protection Act. Personal data will be used solely in the department for statistical purposes and electronic records keeping.

The data will not be passed to any other third party without your consent, except when the College is required to do so by law. Any formal enquiries concerning the use of data noted here should be addressed to the College Childcare Manager.

Confidential information will always be disposed of in an appropriate manner

ADMISSIONS POLICY

York College Day Nursery Is Registered to Take 58 Children 0 - 5 years.

The above statement is taken from the registration document and is the overriding policy in respect of admissions.

Registration for each room is

Explorers	0-2 years	18 children
Investigators	2-3 years	20 children
Buccaneers	3-5 years	20 children

Other factors that may be taken into account when deciding which child can be offered a place in the nursery are:

- Availability of places taking into account the staff/child ratios, the age of the child and Ofsted registration requirements.
- Waiting List:
 - Students on waiting lists from previous years
 - Public users who have been on the waiting list the longest.
- 2nd & 3rd Year returnees
- Students on Care to Learn
- Availability of sessions and compatibility with the requested days.
- The age of the child.
- Our ability to provide the facilities for the welfare of the child.
- The effect on the existing children and staff of the admission of the child.
- Any extenuating circumstances affecting the child's welfare or his/her family.
- Wherever possible we will try to accommodate siblings of those already with us.

Admissions

If a child has not started nursery by the date indicated on their application form we cannot hold the place or guarantee future availability unless full fees are paid during the interim period. This may also affect your position on the waiting list.

Confirmed Start Dates

Please note that by securing a place for your child we have had to turn someone else away. If a parent or carer wishes to make changes of any sort, even if the child has not started yet, we have the right to charge from the original start date stated on the letter confirming your place.

We will never discriminate against any child on the grounds of sex, race, religion, colour or creed. The Disability Discrimination Act 1995 lays down a legal obligation on us to consider those designated disabled or disadvantaged, using as far as possible the same criteria as for all other children. We will, in their case, however, carry out an additional review of their individual circumstances and requirements, and then assess our ability at the nursery to meet those needs following our special needs policy. This is necessary to fulfil our prime objective, a standard of care that ensures the welfare of all the children, all the time.

Waiting List

During your time on the waiting list you will be contacted from time to time to determine whether you are still interested in a place and also to give you some indication of when a place is likely to become available. However, you are also encouraged to contact the Nursery (Email nursery@yorkcollege.ac.uk , Tel 01904770344) to ascertain the latest position regarding occupancy. It is essential to the efficient running of the nursery and to other prospective parents/carers that you notify us immediately should your required days or details change. Also if alternative childcare arrangements have been made and you no longer require a place.

ADVERSE WEATHER POLICY

At York College Nursery we have an adverse weather policy in place to ensure our nursery is prepared for all adverse weather such as floods and snow.

If any of these incidents impact on the ability for the nursery to operate, we will contact parents via email or telephone. Information will also be available on the college web site and announced on Radio York.

Flood

In the case of a flood we will follow our contingency procedure to enable all children and staff to be safe and continuity of care to be planned for.

Snow

With the recent changes in winter weather we have adapted our policies to include procedures for dealing with heavy snow. If high snow fall is forecast during a nursery day then we will take the decision as to whether to close the nursery. This decision will take into account the safety of the children, their parents and the staff team. In the event of a planned closure during the nursery day we will contact all parents to arrange for collection of their child.

In the event of staff shortages due to snow we will contact all available off duty staff and/or agency staff and group the children differently until they are able to arrive. If we are unable to maintain statutory ratio requirements after all avenues are explored we will contact Ofsted to inform them of this issue, recording all details in our safeguarding file. If we feel the safety, health or welfare of the children is compromised then we will take the decision to close the nursery.

Fees

No refunds will be offered due to closure for adverse weather conditions

ANNUAL LEAVE, ABSENCE AND FEES

Annual Leave

TERM TIME PLACES AVAILABLE ONLY TO STUDENTS

Other Absences

The day nursery is unable to offer any reduction in fees for any part weeks or days your child may be absent e.g. through illness.

Full fees are payable for the first week of absence - subsequent days will then be charged at half rates up to a maximum of two weeks. (A week refers to a Monday to Friday period).

Nursery Closure

York College Nursery will not be held responsible for failure to provide a nursery facility resulting from events beyond its reasonable control and no refund of fees will be given.

Adverse Weather Conditions

York College Day Nursery will not be held responsible for failure to provide nursery facilities resulting from adverse weather conditions and no refund of fees will be given.

Fees

When parents occasionally swap days their children attend nursery, full fees will become payable for the regular day booked in addition to the actual day being used.

Special exception may be made for students or staff who need to occasionally swap days for reasons relating to their course or work. Under these circumstances fees will be charged for the days actually used if there is a place available in the nursery.

Under 3's		Over 3's	
Per Day	£40	Per Day	£40
Morning Session 8-1	£25	Morning Session 8-1	£25
Afternoon Session 1-6	£25	Afternoon Session 1-6	£25

- All fees are payable on the first of the month, payable one month in advance.
- Please note a late fee of £20 plus VAT may be charged if your account is not settled by the due date.
- A £30 admission fee is required from students (refundable from your fees)

The following services are incorporated into the session rate:

- Breakfast, morning session and full day session. Served between 8am and 9am
- Lunch, morning session and full day session. Served at 12pm
- Tea, afternoon session and full day session. Served at 4pm
- Mid morning and mid afternoon snacks
- Drinks
- Nappies and wipes
- Sun cream
- Holiday discount (irrespective of days taken together with all Public Holidays and the period between Christmas and New Year, taking into account our Christmas closure)

Standard sessions are charged at a fixed monthly rate based on the normal weekly attendance of the child, i.e. weekly session x 49 (48 for college staff) weeks divided by 12 = monthly invoice. Please note extra sessions booked and then cancelled must be paid for in full. Extra sessions or additional charges will be added to your following months invoice.

We charge full rate for 1 day annual staff training – the first day back following the Christmas closure.

Please Note

A reduction in a child's attendance, or a child leaving, can only occur on the last day of the month. In addition, a minimum of one month's notice is required in writing. The month is calculated from the day we receive the letter, so for example, if we receive it on the 15th July then the fees are payable until the 31st August. If the child leaves before this date the fees are still payable.

- York College Staff 5% discount
- Students not eligible for funding 10% discount

- Those parents who collect their child after the end of a session may be charged a late fee of £5 for every 5 minutes.

As part of Child tax credit and working tax credit you may qualify for extra help with the cost of registered childcare. **If you require any further advice contact 0845 3003900.**

Fees are charged monthly, invoices are issued in advance with a date for payment. Cheques should be made payable to York College and payment can be made at the finance desk.

Education Grant

Invoices for all children accessing nursery education grant are itemised in hours rather than sessions.

Fees and Terms and Conditions

One month's notice of changes will be given.

Subsidised Learner Rate

The learner rate applies to children attending the nursery whilst their parent or carer is studying at the same time. At all other times the public user rate will apply.

ARRIVAL AND DEPARTURE POLICY

Arrival

It is our aim to give a warm welcome to each child on their arrival.

Parents/carers are requested to pass the care of their child to a specific member of staff and sign them in to the Nursery.

If the parents/carers request the child to be given medicine during the day the staff member must ensure that the medicine consent procedure is followed.

Children must be signed in by their parent/carer and any different contact details must be given to a member of staff.

Departure

Under no circumstances will a child be allowed to depart from the premises unless it is with a previously identified person who is over 16 years old. If this arrangement has been made by telephone, the person collecting the child will be asked for a password.

Parents must sign a child out of the Nursery. Children must be signed out by the person who dropped them off unless prior arrangements have been made.

The planned departure of the child should be anticipated. All medicines should be handed over personally and the medication form must be signed.

No child should be handed over to anyone other than the known parent/carer unless an agreement has been made at the time of arrival.

For arrivals and departures of visitors the appropriate records must be completed on entry and exit.

ASTHMA POLICY

As a setting we recognise that all children are individual and have different needs. However strict rules must be followed to ensure the child's safety and wellbeing. Any child prescribed an inhaler will have a health care plan completed.

Reliever inhalers:

- If a child needs a reliever inhaler in the setting a 'Prescribed Medication' form must be filled out by the parent or guardian of the child, and a senior member of staff and the child's key person must be shown the equipment (inhaler/spacer/breathing apparatus).
- Senior Staff and the Children's Key Person should be shown how to use the equipment, and given information about how the child responds to it. For example: if they like/dislike taking it, if they understand when to breathe, what to do if child does not breathe the inhaler in.
- Staff should be told by the parent/guardian when the child is likely to need the inhaler and what kind of activities trigger the effects.
- If they are deemed too young to carry their inhaler (by parents/guardians/doctor), then it should be kept in an accessible place for the children.
- A spare reliever should be kept in the medicine cabinet, clearly labelled.
- Inhalers must be prescribed by the doctor, with the child's name on it
- Clear written records must be kept of when the child has taken the inhaler, and how much was taken. This information must be shared with the parent/guardian when the child is collected.
- If an out of setting visit is made, the child's inhaler must be taken.

Preventer inhalers:

- If a child needs a preventer inhaler in the setting a 'Prescribed Medication' form must be filled out by the parent or guardian of the child, and a senior member of staff must be shown the equipment (inhaler/spacer/breathing apparatus). Times as to when they should be given to the child are vital.
- Inhalers must be prescribed by the doctor, with the child's name on it.

In the case of an asthma attack

1. The child will be given their reliever inhaler.
2. The child will be sat up and any tight clothing loosened off.
3. If there is no immediate improvement, the child will be given a puff of the reliever every minute for FIVE minutes or until symptoms improve.
4. If the symptoms do not improve within five minutes call 999 or the doctor urgently.
5. (As suggested by Asthma UK)

BITING POLICY

At York College Day Nursery we understand that there will be occasions when children may bite, especially as a group of children are being looked after together. Biting is a behaviour that particularly worries parents but many children bite when they are young. We aim to educate parents and carers that biting is a normal behaviour or phase for some young children.

A baby will often bite when they are teething, overtired, jealous, frustrated, etc., or to simply see what happens when they bite, which is especially true of babies and young children, who may just be experimenting and exploring their world. Biting can also relieve the discomfort of teething and may be an expression of excitement. Biting in young babies is not a concern but we will aim to redirect this behaviour early on.

Between 13 and 30 months, the incidence of biting tends to increase and should stop around 3 years of age. Toddlers mainly bite out of frustration for example if another child has a toy they want; this becomes a bigger problem when a group of toddlers are looked after together. It can also be an aspect of assertive behaviour

The situation regarding biting can be compounded, when parents are involved. One of the worst things about having a child who bites is the reaction of other parents. Unless their child also bites, they may find it difficult to understand that biting is a normal developmental behaviour and is rarely dangerous to other children, almost any toddler can bite. We will support parents in helping their child to stop biting using the strategies listed below: All practitioners will apply the guidelines consistently.

- Help the child to understand that biting is not acceptable behaviour, when they bite to look them in the eye and say, firmly “No biting” or “Stop biting. That hurts”
- Make sure the child does not think biting is a game, staff will not laugh even if the biting is playful
- If one child bites another, they will be separated and we will say, “No biting”. Staff will spend time comforting the child who has been bitten

- Staff will look at ways to teach the child who is biting more appropriate ways of communicating what they want. They will acknowledge the strong feelings that

can be associated with being part of a group of children and how this may be stressful for very young children.

- When staff see a child using the strategies taught, they will give praise and encouragement.
- Staff will be good role models
- The nursery will seek professional help if the above measures do not improve the situation.

COMPLAINTS PROCEDURE

York College Childcare Services believes children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. Our intention is to work in partnership with parents/carers and the college community and we welcome suggestions on how to improve our service at any time.

If any parent/carer should have cause for complaint they should in the first instance take it up with a member of staff, informally. Usually it should be possible to resolve any problems as soon as they occur. If not, the Childcare Manager will look into the complaint and meet with the parent/carer to discuss the problem.

If the matter cannot be resolved to their satisfaction within 10 working days, or if the problem recurs, the parent/carer should put the concerns or complaint in writing and may also request a meeting with the Childcare Manager and their Line Manager within the college. The parent/carer may have another person with them if required and a written record of the discussion should be made.

If the outcome of this meeting is still not satisfactory, then the parent/carer should follow the college's formal complaints procedure (details of this, together with a complaints form, can be obtained from the College Reception, the Students Union and Student Services).

Or contact : Ofsted Complaints

Early Years Ofsted
3rd Floor
Royal Exchange Buildings
St Anne's Square
Manchester
M2 7LA

Telephone: 0845 601 4772

CONFIDENTIALITY POLICY

The Childcare Service's work, with children and their families, will bring staff into contact with confidential information. It is our legal requirement to hold information about children and their families using our services. This information is used for registers, invoices and for emergency contacts. All adults working within the College Childcare Service will respect confidentiality in the following ways:

- Staff, students and visitors are required to treat as confidential, and not to be discussed with any person outside of the organisation, all matters pertaining to York College Day Nursery. This includes its organisation, staff, children and internal procedures. Publicity information however is not treated as confidential.
- Any information regarding parents and children who use the nursery must also be treated as confidential. Care must be taken to ensure that no information regarding an individual's personal circumstances or financial status is relayed to other persons, this includes parents who may use the nursery.
- Should circumstances require a breach of confidentiality, for example suspected child abuse, this must be dealt with by the Childcare Manager.
- Staff, students and visitors who inadvertently breach this protocol should immediately inform York College Childcare Manager so any action required may be discussed. Staff, students and visitors should be aware that such 'inadvertent' breaches of confidentiality can occur at meetings, seminars, workshops and in informal situations outside of the organisation.
- Confidential information given by parents/carers to a member of staff, Key Person will not be passed on to other adults, unless that member of staff feels the child is at risk.
- Any concerns, evidence relating to a child's personal safety will be kept in a confidential file and not shared with the group, unless it is in the best interests of the child.

- Issues to do with the employment of staff, volunteers or students will remain confidential to the people directly involved with making personnel decisions.
- Students on placement and casual staff working in the nursery will be shown our confidentiality policy and asked to respect it.

CONTINGENCY PROCEDURES

It is our aim to ensure the safety and well being of the children at all times. We have put in place contingency arrangements in case of emergency or when staff ratios could be threatened.

In the event of parents/carers having to collect children and take them home every effort will be made to keep them informed of the situation through the College Website or College Reception team on 770200.

Staff Absence

All staff absence must be reported directly to the setting or the person in charge of the setting at the earliest opportunity. Supply staff will then be contacted to come in and cover. Staff on later shifts may also be called and asked to come in at an earlier time.

During this period staff should monitor ratios and if at any point they exceed the legal requirements the situation should be explained to parents/carers on arrival and no more children should be admitted to the setting until additional staff arrive.

