



Prospectus & Parental Policies 2023



Welcome to Sallywags Nursery Chelmsford

Welcome to Sallywags Nursery, we do hope this booklet answers some of your questions regarding our setting and the service we provide. However, feel free to contact us or pop in for an informal chat or just to look around.

Our Aims are:

- To create a clean, bright and safe environment with a very happy atmosphere. We have educational play toys to stimulate the children and offer activities which aid their development both emotionally and socially.
- To provide a friendly, homely, caring environment in which we hope your child will be able to grow in confidence, independence and social awareness
- To recognise the individual needs and care and attention for every child made possible by the ratio of qualified staff to children
- Every child has a key person who ensures your child makes satisfying progress
- To provide educational learning for children based on the Early Years Foundation Stage framework
- To ease the transition from nursery to school
- To offer your child fun and friendship with children and staff
- To provide a wide range of equipment and facilities for children of all stages
- To have a good partnership with parents and carers
- We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of each child and their families
- We were awarded a 'outstanding' at our last Ofsted inspection and now aspire to continue to develop and build upon this grade to continue to improve the nursery.
- To offer children and parents a service that promotes equality and values diversity ☐ We have achieved the Quality Mark, which through the Pre-School Learning Alliance.
- The Nursery also received a "Green rating" from Essex County Council which is the highest rating linked to the care and education which can be awarded.

Sallywags Staff

Proprietors:

Kerry Lowe



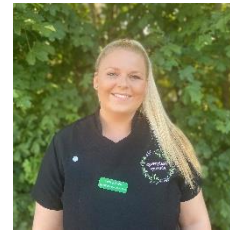
Emma Reynolds



Operational Manager: Nicola McPherson-Mason



EYFS Manager: Abbie Moore



We achieve a quality service by recruiting highly motivated, qualified and experienced staff. All our staff are fully qualified or working towards NVQ in Early Years or equivalent, some also have additional childcare qualifications. We aim for all our staff to also complete First Aid and Child Protection courses. Our nursery is committed to the ongoing professional training for all staff to ensure the highest standards of care for your child.

The Setting

Our nursery has 5 main rooms for children with bathrooms situated in the reception area. The children will be placed in rooms dependent on their age and stage of development. We have a baby room which will cater for the youngest members of Sallywags and two toddler rooms. One toddler room for the little explorers and another water babies caring for our 1-2 years old. The baby and toddler rooms access to the natural garden. Our 2-3 years olds have their very own outdoor classroom called Forest Friend's where they have continuous access to their natural environment. Our Nature Club supports our 3-5 years old's who have the luxury of an open playroom where they can develop more independently. This leads onto their own secure garden. We also have the benefit of being situated on the playing field where outdoor activities can be planned; we also have access to local parks and partake in outings to nearby areas.

Our vision

At Sallywags we welcome all children, we value and celebrate different cultures. Babies and young children are all entitled to outstanding early education and care. We ensure all our practitioners working with young children have the necessary skills, knowledge and understanding, to offer the formative experience all young children deserve. This means our setting prioritises our training and continuous professional development for all our early years' practitioners.

Every child is able to experience high quality care and education, through open ended experiences; they have the opportunity to learn about different lifestyles and learn to positively value differences.

Our practitioners have strong professional identity, take pride in their role, and are recognised and valued by parents, professionals, and society as a whole.

The importance of childhood play is understood, respected, and valued and is supported by professionally qualified early year's practitioners.

At Sallywags, we will ensure that our early years setting is a small model of what we would like the world to be, to create a positive environment where children can flourish.

Key Persons/ Family Group

The key person's role is set out in the welfare requirements of the EYFS, explaining each setting must offer a key person for every child. It is paramount that parents work alongside us and feel comfortable about exchanging information and discussing things that will benefit the child.

Within Sallywags we have a 'Family Group' approach, this means that whilst your child is with us in their room, they may have more than 1 key person. This ensures that relationships can be built with all children and practitioners within their room and can support each other to know your child's individual needs and work together to support them best and meet their individual needs.

Your family group is:

- Your main point of contact within the setting
 - Helps your child to become settled, happy, and safe
 - Is responsible for your child's care, development, and learning
 - Takes a careful note of your child's progress, sharing this with you and giving you ideas as to how to help your child at home
 - Responsible for completing a copy of "All about me"
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- The key person offers unconditional regard for the child and is non judgemental.
 - A key contact for the parents and has links with other carers involved with the child.

- Responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up to date, reflecting the full picture of the child in our setting and at home.
- Encourages positive relationships between children their family group, spending time with them each day.

Education

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development. The Early Years Foundation Stage framework sets out seven areas of learning and the stages of development your child will make on their journey towards the early learning goals. The seven areas are divided into three prime areas and four specific areas. The prime areas consist of Personal, Social and Emotional Development, Physical Development and Communication and language. The specific areas are Literacy, Expressive Arts and Design, Understanding the World and Mathematics.

- Personal, Emotional and Social Development – Children learn how to work, play and function in a group beyond the family. They develop an understanding of right and wrong and why. They are sensitive to the feelings and needs of others and have respect for each other. They develop confidence in themselves and their ability to do things and value their own achievements
- Communication and Language – Children develop competence in listening and speaking skills in small groups through a rich language environment. They learn the importance of the sounds and letters that make up the words we use and the purpose for which we use writing. They gain the ability to listen to and talk about stories, how to handle books carefully and how books are organised.
- Literacy - Children begin to mark make using various materials going on to develop their own attempts at writing. They use their knowledge of letters and sounds to begin read and write. Children will be able to explore all different forms of literacy through many experiences. These will include stories, poems, rhymes, comics and joke books.
- Mathematics – Children learn to recognise shape, number, colour, size, form and quantity through practical activities. They also learn to compare, sort, match and sequence using everyday objects.
- Understanding of the World – Children develop knowledge and understanding of their environment, other people and their cultures and features of the natural and made world. Through practical activities they learn about science, history, geography and ICT. Children develop their understanding of time through routines, seasons, past and present events and visual aids.

- Physical Development – Children develop physical control, mobility and an awareness of space both indoors and outdoors. They learn to handle appropriate tools safely and with increasing control. They begin becoming aware the importance of how to look after their bodies and how to make healthy choices in relation to food.
- Expressive Arts and Design – Children develop their imagination and their ability to express ideas in creative ways i.e. through art, stories, movement music and imaginative play. They explore sound, colour, texture, design and technology and materials.

Learning Through Play

Play helps children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our setting uses the Early Years Foundation Stage framework to plan and provide a range of activities which help children to make progress in each of the six areas of learning. In some of these activities' children will lead the play and in others adults will take the lead in helping the children to take part in the activity We offer activities that comply with the requirements of the 'Every Child Matter Change for Children'. This sets out the national framework to build services around the needs of children and young people so that we maximise opportunities and minimise risk.

- Being Healthy
- Staying Safe
- Enjoy and Achieve
- Economic well-being
- Make a positive contribution

Your Child's Progress and Assessments

All children will be given a baseline assessment when they first enter the nursery to establish their present knowledge. The key worker will then devise a plan to increase your child's knowledge in a way that they will find fun.

We assess how children are learning and developing by observing them daily. We use information that we gain from observations, as well as from children's work and photographs, to document their progress and where this may be leading them.

We make periodic gap analyses of children's achievements based on our on-going development records. These form part of children's records of achievements.

Your child's family group will work with you to keep these records. To do this you and she / he will collect information on your child's needs, activities, interests and achievements. This information will enable the family group to identify your child's key stage of progress and how to move them on to the next stage. Parents can view their child's development folders at any time; this is also discussed at length during parent's evenings and during parent consultations on your child's focus days.



2 Year Check Policy

In line with current government legislation, Sallywags nursery will complete a two-year check to support and work alongside the health visitors. These two-year checks are to be carried out and completed by the designated health visitor team. This will either be the assigned Health Visitor or named nursery nurse for the local area. Sallywags Nursery will follow government legislation and focus on the Prime areas of the Early Years Foundation Stage Curriculum. This will include Physical Development, Personal, Social and Emotional Development and Communication and Language. Each two-year check carried out by Sallywags Nursery will be completed by each individual child's key person between the ages of 24 and 27 months.

Sallywags nursery will liaise with parents and carers to find out whether children who join within this time frame have previously had a two-year check completed. If the children have not previously had a two-year check completed, Sallywags Nursery will ensure that one is carried out by the key person.

Two-year checks are carried out to ensure that children are developing within the suggested guidelines. It will also enable us to identify any specific areas where children may need additional support. If there is an area of concern support will be offered to the child and family. An example of this is relating to communication and language, children can be supported via talk with me sessions and Toddler Talk.

Sallywags Nursery will ensure that two-year checks are completed and carried out alongside parents and carers, ensuring that their views and opinions are included. Where possible each child's view will also be included.

In line with data protection, Sallywags Nursery will not share the report with the Health visiting team but will provide parents with a copy to share at their appointment if they wish to do so.

Partnership with parents

We believe that children benefit most from Early Years education and care when parents and setting's work together in partnership. You and your child are entitled to expect courtesy and prompt attention to your needs and wishes. Our door is always open, and you will always be given a warm welcome and can expect confidentiality on any discussion that takes place about your child. The only exception to this is where there is concern for the child's welfare (see child protection)

Your input is very important to us and any new ideas, which could improve our nursery are welcomed. We recognise that your life skills, background and culture are a valuable resource to our nursery, and you are always welcome to attend part or all of a nursery session and maybe share some of your experiences or skills.

To enable us to ensure the best care for your child please speak to your child's key worker or the manager about any changes in your child's home circumstances or any sickness. This information will be kept in confidence.

We also want parents to have confidence in both children's wellbeing and their role as active partners within the setting

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the setting.