If two or more staff are delayed, or unable to come. We will ring Ofsted to tell them of the situation. This will ensure that if a complaint is received by Ofsted they are fully aware of the situation.

Infectious Diseases

The record of illness form will monitor children's absences. In the event of an increase in absences, due to infectious disease, the nursery will contact the Health Protection Agency on 01904 567675 for advice.

Any actions needed to be implemented will be in consultation York College Health and Safety Department and the Estates Team.

Fire Evacuation Procedure

The nursery will follow York College's fire evacuation procedure. Should the fire alarm sound just in the nursery then the children will be evacuated to Lounge on 1.

Should any children and staff be in the main college building when the fire alarm sounds, they will evacuate to the nearest stairway and wait at a refuge point. A member of staff will use the intercom to inform estates that they are there.

Before leaving nursery to go over to the main college building or a local trip, information must be left with The Childcare Manager or a Room Supervisor informing them of who is leaving the building and the time. They must report when they have returned to nursery. A fire evacuation rope must be used when larger groups are being taken to the main college.

Loss of Utilities

In the unlikely event of the setting losing one or all of its utility services, the person in charge would assess the situation and the effect it would have on the children and staff. In the short term we will contact the child studies team so the children can be evacuated to Rooms 3F001, 3F020.

If their safety or wellbeing was threatened parents should be contacted to collect their children and take them home. The Childcare Manager must also be contacted on 01904 770344.

Damage to Buildings

In the event of staff arriving to find that the building/room used to care for the children is damaged or unsafe, both the caretaker/estates manager and the Childcare Manager must be contacted. If the problems can be resolved in the short term without affecting the safety or wellbeing of the children they can still be accepted into the setting. If this is not possible, parents/carers must not be allowed to leave their children.

If damage occurs to the building during operating hours the person in charge must assess the situation and if necessary contact parents/carers to collect their children and take them home. The Childcare Manager must also be contacted on 01904 770344.

In the short term the children will be evacuated to Rooms 3F001, 3F020.

Serious Incident

In the event of a serious incident involving a child or member of staff, the Room Supervisor will take a lead role in organising first aid and help. Staff should continue to look after the children unless directed to do otherwise.

CURRICULUM POLICY

We promote the Early Years Foundation Stage curriculum set by the *DfES to support and enhance children's learning and development holistically. Our planning has been developed to support the children's (individual and group needs) interests and next steps based upon observation and information shared with parents.

Long Term Planning

Is based upon our continuous provision, plans are displayed in the areas of provision to support practitioners when they work with the children.

Medium Term Planning

As a team we do not impose adult initiated topics or themes without any regard for what is interesting the children at that moment or the experiences they may bring to nursery.

Our medium term plan is really a bank of ideas that supports interests and experiences as they arise i.e. seasonal events, weather and festivals, these ideas also support schematic learning. The plan contains information about trips and visitors, story times.

Short Term Planning

By observation and assessment staff plan the short term curriculum and provision based upon the children's interests. Our planning aims to provide experiences in all six areas of learning outlined in the EYFS.

The planning is always flexible so that staff can respond to the children's interests.

Child Profiles

We set out to assist all children attending the nursery to attain their maximum potential within their perceived capabilities. An individual record of each child's development is maintained, showing their abilities, progress rate and areas needing further staff assistance.

Principles that underpin a child's profile are:

- Families are the child's main educator and profiles should be shared with them to ensure a child's well being
- Babies and young children are competent students

- Support planning for the individual and a personalised approach to learning for children from birth to the age of five, using observations, assessments, schedules and routines to allow them to move on to the next steps
- Focus on what a child can do, as this forms the starting point of a child's development and learning
- The importance of planning for children who attend for different parts of the day or week
- To ensure the experience of the child is coherent and joined up, particularly important for children who attend more than one setting
- To celebrate success

DUMMY POLICY

As a setting we recognise that it is important to observe children closely and to listen carefully to them in different situations to ensure we are clear what their needs are.

Many children with speech, language and communication needs will make good progress with the support that can be offered within an effective setting.

Babies begin to communicate from birth, and are eager and ready to further their communication skills by interacting with caring, sensitive adults. From their first sounds, their first eye contact or their first attempts to copy mouth movements.

Comment [A1]: Do not really think this supports this policy, or needs moving to show relevance for Parents, better below paragraph starting Dummies can contribute....

Dummies can contribute to delayed communication and development.

Babies and young children spend lots of time making sounds and exploring their own mouths and voices before they begin to use words. In doing so they are not only practicing and developing the skills needed for speech, but they are also encouraging other people in the world to notice them. Children who suck dummies through the day make fewer sounds, gain less experience of using their voices, and hear less language from adults around them.

If toddlers are allowed to continue to suck a dummy and talk with them in their mouths, there is also a risk that they will learn distorted patterns of speech because the teat prevents normal movements at the front of their mouth. These patterns may be difficult to change later on.

Although a dummy or bottle can be a source of comfort when a child is upset, and may form part of a child's sleep routine, parents should be encouraged to use it only at these times, and to phase out dummies and bottles as soon as possible. Policy in setting should reflect this

How the policy will be enforced

- Dummies will be stored in a designated place in the room (Explorers and Investigators) or kept on pegs
- For babies the use of dummies will be discussed in their individual care plan, and arrangements to suit their needs will be made.
- Dummies will only be allowed to be used if child is really upset for comfort (for example if there is problems at home, they are new to the setting) then when child is settled it is put back in designated place.

Staff should

- Comfort child and explain why they are not allowed the dummy in a sensitive and appropriate manner.
- Distract children's attention with other activities and ensure they are settled before leaving them to play.
- Offer other methods of comfort such as toy, teddy or blanket.
- Explain to the child they can have their dummy when they get home or at bed time.
- Ensure parents are aware of why dummies are inappropriate for toddlers and suggest ways in which child can be weaned off them.
- Offer parent support.

EQUAL OPPORTUNITIES POLICY

York Childcare Service is committed to equal opportunities both in relation to employment and the delivery of its service. The college believes that, as a provider of childcare, it has a responsibility to actively oppose any form of discrimination. The service will reflect the Equal Opportunities policy in the form of the provision it offers to users, namely that:

It is the child's right under the 1989 Children Act to have needs met regardless of race, religion, gender, disability or social status. All will be cared for equally.

A range of equipment and display materials will be provided to extend children's knowledge and developmental skills. The equipment will be used in a way that will not stereotype according to gender and will reflect the multi-cultural/multilingual community in a positive way.

Bilingualism and multilingualism are seen as positive attributes to learning. We are aware that it is important for a child to maintain their home language. We will therefore find out about the languages our families speak and provide educational resources to support development in the home language. We will ensure that children at all stages of learning English as an additional language have full access to the curriculum. We will support their learning by offering real experiences in the play environment such as planning activities around favourite stories and rhymes that offer a good model for learning language. We will use home language script in the nursery on labels and we will encourage the involvement of parents in developing resources.

Equipment such as books, posters and displays and the education of festivals will reflect a variety of cultures and promote self identities that will enhance the children's self image and home/life experiences. Snacks and party teas will also reflect the cultural, religious and particular dietary needs of all children. Should you not wish your child to participate in birthday or festival celebrations please let the setting know this when your child is first admitted to the nursery. If staffing levels permit, your child will be cared for separately whilst the celebration takes place. In the more likely event that staffing levels will not allow for this, you will be requested to make arrangements to collect your child from the setting. The staff will let you know in advance when celebrations will occur.

Children will be encouraged to co-operate and respect each other in a caring, and non-aggressive manner, reflected in the forms of activities and behaviour technique that are promoted. No form of physical punishment or ill treatment will be carried out.

Discriminatory remarks and/or behaviour made by a child are not acceptable: where this occurs, nursery staff will clearly point this out, explain to the child why the remark/behaviour is not acceptable and correct information will be offered.

Parents/carers of all children concerned will be informed of such incidents but the children will not be named.

Staff are aware that some children may have special needs and are proactive in ensuring that appropriate action is taken when a child is identified. Staff have regard to the Special Education Needs Code of Practice. Please see SEN Policy for further details.

Staff and parents will adhere to the College Equal Opportunities policy and any person displaying any form of discrimination can expect to be challenged by anyone using the childcare facilities.

EQUIPMENT POLICY

We believe that high quality care and education is promoted by providing children with safe, clean, attractive, age and stage appropriate resources, toys and equipment.

- provide play equipment and resources which are safe, and where applicable, conform to the BSEN safety standards or Toys (Safety) Regulation (1995)
- provide a sufficient quantity of equipment and resources for the number of children
- provide resources which promote all areas of children's learning and development
- select books, equipment and resources which promote positive images of people of all races, cultures, ages and abilities, are non-discriminatory and avoid racial and gender stereotyping
- provide play equipment and resources which promote continuity and progression, provide sufficient challenges and meet the needs and interests of all children
- store and display resources and equipment where children can independently choose and select them
- check all resources and equipment regularly as they are set out at the beginning of each session and put away at the end of each session. We repair and clean, or replace any unsafe, worn out, dirty or damaged equipment
- keep an inventory of resources and equipment. This records the date on which each item was purchased and the price paid for it.

FOOD SUPPLIED BY NURSERY PARENTS/CARERS POLICY

As the College Day Nursery has no control over previous preparation and storage of foods provided by parents, we implement a policy of:

- Storing such foods in a refrigerator below 5°C
- Reheating food to a temperature of 75°C using a microwave oven

The Day Nursery is therefore unable to accept any responsibility for illness children may contract from such foods providing the aforementioned steps have been taken.

We are only able to reheat foods from home for babies under the age of 1 year and for children with special dietary requirements. Please ensure that any food for your child is clearly labelled with his/her name and is handed to a member of staff. Nursery staff will check each lunch box to see if any items require refrigeration (eg. yoghurt, meats, cheese, fish etc.). Such items will be labelled and stored in the fridge; other items will remain in the child's lunch box.

Baby milks will be labelled and stored in the fridge until needed, when they will be reheated in the microwave, bottle warmer or in hot water in accordance with parents'/carers' wishes.

HEALTH, SAFETY AND WELFARE POLICY

Introduction

The Health and Safety at Work Act 1974 places duties in respect of health and safety on employers and employees. The management of Health and Safety at Work Regulations extends these duties in various respects.

This childcare policy is in support of the York College Health, Safety and Welfare Policy approved by the corporation in December 2003 and reviewed annually. Employees of York College are required to follow the Health, Safety and Welfare Policy and guidance in support of it.

Within the childcare service the Corporation has ultimate responsibility to take all measures within their power to make sure that the setting and its working practices are safe and without risk to the safety and health of children, staff, students, parents/carers and contractors. In practice the Principal will ensure, through the Health and Safety Adviser that the appropriate measures are in place and will, on behalf of college management, co-ordinate health and safety policy and practice within the college childcare as a whole, in consultation and liaison with the Childcare Manager.

These responsibilities extend to contract work conducted on behalf of the college.

It is the College's policy to promote the health, safety and welfare of staff, students and visitors and the college seeks the co-operation of these groups in implementing this policy.

This policy statement, together with any guidance issued, will be made available to all staff and reviewed annually.

Aims

The college childcare service will:

- Actively promote the health, safety and welfare of children, staff, students, parents/carers and visitors.

- Establish and maintain health and safe working procedures and promote the observance of all health and safety regulations through appropriate information, training and supervision.
- Develop and maintain a sense of health and safety awareness and responsibility from all staff.
- Consult with the Health, Safety and Welfare Committee and other appropriate groups to ensure the aims of this policy are achieved.
- Monitor the effectiveness of this policy in order to achieve and maintain appropriate standards of health and safety.
- Encourage the active interest of all children, staff, students and visitors in the health and safety of themselves and others.

Resources

Appropriate financial and human resources will be allocated to support this policy. In addition, internal and external professional advice may be sought to advise and support the managers and staff on their responsibilities.

Training

The college will ensure that staff are provided with appropriate health and safety training, in particular as part of the induction programme, or on being exposed to new or increased risk, or when duties change etc.

Training will also be offered, on a regular basis, in fire procedures, manual handling and any new health and safety regulations. A record will be kept of all health and safety training and the names of members of staff who have participated.

Risk Assessment

Suitable and sufficient risk assessments will be carried out in all areas as required by statutory regulations.

All assessments will be reviewed annually or when it is considered that an assessment is no longer valid. Risk assessment is a line management responsibility but appropriate advice and support will be made available by the college.

First Aid

The settings will provide adequate first aid equipment and facilities for children and staff if they become ill or injured and will ensure the provision of appropriately qualified first aiders.

Contractors

All contractors will be issued with the college guidance notes for contractors prior to being allowed in the settings. They are required to abide by this policy prior to them being allowed on to childcare sites.

Reporting of Injuries, Diseases and Dangerous Occurrence Regulations 1995 (RIDDOR)

The Health, Safety and Welfare Adviser support will be responsible for making all reports to the Health and Safety Executive. All accidents must be recorded and accident forms should be sent to the Health, Safety and Welfare Advisor on the day of the accident.

The named person in charge and college childcare manager will be:

- Responsible for health and safety within their own area.
- Prepare and maintain a Workplace Safety Policy. This policy will contain details of those responsible for health, safety and welfare facilities and will detail any hazards relating to that workplace.
- Liaise with appropriate colleagues in the preparation and distribution of health and safety information.

All staff will:

- Work safely with due regard for health and safety of themselves and others, including students and members of the public.
- Report all accidents and incidents that may lead to injuries and any unsafe or unhealthy conditions.
- Comply with all college health and safety rules.
- Review this policy and supporting documentation annually.

The named person in charge: Jill Corrigan

ILLNESS, ACCIDENT, HEALTH AND EMERGENCY POLICY

Emergencies

It is our policy to encourage and promote good health and hygiene for all the children within our service. In leaving your child in our care, we are legally bound to ask for written consent to seek medical help in the case of an emergency. This is NOT a consent to any treatment being given but merely authorises the child to see a medical practitioner if the need arises.

In the case of a serious accident or illness occurring then the senior staff member will assume charge and if necessary take/send the child to hospital along with all the relevant details. Under no circumstances can staff consent to treatment being given. It is therefore essential for the staff to know the whereabouts of every parent/carer. Parents in college must provide a timetable (showing room numbers) and also inform us of any changes to these circumstances. i.e off site activities, early finishes etc to the nursery staff, so we can contact you in case of an emergency. If it is necessary to take/send a child to hospital the person in charge must inform Ofsted and the College Health & Safety Officer.

Accidents

Location of accident files: Nursery Office

- The person responsible for reporting accidents, incidents or near misses is the member of staff who witnesses the incident. They must record it on an Accident Sheet. This should be done as soon as the accident is dealt with, while the details are still clearly remembered. The parents must be given the Accident Sheet and asked to sign it as soon as they collect their child.
- The Childcare Manager must report serious accidents to the registered person for investigation for further action to be taken (i.e. a full risk assessment or report under Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)).
- All accident sheets will be archived following the college's archiving procedure

- Where medical attention is required a senior member of staff should notify the inspectorate body as soon as possible. This can initially be by telephone and then in written form

First Aid

The first aid boxes are located in: Nursery Office and Kitchen.

The appointed person responsible for First Aid is: Jill Corrigan

If a child has a minor accident at nursery, a member of staff or one of our qualified first aiders will deal with it. Details will be recorded on an Accident Form. You will be asked to sign this form to say you have seen a record of the accident when you collect your child.

If the accident/illness is of a serious nature, you or the emergency contact you have given us will be called. If necessary emergency assistance will be called.

A copy of all accident sheets must be forwarded to the College Health & Safety Department.

Transporting Children to Hospital Procedure

- If the sickness/injury is severe, call for an ambulance immediately. DO NOT attempt to transport the sick/injured child in your own vehicle.
- Whilst waiting for the ambulance, contact the parent/guardian and arrange to meet them at the hospital.
- A senior member of staff must accompany the child and collect together registration forms, relevant medication sheets, medication and the child's comforter. A member of the management team must also be informed immediately.
- Remain calm at all times. Children who witness an accident may well be affected by it and may need lots of cuddles and reassurance.

Allergies & Allergic Reactions

- Information passed on through parents from the registration form regarding allergic reactions and allergies must be shared with all staff in the nursery.
- The room supervisor and child's Key Person will carry out a full Allergy Risk Assessment Procedure with the parent prior to the child starting the nursery. The information must then be shared with all staff
- If a child has an allergic reaction to food, a bee sting, plant etc, a First Aid trained member of staff will administer the appropriate treatment and parents must be informed
- A sick child needs above all its parent/guardian; therefore every effort should be made to contact him/her as soon as possible
- If the allergic reaction is severe a member of staff will summon an ambulance immediately. DO NOT attempt to transport the sick/injured child in your own vehicle
- Whilst waiting for the ambulance, contact the parent/guardian and arrange to meet them at the hospital
- A senior member of staff must accompany the child and collect together registration forms, relevant medication sheets, medication and child's comforter
- Staff must remain calm at all times; children who witness an allergic reaction/accident may well be affected by it and may need lots of cuddles and reassurance.

Illness

Children should not be left at Nursery if they are unwell. Should a child have an infectious disease, such as an eye/ear infection or sickness and diarrhoea, they should not return to nursery until they have been clear for at least 48 hours. It is vital that we follow the advice given to us by our registering authority and exclude such children until they are well, to protect the other children in the Nursery. Illnesses of this nature are very contagious and it is unfair to expose other children to the risk of an infection.

We are unable to administer any medication, including liquid paracetamol or similar, without written consent from the parent/carer. For ongoing medication we will accept a covering letter, but a medication form will also be completed monthly to ensure that information is accurate and up to date. If a child is left at nursery when they have a temperature, or if they have been unwell, and a consent form for medication has not

been signed, then we will have to contact the parent/carer by phone and ask them to attend immediately if the child's condition deteriorates during the day. We would ask all parents to adhere to the policy of the nursery in this matter and to seek clarification if they are unsure.

If a child requires antibiotics, we will administer them after the first 48 hours of the course. A medication form however must be completed. It is important that children are not subjected to the rigours of the nursery day, which requires socialising with other children and being part of a group setting, when they have first become ill and require an antibiotic. Our policy, therefore, is to exclude children on antibiotics for the first 48 hours of the course. A medication form must also be completed for nappy rash cream and liquid paracetamol, which must be clearly labelled with your child's name and date. It must be given to a member of staff and not left in the child's bag. This is a vital safety issue and we trust parents/carers will co-operate with this policy.

The Nursery has the right to refuse admission to a child who is unwell.

If your child becomes ill whilst at nursery:

- Staff must notify the manager
- If required complete Sick Child Observation
- If a parent takes the child to GP/hospital, ask to be informed of the outcome as soon as possible.

If a child develops diarrhoea/sickness

- Contact the parents/carers and ask them to collect the child
- Step up hygiene measures particularly if staff are having to keep changing the child
- Keep the child away from others, warm and comfortable and record how often staff are changing the child
- Communicate that information to the parents, so they can tell the doctor

All children suffering from any infection/illness must not attend the setting for the ***recommended period**. In certain circumstances a medical clearance note from your doctor may be required before your child can be accepted back into the setting.

Meningitis Procedure

If a parent informs the Nursery that their child has meningitis, the childcare manager will contact the infection control(IC) nurse for the area. The IC nurse will give guidance and support in each individual case. If parents do not inform the Nursery, we will be contacted directly by the IC nurse and the appropriate support will be given.

Personal Protective Equipment (PPE)

The nursery provides staff with PPE according to the need of the task or activity. Staff must wear PPE to protect themselves and the children during care tasks that involve contact with bodily fluids. PPE is also provided for the handling of chemicals and other tasks. This is chosen according to need and will be regularly reviewed to ensure it is suitable and effective.

Dealing with Blood

Always take precautions when cleaning wounds as some conditions such as Hepatitis or the HIV Virus can be transmitted via blood.

Use a Spill Pack to clean up any blood spillage. The Nursery will not necessarily be aware if there is a child carrying Hepatitis or is HIV Positive on their register.

Needle Puncture and Sharps Injury

Blood-borne infections may be transmitted to employees who injure themselves with needles, broken glass etc. For this reason, great care must be taken in the collection and disposal of this type of material. For the safety and well being of the employees, ALL NEEDLES, BROKEN GLASS, ETC, SHOULD BE TREATED AS CONTAMINATED. If a needle is found, the college estates department must be contacted to deal with its disposal.

INCLUSION POLICY

Definition of Inclusion in Childcare and Early Years

From the 'Index for Inclusion', from the Centre for Studies in Inclusive Education, inclusion is defined as;

"Increasing the participation of all children and young people in learning and play, making changes to respond to the diversity of children and valuing equally everyone in the setting."

"Putting values into action, seeing differences between children as valuable – not as problems to be overcome and acknowledging the right of children to care and education locally."

"Making improvements for staff as well as for children, reducing barriers for all children, not only those seen as "having SEN" and learning from changes made for particular children – which may have wider benefit."

"Paying as much attention to community and values as to children's achievements, fostering relationships between the setting and the community."

"Inclusion in early education and childcare is an aspect of inclusion in society."

Statement of Principle

York College Childcare Service is committed to valuing everyone in the setting and in everyday practice to foster relationships between the setting and the community. In the production of this inclusion policy staff, parents and children will be consulted as to their views regarding inclusion.

Legal Framework

York Childcare Service will have 'due regard' for the relevant laws and guidelines e.g. DDA 1995 and 2005, Code of Practice 2001, Every Child Matters, and the Early Years Foundation Stage.

Auditing and Monitoring Inclusion

We will monitor the setting's performance in relation to inclusion. For example:

- Ensure that all policies and procedures show a commitment to inclusion
- Ensuring that all the staff and families working and attending the setting reflect the composition of the local area
- Collecting, analysing and evaluating data on ethnicity, gender and disability
- Undertaking relevant checks on all recruitment, selection and promotion decisions
- Observing practice to ensure that all children access a fully differentiated curriculum
- Monitoring admission into the setting
- Ensuring that all children have an opportunity to participate in activities and play with other children
- Checking that all children have equal access to all facilities
- Paying attention to the relationships and social networks which children establish in order to ensure that all children are included

We will involve parents and carers to support this process at nursery user group meetings. Vicky Rennison as the setting special educational needs coordinator (SENCO) will be responsible for ensuring that equality and inclusion are addressed. But we will also remember, that there is a 'whole team approach' to addressing equality and inclusion with all staff, including management.

Associated Policies

Please see associated policies listed below for links with inclusion in practice;

Access to Information

Arrival & Departure

Promoting Positive Behaviour

Safeguarding Children

Curriculum

Equal Opportunities

Nutrition and Meal Time Policy
Health and Safety
Key Person Policy
Nappy Changing
Outdoor Play
Parental Involvement Policy
Special Needs
Settling in Policy
Staff Development and Training
Transition Procedure
Trips and Outings
Offsite Activities

Inclusion

York College Nursery is open to all members of the community

- We reflect the diversity of members of our society in our publicity and promotional materials.
- We aim to provide information in a clear, concise language, whether in spoken or written form.
- We do not discriminate against a child with a disability or refuse a child entry to the setting because of any disability.
- We challenge inappropriate attitudes and practices.
- We ensure all parents are aware of our equal opportunities policy.
- We plan effectively to ensure that children with disabilities can participate successfully in the services offered by the nursery and the curriculum offered.

Children's Views

York College Childcare Service aims to take into account the children's views; this may be through observation or discussion. When possible we will actively involve children in decision-making regarding action that has a direct impact upon them. This information may be recorded on Individual Play plans, focused observation sheets or the child's profile.

Pastoral Support and Life Skills

A 'Key Person' approach has been developed to ensure the whole setting's pastoral practices support children. This ensures that the children's emotional needs are met. The setting will continue to raise the level of awareness of children's well being through staff development and training, in order to promote equality and social inclusion. Focused observation sheets will help staff observe a child's well being to ensure they are maintaining a continuity of personalised care giving. Thus supporting the physical, emotional and cognitive demands of the children they care for.

Staff Recruitment

York College Nursery posts are advertised through York College Personnel Department,

- All applicants are judged against explicit and fair criteria.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau. This ensures fairness in the selection process.
- All job descriptions include a commitment to equality and diversity as part of their specifications.
- We will monitor our application process to ensure that it is fair and accessible.

Professional Development

York College Childcare Service will seek out training opportunities for staff and volunteers to enable them to develop their practice and ability to meet the diversity of children's needs.

Management of the Inclusion Policy

This policy will be reviewed annually as part of the settings self-review process. This will allow us to identify areas requiring further action and to measure improvements.

Partnership with Parents/Carers

York College Childcare Service values the opportunity to work in partnership with parents, in order to provide a happy, secure environment for the children and a supportive atmosphere in which children can be left.

Our policy is to support parents in their own continuing education and personal development and inform them of how to access relevant information and training. We provide opportunities for all parents to contribute their own skills, knowledge and

interests to the activities of the nursery.

We inform all parents of the system for registering queries, and involve them in shared record keeping about their children, and ensure that information such as newsletters, reports and other information is available in a variety of formats for those with a diversity of communication needs.

Links with Other Schools and Other Care Providers

York College Childcare Service is part of the Bishopthorpe Partnership Group, this allows us to pool resources, expertise and share placements. We work in partnership with other schools to ensure close co-operation during transition.

Multi- agency collaboration

- The SENCO and key people will liaise with other agencies to develop good working practices
- We will gather information on relevant contacts and services to share with parents
- We will strive to achieve excellent multi agency collaboration in order to take into account the complete needs of the child.

Links with External Agencies

York College Childcare Service has links with the following external agencies in providing high quality inclusive care: Early Years Advisers CYC, SEN Support Services, Portage, Pre School Support, Policy & Planning CYC, Children's Services, Children's Health and Disabilities Team and Early Years Finance Dept

Access to the Environment

- York College Childcare Service has been specifically planned to ensure the environment is accessible to all children.
- We aim to organise the environment to ensure appropriate space for children's supported and independent movement.
- We ensure that all children have easy access to toilet and eating facilities.
- We ensure respectful privacy for all children at times of specific medical care or welfare.

KEY PERSON POLICY

York College Childcare service recognises that the care a child receives in the early years is extremely important. On admission to the nursery every child will be allocated TWO Key People to ensure they have the support of a caring adult during this time of great potential. Key People offer a more personalised approach, and they monitor, observe and record your child's progress to ensure their developmental needs are met; they also build positive relationships with parents and carers to facilitate a good understanding of individual needs and home circumstances.

- Build positive relationships with children and parents to facilitate a good understanding of individual needs and home circumstances.
- Aim to greet their Key children and parents at the door as often as possible.
- Ensure that information about the child is exchanged with the parent.
- Ensure each parent is aware:
 - a) that they can discuss their child's welfare at any time and that a more specific opportunity to discuss developmental progress is also available during nursery open evenings;
 - b) that parents' meetings are held termly to discuss nursery issues;
 - c) that we need to know where they are in case of emergency; and
 - d) that his/her child's paintings etc., will be on their peg in the corridor.
- Ensure that each child has:
 - a) a fully completed enrolment form and timetable
 - b) a coat peg
 - c) Start a child profile in line with nursery procedure
 - d) Inform nursery cook of any food allergies/requirements

LARGE SAND PIT PROCEDURE

Aim

We accept that sand will be occasionally be ingested by some children, it is our aim to keep the sand pit clean and aerated and that children will have drinking water available at all times.

To Keep Our Sand Pit Clean We Will:

- Rake the sand to be confident that there are no unwanted or foreign objects in it.
- Use a wide rake working in straight lines to leave clearly visible marks. This will show quickly whether we have had any feline visitors

Tidying and Storing Equipment

- We will involve the children in caring for their environment by equipping the sandpit and putting everything away at the end of the session.
- We will provide easily accessible and clearly labelled storage containers.
- We will have child sized brooms, dustpans and brushes available so that the children can help with keeping the sand in the sand pit at the end of the day.

Cleaning Equipment

- We will regularly wash the sand off the equipment.

Longer Term Maintenance

- We will regularly check the sand level and top up when needed.
- We will aerate the sand regularly with a garden fork to create air holes to prevent compacting.
- We will regularly check for crumbling mortar joints. We will do this informally whenever the sand pit is in use.
- We will disinfect the sand every six months. Using a weak solution of household disinfectant and a watering can to sprinkle over the sand surface. We will do this on a Friday evening and use a hose pipe to water in the disinfectant or alternatively this will be done when it is raining.

LATE PAYMENT PROCEDURE

To ensure the smooth running of the nursery, we request your invoice is paid on time.