- We also aim to support parents in their own continuing education and personal development.
- We ensure all parents are included, that may mean we have different strategies for parents who work or live apart from their children.
- We consult with all the parents to find out which works best for them.
- We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform parents about how the setting in run and its policies through written information, and informal communication. We check to ensure parents understand the information given to them.
- We inform all parents on a regular basis about their child's progress.
- We involve parents in the shared record keeping about their children, either formally or informally and ensure parents have access to their children's written development records.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We inform parents about relevant workshops, conferences and training.
- We consult with parents regarding the times of meeting so that we do not exclude anyone.
- We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning.
- We inform all parents of the system for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to the Ofsted complaints procedure.
- We work towards offering equal opportunities by using non-discriminatory procedures for parents and children

Marital Disputes

In the case of child custody battles or disputes we will need to be provided with legal documentation, such as court orders or injunction papers. Should parents have personal issues within their relationship we respectfully insist that the nursery remains impartial. Shared parenting can work very well when the correct approach is taken – both parents will be entitled to the same information from nursery. The only exception to this is if there are concerns for a child's wellbeing or safety through direct concerns of through exposure to inappropriate or damaging environments (hostility / violence within the home etc)

Protected sleep times and mealtimes

During mealtimes and sleep times we do not have visitors in the setting or show prospective parents around.

Visiting times will be offered in the morning until 11am and then restart in the afternoon from 2.30pm once all the children are up from the sleep. Tea is served between 3.30 and 4.30.

Inclusion

Scallywags welcomes the cultural diversity of society today. All staff and helpers must value and respect race /ethnicity, disability / ability, sex / gender, religious beliefs, sexual orientation, age or socio-economic background. Each child will be treated positively as an individual without any other form of stereotyping.

We try to help children learn and develop skills, attitudes and understanding in order that they will live full and satisfying lives and become useful active members of a constantly changing society.

In the same way staff are offered a working environment free from prejudice and with equal opportunities with regard to terms and conditions and access to training opportunities.

We aim to: -

- Provide and have regard to the children's religious persuasion, racial origin, culture and linguistic background.
- Provide materials, books, play equipment and play activities which reflect the diversity of races, cultures, religions and languages in the community.
- Provide opportunities for children to be involved with materials and activities about people with disabilities and without fixed gender roles.
- To respect the race, religion, culture and language of the children and their family.
- Share communications in their preferred format.
- Have all their individual needs met and be regarded and valued as a unique individual and feel strong and confident about their own identity.
- Ensure the children feel safe and secure and know they belong.
- To help children learn and identify and to respect the rights of others through experiencing their own rights.
- We reflect diversity in our promotional and publicity materials.
- We provide information in clear, concise language whether spoken or written.
- We ensure that all parents are aware of our inclusion policy.
- We take action against any discriminatory behaviour by staff or parents.
- We review our practices to ensure we are fully implementing our policy by promoting equality, valuing diversity and inclusion

- Kerry, Emma, Nicola and Abbie are the Equality Named Co-ordinators (ENCO) and will help to promote, co-ordinate and monitor equality of opportunity for children, staff, volunteers and parents in the setting
- All children are given equal opportunities by encouraging a positive attitude to learning, well planned activities in the learning environment to meet individual needs. To meet individual needs the curriculum can be adapted ensuring everyone has the right to access.
- During your child's time with they will be mixing with adults and children from all ethnic groups, mixed abilities / disabilities. We encourage all our children to respect and look upon everyone as equal. Discriminatory behaviour and remarks are not welcome at our nursery.

BY FOLLOWING THE GOVERNMENTS LEGISLATION EVERY CHILD MATTERS AND THE UN CONVENTION ON THE RIGHTS OF THE CHILD 1992

Article 1

Everyone under 18 years of age has all the rights stated in the UN Convention on the Rights of the Child.

Article 2

The Convention applies to everyone, whatever their nation, race, colour, sex, religion, abilities, opinion, wealth or social position.

Article 3

All organisations concerned with children should work towards what is best for each child.

Article 23

Special care and support for children with special needs

Article 24

Right to health care, clean drinking water, nutritious food and a clean environment

Article 28

Right to education

Article 29

Education should develop each child's personality, talents and abilities to their fullest potential, as well as develop respect for parents, other members of human society, and the environment

Article 30

Right to use language, religion and customs of family or group

Article 31

Right to rest, play and enjoy art and culture

We work in line with:

- The United Nations Convention on the Rights of the Child (UNCRC)
- The Early Years and the Disability Act 1995
- The Special Education Needs and Disability Act 2001 and the Code of Practice



- The Race Relations Act 2001
- The Sex Discrimination Act 1999
- The Equality Bill 2000

Special Educational Needs

It is our policy at Scallywags to include all children whatever their stage of development and or special needs. We hope the following will help and that working together we can offer the best support for your child to reach their full potential.

- We have 2 Special Educational Needs Care Officers on site they are Nicola McPherson-Mason and Kerry Lowe
- We use a system of planning, implementing, monitoring, evaluating and reviewing SEND support plans (SSP'S) for children with special educational needs.
- It is our aim to include all children with varying abilities/disabilities.
- We aim for all children to be able to participate in all areas of nursery activities/development by using relevant resources that are appropriate for the child's needs.
- We have regard for the DFES Special Educational needs code of practice 2014.
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- Where possible we hope to be flexible in adapting for a child's individual needs.
- We aim to have an ongoing partnership with parents and for keyworkers and special needs care officers to keep parents informed of all stages of their child's development.
- Where training courses are available all staff will be willing to attend.
- We work in partnership with parents and outside agencies to meet individual children's needs.
- We provide parents on sources for individual advice and support.
- We provide resources to implement our special educational needs policy.
- We provide specialist training when necessary and many of our staff are Makaton or BSL trained.
- We provide a broad, balance and differentiated framework for all children with special educational needs.
- We also have a more intense Special Educational Needs policy that can be found on the parents notice board in the reception area.

CHILD PROTECTION / SAFEGUARDING POLICY

Sallywags Nursery **Designated Safeguarding Lead's (DSL) are:**

Kerry Lowe, Emma Reynolds, Nicola McPherson-Mason, Abbie Moore, Daniela Hatch

The DSL qualifications are upskilled every 2 years through the local authority.

The designated safeguarding leads will be contactable at all times in the event of a safeguarding allegation they will report this to either the Children and Family hub, The Local Authority Designated Office (Lado), in the case of immediate danger the DSL will contact the police.

The designated lead main role is to ensure all children and families are safe and secure and will ensure all information is only shared with outside agencies/ professionals working with the children and family.

The Government documentation of Working Together to Safeguard Children 2018 has defined the term 'safeguarding children' as:

*“Protecting children from malnutrition
Preventing impairment of children’s health and development
Ensuring children as growing up in circumstances consistent with the provision of safe and effective care
Taking actions to enable all children to have the best outcomes”*

Early years settings and their staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil their responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is the best interests of the child. (Keeping Children Safe in Education- DfE, 2021). In line with our safeguarding partners Sallywags Nursery has a duty of care to safeguard our children and families and will make referrals if and when deemed necessary and appropriate to do so. **Sallywags Child Protection policy** is for all staff, parents, volunteers and the wider nursery community. It forms part of the safeguarding arrangements for our nursery and is written in conjunction with the following:

- Working together to safeguard children 2018
- Keeping Children Safe in Education (DfE 2022)
- Information sharing for practitioners 2018
- Inspecting safeguarding in Early Years Education and Skills Setting (Ofsted 2022)
- The nurseries Behaviour policy
- The staff behaviour policy
- The safeguarding response to missing children from education
- The role of the designated safeguarding officer

A child centred approach

A child-centred approach to safeguarding

10. This child centred approach is fundamental to safeguarding and promoting the welfare of every child. A child centred approach means keeping the child in focus when making decisions about their lives and working in partnership with them and their families.

11. All practitioners should follow the principles of the Children Acts 1989 and 2004 - that state that the welfare of children is paramount and that they are best looked after within their families, with their parents playing a full part in their lives, unless compulsory intervention in family life is necessary.

12. Children may be vulnerable to neglect and abuse or exploitation from within their family and from individuals they come across in their day-to-day lives. These threats can take a variety of different forms, including sexual, physical and emotional abuse; neglect; domestic violence; exploitation by criminal gangs and organised crime groups; trafficking; online abuse; sexual exploitation and the influences of extremism leading to radicalisation. Whatever the form of abuse or neglect, practitioners should put the needs of children first when determining what action to take.

- The development of appropriate procedures and the monitoring of good practice in Essex are the responsibilities of the [Local Authority Safeguarding Partners](#). Essex has defined these as the Local authority, Essex Police and the Clinical Commissioning Group (NHS). In Essex, all professionals must work in accordance with the [SET Procedures \(ESCB, 2022\)](#) and [Working Together to Safeguard Children 2018](#).

Our nursery works in accordance with the following legislations and guidance (this is not an exhaustive list):

- Keeping children safe in Education (DfE 2022)
- Working together to safeguard children 2018
- Effective Support for Children and Families in Essex (ESCB 2021)
- Multi-Agency Safeguarding Arrangements (MASA) 2022
- SET Procedures (2022)
- Children's Act (1989, 2004)

So, what is child abuse?

All members of staff here at Scallywags attend safeguarding courses provided by the local authority, staff are able to complete their training and knowledge, courses are renewed every year for practitioners completing their level 2 training. DSL training is reviewed and refreshed every 2 years. We regularly visit the ESCB website to ensure all new legislation is updated and implemented into the setting. DSLs attend termly safeguarding briefings and cascade updates

across the team through supervisions and in-house staff training. Supervisions are carried out every 6 weeks and involve a safeguarding meeting and questionnaire.

These are things practitioners should be able to identify and act upon using the correct procedures. It is paramount that you follow the correct steps and take into consideration the settings confidentiality policy. It is important that at all times you do not make judgement and that you raise any concerns you have with the DSL. It is important to record any evidence you collect with time and date, this must be recorded on a body map and or incident form, these are located in safeguarding children folder.

It is important to remember not every child will tell you they are being abused, some may have little speech or communication skills, others may be too scared, some may have been told to keep a secret. It is important to remember that as a practitioner you never assume by putting words or ideas into children's mouths, do not at any time act shocked or upset. As a family group you will recognise changes in your child's behaviour, ensure you document these changes. Any conversations must be recorded word for word.

There are main contact points that your DSL may contact, they are:

- Children and Families Hub
- Local LADO workforce team
- NCPCC Child Protection Helpline
- Ofsted
- The police

Child abuse is present in 5 recognised forms:

Neglect

Physical signs to look out for:

- Constantly hungry, stealing food from others.
- Being in an unkempt state, dirty and/or smelly.
- Loss of weight or constantly being underweight. Inappropriately dressed for weather conditions.
- Untreated and ongoing medical conditions- not being taken to medical appointments for illnesses or injuries.