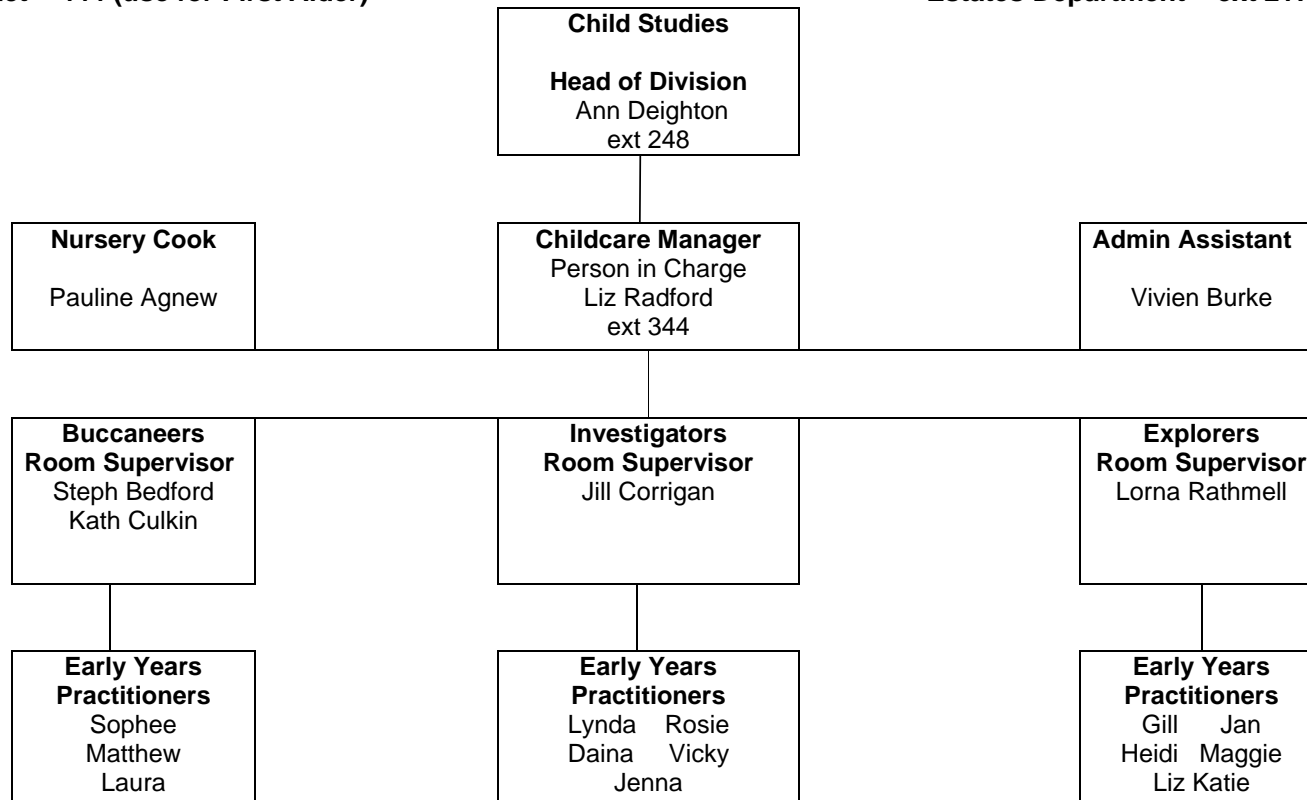
The following procedure explains the process for payment and attached are the various options available for you to pay. We are happy to discuss any difficulties you may be experiencing in paying your invoice but if fees are not paid on time it may lead to your nursery place being suspended.

- Invoices will be issued mid month in advance and are due to be paid on the first of the following month.
- If your account is unpaid after the due date, you will be charged a late payment fee of £20.00 plus VAT.
- The outstanding invoice plus your late payment charge must be settled immediately.
- If, following all of the above, actions/arrangements have not been put in place to pay childcare fees, a letter will be sent informing you of the date your nursery place will be suspended.

**YORK COLLEGE NURSERY
LINE MANAGEMENT STRUCTURE AND CONTACT NUMBERS
01904 770 344**

**Main College Reception = 0
Emergency Contact = 444 (use for First Aider)**

**Health & Safety Adviser = ext 477
Estates Department = ext 217**



MEDICATION POLICY

Children requiring medicine may attend the setting at the discretion of senior staff: When dealing with medication of any kind within the Childcare Service, strict guidelines must be followed.

Prescribed Medication

- Prescribed medicine can only be given to the person named on the bottle for the dosage stated
- The parent or guardian of any child requiring prescribed medication should allow a senior member of staff to have sight of the bottle. The staff member should note the details of the administration on the appropriate form. Another member of staff should check these details
- The parent or guardian should give written permission for the administration of medication
- The parent or guardian should sign and date daily to confirm the agreed dosage for that day
- The parent or guardian should be asked when the child had last been given the medication before coming to Nursery; this information should be recorded on the medication form. Similarly when the child is picked up, the parent or guardian must be given precise details of the times and dosage given throughout the day. The parent's or guardian's signature must be obtained
- At the time of administering the medicine the child's Key Person or senior member of staff will ask the child to take the medicine, or offer it in a manner acceptable to the child at the prescribed time and in the prescribed form. (It is important to note that staff working with children are not legally obliged to administer medication)
- If the child refuses to take the appropriate medication then a note should be made on the form
- Where medication is "essential" or may have side effects, discussion with the parent should take place to establish the appropriate response
- Wherever possible ask parents to request that GPs prescribe the least number of doses per day, i.e. 3 x daily, rather than 4 x daily.

Non-prescribed Medication

- The Nursery will administer non-prescribed medication for a period of three days. After this time medical attention should be sought
- If a child needs liquid paracetamol or similar during their time at nursery, such medication should be treated as prescribed medication with the onus being on the parent to provide the medicine. Follow the prescribed medication procedure
- For any non-prescribed cream for skin conditions e.g. Sudocrem, written permission must be obtained from the parent/guardian
- If any child is brought to the nursery in a condition in which he/she may require medication, sometime during the day, you should decide if the child is fit to be left at the nursery. If the child is staying, the parent or guardian must be asked if any kind of medication has already been given, at what time and in what dosage
- As with any kind of medication, staff must ensure that the parent or guardian is informed of any non-prescribed medicines given to the child whilst at the Nursery, together with times and dosage given
- THE NURSERY DOES NOT administer medication unless written consent is given.

Injections, Pessaries and Suppositories

As the administration of injections, pessaries and suppositories represents intrusive nursing, they should not be administered by any member of staff. (If this causes a problem in providing appropriate care of a child, please consult *Ofsted).

Staff Medication

The first aid box is kept in a readily accessible position, but out of reach of the children.

First aid boxes only contain items permitted by the Health & Safety (First Aid) Regulations Act 1981, such as sterile dressings, bandages, and eye pads. No other medical items such, as Paracetamol are kept in the first aid box.

Storage

All medication for children must have the child's name clearly written on the container and be kept in a medicine cabinet which is kept locked at all times, other than when medicines are being issued or received. The key to the medicine cabinet must be kept safe and out of reach of the children at all times.

Any antibiotics requiring refrigeration must be kept in an area inaccessible to children.

Immunisation

We recognise, where possible, that children are vaccinated in accordance with their age. If children are not vaccinated, it is the responsibility of the parents to inform the nursery to ensure that children/staff/parents are not exposed to any unnecessary risks of any sort.

Emergency information

Emergency information is kept for every child and is updated annually with regular reminders to parents in newsletters.

Infection Control

The designated Health & Safety Officer and Childcare Manager will carry out an annual infection control audit.

When a child in our care becomes unwell, the staff will make every effort to contact the parent/carer and discuss the situation. **For this reason we do ask that you inform us if there is any change to your contact details.**

MISSING CHILD PROCEDURE (On Site)

Children, being children, are not always where they should be, or where you expect them to be. Rarely is this anything other than the child having moved unexpectedly, but staff need to establish a procedure to ensure that the child is located as quickly as possible.

In the unlikely event of a child going missing within/from the nursery, the following procedure will be implemented immediately.

- The nursery manager will be informed immediately and all staff present will be informed and deployed to start an immediate thorough search of the nursery/College, followed by a search of the surrounding area, ensuring that all other children remain supervised throughout.
- The manager/senior member of staff will carry out a second search of the area
- Enquiries will be made of any other adults in the vicinity.
- If the child has still not been accounted for within 5 minutes, the manager/senior member of staff will contact the police.
- The manager/senior member of staff will also contact the parents/carers of the missing child.
- During this period, staff will be continually searching for the missing child, whilst other staff maintain as near to normal routine as possible for the rest of the children in the nursery.
- The manager/senior member of staff will meet the police and parents/carers.
- The manager/senior member of staff will then await instructions from the police.
- Any incidents must be recorded in writing.
- *Ofsted/*Care and Social Services must be contacted and informed of any incidents.
- With incidents of this nature parents, carers and children may require support and reassurance following the traumatic experience.

The Childcare Manager/Person in charge must keep in mind at all times, and act upon, the primary principle laid down in the children Act 1989 - **the welfare of the child is paramount.**

MISSING CHILD PROCEDURE (Off Site)

Children, being children, are not always where they should be, or where you expect them to be. Rarely is this anything other than the child having moved unexpectedly, but staff need to establish a procedure to ensure that the child is located as quickly as possible.

In the unlikely event of a child going missing whilst on a trip, the following procedure will be implemented immediately.

Regular head counts are carried out on children throughout the outing. In the unlikely event of a child going missing whilst on an outing the following procedure will be implemented immediately.

- The organiser will be informed immediately and all staff present will be informed and deployed to start an immediate thorough search of the area, ensuring that all other children remain supervised throughout.
- If appropriate, on-site security will also be informed and a description of the child/children given.
- In the event of a child not being found, after 5 minutes the designated person in charge will immediately inform the police.
- The designated person in charge will then inform the Nursery who will contact the child's parents/carers giving details of what has happened. In the case of the whole nursery being on an outing, all parents/carers details would be taken on the trip by the person in charge.
- If necessary staff from the Nursery will be sent to assist the safe return of the other children.
- During this period, staff will be continually searching for the missing child, whilst other staff maintain the safety of the remaining children.
- At least one member of staff will remain at the scene whilst others return to the Nursery with the children. This member of staff will continue searching for the child/children.
- The remaining member of staff will meet the police and parents/carers when they arrive at a designated point.
- Any incidents must be recorded in writing.

- *Ofsted/*Care and Social Services must be contacted and informed of any incidents. With incidents of this nature parents, carers and children may require support and reassurance following the traumatic experience.

MOBILE PHONE AND SOCIAL NETWORKING POLICY

We believe our staff should be completely attentive during their hours of working, to ensure all children in the nursery receive good quality care and education. This is why mobile phones are not to be used during working hours.

We also feel that restrictions need to be placed on staff when they access social networking sites. The nursery has a high reputation to upkeep and comments made on sites such as 'Facebook' could have an impact on how parents using the nursery view the staff.

- Mobile phones must not be used unless on a designated break and then this must be away from the children.
- Mobile phones should be stored safely in staff lockers at all times during the hours of your working day.
- We request that parents do not use mobile phones whilst in the nursery
- Staff must not post anything onto social networking sites such as 'Facebook' that could bring the College or Nursery into disrepute.
- Staff must not post anything onto social networking sites that could offend any other member of staff or parent using the nursery.
- If any of the above points are found to be happening then the member of staff involved may face disciplinary action, which could result in dismissal.
- If staff take children's files out of the nursery they must sign it out

NAPPY CHANGING POLICY & PROCEDURE

It is our aim to ensure that children are kept clean and comfortable by being changed and checked on a regular basis. Children's privacy should be treated with respect and nappy changing should not be rushed but used as an opportunity for one-to-one exchanges of conversation and smiles. It is our aim that the child's Key Person will change their nappy or soiled clothing.

In our childcare service the nappy changing procedure is as follows:

- The nappy changing list will identify children's individual requirements.
- Children who are soiled will be changed immediately.
- Disposable aprons and gloves will be worn by staff and changed following each nappy change.
- Children will use steps or be lifted onto the changing mat according to manual handling procedures.
- Wet/soiled nappies will be removed and the child cleaned with baby wipes (unless aware of allergy) from front to back.
- If needed, cream will be applied and then clean nappy will be put on.
- Children will use steps or be lifted down according to manual handling procedures.
- Changing mat will be sprayed with sanitising spray and wiped thoroughly with a cloth.
- Soiled nappies, used wipes, gloves and aprons will be disposed of in the nappy disposal unit.
- Hands will be washed thoroughly following hand washing procedure.
- Nappy change and time will be recorded on chart.

NUTRITION AND MEAL TIME POLICY

York College Nursery is committed to ensuring that the food provided supports the development of healthy eating practices, we understand that early food experiences have an important effect on adult eating patterns and may influence attitudes to eating. Meal times are enjoyable social occasions, providing an opportunity to encourage good communication skills and language development.

We will ensure that:

- A balanced and healthy breakfast, midday meal, tea and two daily snacks are provided for children attending a full day at the nursery.
- Menus will be planned in advance, rotated regularly and reflect cultural diversity and variation. These will be displayed for parents.
- We provide nutritious food at all snack and meal times, avoiding large quantities of fat, sugar and salt and artificial additives, preservatives and colourings.
- Menus will include servings of fresh fruit and vegetables.
- Parents and children will be involved in menu planning.
- Fresh drinking water will be constantly available and frequently offered to children and babies.
- Individual dietary requirements will be respected. We will gather information from parents regarding their children's dietary needs including any allergies. Where appropriate we will carry out a risk assessment in the case of allergies and work alongside parents to put into place an individual diet plan for their child.
- Staff will show sensitivity in providing for children's diets and allergies. They would not use a child's diet or allergy as a label for the child, or make a child feel singled out because of her/his diet or allergy.
- Staff will set a good example and eat with the children and show good table manners. Meal and snack times will be organised so that they are social occasions in which children and staff participate in small groups. During meals and snack times children will be encouraged to use good manners and say 'Please' and 'Thank you' and conversation will be encouraged.
- Staff will use meal and snack times to help promote children to develop independence through making choices, serving food and drink, and feeding themselves.

- We provide foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones. Cultural differences in eating habits will be respected.
- Any child who shows signs of distress at being faced with a meal he/she does not like will have his food removed without any fuss. If a child does not finish his first course, he/she will still be given a small helping of dessert. Children not on special diets will be encouraged to eat a small piece of everything.
- Children who refuse to eat at the mealtime will be offered food later in the day.
- Children who are slow eaters will be given time and not rushed.
- Quantities will take account of the ages of the children.
- We will promote positive attitude to healthy eating through play opportunities and discussions.
- The nursery aims to provide parents with daily written records of feeding routines for all children.
- Parents/carers will be consulted about how and when they wish solids to be introduced.

Staff providing meals and snacks for the children will:

- Be offered opportunities for relevant training and development
- Under the Food Safety Act, 1990, persons preparing food will hold a food hygiene certificate or have been given training in the food hygiene procedures of the nursery

Drinks we will provide:

- Plain still water will be available to the children throughout the day.
- Milk and plain still water will be offered with snacks.

To encourage good eating habits we will:

- Make meal times an enjoyable, social occasion.
- Children will be encouraged to participate in the preparation of meals when appropriate.
- Promote healthy eating using resources within the nursery.

- A variety of healthy options is made available and new tastes will be actively encouraged.
- Oral health will also be promoted.

OUTDOOR PLAY POLICY

We realise that it is important for the children to have access to fresh air and physical exercise outdoors, we aim to offer free access to a stimulating outdoor environment that offers child lead activities so they can develop their play over time. Our outside area offers challenge and risk and we will provide a framework of safety and security by following the points listed below:

- The nursery has suitable outdoor coats and sunhats etc to allow the children to play outside. But we request parents bring in winter hats, gloves and socks
- Before letting children play outside a brief risk assessment will be carried out.
- At least one supervising adult will be a regular member of staff, except in exceptional circumstances (eg. during college holidays and at other times when numbers of regular staff are significantly reduced) when relief staff may be left supervising children, providing they are cleared day care workers and are aware of their responsibilities and a regular member of staff may be called upon.
- Adults must ensure that all outdoor areas are carefully monitored in the interests of child safety and protection.
- If children are playing on play equipment, extra care must be taken to ensure their safety.
- When returning to the building staff must check the nursery garden and ensure no children remain outside.

We support the Learning through Landscapes Early Years Vision and Values for Outdoor Play

http://www.ltl.org.uk/schools_and_settings/resources/free_resources.html

PARENT/CARER FAILING TO COLLECT A CHILD - PROCEDURE TO BE FOLLOWED

In the unlikely event of a parent/carer failing to collect their child the following procedure must be followed 15 minutes after the time the child was due to be collected.

Two members of staff must remain with the child at all times.

- Staff should attempt to contact the parents/carers of the child using the numbers from their registration form.
- If this is unsuccessful staff should call the designated emergency contacts from the child's registration form.
- If the child has still not been collected, and attempts to contact both the parent/carer and emergency contact have failed, staff should call the Childcare Manager or Person in Charge of the setting. They will then contact the Children's Service team on 01904 613161 or, outside normal office hours (8.30 am to 5.00 pm), on 01904 762314.

PARENTAL INVOLVEMENT POLICY

York College values the opportunity to work in partnership with parents, in order to provide a happy, secure environment for the children and a supportive atmosphere in which children can be left.

We believe that parents/carers are the main educators of their child and we will draw upon their extensive knowledge of their child and seek to explore with them how we can assist in enhancing the child's development in the nursery. It is our ethos to be responsive to the needs of parents who are studying or working, we have developed a strategy to liaise with all families. Those parents who use the nursery facilities will be offered a variety of ways to support and become involved in our operation.

Our Policy Is To:

- Recognise and support parents as their child's first and most important educators, and to welcome them into the life of the nursery
- Generate confidence and encourage parents to trust their own instincts and judgement regarding their own child
- Welcome all parents into the nursery at any time
- Welcome nursing mothers. The nursery will make available a private area whenever needed to offer space and privacy to these mothers
- Ensure that all new parents are aware of the nursery policies and procedures. A detailed parent prospectus will be provided and our full policy documents will be available to parents at all times as they will be kept in an easily accessible place within the nursery
- Maintain regular contact with parents to help us to build a secure and beneficial working relationship for their children
- Support parents in their own continuing education and personal development and inform them of relevant conferences, workshops and training
- Create opportunities for parents to talk to other adults in a secure and supportive environment through such activities as 'Open Days', 'Parents Evenings' and 'Parents Forum'
- Inform parents about nursery activities and events through regularly distributed newsletters

- Operate a key person system involving parents for open discussions and information sharing regarding nursery and home circumstances, and individual needs.
- Inform parents on a regular basis about their children's progress and involve them in the shared record keeping about their children. Parents' evenings will be held at least twice a year. Parents will be consulted with about the times of meetings to avoid excluding anyone.
- Consider and discuss fully all suggestions from parents concerning the care of their child and the running of the nursery.
- Provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the nursery in ways which are accessible to parents with basic skills needs, or those for whom English is an additional language.
- Inform all parents of the systems for registering queries, complaints or suggestions, and to check that these systems are understood by parents. All parents have access to our written complaints procedure.
- Provide opportunities for parents to learn about the Early Years Foundation Stage
- Provide a written contract between the parent(s) and the Nursery regarding conditions of acceptance and arrangements for payment.
- Respect the family's religious and cultural backgrounds and to accommodate any special requirements wherever possible and practical to do so.
- To find out the needs and expectations of parents. These will be obtained through regular feedback via questionnaires, providing a suggestion system and encouraging parents to review working practices. These are then evaluated by the nursery to promote nursery practice, policy and staff development.

Our strategy for liaison and communication will include the following:

- Two way communication books
- Open days/evenings to give an opportunity to see how the nursery runs and a chance to talk to staff.
- Nursery Newsletter to highlight any events or activities of interest. We welcome all contributions to this.
- Nursery User Group

If a parent wishes to have a formal discussion for any reason, then a date can be arranged which is convenient for both parents' and staff.

PRE EXISTING INJURY PROCEDURE

York College Day Nursery has a duty to safeguard all children. If a child arrives at nursery with a pre existing injury we will ask the parent/carer to complete a record of how the injury occurred. This information will then be stored in the child's file.

Name of child: _____

Address where injury occurred _____

Cause of injury: _____

Action taken: _____

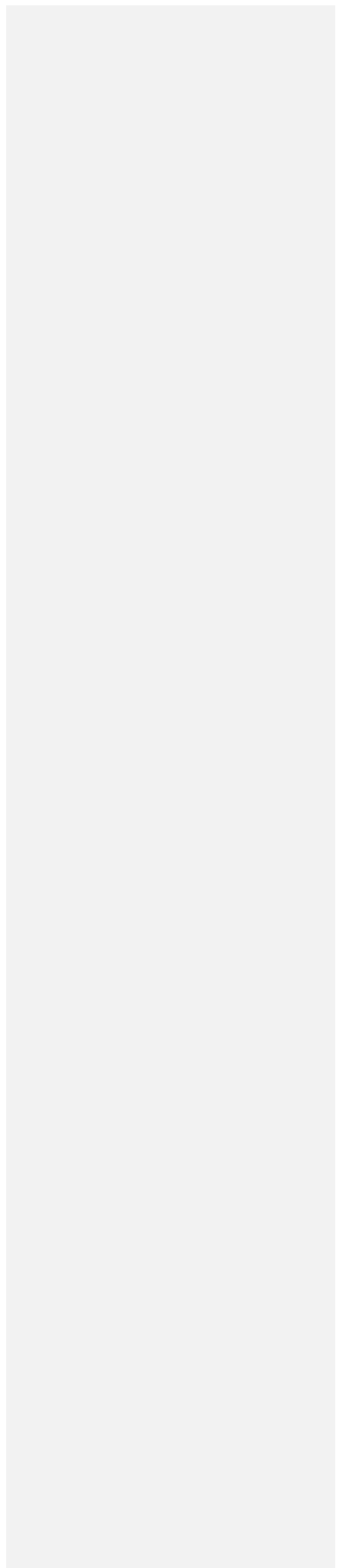
Description of injury: _____

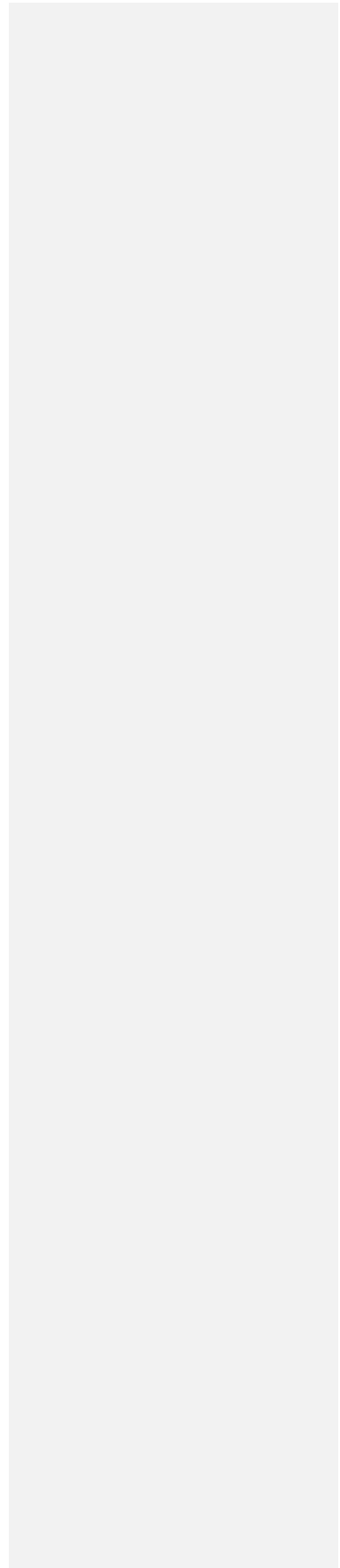
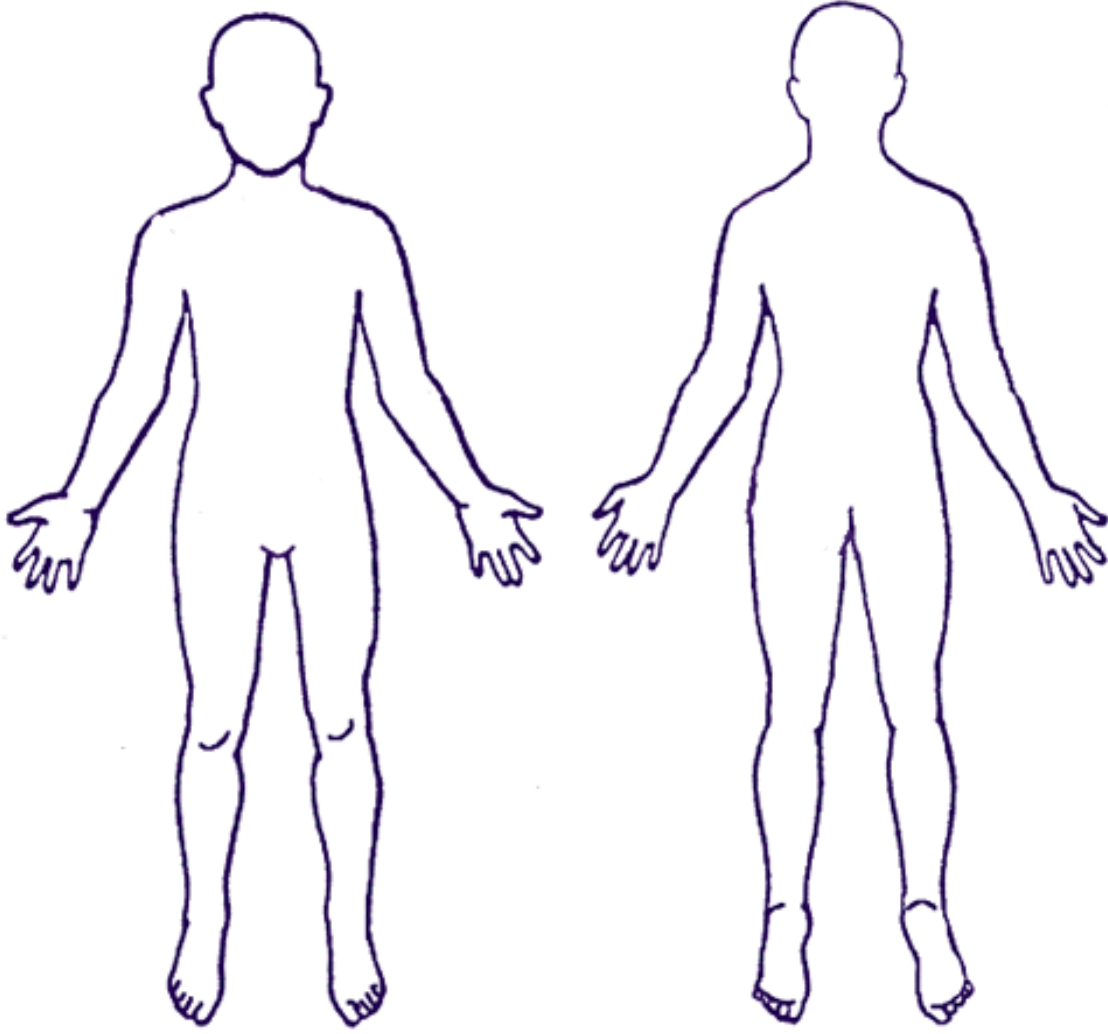
Staff Signature: _____

Date & Time: _____

Parent/care signature: _____

Date & Time: _____





PROMOTING POSITIVE BEHAVIOUR POLICY

York College Childcare Service aims to work within a Behaviour Policy of positive reinforcement, through example and praise. We support the Children Act 1989 guidelines on behaviour and any sanctions applied due to unacceptable behaviour will take into account the age and stage of development of the child; they will be given at the time and be relevant to the actions.

It is our aim to teach boundaries for behaviour and encourage children's development of social skills and self esteem. Staff, through day-to-day activities, will help the children understand boundaries and develop an understanding of right and wrong.

We aim to:

- Recognise the individuality of all our children
- Encourage self-discipline, consideration for each other, our surroundings and property
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- Work in partnership with parents and carers by communicating openly
- By praising children and acknowledging their positive actions and attitudes, we hope to ensure that children see that we value and respect them
- Encourage all staff working with the children to accept their responsibility for implementing the goals in the policy
- Promote non-violence and encourage the children to deal with conflict peaceably
- Provide a key person system enabling staff to build a strong and positive relationship with children and their families
- Have a named person who has overall responsibility for issues concerning behaviour.

Behaviour We Like to Encourage:

Politeness	Ability to listen
Helpfulness	Courtesy
Initiative	Co-operation
Independence	Responsibility

Unacceptable Behaviour

We understand that the most effective way to improve children's behaviour is to make "good" or appropriate behaviour have rewarding pleasant consequences.

When children behave in unacceptable ways:

- Physical punishment such as smacking or shaking will be neither used nor threatened
- Children will not be singled out or humiliated in any way. Staff within the nursery will redirect the children towards alternative activities. Discussions with children will take place respecting their level of understanding and maturity
- Staff will not raise their voices in a threatening way
- In any case of misbehaviour, it will always be made clear to the child or children in question, that it is the behaviour and not the child that is unwelcome
- How a particular type of behaviour is handled will depend on the child and the circumstances. It may involve the child being asked to talk and think about what he or she has done. It may be that the child will not be allowed to make his or her own choice of activities for a limited period of time
- Parents will be informed if their child is persistently unkind to others or if their child has been upset. In all cases inappropriate behaviour will be dealt with at the time. Parents may be asked to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between home and nursery. In some cases we may request additional advice and support from other professionals, such as an educational psychologist or child guidance counsellor
- Children need to develop non-aggressive strategies to enable them to stand up for themselves so that adults and children listen to them. They need to be given opportunities to release their feelings more creatively

- Confidential records will be kept on any negative behaviour that has taken place. Parents/carers will be informed and asked to read and sign any entries concerning their child
- If a child requires help to develop positive behaviour, every effort will be made to provide for their needs
- Through partnership with parents/carers and formal observation, staff will make every effort to identify the unwanted behaviour and the causes of that behaviour. From these observations and discussions an individual behaviour modification plan will be implemented
- Children will be distracted from the negative situation and supported in a different activity or environment, if necessary for their own well-being and that of others in the group.