Behavioural signs to look out for:

- Being tired all the time.
- Missing school or frequently being late.
- Failing to keep hospital or medical appointments
- Having very few friends
- Regularly being left alone or unsupervised.
- Compulsive stealing, scavenging especially for food.
- Failure to thrive

Physical abuse

Physical signs to look out for:

- Injuries which the child is unable to explain or cannot explain convincingly.
- Injuries that are left untreated or treated but inadequately.
- Injuries which are apparent in place when injuries do not usually occur.
- Bruising or marks which resemble hand or finger marks
- Cigarette burns, human bites.
- Broken bones (particularly in children under 2)
- Scalds, especially those with upward splash marks, where hot substance has been deliberately thrown over the child, or “tide marks”-rings on the child’s arms, legs or body where the child has been made to sit or stand in very hot water.
- Fabricated illness
- FGM – Female genital Mutilation

Behavioural signs to look out for:

- A child is reluctant to have their parents contacted.
- Aggressive behaviour or severe temper outbursts.
- A child who runs away or shows fear of going home.
- A child who flinches when approached or touched.
- Reluctant to get undressed for sporting or other activities when changing into other clothes is normal.
- Covering of arms and legs during hot weather.
- Depression or moods which are out of character.
- Unnaturally compliant to parents or carers.

Emotional abuse

Physical signs to look out for:

- A failure to grow or to thrive (particularly if the child thrives away from their home situation)
- Sudden speak disorders.
- Delayed development, either physical or emotional

Behaviour signs to look out for:

- Compulsive nervous behaviour such as hair twisting or rocking.
- Unwillingness or inability to play.
- An excessive fear of making mistakes.
- Self-harm or mutilation.
- Reluctance to have parents contacted.

- An excessive defence towards others, especially adults.
- An excessive lack of confidence.
- An excessive need for approval, attention and affection.
- An inability to cope with praise.

Sexual abuse-

Physical signs to look out for

- Pain, itching, bruising or bleeding in the genital or anal areas.
- Any sexual transmitted disease.
- Recurrent genital discharge or urinary tract infection without apparent cause.
- Stomach pains or discomfort when the child is walking or sitting down.

Behavioural signs to look out for:

- Sudden or unexplained changes in behaviour
- Apparent fear of someone.
- Running away from home
- Nightmares and or bedwetting.
- Self-harm, self-mutilation or attempts at suicide.
- Abuse of drugs or other substances.
- Eating problems such as anorexia or bulimia.
- Sexualised behaviour or knowledge in young children.
- Sexual drawings or language.
- Possession of unexplained amounts of money.
- Child adapting the parental role at home and functioning beyond their age level.
- The child not being able to have friends (particularly in adolescence)
- Alluding to secrets which they cannot reveal.
- Telling other children or adults about the abuse.
- Alluding to secrets which they cannot reveal.
- Telling other children or adults about the abuse.

Domestic Abuse

The Government (2012) defines domestic violence as

"Any incident or pattern of incidence of controlling, coercive or threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between those aged 16 or over or who are or have been intimate partners or family members, regardless of gender or sexuality."

This includes issues of concern to black and minority ethnic (BME) communities such as so called 'honour-based violence', female genital mutilation (FGM) and forced marriage.

Whatever form it takes, domestic abuse is rarely a one-off incident, and should instead be seen as a pattern of abusive and controlling behaviour through which the abuser seeks power over

their victim. Typically, the abuse involves a pattern of abusive and controlling behaviour, which tends to get worse over time. Domestic abuse occurs across society, regardless of age, gender, race, sexuality, wealth, and geography. The figures show, however, that it consists mainly of violence by men against women. Children are also affected, both directly and indirectly and there is also a strong correlation between domestic violence and child abuse suggesting overlap rates of between 40-60%.

This policy is written in line with the Domestic Abuse Act 2021

Essex Compass Helpline for domestic abuse – 0330 333 7444

Open 8am-8pm weekdays and 8am-1pm weekends

Online referral: www.essexcompass.org.uk

Female Genital Mutilation

Female genital mutilation (FGM), sometimes referred to as female circumcision, involves females, usually under the age of 16, undergoing procedures wrongly believed to ensure their chastity and marital fidelity. The procedure can range from impairment to complete removal of the labia and clitoris. This is often done without the young women's consent, anaesthetic or with regard for infection. It is estimated that every year two million women will undergo genital mutilation.

FGM occurs in parts of Africa, the Middle East, Indonesia, Malaysia, Pakistan, and Iraq. Many girls living in Britain will be affected as they are taken from their homes to other countries to undergo this procedure. This practice is against the law under the Female Genital Mutilation Act (2003) also amended in the Serious Crime Act (2015), even if the procedure is undertaken abroad.

Symptoms may include bleeding, painful areas, and acute urinary retention, urinary infection, wound infection, septicaemia, and incontinence, vaginal and pelvic infections with depression and post-traumatic stress disorder as physiological concerns. If you have concerns about a child relating to this area, you should contact children's social care team in the same way as other types of physical abuse.

Fabricated illnesses

This is also a type of physical abuse. This is where a child is presented with an illness that is fabricated by the adult carer. The carer may seek out unnecessary medical treatment or investigation. The signs may include a carer exaggerating a real illness or symptoms, complete fabrication of symptoms or inducing physical illness, e.g., through poisoning, starvation, inappropriate diet. This may also be presented through false allegations of abuse or encouraging the child to appear disabled or ill to obtain unnecessary treatment or specialist support. Parents may regularly change GPs and present at different hospitals. This has previously been known as Munchausen by proxy. Munchausen syndrome is a mental disorder that causes a person with a deep-seated need for attention to fake sickness or injury. Munchausen syndrome by proxy (MSP) is a disorder in which the caretaker of a child either makes up fake symptoms or causes real symptoms to make it appear as though the child is injured or ill. The term "by proxy" means

“through a substitute.” Though MSP is primarily a mental illness, it’s also considered a form of child abuse.

Child Sexual Exploitation (CSE)

CSE is where an individual or a group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity in exchange for something the victim needs or wants or for financial advantage or increased status (Dfe 2017). Sexual exploitation of children and young people involves situations and relationships where they, or a third person or persons, receive something which could be food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money, as a result of them performing sexual activities and/or others performing sexual activities on them. Children are often groomed for future sexual exploitation.

Children and young people can be trafficked for sexual exploitation. Unaccompanied minors, disabled children, looked after children and those involved in gangs, or on the fringes of gangs, are at increased risk of sexual exploitation. Child sexual exploitation can occur through the use of technology without the child’s immediate recognition. For example, being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain.

In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common. Involvement in exploitative relationships are mainly characterised by the child or young person’s limited availability of choice resulting from their social /economic and/or emotional vulnerability.

Safeguarding Children with Special Needs and Disabilities

Our Nursery understands that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges (NSPCC). Barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability, without further exploration.
- That they may be more prone to peer group isolation than others.
- The potential to be disproportionately impacted by things like bullying, without outwardly showing signs.
- Communication difficulties in overcoming these barriers and do not understand that abuse is taking place.
- Children may not be able to develop care skills and may be dependent on adults around them.

Missing Children (SET procedures 2022)

It is the nursery's responsibility to report any concerns that they may have. Child sexual exploitation often leads to missing children and can lead to child trafficking all of which are on the increase in England.

Child trafficking/modern slavery (Modern Slavery Act 2015) is the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. It is a violation of their rights, their well-being and denies them the opportunity to reach their full potential. Exploitation is a form of abuse and is characterised by power, exchange and the restriction or absent of consent (SET procedures 2022).

Young people (often connected) are passed through networks, possibly over geographical distances, between towns and cities where they may be forced/coerced into sexual activity with multiple men.

Often this occurs at 'sex parties', and young people who are involved may be used as agents to recruit others into the network. Some of this activity is described as serious organised crime and can involve the organised 'buying and selling' of young people by perpetrators.

County lines

County lines is a term used to describe gangs and organised crime networks, involved in exploiting drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other forms of deal lines. Criminals are deliberately targeting vulnerable children – those who are homeless, experiencing learning difficulties, going through family breakdowns, struggling at school, living in care homes or trapped in poverty.

These criminals groom children into trafficking their drugs for them with promises of money, friendship, and status. Once they've been drawn in, these children are controlled using threats, violence, and sexual abuse, leaving them traumatised and living in fear. **(Home Office 2018)** However, they become trapped in criminal exploitation, the young people involved feel as if they have no choice but to continue doing what the criminals want.

What are the signs of criminal exploitation, county lines and cuckooing?

- Returning home late, staying out all night or going missing
- Being found in areas away from home
- Increasing drug use, or being found to have large amounts of drugs on them
- Being secretive about who they are talking to and where they are going

- Unexplained absences from school, college, training, or work
- Unexplained money, phone(s), clothes, or jewellery
- Increasingly disruptive or aggressive behaviour
- Using sexual, drug-related, or violent language you wouldn't expect them to know
- Coming home with injuries or looking particularly dishevelled
- Having hotel cards or keys to unknown places.
- Neighbours seeing unfamiliar people repeatedly in the same premises
- Person becomes fearful and guarded

Cuckooing

This is a term used by gangs who travel from mainly London, Birmingham, Manchester and Liverpool to generally rural areas, although to some smaller cities too. They then take over someone's house/flat (called 'cuckooing'), normally vulnerable people, and use it as a base to sell drugs. The resident drug dealers in these areas normally don't put up a fight that these larger gangs are muscling in on their patch.

Operation Trespass – 0345 603 7627 (ECSB)

In any case of evidence of county lines or cuckooing, the designated safeguarding office will contact the Children and Families hub for advice or will contact the police.

Sallywags nursery has an unauthorised absence policy, if your child doesn't attend nursery for 1 session without prior notice, Sallywags will try to contact parents/carers to check that everything is ok and if they can help in anyway and complete an unauthorised absence form. Once the child returns to the setting then the parents/carers will be asked to add to the unauthorised absence form with the reason why they did not attend the setting. If a child does not return to the setting and there has been no formal contact between the family and the setting, Sallywags will inform the local safeguarding partners raising their concerns.

Unexplained injuries and Bruises

Any bruise/mark on a child should be considered in light of the history provided; location of the bruise/mark; and the age and developmental stage of the child/infant. If the child is under 6 months of age; not independently mobile; or under 18 years of age and there is suspicion of non-accidental injury; the practitioner must refer the child/family to the DSL or into Children's Social Care, following SET Procedures in line with the SET bruising protocols

Non-accidental injuries are injuries that are suspected or proven to have been inflicted upon a child by someone else, or in the care of someone else. Any bruising, fractures, bleeding, and

any other injuries (such as burns) should be treated as a matter for enquiry and potential abuse considered, unless otherwise evidenced. An injury should never be interpreted in isolation and must always be assessed in the context of the child's medical and social history, developmental stage and the explanation given. Bruising is the most common presenting feature of physical abuse in children; however, it may also be as the result of the child experiencing other forms of abuse such as neglect or sexual abuse.

If you think a child/carer is at risk from any type of abuse inform your DSL. If the risk is immediate, the DSL will make a referral to The Family Operations Hub on 0345 603 7627 or LADO on 0333 013 9797

Safeguarding / Child Protection Procedures:

- We ensure all staff and parents are aware of the child protection policies and procedures
- All staff complete a child protection children training
- Staff complete child protection induction training and receive policies and procedures
- child protection procedures are displayed in office and staff room
- We work towards offering equal opportunities by using non-discriminatory procedures for staff and children
- We have 5 DSL's Kerry Lowe, Emma Reynolds, Nicola McPherson-Mason, Abbie Moore and Daniela Hatch
- All staff hold current DBS checks and cannot be left alone with children without this.
- Volunteers do not work unsupervised
- Observations are recorded for all incidents with the use of body maps, existing injury forms, incident forms
- We have procedures for recording the details of visitors to the setting
- We take security steps such as intercom, cctv etc

We introduce key elements of keeping children safe into our curriculum to promote the personal, social, and emotional development of all children, so that they may grow to be strong, resilient and listened to and that they develop an understanding of why and how to keep safe.

We promote the emotional well-being and resilience of the children at Scallywags through mindfulness activities, strong family group relationships providing a safe and secure environment. We promote outstanding parent partnerships. We can refer the Emotional Wellbeing and Mental Health Service (EWMHS) who can provide advice and support to children and their families. Mental health difficulties faced by young children may include:

- low mood
- anxiety

- obsessional thoughts
- sleep problems
- body images
- eating difficulties
- behaviour and emotional difficulties
- trauma and loss
- parenting and family difficulties

EWMHS opens Monday to Friday 9am-5pm 0300 300 1600

Email: nelft-ewmhs.referalls@nhs.net

Urgent help/out of hours: 0300 555 1200

All practitioners read and have regard of 'What to do if you are worried a child is being abused' 2015 which reinforces what they have learnt through safeguarding qualifications and what their role as a practitioner is in relation to safeguarding the children in our care.

Responding to suspicions of abuse:

- We acknowledge that abuse can take different forms
- When children are suffering from abuse it may be demonstrated through the things they say directly and indirectly or through changes in their behaviour, appearance, or play.
- Children who have special educational needs and/ or disabilities may not be able to communicate verbally but it is important that we act upon any significant changes in their behaviour, play or well-being that impacts upon them and recognise that this may be because of suspicions of abuse and act appropriately to ensure they are safeguarded.
- Concerns will be discussed with parents (depending on severity), discussions will be documented and kept on file.
- When a child makes a disclosure, a written record must be kept with the date and time of the observation of disclosure, the exact words spoken by the child, the name of the person who it was disclosed to, and any other staff present at the time. This will be kept confidential and only shared with professionals who need the information. This be recorded on a disclosure and incident form as soon as possible and discussed and shared with one of the setting's designated safeguarding officers.
- When a child makes a disclosure, the practitioner should reassure the child and listen without interrupting if the child wishes to talk. Do not promise not to tell anyone or that you will keep it a secret
- Body maps are completed if any markings are noticed on a child; this is then approached to the parent as to how the child received the injury

- If a child enters the nursery with an injury / mark the parent will be asked how this occurred and to complete an existing injury form
- All possible signs of abuse must be reported to management / safeguarding officer who will then liaise with other agencies if needed e.g., Children and Family Hub, LADO,
- Management / DSL must report to Children and Family Hub / LADO within 48hrs 0345 603 7627 / Lado 03330139797
- Where a child is at immediate risk of significant harm, call the C&FH on 0345 603 7627 and ask for the 'Priority Line' or call the Police.
- If a referral is to be made to the local authority social care department, we act within the areas Safeguarding Children and child protection guidance in deciding whether we must inform the child's parents at the same time
- All documentation is recorded, signed, and kept in a locked file
- safeguarding referral forms may need completing

Informing parents

Parents are normally the first point of contact. If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the LSCB/ LADO does not allow this. This will usually be the case where the parent or family member is the likely abuser, or where a child may be endangered by this disclosure. In these cases, the investigating officers will inform parents.

Confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents/carers or children) or promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the designated safeguarding lead and may require further referral to and subsequent investigation by appropriate authorities.

Information on individual child protection cases may be shared by the designated lead (or deputy) with other relevant staff members. This will be on a "need to know" basis only and where it is in the child's best interests to do so.

Records and information sharing

Well-kept records are essential to good child protection practice. Our nursery is clear about the need to record any concerns held about a child or children within the nursery and when these records should be shared with other agencies.

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the General Data

Protection Act 2018 (GDPR) places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to private and family life would not prevent sharing information where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. (Information Sharing Dfe 2018)

Any member of staff receiving a disclosure of abuse or noticing the signs or indicators of abuse, will record it as soon as possible, noting what was said or seen (if appropriate, using a body map to record), giving the date, time, and location. All records will be dated and signed and will include the action taken. This is then presented to the designated safeguarding officer (or deputy) who will decide appropriate action and record this accordingly.

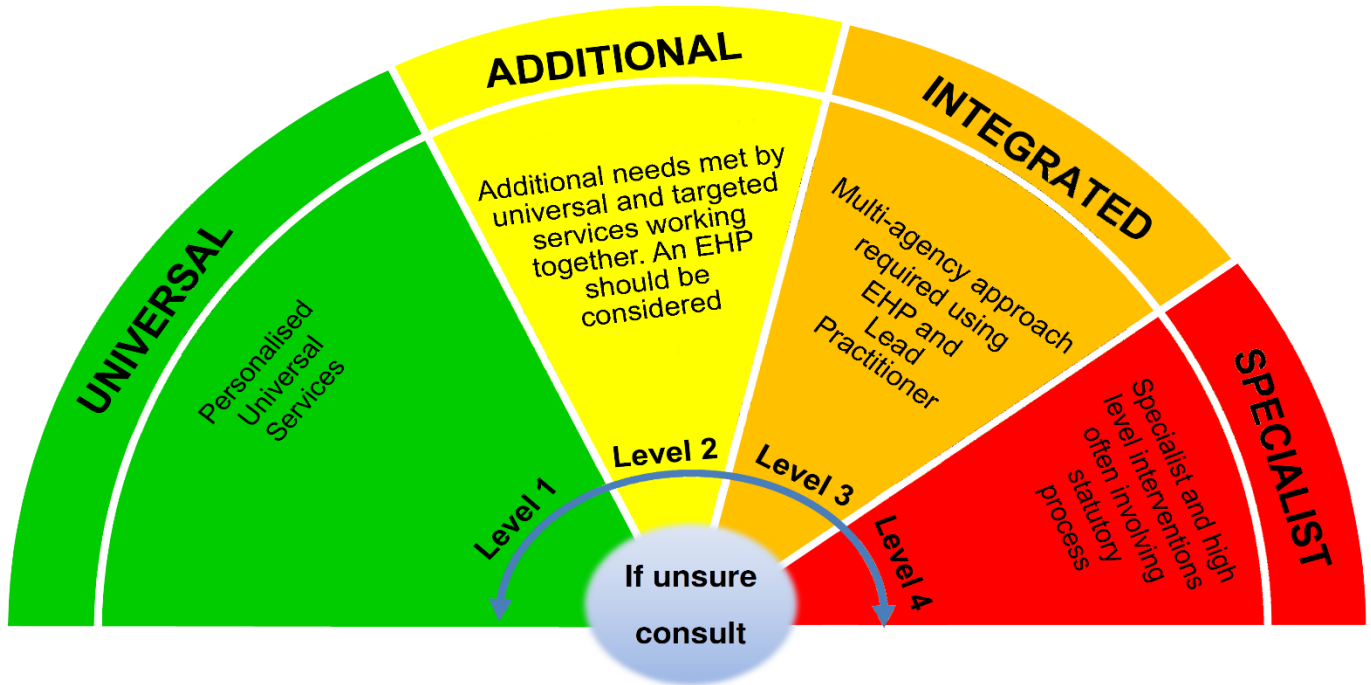
Any records related to a child protection case are kept in an individual child protection files for that child (which is separate from the child's file). All child protection files are stored securely and confidentially and will be retained for 25 years from the child's date of birth, or until they transfer to another setting or school, in this case all information regarding the safeguarding concerns will be passed on. (DfES 2020). Sallywags Nursery will share any safeguarding information and developmental records with a receiving setting when a family leaves our nursery.

Support to families

- The nursery takes every step in its power to build up trusting and supportive relations among families, staff, students, and volunteers within the nursery.
- The nursery continues to welcome the child and the family whilst enquiries are being made in relation to abuse in the home situation. Parents and families will be treated with respect in a non-judgmental manner whilst any external investigations are carried out in the best interests of the child.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child, only if appropriate in line with guidance of the LSCB with the provision that the care and safety of the child is paramount. We will do all in our power to support and work with the child's family.