To Encourage Appropriate Behaviour We Will Remember:

Clear rules	Consistency
Confidence	Control
Countdown	Choices
Cuddles	

The Named Person: Vicky Rennison will keep up to date with legislation and research and thinking on handling children's behaviour; access relevant sources of expertise on handling children's behaviour; attend regular external training events, and check that all staff have received relevant in-service training on handling children's behaviour. A record will be kept of staff attendance at this training

We recognise that codes for interacting with other people vary between cultures and staff are required to be aware of this and respect those used by members of the nursery, but we still maintain a consistent approach to behaviour..

Nursery rules are concerned with safety and care and respect for each other. Children who behave inappropriately by physically abusing another child or adult, or by verbal bullying may be removed from the group. The child who has been upset will be comforted and the adult will confirm that the other child's behaviour is not acceptable. It is important to acknowledge that a child is feeling angry or upset and that it is the behaviour we are rejecting, not the child.

BULLYING AND PHYSICAL VIOLENCE IS NOT TOLERATED WITHIN THE NURSERY, WHETHER COMMITTED BY OR INFLICTED ON ADULTS OR CHILDREN. NO CORPORAL PUNISHMENT IS EVER GIVEN (INCLUDING SMACKING, SHAKING, SLAPPING) ALTHOUGH IT MAY BE NECESSARY TO RESTRAIN A CHILD IN AN EMERGENCY TO PREVENT PERSONAL INJURY OR SERIOUS DAMAGE TO PROPERTY. IF PHYSICAL ACTION IS REQUIRED IT WILL BE REPORTED ON AN INCIDENT SHEET.

CHILDREN WILL NEVER BE HUMILIATED, EMBARRASSED OR FRIGHTENED.

Anti-bullying

Children need their own time and space. It is not always appropriate to expect a child to share and it is important to acknowledge children's feelings and to help them understand how others might be feeling.

Children must be encouraged to recognise that bullying, fighting, hurting and racist comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened.

Any form of bullying is unacceptable and will be dealt with immediately. At our nursery, staff follow the guidelines below to enable them to deal with challenging behaviour:

- Staff are encouraged to ensure that all children feel safe, happy and secure
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way
- Children need to be helped to understand that using aggression to get things is wrong and will be encouraged to resolve problems in other ways
- Our staff are encouraged to adopt a policy of intervention when they think a child is being bullied, however mild or "harmless" it may seem
- The staff are ready to initiate games and activities with children, when they feel play has become aggressive, both indoors or out
- Any instance of bullying will be discussed fully with the parents of all involved, to look for a consistent resolution to the behaviour

- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only by co-operation that we can ensure our children feel confident and secure in their environment, both at home and in the nursery.

By positively promoting good behaviour, valuing co-operation and a caring attitude we hope to ensure that children will develop as responsible members of society.

RISK AND CHALLENGE POLICY

Risk and Challenge plays a vital role in children's cognitive and physical development. It enables children to think about their different skills and capabilities, and in turn develop strategies to overcome risk when in new and common situations. It also plays a big part in developing self confidence and pride within children, by thinking through and then overcoming the challenge, children's self esteem will flourish.



Adults (practitioners and parents) frequently show children new skills, and tell them how to work their way through a problem, however this is not always the best way for children to learn. It is suggested that children learn more when they are actively thinking about what they are doing rather than been given set instructions when approaching a problem, or something they are unaware of how to overcome. If children do not have opportunities to experience challenges, their understanding of safety will not move forward.

The Early Years Foundation Stage focuses on the importance of children taking 'reasonable risk'. To allow this to happen the responsible adult should recognise a risk, examine hazards, then balance the likelihood of an accident happening and take appropriate action if necessary.

Principles of sensible risk management:

- *Providing overall benefit to the children by balancing benefits and risks, with a focus of reducing real risks.*
- *Ensuring that those who create risk responsibly manage it, and clearly understand that failure to do so will lead to robust action by management.*
- *Enabling individuals to understand that as well as the right to protection, they also have the right to exercise responsibility.*

Sensible risk management is NOT:

Creating a total risk-free environment or reducing protection for children from real risks that will cause them real harm.

Source: Health and Safety Executive (www.HSE.gov.uk)

As a setting we will ensure:

- Children are given a wide range of opportunities to approach risk and challenge situations.
- All staff (indoors and outdoors) will be vigilant and if they deem something 'dangerous' will put a stop to the activity. Equipment used for risk and challenge play (such as climbing frame, wooden blocks, crates) will be supervised when the children are playing on them.
- Children will be supported appropriately by staff members during their risk and challenge experiences (this will be a regular member of staff, except in exceptional circumstances).
- Risk assessments will be carried out on equipment, to ensure no child is in danger while in the setting.

SAFEGUARDING POLICY

Designated Child Protection Person: Liz Radford Childcare Manager

York College Childcare Service aims to create an environment in which all children have a right to protection from abuse.

To support this statement:-

- Staff will be vigilant for signs of abuse and will respond swiftly and appropriately to all suspicions or allegations of abuse.
- All offers of employment will be subject to successful screening in accordance with The Children Act 1989, as well as satisfactory references.
- We will have a system for dealing with concerns about possible abuse.
- We will maintain good links with statutory childcare authorities.
- No student or unscreened member of staff will ever be left unsupervised with a child or group of children.

Applying Child Protection Procedures

Child Protection Procedures are triggered where there is reasonable cause to suspect that a child/young person, under the age of 18 years, is suffering, or is likely to suffer, significant harm.

Child Protection Procedures apply where the suspected or alleged abuser is a member of the immediate or extended family, a friend or acquaintance or carer, a person known to the child or family, a professional working with the child or family or a foster carer.

Where a suspected or alleged abuser is not known to the child or family, it may not be necessary to apply Child Protection Procedures. However, the decision should be based on

whether adequate parental care was a factor. However, in such situations, the Police should always be involved.

York Safeguarding Board

The City of York's Safeguarding Children Board (CYSCB) is an statutory inter-agency forum for agreeing how different services co-operate to protect children in York. They seek to ensure that the children of York are protected from all forms of abuse and neglect by ensuring that everybody working with children works effectively together

THE PROTECTION OF CHILDREN IS OUR MAIN CONCERN, AND CONCERNS REGARDING CHILD PROTECTION MAY BE DISCUSSED WITH CHILDREN'S SERVICES.

This policy sets out agreed guidelines in accordance with the York Safeguarding Boards procedures relating to responding to allegations of abuse, including those made against staff and volunteers. All staff will be required to undertake child protection training which will be updated at regular intervals.

The policy applies to all staff and volunteers who act on behalf of the organisation and who come directly into contact with the children. Every individual has a responsibility to inform the designated person of concerns relating to safeguarding children. This is the childcare manager. This person must decide if the concerns should be communicated to Social Services or the police.

This policy is also referred to in the York College "Safeguarding Young People and Vulnerable Adults" (Child Protection Policy)

DEFINITIONS OF ABUSE

Physical Abuse

Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institution or community setting; by those known to them, or more rarely by a stranger.

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may

also be caused when a parent carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after (factitious illness by proxy).

Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to the children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may involve causing children frequently to feel frightened or in danger, other exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include non-contact activities such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotion.

Unclear Situations

If it is unclear whether a child is suffering or likely to suffer significant harm, discussions should be made with the designated child protection person and/or Family Services referral and Assessment Team Manager. If a Manager is unavailable, contact should be made with the Duty Social Worker. All concerns should be accurately recorded this should include date, time, place, conversations and reasons for actions

Talking to Parents/Carers

In the majority of cases, it is good practice to be open and honest at the outset with the parents/carers about concerns, the need for a referral, information sharing between agencies and the accompanying need for making an enquiry in respect of whether a child is subject to a child protection plan.

All reasonable efforts should be made to inform parents/carers prior to making the referral. However, a referral should not be delayed if you are unable to discuss the concern with the parents.

Where a child expresses a wish for his or her parents not to be informed, their views should be taken seriously and a judgement made, based on the child's age and understanding, as to whether the child's wishes should be overridden.

There are cases where you should not discuss concerns with parents/carers before making a referral. Concerns must not be discussed with parents/carers before referral in the following circumstances:

- Where discussion would put a child at risk of significant harm
- Where discussion would impede a Police investigation or social work enquiry
- Where sexual abuse is suspected
- Where organised or multiple abuse is suspected
- Where the fabrication of an illness is suspected
- Where to contact parents/carers would place you or others at risk
- Where it is not possible to contact parents/carers without causing undue delay in making the referral.

In such cases, advice should be sought from Children and Family Services and/or the police

What You Should Do If You Suspect Abuse

- You must report concerns as soon as possible to the designated child protection person: Liz Radford 01904 770344 who is nominated by York College Childcare Service to act on their behalf in referring allegations or suspicions of neglect or abuse to the statutory authorities. In the absence of the designated person the matter should be brought to the attention of the deputy designated person Jill Corrigan 770344. If it is an emergency and the designated persons cannot be contacted then social services or the police should be contacted (refer to contact numbers sheet at bottom of policy).
- If the suspicions relate to the designated person then the deputy or social services should be contacted.
- Suspicions should remain confidential and not be discussed with anyone other than those named above. It is the right of any individual to make direct referrals to the child protection agencies. We would hope that an individual would use this procedure. However, if you feel that the organisation has not responded appropriately to your concerns it is open to you to contact the child protection agencies direct.
- Details of the concern and any action taken will be recorded on a confirmation of referral form found on the Safeguarding web site, www.saferchildrenyork.org.uk
- The Principal at York College must be informed of any referral

The Referrer should:

- Clearly identify themselves, their agency and give details of where they can be contacted that day.
- Provide as much family information as possible, clearly stating the name of the child, the parents/carers and any other children known to be in the household, the dates of birth and addresses and any previous addresses known
- Provide details of any special needs or communication needs of either the child or any family member
- State why they feel the child is suffering, or is likely to suffer, significant harm.
- Share their knowledge and involvement of the child(ren) and family
- Share their knowledge of any other agency involved
- Indicate the child's, parent's/carer's knowledge of the referral and their expectations
- Ensure they record within their agency files the concerns and action taken
- Confirm the referral in writing using the CYCSB Child in Need of Protection Referral Confirmation Form.

The Referrer is Entitled to:

- Receive an explanation from the Children and Family Services of what will happen next
- Be provided with the name of a contact person within Children and Family Services in respect of who will be dealing with the referral
- Receive information on the outcome of the referral within seven working days.

Under no circumstances should the designated person, or any other member of the organisation, attempt to carry out any investigation into the allegations or suspicions of sexual abuse. The role of the designated person is to collect the exact details of the allegations or suspicion and to provide this information to the child protection agencies that will investigate the matter under the Children Act 1989.

What To Do Once A Child Has Talked To You About Abuse

- Make a note immediately of what the child has said, writing down exactly what the child has said in their own words, write down what you said in reply, when they said it and what was happening immediately beforehand. Record dates and times of the events and when the record was made. Keep all notes secure.
- Report your discussion as soon as possible to the designated person.
- Once a child has talked about abuse the designated person must consider if it is safe for a child to return home to a potentially abusive situation. On a rare occasion it might be necessary to take immediate action to contact social services and/or the police to discuss putting into effect safety measures for the child so that they do not return home

Allegations About Members Of Staff

Any suspicion, allegation or actual abuse of a `child` by a member of staff must be reported to Social Services and the Childcare Manager immediately. If it has not been possible to contact the Childcare Manager the matter must be reported to the Child Studies Curriculum Leader.

On being notified of any such matter the Childcare Manager shall:

- Liaise with Social Services
- Notify the Child Studies Curriculum Leader
- Report the matter to Ofsted
- Report the matter to the Local Safeguarding Board
- The Principal at York College must be informed of any referral

A full investigation of all the circumstances relating to the allegation, in line with the College's Disciplinary and Social Services Procedure and in consultation with the Human Resources Manager or nominee. The College will take necessary steps, which may include a precautionary suspension pending the outcome of the investigation to ensure the safety of the child in question and any other child who might be at risk.

If the Childcare Manager is the subject of the allegation or complaint the matter must be reported to the Child Studies Curriculum Leader who will inform Social Services.

Working Together to Safeguard Children

To access Safeguarding children board procedures
www.saferchildrenyork.org.uk

LOCAL CONTACTS FOR SUPPORT

Important contacts in child protection and related fields include:

Name	Phone	Opening times	Area of Work
Liz Radford	01904 770344	Nursery opening hours	Designated Child Protection person
Jill Corrigan	01904 770344	Nursery opening hours	Deputy designated person
OFSTED	0845 6014772	Office hours	Advice for daycare providers
York Customer Advice Centre	01904 613161	Office hours	The Advice and Information worker sends the referral to the Service Manager or duty Referrals and Assessment Team Social Worker
North Yorkshire Social Services Reception	01757 705421	Office hours	The Advice and Information worker sends the referral to the Service Manager or duty Referrals and Assessment Team Social Worker
Emergency Duty Team	01904 762314	Outside normal office hours	The Advice and Information worker sends the referral to the Service Manager or duty Referrals and Assessment Team Social Worker
Early Years & Childcare Service	01904 554628	Office hours	Listen to and advise daycare providers who have concerns about child protection issues or who need support through the referral process
North Yorkshire Police HQ Fulford	01904 669354	24 hours	Family Protection Unit
Survive	01904 642830	Office hours	Listen to a counsel women survivors of abusive behaviours
Childline	0800 1111	24 hours	Listen to and counsel children and young people
Parentline	0808 800 2222	24 hours	Listen to and counsel parents
KIDSCAPE	0207 730 3300		Listens to a counsels children and young people who wish to deal with bullying

SETTLING IN POLICY

We aim for children to feel safe, and happy in the nursery and to feel secure and comfortable with staff. We also want parents/carers to have confidence in both their children's well being and their role as active partners, with the child being able to benefit from what the nursery has to offer.

We aim to help parents/carers to help their children settle quickly and easily by giving consideration to the individual needs and circumstances of children and their families.