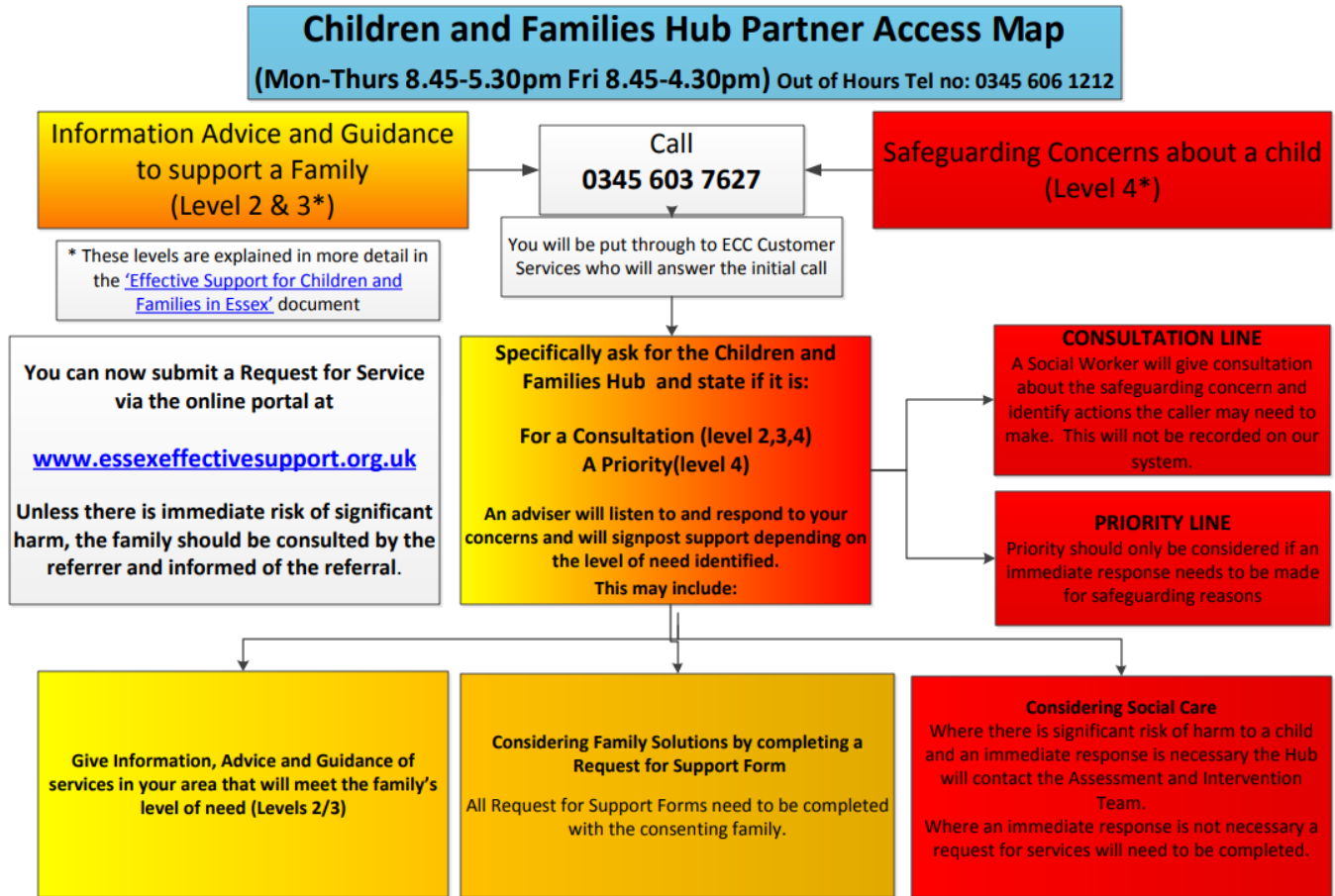
The Effective Support Windscreen

The Effective Support Windscreen illustrates how Universal, Early Help (Additional and Intensive) and Specialist services in Essex are provided and how support is made available at each level of need for children and young people and their families.



The Children and Family hub - 0345 603 7627

- Provides Advice and Guidance to the public and professionals looking for support at Level 2 and Level 3
- Is the referral pathway to request for support from Family Solutions (Level 3 Intensive Support)
- Is the referral pathway for any safeguarding concerns at Level 4 (Specialist on the Effective Support Windscreen)



Safeguarding Policy reviewed and updated September 2022

Informing parents

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Confidentiality

All suspicions, enquiries and external investigations are kept confidential and shared only with those who need to know. Any information is shared in line with guidance from the LSCB.

Support to families

The nursery takes every step in its power to build up trusting and supportive relations among families, staff, students and volunteers within the nursery.

The nursery continues to welcome the child and the family whilst enquiries are being made in relation to abuse in the home situation. Parents and families will be treated with respect in a non-judgmental manner whilst any external investigations are carried out in the best interests of the child.

Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child, only if appropriate in line with guidance of the LSCB with the provision that the care and safety of the child is paramount. We will do all in our power to support and work with the child's family.

Assessment Framework

We use the assessment framework to assess whether a child is in need and the nature of these needs requires a systematic approach. It requires a thorough understanding of:

- The developmental needs of children;
- The capacities of parents or caregivers to respond appropriately to those needs;
 - The impact of wider family and environmental factors on parenting capacity and children.

Allegations of abuse made against a member of staff:

We use the assessment framework to assess whether a child is in need and the nature of these needs requires a systematic approach. It requires a thorough understanding of:

- The developmental needs of children.
- The capacities of parents or caregivers to respond appropriately to those needs.
- The impact of wider family and environmental factors on parenting capacity and children.

Allegations of abuse made against a member of staff:

If an allegation is made against a member of staff, student or volunteer or any other person who lives or works on the nursery premises regardless of whether the allegation relates to the nursery premises or elsewhere, we will follow the procedure below.

The allegation should be reported to the DSL. If this person is the subject of the allegation, then this should be reported to the Owner / Safeguarding Officer / deputy manager instead.

The Local Authority Designated Officer (LADO), Ofsted and the ESCB will then be informed immediately in order for this to be investigated by the appropriate bodies promptly:

- The LADO will be informed immediately for advice and guidance. This must be done within 48 hours
- A full investigation will be carried out by the appropriate professionals (LADO, Ofsted, ESCB) to determine how this will be handled
- The nursery will follow all instructions from the LADO, Ofsted, ESCB and ask all staff members to do the same and co-operate where required
- Support will be provided to all those involved in an allegation throughout the external investigation in line with LADO support and advice

- The nursery reserves the right to suspend any member of staff during an investigation
- All enquiries/external investigations/interviews will be documented and kept in a locked file for access by the relevant authorities
- Unfounded allegations will result in all rights being re-instated
- Founded allegations will be passed on to the relevant organisations including the local authority children's social care team and where an offence is believed to have been committed, the police, and will result in the termination of employment. Ofsted will be notified immediately of this decision. The nursery will also notify the Disclosure and Barring Service (DBS) to ensure their records are updated
- All records will be kept until the person reaches normal retirement age or for 21 years and 3 months' years if that is longer. This will ensure accurate information is available for references and future DBS checks and avoids any unnecessary re-investigation
- The nursery retains the right to dismiss any member of staff in connection with founded allegations following an inquiry
- Counselling will be available for any member of the nursery who is affected by an allegation, their colleagues in the nursery and the parents.

Our nursery has a clear commitment to protecting children and promoting welfare. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the Nursery manager/Owner/Safeguarding Officer at the earliest opportunity.

Childcare Disqualification & Disqualification by Association

These checks arise from the Childcare (Disqualification) Regulations 2009, which in turn arose out of the Education Act 2006.

The Regulations prohibit anyone who is disqualified themselves under the Regulations, or who lives in the same household as a disqualified person, from working in a relevant setting, including in schools and nurseries.

The Regulations refer to employing a person "in connection with" these provisions and we therefore conclude that:

In Sallywags - All staff will be covered

Who is disqualified?

A person is disqualified if any of the following apply:

- They have been cautioned for, or convicted of certain violent or sexual criminal offences against adults and any offences against children
- They are the subject of an Order, direction or similar in respect of childcare, including orders made in respect of their own children'
- That have had registration refused or cancelled in relation to childcare of children's homes or have been disqualified from private fostering they live in the same household where another person who is disqualified lives or works (disqualification 'by association').

- This means that the householder has an order, restriction, conviction, caution etc. set out in the Legislation. It is accepted that staff may not necessarily know this information – the declaration requires them to answer “to the best of their knowledge”
- Anyone who is disqualified will need to be immediately removed from the relevant setting (probably through suspension in the case of employees) and OFSTED must be notified within 14 days.
 - All short-listed candidates in relevant settings, must be required to complete the declaration and DBS must be completed every 3 years.

Scallywags will ensure that any external agency providing relevant staff in relevant settings carry out these checks prior to placing them in the nursery.

Disqualified Workers

A disqualified person can apply to OFSTED for a waiver.

<http://www.ofsted.gov.uk/resources/applying-waive-disqualification-early-years-andchildcareproviders>

OFSTED may grant a full or partial waiver, including a waiver that would allow an individual to work in a relevant school setting. Whilst a waiver application is under consideration the individual must not continue to work in these settings.

Where a waiver is not granted, the employee will need to be dismissed.

- All staff to complete ‘Staff Disqualification and Disqualification by Association’ form.

Physical intervention policy Aims

- To inform staff, parents, careers and outside agencies about the rationale and use of physical intervention in managing challenging behaviours. To establish consistent procedures for the safe restraint of children in the setting.

Legal position

- Practitioners at the setting are required to maintain good order among the children and to safeguard their health and safety, and the safety of other children in the settings care.

When Physical intervention may be appropriate:

Physical intervention is rarely used in the setting, most incidents of behaviour that is challenging can be managed by talking to the children, calming them down, distraction and diffusing the situation. However, on exceptional occasions it may necessary for a practitioner to intervene for the following reasons:

- When there is immediate danger of personal injury to the child.
- When there is immediate danger of injury to another child
- To avoid damage to property
- When a child is behaving in a way to cause serious disruption to other children.

What do we mean by physical intervention?

- Physically interposing oneself between children.

- Blocking a child's path
- Leading a child by the hand
- Holding a child in a hug
- Carrying a child away from a situation
- Removing shoes if the child is kicking or has kicked.
 - Placing a child in a cooling down situation or another restricted space with full adult supervision.

Actions taken after the incident:

- The practitioner will gradually release the child as they regain control of their emotions and actions while being reassured by the practitioner.
- Checks will be made for any injuries and appropriate medical aid provided if necessary.
- Management to be informed as soon as possible
- Member of staff involved in the restraint will be given time to recover, supported by another member of staff.
- Recording process initiated.
 - Senior member of staff will talk through with the child what has happened.

How will this be recorded?