The nursery staff will work in partnership with parents/carers to settle their child into the nursery environment by:

- Providing parents/carers with relevant information regarding the policies and procedures of the nursery
- Encouraging the parents/carers and children to visit the nursery during the weeks before an admission is planned
- Planning settling in visits and introductory sessions . These will be provided free of charge over a one or two week period dependent on individual needs, age and stage of development
- Welcoming parents/carers to stay with their child during the first few weeks until the child feels settled and the parents/carers feel comfortable about leaving him/her. Settling in visits and introductory sessions are key to a smooth transition and ensure good communication and information exchange
- Reassuring parents/carers whose children seem to be taking a long time settling into the nursery
- Encouraging parents/carers, where appropriate, to separate themselves from their children for brief periods at first, gradually building up to longer absences
- Allocating a key person and buddy key person to each child and his/her family, before he/she starts to attend. The key person welcomes and looks after the child and his/her parents during the settling in period, and throughout his/her time at the nursery to ensure the family has a familiar contact person to assist with the settling in process
- Respecting the circumstances of all families, including those who are unable to stay for long periods of time in the nursery and reassure them of their child's progress towards settling in
- Children will not be taken on outings from the nursery until they are completely settled.

SPECIAL EDUCATIONAL NEEDS POLICY

The Childcare Service at York College will include children with Special Educational Needs where it is clear that our service can effectively meet the needs of individual children.

Nursery Staff have regard to the Special Education Needs (SEN) Code of Practice and will, as necessary, call upon the help of outside specialists.

Aims of Our Policy for Children with Special Educational Needs.

We welcome children with Special Educational Needs as part of our community and we will ensure that all children have an equal opportunity to engage in the curriculum.

The importance of early identification and assessment of children with Special Educational Needs is particularly important in the area of early year's education. We will develop practices and procedures, which will aim to ensure that all children's Special Educational Needs, are identified and assessed and the curriculum will be planned to meet their individual needs.

We recognise that some children will need additional support to ensure access to the whole curriculum. We will ensure that the needs of the children are identified and assessed and we will aim to provide the appropriate support strategies. In addition, if specialist advice and support is necessary, we will contact the appropriate external agencies.

The role of parents/carers is vital in the identification, assessment and response to their children's Special Educational Needs. We will work in true partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education.

Admission arrangements

We actively welcome children with Special Educational Needs. Admission arrangements for children with Special Educational Needs are the same as for all other nursery places and are allocated according to the position on the waiting list and the balance of numbers in age groups.

Parents of a child with Special Educational Needs can apply for a Childcare place without any fear that their child will be discriminated against or refused a place on the grounds of their needs.

Definition of Special Educational Needs

Children have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

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

For example a child may have a learning difficulty in one or more of the following areas:

- Cognition and learning;
- Emotional, behavioural and social development;
- Communication and interaction;
- Sensory and physical development.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

For further reference see Section 1, Special Educational Needs. Code of Practice. Date of issue: November 2001 Ref: DfES 581/2001 related Documents: The Education Act 1996. This document is available in the nursery office.

The role of the Special Educational Needs Co-ordinator

The designated person who has responsibility for the co-ordination of Special Educational Needs (SENCO) is: Lorna Rathmell, has The Certificate in Supporting Policy and Practice in Special Educational Needs and updates her training regularly this can be seen on the nursery's annual training plans

The designated person has responsibility for:

- The day-to-day operation of the Nursery's Special Educational Needs policy.
- Co-ordinating provision for children with Special Educational Needs.
- Ensuring liaison with parents and other professionals in respect of children with Special Educational Needs.
- Advising and supporting other practitioners in the setting.
- Ensuring that appropriate Individual Educational Plans are in place.
- Maintaining the Nursery's Special Educational Needs register. This will ensure that the relevant background information about individual children with Special Educational Needs is collected, recorded and updated.

Identification, Assessment and Provision

The Childcare Service places great importance on identifying Special Educational Needs early so that we can help our children as quickly as possible. When a child has been identified with Special Educational Needs, we will adopt the following procedure:

- When a child first starts the Nursery and throughout the period that they remain in the setting, the child's key person will observe and monitor regularly their progress, their responses and their behaviour.
- The outcomes of these observations will give important information to the type of need the child is presenting.
- Where a child appears not to be making progress it may be necessary to devise different opportunities or use alternative approaches to learning. It is recognised that children make progress at different rates and have different ways in which they learn best.
- The key person will discuss their findings and concerns with the SENCO. This information will be shared with the parent/carers, whose views will be taken seriously. Together we will move forward in a shared partnership to support the child.
- The child's key person will work with the SENCO to set up interventions that are different or additional from those provided as part of our setting's planned activities. The responses of the child will be recorded and monitored.
- Our aim will be to include the child in the day-to-day activities.
- If the child makes little or no progress through an individual programme, other methods will be tried. If the child is not responding, the Nursery will arrange a

meeting with the parents/carers, key person and SENCO to discuss and initiate the involvement of the Local Authorities through the Inclusion Team.

- Once the Inclusion Team is involved we will work together to devise a programme of intervention called Individual Educational Programme (IEP) or Individual Play Plan (IPP) to address the child's individual needs.

Parents will be consulted throughout the whole process.

The Staged Approach

The SEN Code of Practice recommends that those children with Special Educational Needs are worked with in stages.

Early Years Action

This is the first stage of concern about a child's difficulties. The SENCO will in conjunction with the child's Key Person:

- Discuss with the child's parents/carers their involvement and ask them about any health or physical problems.
- Ensure they have as much information as possible from parents about the problem, including, for example, observations, baseline or test results.
- Ensure the child's key worker has observed the child's behaviour and performance and recorded as much information about their concerns as possible.
- Liaise with the child's parents/carers, where possible, the child, to plan and implement an IEP.
- Make sure that the IEP focuses on maximum of three or four targets and records only strategies that are additional to, or different from, the normal differentiated curriculum.

Early Years Action Plus

This is the stage when the child continues to have difficulties and it becomes necessary to involve outside specialists. Outside specialists will offer support and help with advice on new IEPs, provide more specialist assessment and suggest new strategies. The SENCO will in conjunction with the Key Person:

- Discuss the situation with the child's parents/carers at a review meeting arranged by the SENCO.
- Collect any relevant information, such as assessment results, the IEPs and records from other professionals who may be involved such as social workers or medical staff.
- Plan a new IEP with outside specialists, the key worker, the parents/carers and the child, and, where possible, agreeing appropriate targets and teaching strategies.
- Set the next review date making sure that the parents/carers and all involved professionals are invited and involved.

The Allocation of Resources for Children with Special Educational Needs

We believe that every child is entitled to have their needs recognised and addressed within the Nursery provision. We will aim wherever possible to provide appropriate equipment and resources to support children with Special Educational Needs. We will draw on resources from our services and other agencies to ensure that we help all children to reach their full potential with the help of additional or specialised resources. In those cases where we know that a child needs specialised help we will ensure that the relevant agencies and professionals are contacted. We will seek advice and work alongside these professionals.

We have a small resource library with specialised books, which offer information and ideas on how to work with children with Special Needs. Parents/carers are welcome to borrow these books.

Curriculum

The Nursery aims to ensure that all children have equal access to our provision and receive a broad and balanced curriculum whatever their educational status may be. The curriculum is planned to meet the known individual needs of all children with Special Educational Needs.

Our planning will aim to meet a range of abilities presented in the different age groups that we are working with in the setting.

The curriculum is further modified on a short term planning basis to meet specific individual needs of children with Special Educational Needs. Weekly and daily plans differentiate learning programmes and activities for specific groups and individuals.

Individual Play Plans may be devised as part of Special Needs working Records.

In those cases where children need extra support to access the curriculum, the SENCO and the child's key person will plan to meet this need and ensure that the child has specific times during the week where this additional support is given.

The nursery worker with, the SENCO'S support, will consider a number of options and the most appropriate ways to help each child from a range of activities (within the context of an inclusive curriculum).

The staff will use grouping strategies of different types and sizes to ensure that the needs of individual children are catered for and that they receive the additional attention necessary to make progress.

Additional human resources may be received from various students including those in childcare training, work experience, and nursing training. They will support the nursery workers with the children, under supervision.

All children, including those with Special Educational Needs have access to all areas of the nursery. There are quiet spaces inside and outside where the individualised programmes can be addressed.

Inclusion arrangements

We aim to give the children the best start to life and education by facilitating an environment which encourages children to respect and tolerate each other in a caring and non aggressive manner. Children are encouraged to co-operate and work together.

Children with Special Educational Needs will have full access to all range of materials, equipment and activities available in the setting. We offer equal opportunities to all children for participation in play and focus experiences with support where necessary and relevant.

In our weekly and termly plans we include programmes of learning that are meaningful and relevant to meet the needs of individual children with special Educational Needs.

The lay out of the setting is in such a way, that areas can be set up or altered to carry out the necessary programmes of support for children with Special Educational Needs, without being physically isolated from the rest of the group.

Children eat in small groups, in company of their key person to ensure that enough time and attention is given to their needs.

The SENCO works closely with the key person and the rest of the staff to support the needs of individual children.

Evaluation of success

There will be a policy review each year which will be led by the SENCO and involve the Childcare Manager and staff.

We will be reviewing and evaluating our special Educational Needs policy annually. This will be an opportunity for us to check whether the policy is working well or whether it needs some revision or changes. The results of the evaluation will be reported to parents and amendments will be made yearly to SEN policy documents to reflect the changes.

Staff Training in Relation to Special Educational Needs

The Nursery is committed to training in the area of Special Educational Needs, for their staff. We will assess the training needs of the Nursery and of the individual staff as part of our annual policy review.

This will include opportunities for training from the Local authority, SENCO Network evenings and other relevant SEN bodies. The staff can further have access to special Educational Needs training through the Early Years Development and Childcare Partnership. We will also call on those agencies for further advice and expertise where necessary.

Partnership with Parents

We welcome and value the views of parents at our nursery. Parents hold key information about their child and have a critical role to play in their children's education. Our aim is to encourage parent/carers to participate fully in their child's education. Parents/carers will be involved from the start in the identification, assessment and subsequent reviews of children with special Educational Needs. Regular meetings will be held to discuss their child's progress and to review the effectiveness of the learning programmes in place. We aim to promote a culture of co-operation between parents and the Nursery. We recognise that working in partnership with parents is vital to enable children with Special Educational Needs to reach their full potential.

The Nursery hold details of local and national support groups that parents/carers can access at any time.

Transition Arrangements

It is important that all children are at the centre of the transition process when they move on to new early years setting or school. The core purpose of this is to ensure that we sustain continuity for the child, family, school and outside support agencies.

The designated SENCO of our Nursery will liaise with the Early Years Setting or school who is to receive the child with special Educational Needs, with parents permission they will pass on information about the child's progress and the individual learning programmes in place where requested.

Parents or carers are key partners and will be involved in all decisions relating to the child's transfer.

Complaints Procedure

We strongly believe in establishing good communication between the nursery and parents, as this is the key to good relationships. We aim to tackle difficulties, as they become apparent by ensuring that both parties are clear and well informed of the procedures that the nursery has in place to facilitate this process. For further details see the Nursery complaints procedure.

STAFF DEVELOPMENT AND TRAINING POLICY

The nursery highly values its staff. It is in the interests of the nursery, the children, families, and the individual, that each staff member is given the opportunity to develop their skills to their maximum and to broaden their knowledge and skills in caring for children.

Personal and professional development is essential to maintaining the quality and delivery of high quality care and education for young children in early years. It underpins all aspects of curriculum delivery and positive interactions. York College Childcare Service ensures that the majority of staff are qualified to Level 3 or equivalent in childcare and education. Other staff working will either be qualified to Level 2 or undertaking training. We strongly promote constant professional development and all staff have individual training records and training plans to enhance their skills and expertise. We have a training budget which is set annually and reviewed to ensure that the team gain the external support and training where needed.

To facilitate the development of staff we:

- coach, lead and role model with staff, and offer encouragement and support to achieve a high level of morale and motivation
- promote teamwork through ongoing communication, involvement and a no blame culture to enhance our practice
- provide opportunities for delegation based on skills and expertise to offer recognition and stimulate staff
- encourage staff to contribute ideas for change within the service and hold regular staff meetings and team meetings to develop these ideas. Regular meetings are also held to discuss strategy, policy and curriculum planning
- encourage staff to further their experience and knowledge by attending relevant external training courses
- encourage staff to pass on their knowledge to those who are less experienced and disseminate knowledge from external training to small groups of staff within the nursery
- provide regular in-house training relevant to the needs of the Nursery

- carry out regular line management meetings with all staff. Staff performance reviews are carried out twice a year where objectives and action plans for staff are set out, whilst also sourcing training according to their individual needs
- develop a training plan addressing both qualifications and continuous professional development needs of the setting and of individual staff
- promote a positive learning culture within the setting
- delegate responsibilities according to an individual's expertise
- cascade information and hold regular internal training events
- carry out regular training needs analysis for all individual staff, the team as a whole, and for the childcare service
- carry out full evaluations of all training events and use these to evaluate the training against the aims set to enable the development of future training programmes to improve effectiveness and staff learning
- provide inductions to welcome all new staff and assign a mentor to coach and support new staff
- offer ongoing support and guidance
- offer to staff varied information sources including membership to local and national organisations, resources, publications and literature.

STAFFING POLICY

The College Childcare Service acknowledges that a good adult to child ratio is essential in providing good quality pre-school care.

Our staff to child ratio uses the 1989 Children Act as its minimum baseline which is as follows:

Child's age	0-2	1 adult to 3 babies
	2-3	1 adult to 4 children
	3-5	1 adult to 8 children

All students on placement in the setting are supernumerary and are not included in the adult to child ratios.

It is our aim that the majority of childcare staff are qualified to at least level 3, with all others holding or working towards a minimum level 2 qualification. We aim to have a least one member of staff holding an Early Years Professional qualification and all room supervisors to be qualified to foundation degree level.

All adults working within the Service are subject to Enhanced Criminal Records Bureau checks for safe guarding children purposes.

We accept that it is in the interests of the children that all staff are given the opportunity to develop their personal skills to their maximum and to broaden their knowledge and skills in caring for children in particular.

To facilitate this we:

- Hold regular staff meetings
- All staff are involved in regular training and development, through in-service
- training accessed through external organisations
- Encourage staff to pass on their knowledge

All staff are supported by regular line management and continuous professional development meetings.

York College is an equal opportunities employer.

SUN AWARENESS POLICY

Rationale

Too much exposure to ultraviolet (UV) radiation from the sun causes sunburn, skin damage and increases the risk of skin cancer. Sun exposure in the first 15 years of life contributes significantly to the lifetime risk of skin cancer.