- All incidents where physical intervention has taken place will be recorded on the Physical intervention report form.
- The report form must be filled in immediately once the child has calmed down. Parents and carers will be informed of the incident and they will have the opportunity to talk to their child's keyperson and sign the intervention form.
- Records are kept in confidence and stored in the manager's office.
- A debriefing session will be held as soon as possible including members of staff involved, any witnesses.

Parents will be made aware of the intention to use Physical intervention as the child will be introduced to a serious behaviour plan.

E-safety Policy

This policy is the implementation of our Safeguarding policy in relation to electronic communications of all types.

The Internet is now regarded as an essential resource to support teaching and learning. Computer skills are vital to accessing life-long learning and employment. It is important for children to learn to be e-safe from an early age and the Nursery can play a vital part in starting this process.

In line with our other policies that protect children from other dangers, there is a requirement to provide children with as safe an Internet environment as possible and a need to begin to teach them to be aware of and respond responsibly to possible risks.

Significant educational benefits should result from Internet use including access to information from around the world. Internet use will be carefully planned and targeted within a regulated and managed environment

The appointed E-safety Co-ordinator is: Deputy Manager

This policy is reviewed annually

Procedures

- We have a duty to ensure that children in our setting are not exposed to inappropriate information or materials.
- We also need to ensure that children know how to ask for help if they come across material that makes them feel uncomfortable
- Nursery Internet access will be tailored expressly for educational use and will include appropriate filtering.
- Staff will guide children in online activities that will support their learning
- Journeys and use our online 'Tapestry' learning assessment journey
- The Deputy Manager will ensure that the appropriate filters are applied to the technology devices within Nursery.
- There are passwords for children and adults within the setting.

The Nursery Staff are responsible for:

- monitoring the websites being used by the children during Nursery sessions ensuring that material accessed by children is appropriate
 - ensuring that the use of any Internet derived materials by staff or by children complies with copyright law
 - ensuring that the Management are informed immediately If staff or children discover unsuitable sites have been accessed on the Nursery PC or Laptop, so that the filters can be reviewed

The Internet is also used in the Nursery to support the professional work of staff, to allow effective planning and source resources. Staff may use the staff logon after nursery sessions for this purpose. Staff must ensure they logout immediately after they have finished.

Unsuitable sites must NOT be accessed by Nursery Staff. A breach of this policy will be considered to be gross misconduct by staff and will be dealt with accordingly.

Nursery Website

The point of contact on the Nursery website (www.sallywagsessex.co.uk) will be the



Nursery address, Nursery email and telephone number. Staff or children's home information will not be published.

Website photographs that include children will be selected carefully and children's names will not be used anywhere on the website, particularly in association with photographs.

Written permission from parents or carers for featuring their child on the website is requested when each child starts at the Nursery and parents/carers wishes are followed at all times.

Managing e-mail

Children will not have access to e-mail.

The Management only will have access to the Nursery e-mail address she works.

On-line communications and social networking

The Nursery has a Facebook page and parents will be asked permission before photographs are uploaded to the site.

It is Nursery policy that staff are not 'friends' with parents/carers on any social network site.

Mobile technologies

Mobile Phones owned by Staff members are stored in a box locked away in the office during Nursery hours. Staff may access their phones during their lunch break within the office or outside the school premises.

Cameras

The labelled cameras we have are used specifically for our use in nursery, for recording images of children's activities and achievements. The cameras will be used inside the nursery rooms and in the outside area only. The cameras will be stored in a locked cupboard. Photographs will be used for displays and observations and will remain within nursery premises.

Photographs taken by parents at nursery events such as sports day & the Christmas concerts, should be for personal use only and MUST NOT BE uploaded to social networking sites if the image contains children other than their own.

Handling of E-Safety Complaints

- Complaints of e-safety misuse will be dealt with by the Director or Manager

- Any complaint about staff misuse of the internet must be reported to the Management or Owner
- The nursery's complaint procedure will be followed in the event of any cases of misuse that arise

Information Sharing

We recognise that parents have a right to know what information they share will be regarded as confidential as well as being informed about the circumstances, and reasons, when we are obliged to share information.

- We are obliged to share confidential information without authorisation when it is to prevent a crime from being committed or intervene where one has been or to prevent harm to a child or adult or if not sharing it could be worse than the outcome of having shared it.

The decision is never made as an individual, but with the back-up of management

- Our Safeguarding Children and record keeping procedures set out how and where information should be recorded and what information should be shared with another agency when making a referral.
- We are required by law to pass some information to the local authority (LA) and the department for Children, Schools and Families (DCSF).

GDPR (General data protection regulations) 2018

Here at Scallywags Nursery we take your privacy seriously and will only use your personal information to manage your account and provide tailored care to your child.

From time to time we will need to contact you, via phone, email to provide you with nursery updates, share relevant news and send your childcare bills.

We also input your data into a system called Tapestry online which helps us manage our nursery smoothly which you have a personal and unique log in to access your child's learning journal.

Your data is held in secure data centres and can only be accessed by authorised personnel.

Personal information is also shared with the local authority (Chelmsford Borough Council and Essex County council) in regards to childcare funding, grants, 15, 30 hours funding and 2 year funding.

GDPR states that personal information should be "processed fairly, lawfully and collected for specific, explicit and legitimate purposes.

In order to comply with the EYFS and Ofsted there is a large amount of data that we must hold and keep.

We are required to keep children's and parents' details for 2 years from leaving the setting. Accident reports must be kept for 21 years and 3 months.

Children are not able to give consent for their own data until they are 16, so as a childcare provider, we must obtain this consent from the parent.

This must be explicit consent, which means that parents and carers need to complete and action to show they agree.

Confidentiality Policy

Our work with children and families sometimes brings us into contact with confidential information. It is intention to respect the privacy of children and their parents and carers. We aim to ensure that all parents and carers can share their information in confidence that it will only be used to enhance the welfare of their children. There are record keeping systems in place that meet legal requirements including the Data Protection Act and the Human Rights Act

- Parents only have access to their own child's records
- Staff will not discuss individual children, other than for curriculum planning, other than with parents/carers.
- Information given by parents/carers will not be passed on to other adults without permission.
- Evidence relating to a child's personal safety be kept in a confidential file and will only be accessed by pre-school leader or relevant key person.
- All children, parents and staff have the right to respect, confidentiality, equal opportunities and dignity. This must be maintained at all times.
- We inform parents when we need to record confidential information beyond the general personal information we keep – for example any injury concerns or changes to child's home life circumstances, any discussions with the parent on a sensitive manner, any records we are obliged to keep for child protection and any contact with external agencies. All records are kept in the locked filing cabinet in the office. Management only have access to these records.
- Computers holding personal information are password protected
- Archived information that is stored off site has been registered with Ofsted
- The nursery disposes of confidential or sensitive information by shredding
- All staff sign a confidentiality policy and agreement
- Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the setting or another agency.

Removal of Information from the premises

From time to time Managers may take work away from the premises to complete at home. In these instances, prior permission is needed from the management team.

The following steps are in place to minimise the risk of loss / damage / impropriety

All documentation removed from the premises is returned within 24 hours or 48 hours if over a weekend period

- Temporary storage of documents away from the workplace must be inaccessible to family / visitors
- Documentation / laptops are not to be left in vehicles overnight

Privacy Notice – Data Protection Act 1998

In compliance with Essex County Council terms and conditions for administering the Early Years Education Entitlement Funding the following notice is issued:

Sallywags Nursery is the Data Controller for the purposes of the Data Protection Act. We collect information from you about your child(ren), and may receive information about your child(ren) from your previous setting. We hold this personal data and use it to:

- Support your child(ren)'s teaching and learning
- Monitor and report on your child(ren)'s progress
- Provide appropriate pastoral care
- Assess how well our setting is doing

This information includes your child(ren)'s contact details, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information.

We will not give information about your child(ren) to anyone outside the setting without your consent unless the law and our rules permit it.

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

If you want to see a copy of the information we hold and share about you then please contact the nursery manager, Kerry Lowe or Emma Reynolds

If you require more information about how the LA store and use this information and use this data please go to the following website:

<http://www.essex.gov.uk/>

Sickness/Illness Policy

While it is not our policy to care for sick children, we will agree to administer Calpol / Nurofen as part of maintaining children's health and wellbeing

In many cases it is possible for children's G. P's to prescribe medicine that can be taken at home in the morning and evening. Administering medicines will only be done where it would be detrimental to the child's health if not given in the setting and not for general illnesses.

We only administer medication, which would otherwise exclude a child from our setting continually: These include

- Insulin (Diabetes)
- Rectal Diapason (Seizures)
- Ventilation inhaler (Asthma)
- Steroid cream (eczema)
- Epi-pen (anaphylaxis shock)

Any medication must be clearly labelled with your child's name and in its original packaging. It is the parent's responsibility to ensure all medication is in date.

Some medication may need staff training if so, we will be happy to liaise with parents and medical staff. Please ensure that you complete a health care plan and medical consent form enabling us to administer their medication. A health care plan is drawn up with the parent outlining the key person's role and what information must be shared with other members of staff this must include what measures need to be taken in an emergency. Health plans need to be reviewed every six months and a signed copy for the parent. The child's G.P advice is sought if necessary where there are concerns.

If a child has not had medication before the parent must keep the child at home for the first 48 hours to ensure the child has no adverse effect as well as to give time for the medication to take effect.

If a child has an allergy a food allergy risk assessment form must be completed noting the nature of the allergic reaction e.g. anaphylactic shock, rash, swelling etc. What to do in case of a reaction e.g. EpiPen, piriton etc and control measures. This form is to be kept in the child's file and also where staff can view it. Generally, no nuts or nut products are used within Scallywags. Proof of training in the administration of EpiPen's or invasive treatment must be sought from health experts.



Parents give prior written permission for administration of Calpol/nurofen by signing a consent form. No medication will be given without completion of our form. The administration is recorded accurately each time it is given and signed by a member of staff and the witness who is present at the time of administration; this is then given to the parents to sign at the end of the session.

If your child has diarrhoea or sickness (Not caused by teething) they must have 48 hours clear of the symptoms before they can return to the nursery. Children will be asked to be collected from nursery after the first case of sickness if this out of character and also after three cases of diarrhoea.

If your child is unable to attend the nursery, for whatever reason, please telephone us by 10am to let us know. Please let us know if your child has an infectious disease or needs to be admitted to hospital.

The nursery has the right to act as loco parentis for a child in the case of an emergency. For example; if an asthmatic child's condition does not improve within 15 minutes of administering medication, we will call an ambulance and a member of staff will go to casualty with the child. You will be contacted immediately. This applies to all emergency cases.

If a child/adult is diagnosed from suffering from a notifiable disease under the Public Health Regulations 1988, we will comply with RIDDOR (the reporting of Injury, Disease, and Dangerous Occurrences) the manager will inform the local authority and act on any advice given

Sallywags reserves the right to refuse admission to any child who looks unwell or who has an infection which may prejudice the general health and well-being of other persons in the nursery.

If your child becomes unwell whilst at the nursery you will be contacted by a member of staff to ask for the child to be collected. In some cases, you may be asked to take the child to the doctor before returning to the nursery. Please ensure your emergency contact details are always kept updated.

Accidents

All accidents are clearly logged on an accident form on nursery in a box, giving precise details of time, date and what happened, naming any equipment involved and treatment and or action taken.

If a child arrives at the nursery and has had an accident, we ask that an existing injury sheet is completed, detailing what the explanation for the accident was and the details of any marks or treatment that followed.

Head injuries are closely monitored with a sticker placed on the child's back, so all staff are made aware and the child is unable to remove this. All head injuries must be reported to management so parents/ carers can be informed.

All accidents are reported to the nursery manager/deputy. It is then be decided if the accident has to be reported to Ofsted or the LA.

First Aid

In our setting staff are able to take action to apply first aid treatment in the event of an accident involving a child or adult. We aim to have all of our staff trained in first aid enabling everyone on the premises to take action when necessary.

- Our aim is that all staff are trained in first aid and hold a current first aid certificate.
- There are first aid boxes located in designated areas along with an eye wash station in case of accidents.
- All accidents/incidents are recorded on forms giving relevant details signed by a practitioner and a witness and then signed by the parents.
- Existing injuries form and body map completed for any marking or injury a child has that did not occur on the premises. These are then to be given to the Manager for filing away confidentially.
- Any child with an increased temperature must have it checked and recorded on a temperature record log. If raised above 37 first we will manually try to reduce it with measures such as stripping off outer layers, applying a cold compress to child's forehead, giving fluids etc. We retake the temperature every 10 – 15 minutes and record, if temperature has dropped then still record on sheet and continue to monitor and record throughout the day. If temperature has stayed the same or increased, we will immediately contact you to be advised if your child can be administered Calpol. If a child's temperature continues to be high or is above 38.5, we will ask if your child can be collected and will advise that you seek medical advice.

- All staff are aware of all the children's allergies/medical conditions. Forms are displayed in all rooms with regard to which children have allergies/medical conditions.
- The nursery has the right to act as loco parentis for a child in the case of an emergency. For example; if an asthmatic child's condition does not improve within 15 minutes of administering medication, we will call an ambulance and a member of staff will go to casualty with the child. You will be contacted immediately. This applies to all emergency cases

Head lice policy

If your child is found to have head lice whilst at the setting you will be contacted and asked to collect your child. This is to prevent the entire nursery becoming infected.

If you notice at home that your child has head lice, please inform the nursery so information can be passed on to other parents who can check their children for symptoms

Once your child has been treated, they may return to nursery at this time you may still find white empty shells in their hair but no living lice. Please continue to comb conditioner through your child's hair throughout the week to avoid re-infection. You should also treat each member of your family and wash all bed linen. If you need any further advice, please speak to a member of staff

Health & hygiene

Our nursery promotes a healthy lifestyle encouraging play indoors and out. High standard of hygiene are maintained through daily cleaning routines. Children enjoy healthy, fresh food as well as food they enjoy! Children have access to drinking water continually throughout the day. All of our staff hold the basic food hygiene certificate.

To prevent the spread of infection, hands are washed after using the toilets. Tissues are always available, and children are encouraged to blow and wipe their noses as necessary. Children are encouraged to cover their mouths when coughing

We ask you to keep your child at home if he/she has any infections and to inform the nursery to enable us to alert other parents. Also please do not bring your child to nursery if they have experienced vomiting or diarrhea, until at least 48 hours after the last attack

Sallywags nursery has a no smoking policy anywhere on the premises, including outdoor areas.

Food & Drink

All food is fresh and cooked on the premises. We provide a healthy balanced diet of which menus are displayed for parents to see. As well as providing a healthy option for the children it is important that the children enjoy their food and mealtime is a pleasant sociable experience for them.

Day sheets are provided for online through our Tapestry Care Diary, so you are aware of what your child has eaten. We can only encourage your child to eat as force feeding is not permitted. We have a qualified cook who holds a level 2 food hygiene certificate

Allergies, cultural and religious practices and parent's preference as well as general dislikes are catered for and alternative menus can be given as well as catering for vegetarians and medical conditions.

Fresh fruit and vegetables are provided daily and Parent's and children have an input in what meals are provided within the setting

We organise meal and snack times so they are a social occasion and so they can develop independence through feeding themselves. We provide children with utensils which are appropriate for the child's stage of development and their cultural needs

Water is available in the room for children as every child is asked to provide their own sport cup. We also stop for drink breaks as some children do forget to have a drink when they are playing.

All food is brought from a reputable supplier and checked on delivery

If you have any concerns regarding your child's diet eating plans can be discussed and put into action. Dietary needs and allergies are discussed with parents at the time of registration and we ask our parents to ensure these records are kept up to date. We consult with parents over weaning of their children and follow their wishes, offering advice if needed.

We display current information about children's dietary needs and allergies in the kitchen and playrooms so all staff and volunteers are thoroughly informed.

Behaviour Management

We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people. This is a developmental task that requires support, encouragement, teaching and setting the correct example

- All members of staff will provide a positive role model towards the children with regards to care
- Good Behaviour to be rewarded with praise, smiles, hugs and be awarded with stars.
- Staff members attend behaviour management courses
- We respect different cultures and are aware of differentiating boundaries

- We do not endorse smacking, shaking, shouting or humiliation in this establishment
- We ensure that children are stimulated and have enough resources available to them to keep them occupied without the need for conflict over sharing and turn-taking
- We support every child in developing a sense of belonging in our nursery, so they feel valued and welcome
- We support each child in developing self-esteem and confidence
- When children behave in inconsiderate ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately
- We avoid creating situations in which children receive adult attention when demonstration unwanted behaviour
- We only use physical restraint such as holding if to prevent physical injury to children or adults
- In cases of continual serious misbehaviour we would work with the parent and if necessary outside agencies
- This is how the nursery staff deal with unacceptable behaviour towards other children
 - First explain what he/she has done and that it is unkind, try to reason with the child
 - Second take them out of the situation and encourage them to apologise with a word or gesture
 - Thirdly if the behaviour continues the parent / carer will be informed which will be private and confidential and together we can work on a behaviour plan.

Dealing with Tantrums

Tantrums tend to happen when a child is tired or hungry, frustrated or jealous. Try to find out what is causing the tantrum. The child may need food or rest or just a bit of attention

When a tantrum is starting try to find a distraction e.g. something to look at, favourite toy, looking out of the window etc

If a child has a tantrum because they have been told not to do something, as long as the child is free from harm and cannot harm others try to sit it out and stay calm but don't give in if you have said 'No' don't change your mind and don't buy your way out with sweets or treats.

Restrain gently if necessary if child is at harm or could harm others.

Biting or Hitting

You must not ever hit or bite back, explain that it hurts and that it is unkind. Try to find out why they are using this behaviour. If the behaviour continues tell the child, they will not be allowed to play with the others and remove them from the group. Encourage children to let their feelings out in other ways.

Zero Tolerance on Threatening Behaviour

This Practice considers threatening behaviour to be either:- attempted or actual, aggressive threatening physical actions made towards any member of Staff, or the use of aggressive or abusive language, (including raising of the voice, swearing and cursing), which threatens or intimidates any member(s) of Staff.

Any behaviour, verbal or physical, which causes staff to feel uncomfortable, embarrassed or threatened, is totally unacceptable. This may result in your childcare space being revoked with immediate effect

Health and Safety

Sallywags believe that the health and safety of children is of upmost importance. We ensure our setting is a safe and healthy place for children, staff, parents and volunteers by assessing and minimising the hazards and risks to enable children to thrive in a healthy and safe environment. All children are supervised and will always be in sight of a member of staff. Nicola McPherson-Mason is the setting's Health and Safety Officer's and has a level 3 qualification.

- Accident sheets are available at each session for the reporting of any accidents/incidents and regularly monitored.
- All staff are aware of the system in operation for arrival and departures at each session, an adult will be at the door during these periods.
- Children are only to leave the nursery with an authorised adult
- Visual safety checks are made on the premises, and toys inspected for damage with daily risk assessment
- Garden securely fenced. Children not permitted unsupervised access to the garden
- Layout and space allow children to move freely
- Heaters, electric sockets, wires and leads guarded.
- Dangerous substances, including medicines and cleaning materials are stored out of children's playrooms in appropriate area and in original packaging clearly labelled.
- Children are not allowed unsupervised access to the kitchen.
- Fire drills are held every term
- A register is taken of children, staff and visitors on the premises every day, in the event of an emergency.
- A First Aid box is available in the pre-school room and the staff washrooms and in the turtle bus.
- Fire extinguishers checked annually and staff aware how to use them
- At least 4 adults are on the premises during opening hours
- Equipment is checked and erected with care and age and stage appropriate
- We take out employers' liability and public liability insurance
- All activities receive constant supervision

- Premises are checked before locking up each day
- Fire drill procedure are on the notice board for all to see
- We have an intercom system and cctv within the nursery
- If you are not collecting your child, we ask you to phone in with a password and give this to the person collecting. We will not allow children to leave the premises with an unauthorised carer.

Students & Work Experience Policy

As a full day care provider, the nursery offers placements to a wide variety of sources. When a student starts with us, they are clearly instructed on all of the policies and the procedures throughout the nursery. We are here to help these students and take a firm commitment to their training.