Our Sun Protection Strategies

It is our aim that when UV radiation index levels are high, children and staff will use a combination of sun protection measures to ensure they are well protected. Particular care is taken between 11 am and 3 pm when UV levels reach their peak.

This sun awareness policy is considered when planning all outdoor events e.g. outdoor activities and trips out.

Shade

The availability of shade is considered when planning all outdoor activities and excursions. Children are encouraged to use available areas of shade when outside, especially if they do not have a hat or are wearing inappropriate clothing.

Clothing

We recommend children are required to wear clothing that covers as much skin as possible. This includes tee-shirts with longer sleeves, longer style dresses and shorts. (Please note: Vest or sleeveless tops do not offer enough protection and are therefore not recommended.)

Hats

We encourage children to wear hats that protect their face, neck and ears, i.e. legionnaire, broad brimmed or bucket hats, whenever they are outside.

(Please note: Baseball caps do not offer enough protection and are therefore not recommended but older children may be more willing to wear these.)

Sunscreen

A minimum of factor 30 sunscreen is available for staff and children's use. We aim to apply at least 20 minutes before going outdoors and reapply every two hours if outside for long periods. Parental consent forms will be checked prior to application of sunscreen.

Education

Games, activities and play experiences that incorporate the sun awareness message are included in our activities.

Communication

Our service:

- Displays the sun awareness policy for parents, and discusses it with the children,
- Regularly reinforces sun awareness behaviour through correspondence with parents via the notice board and displays, and through children and staff activities,
- Ensures information about the sun awareness policy is included in parent handbooks and other important documentation sent to parents.

SUPPORTING CHILDREN WITH SPEECH, LEARNING AND COMMUNICATION NEEDS POLICY

Department for Children, Schools and Families (2008) The National Strategies Early Years. Inclusions Development Programme: Supporting children with speech, language and communication needs

Speech, Language and Communication Strategy York College Day Nursery

At York College Day Nursery we are dedicated to ensuring that every child has the best opportunities available to them, and that EVERY child's individual needs are met. Communication is a vital part of children's development; the Early Years Foundation Stage highlights this in the 'areas of learning and development' titled Communication, Language and Literacy. Under the requirements of the Early Years Foundation Stage it states 'Children's learning and competence in communicating, speaking and listening, being read to and beginning to read and write must be supported and extended. They must be provided with opportunity and encouragement to use their skills in a range of situations and for a range of purposes, and be supported in developing the confidence and disposition to do so.' (dcsf 2008)

This strategy aims to provide staff and parents with guidelines that will ensure all children in the setting are given appropriate support to aid their speech, language and communication development.

The Inclusions Developmental Programme requires all Early Years settings have a 'Speech, Language and Communication Strategy' in place to help insure inclusive practice. It states however that

'Remember that providing an inclusive setting that promotes equality of opportunity does not mean that all children should be treated the same, but that the unique skills and abilities of each child should be recognised and developed'

Staff and parents should use informed observations and their knowledge of individual children to make personalised provisions and adapt practice to ensure their needs are met. Each room in the setting has their own strategy. There are however some key elements to all.

These are

- Using effective verbal and non-verbal communication
- Having times for singing songs and rhymes on a daily basis
- Ensuring children have free access to a range of books throughout the day

Introduction

When communicating with children Staff should use clear verbal and non verbal communication:

Verbal communication:

This is the term used when people communicate using words and sounds.

Non-verbal communication

Non-verbal communication does not use words and is known as body language. It is often used in conjunction with verbal communication and helps to convey messages. There are many types of non-verbal communication.

Eye contact:

Eye contact plays a big role in communication, it enables people to keep your attention and empathise with them. In large groups (such as in the setting) having eye contact is a way of showing children you are addressing/listening to them and not other children.

Facial Expressions

Facial expressions help to indicate people's feelings, and can convey things such as fear, happiness, sadness, anger, disgust and interest. Children will often mirror facial expressions, and begin to display feelings through them from an early age.

Gestures:

Gestures may vary from culture to culture, but generally extend upon speech. For example: shaking someone's hand as a greeting.

Body Contact:

This allows you to show affections and support to children, young children often need a lot of emotional support, body contact such as a hand on the shoulder or a hug can make this more effective.

Body Posture:

People's attitudes are indicated by their body posture, different postures give different signs to children and can sometimes create barriers (for example if your arms are folded).

Physical Proximity:

This is the distance between people when communicating a close proximity can demonstrate intimacy, whereas communicating to someone far away from you may be more distant and in cases less effective. Different cultures may have different proximities they are comfortable with, for example, some may not like being too close to another person.

Makaton

Another form of non-verbal communication is Makaton. We may use Makaton to support individual children in the setting:

Makaton is one of the main sign language systems used, it is often combined with BSL (British Sign Language) by speech and language therapists.

When we verbally communicate with children we use a variety of vocabulary.

The Strategy talks about using semantic fields:

Semantic field:

A group of words connected in meanings

Speech, Language and Communication Strategy

Explorers(0-2years)

Babies develop a lot from birth to two years old, so staff and students need to ensure they accommodate the needs of all the children they are caring for by.

- Using both verbal and non verbal communications which are vital even with the youngest of babies. Babies respond differently to sounds they hear and from a young age are able to distinguish sound patterns.
- When talking to children their names should be used to begin a conversation. Staff and students should talk to the children using pauses

For example: Adult- Hello Sally, how are you today?

Pause (enabling the child to respond using non-verbal communication such as gestures and facial expressions)

Adult- Are you? I am very happy about that

- Staff will encourage early sounds, babbling noises and gestures where possible, by echoing the sounds/gestures they make.

For example: If a baby smiles, smile back. Or if they make a babbling noise echo the sound they made.

- Clear and concise vocabulary will be used when talking to the children. By tuning in to the sounds the children make, staff will support their development by using positive reinforcement and encouraging the use of the early language.
- Pronunciation will be sensitively demonstrated.
- Staff will support and encourage children organising words in their sentences (by using techniques such as paraphrasing).
- Simple songs and rhymes (especially ones with actions) will be sung on a daily basis, and children should be encouraged to join in.
- Children will have access to number of picture books and books that use simple sentences or single words (both independently and with an adult).
- Children will be encouraged to identify things such as animals, shapes and colours within them (by pointing ect)when seen appropriate.
- Staff should encourage children to start turning the pages of the books they are reading, and start from the beginning and end at the back of the book.

Non verbal communication is extremely important.

- Staff will make eye contact with the children when they are talking to them, and use a wide variety of facial expressions to support the language they are using. Hand gestures and body language is also very important and will support children in understanding what is being communicated to them.
- Staff and students will use shared names for different times of the day such as 'snack time' and 'lunch time'.

Speech, Language and Communication Strategy

Investigators(2-3years)

Verbal and non verbal communications are equally vital with the young children in this group. Staff and students need to ensure they accommodate the needs of all the children they are caring for by.

- Ensuring that children are communicated with sensitively and effectively by being at the child's level when communicating with them (verbally and non verbally)
- Starting a conversation with the child's name (to ensure clarification of who staff are addressing and gain appropriate response) and using a variety of non verbal communication on a one to one and in group situations (for example eye contact, gestures, body language).
- Encouraging communication with adults and children on a daily basis. This will be developed with child and adult lead play experiences.
- Using open questions and providing children with the opportunity to carry on conversations and letting them explore their vocabulary. If a child says something

For example 'lollow' instead of 'yellow'

the practitioner should not declare to the child that they are wrong, however sensitively support the child in correcting the word or phrase by means such as paraphrasing or repeating the word correctly (not patronisingly but with support and empathy).

- Encouraging the learning of new words, practitioners will begin to introduce new vocabulary (when appropriate for the individual child). Children will be encouraged to associate words, phrases and songs with symbols (such as song bag, picture time table, labelling boxes and containers with pictures and symbols of what is inside them) to further their understanding and knowledge of the words being used by

themselves and the people around them.

- Setting time aside every day for songs and rhymes as they provide opportunities for children to learn new language and practice their skills in a fun, informal way. Songs should have actions where possible and be suitable for the children in the group.
- Providing books that the children can freely access, they should offer more diverse meanings than in the 0-2years room

For example rather than just having a book about 'animals' have books about 'animals that live on a farm'

- Using story sacks to provide different concepts that can also be acted out to the children with support from the staff.
- Using consistent and shared names for time of the day such as 'story time' and 'lunch time' and avoiding any complicated terminology when talking to the children.
- Providing clear explanations should questions be asked by the children, these may be linked to experiences to help understanding.
- Dummies will only be used (refer to policy) if a child is very distressed, or special arrangements have been made with the parents.

Speech, Language and Communication Strategy

Buccaneers(3-5years)

At this stage in the children's development they are increasingly developing knowledge and understanding of their environment, this in turn brings more complicated language and word structures. Staff and students need to ensure they accommodate the needs of all the children they are caring for by.

- Ensuring they communicate with children affectively and sympathetically to ensure the children feel confident in their abilities, and able to further their development.

Incorporating more technical terms and vocabulary linked to semantic fields, focused around the children's areas of interest. For example *Army: Tank (instead of army vehicle), sergeant (person in charge), command (instead of instruction), marching (instead of walking)*

These should be backed up with pictures or *stories to help children to understand their role and use.*

- *Using a wide variety of open questions to encourage children to talk about and describe their experiences, activities, views and opinions using increasing adjectives*

and concise descriptions.

- Using a wider variety of connectives and complex sentences, with guidance and support.
- Introducing phonics to the children, methods of practice will be suitable to the age and ability of each individual child.
- Beginning to talk through situations with children to draw up conclusions for example

'What would happen if there is a hole in your welly when it's wet outside?'

In turn, encouraging children to think through stages of different situations that may occur.

- Encouraging children to take part in an amount of sustained thinking as a group and on a one to one basis.
- Providing free access to a wide range of books, both picture (to encourage them to make up stories based on pictures they can see), narrative and non fictional. Books should have more complex story lines that engage children and encourage think about what they mean, and the morals they may portray.
- Providing time set aside everyday for nursery rhymes and songs, more complex songs should be introduced such as 'There was a princess long ago', that have story lines or links to planning areas.
- Taking word association to the next level (as explained in Investigators Strategy), symbols, words and numbers will be introduced rather than objects.
- Using consistent and shared names for time of the day such as 'story time', 'tidy up time' and 'lunch time' to maintain continuity and routine understanding.
- Using effective non verbal communication (eye contact, gestures, body language) when addressing/talking to/giving instructions to children, and encouraging them to mirror actions and begin to express themselves more through non verbal communication.
- Using Makaton where appropriate to ensure inclusion of all the children in the setting.
- Not using dummies in this room, unless very distressed then they may be used as a short term comforter if arranged with the parent/carer(Please refer to Dummy policy)

TRAINING ROOM PROTOCOL

1. Staff, students and visitors are required to treat as confidential, and not to be discussed with any person outside of the organisation, all matters pertaining to York College Day Nursery. This includes its organisation, staff, children and internal procedures. Publicity information however is not treated as confidential.
2. Any information regarding parents and children who use the nursery must also be treated as confidential. Care must be taken to ensure that no information regarding an individual's personal circumstances or financial status is relayed to other persons; this includes parents who may use the nursery.
3. Should circumstances require a breach of confidentiality, for example suspected child abuse, then this must be dealt with by York College Childcare Manager.
4. Staff, students and visitors who inadvertently breach this protocol should immediately inform York College Childcare Manager so any action required may be discussed. Staff, students and visitors should be aware that such 'inadvertent' breaches of confidentiality can occur at meetings, seminars, workshops and in informal situations outside of the organisation.
5. York College Day Nursery Staff have ownership of the blinds and may close them if they feel it is in the best interests of the children or staff.
6. Staff, students and visitors must have understanding that they are seeing a snapshot of the child's day, which should not be taken out of context.
7. If students or visitors see any practice that gives them cause for concern they should discuss it with their tutor or the York College Childcare Manager

TRANSITION PROCEDURE

Our Aim

York College Childcare Service aims to provide high quality care and education; this includes a smooth transition for individual children and their parents when they move from room to room.

We will ensure that every child has an opportunity to become familiar with their new Key Person and environment through regular visits, no child will be moved up to the next room until we feel they are able to cope with the transition.

The following procedure will be followed to support this process:

- We will aim to move a cohort of children at the same time
- At least one month prior to a child moving room their Key Person will discuss the transition with their parent/carer. A transition form will be completed
- One month prior to moving the child's profile will be completed and a meeting will be arranged to discuss with their parent/carer and new Key Person. This will include time to update play plans or share information on support from other agencies
- A visit will be arranged by the New Key Person to show the parent around the new room and to introduce the parent to other members of the teams.
- Child's Key Person will support the child during their initial visits
- Visiting times will be increased as the child becomes settled to include a lunch and tea time

Transition Record

Date: _____

Child's Name: _____

Known as: _____

Family Structure:

Mum: _____ Dad: _____

Brothers/Sisters: _____

Attendance: _____

Other Information:

Food:

Sleep and Rest:

Comforter:

Likes and dislikes:

Play Plan: Y/N

Interests:

Information from parents:

Interests:

Any other information to support transition:

Support from other agencies:

TRIPS AND OUTINGS PROCEDURE

York College Childcare Service believes that trips and outings are an essential part of the curriculum. To ensure the safety of both the children and staff during these times the following procedures must be followed:-

- No child must leave the setting unless authorised to do so by the parent/carer.
- Children under 5 years should have a minimum ratio of one adult to two children.
- During outings at least one member of staff should be present.
- At least one member of staff should be qualified in first aid
- A mobile phone should always be taken.

Off Site Risk Assessments

Off Site Activity forms must be completed following the College step by step guide and returned to reception if possible 10 days before the outing. They are:-

- Complete Form (on Lotus Notes Offsite Activity Database). This categorises the level of activity as either A, B, C or D and automatically forwards for different levels of approval according to category. Refer to the **GUIDELINES** for further details.
- At least 5 working days for category A & B and 10 working days, for category C & D must be allowed for approval for each activity.
- Once form completed click on submit for approval, Notes will not allow you to do this until all relevant sections have been completed appropriate for the level of activity.
- Once final approval has been received check and arrange:
 - . Parents informed
 - . Consent/Medical form if required.
 - . Emergency contacts.
 - . Print off 3 copies of the Transport Manifest

Print off 3 copies of the Transport Manifest (from your completed Lotus Notes form, check off attendance prior to departure from the college leave one copy of the form with reception, one with your College Emergency Contact and take the third copy with you.)

TRIPS AND OUTINGS CLOSE TO THE SETTING i.e. THE LOCAL SHOPS, LIBRARY, COLLEGE GROUNDS

- A risk assessment should be completed, this must be reviewed termly.
- The names of the adults/children leaving the setting should be left at the nursery office