- Students are not included in the staff ratios or left in sole charge of a group of children.
- Students will not have access to any of the confidential records.
- We require all long-term students to have DBS checks (short term placements are not left unsupervised)
- We require students to attend an interview before they commence their placement to check suitability
- Trainee employees may be recruited if they are deemed competent, however, we insist they continue to complete their qualification
- Students must get parental consent to do observations of their child and no photos or names can be used whilst completing college course work.
- We require students to keep our confidentiality policy
- We co-operate with students tutors to fulfil the requirements of their course
- Students are given additional in-house training to progress with their course
- We also operate our own apprenticeship scheme to train our own students
- We ensure that trainees and students placed with us are engaged in bona fide early years training which provides the necessary background understanding of children's development and activities
- The student liaison officers for the setting are Daniela Hatch, Steph Hamblin and Abbie Moore

Settling in period

All children have different ways of coping with a new environment, new adults and play friends; we are sympathetic to individual needs. We want your child to feel safe and happy in your absence, therefore, you may find it easier to stay with your child until he/she feels comfortable with the new surroundings and us. Children cannot play and learn successfully if they are anxious or unhappy, please rest assured that you and your child will have our full support until he/she is settled.

If your child uses a comforter at home please do not stop them bringing it with them, when they are ready they can leave it at home.

If possible we would like you and your child to have prior visits to Scallywag's. It is vital that introductions are handled sensitively therefore we have devised a settling in procedure.

Jungle Cubs, Water Babies and Little Explorer's settling in process

First settling in session:

An all about me session is carried out over zoom video call. During the all about me call we explore your child's likes and interests to help them settle into nursery.

Second settling in session:

This settle will be held within our garden area with the practitioner's caring for your child and the other children within the room. The settle will be for 30 minutes and you stay with your child for this settle. This gives you time to get to know our practitioner's a little more and your child time to explore with the security of having you with them.

Third settling in session:

This settle will be a longer settle and will normally be 10am-2pm. The settle will start in our garden with the practitioners and children from your child's room. Once your child is ready you will leave your child, (normally within 30 minutes) to continue to explore and get to know their environment and have lunch and nap time with us.

Forest Friend's and Nature Club settling in process

First settling in session:

An all about me session is carried out over zoom video call. During the all about me call we explore your child's likes and interests to help them settle into nursery

Second settling in session:

This settle will normally be 10am-2pm. The settle will start in our garden areas with the practitioners and children from your child's room. Once your child is ready you will leave your

child, (normally within 30 minutes) to continue to explore and get to know their environment and have lunch with us.

These are only guidelines and the process can be agreed to suit the parents and child's needs with the manager.

Uniform

Uniform is available for purchase and we strongly advise all preschool parents / carers to purchase for their child/ children.

There are several reasons as to why a uniform is beneficial;

- Although we take great care by using protective clothing when participating in messy play children's clothing may become stained by some of the creative materials that we use here
- Items of designer or fashionable clothing has been misplaced. A uniform would mean there were no social or class divides.
- All children would be instantly recognisable on trips out from nursery.
- Children and staff will be used to wearing a uniform when they go off to school. A smarter general appearance will be achieved.

We would ideally prefer all children to wear uniform but understand that some parents may not be happy with us making it compulsory. All items are sold at cost price and are not sold to make any profit for the nursery. Should you wish to place an order you can do so at the setting

Mobile Phone Policy

Sallywags accept that staff/students will wish to bring their mobile phone to work, however we have a strict policy surrounding this. This policy is to protect staff from allegation and to protect the safety and dignity of every one on our premises.

- Mobile phones are to be stored in the office and signed in and out daily.
- In no circumstances are you to have your mobile phone on your person or in your room
- Mobile phones are only to be accessed during your lunch break or when your shift finishes – However, you are still not permitted to use your phone within the settings play rooms or corridors.
- You will not have access to your phones throughout your working day.
- No staff member is permitted to use their mobile phone in any area of the nursery other than the manager's office or staff room.
- The nursery has mobile phones which are used by staff for outings and walks, these phone do not contain a camera or recording devise.

Mobile phones must never be used for video or photographic use on these premises.

Camera policy:

- The nursery uses CCTV throughout the premises, this is a live feed into the Office. Parents are unable to log into this system.
- The nursery displays signs informing parents and visitors of the use of the CCTV.
- The nursery uses cameras everyday to enable photographic observations to be used within individual children's development records and also their individual home school diaries.
- Photographs may also be used for board displays within the setting.
- All parents give written permission for photographs to be used in this way.
- On outings parents are asked to only photograph their own child and any group photos that are taken will require permission from all parents.
- Photos of outings taken by the setting will be displayed within the setting.
- Photographs are uploaded from the camera's and stored on the nursery's computer and only management has access to this.
- Photographs are printed via the nurseries computer and memory cards/discs containing photographs do not leave the setting for printing.
- Children are also encouraged to use ICT equipment, this includes cameras, photographs these will be printed out and used as evidence within the setting and development records.
- Staff and students are not permitted to use their own personal cameras within the setting.
- We request written parent permission for the use of photographs on the nursery website.
- All professional photographs we are invited in by the setting have an up-to-date CRB certificate.
- All cameras will be signed in and out of the office and all pictures will be removed from the cameras each evening, before the nursery closes.

Uncollected Child / Late Collection

In the event that a child is not collected by an authorised adult at the end of the day, Sallywags puts into practice the following procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who knows the child

- Parents of children starting the setting are asked to complete a registration form including their contact details and an additional two emergency contact details
- On occasions where parents are not at their home or work contact, we ask them to inform us
- Parents are asked to inform us if someone else we be collecting their child; they will then be given a password to pass on to the person collecting.

- If a child is not collected at the end of the day. The child's parents and then emergency contact details are tried. All reasonable attempts are made to contact parents/carers
- If no-one collects the child the child will remain on the setting with two qualified members of staff until the child is collected by the parents or the local authority
- A full written report of the incident is recorded in the child's file
- We are aware that transport can cause delays, however, if we implement our 'late charge' fee, which is as follows: - £5.00 per 10 minutes after 6:30pm.

This covers the cost of staff overtime for 2 members of our team delayed in finishing their shift and of course is a deterrent for persistent lateness.

Late fees must be paid prior to the child attending their next session, should you fail to make payment of any charges we reserve the right to refuse entry of your child

- Should lateness be a persistent problem then the nursery reserves the right to revoke your nursery place with immediate effect.

General Collection

- Parents are given an induction and explained the different policies and procedures and the security measures which are put in place to ensure a safe collection of their child.
- Photographs are required of any person that may be collecting your child – these are to ensure all staff members recognise parents/carers. Passwords are also used as a way of recognition.
- Parents/carers are to use the intercom and wait in the hallway for their child to be brought to them – this ensures other children do not get upset that their parents have not yet arrived and to limit strangers coming onto the premises who are not CRB registered.
- We have CCTV installed within the porch area to enable staff to visually check and identify people entering. This is an extra security measure and is used in conjunction with the intercom system.
- If a parent is unable to collect their child and have an alternative carer who we have not met, they must telephone us with their password to pass on to them. We will then hand over your child with this password. If a child is not collected at the end of the session, we will follow the uncollected child procedure.

Complaints Procedure

Scallywags believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our

setting to a satisfactory conclusion for all of the parties involved. Should a problem arise please speak to Kerry Lowe, Nicola McPherson-Mason or Abbie Moore.

- Any parent who raises a concern to a staff member will have this logged and if the staff member cannot deal with the complaint will refer it on to the staff manager – All complaints even if dealt with must be brought to management attention
- If a satisfactory outcome is not met the parent must put their complaint in writing and a meeting is arranged. The complaint letter is stored on file
- If needed the parents are informed that they may contact Ofsted if they wish to make an official complaint there contact details are displayed in our lobby

Parent's responsibilities

- Parents of younger children are asked to supply nappies and any creams used, we will supply all wipes, milk, food etc.
- Parents are asked to supply their children with slippers to be left at the nursery so they can be comfy all day.
- Coats for garden play in winter months and sun hat and sun cream for summer months
- Parents are advised not to allow their children to wear jewellery or hair clips to prevent choking incidents
- Clothes worn should be comfy, labelled with your child's name and practical for nursery. We do supply a uniform if required
- Children are discouraged from bringing toys in from home. The nursery can not be held responsible if items go missing.
- If your child is unable to attend the nursery for their booked session, you are requested to notify the nursery as soon as possible.
- If your child is sick please contact us as soon as possible enabling us to alert parents to check their children for symptoms.
- Inform us of any allergies/food allergies your child may have.
- Please inform us if you do not wish your child to partake in any outings to local park, library etc
- Sign your child in and out
- Use the intercom system and do not let in other parents
- Let us know if someone else is collecting your child so we can supply you with a password
- Ensure all fees are paid on time, if you are suffering with financial difficulty please speak to a member of the management team
- Ensure all personal information and contact details are kept up-to date

Nappy Supply Policy

Parents must supply nappies for their children whilst at nursery. Unfortunately we have had a problem with some parents/carers not regularly replenishing supplies. This means that children had to borrow nappies from others which we acknowledge is unfair on the more responsible adults, whom are bringing in regular supplies.

We recommend that you provide 5 nappies per day of attendance if bringing in daily, alternatively we are happy to take in bulk and we can let you know when your child's supply is running low.

Anti-Bullying Policy for children

Sallywags Nursery responds to the issue of bullying very seriously whether amongst children or adults. We have strict procedures that are followed should there be any evidence within the nursery of bullying. Bullying is a pre-mediated act, which relies on a stage of cognitive development in order to think the process through. Bullying generally occurs in children aged 5 years and over.

What is bullying?

Bullying is not easy to define, but according to Dan Olweus (1995) the definition includes 3 important components, these are:

- Bullying is aggressive behaviour that involves unwanted/negative actions
- Bullying involves a pattern of behaviour that is repeated over time
- Bullying involves an imbalance of power or strength

Dan Olweus, who is an expert in the field of prevention of bullying, states that bullying can take on many forms, these include: -

- Physical (Pushing, kicking, pinching and any other forms of violence)
- Verbal (Name calling, spreading rumours, teasing)
- Emotional (Excluding, tormenting, humiliating)
- Racist
- Social (Unwanted physical contact or abusive comments)
- Homophobic

Our aims and objectives?

Sallywags Nursery aims to create a happy and positive environment. We feel that children achieve best when they:

- Feel safe
- Feel secure
- Understand what behaviour is expected from them
- Feel respected and valued for their individual personalities.

Bullying is wrong and can be damaging to an individual person/child. Scallywags Nursery has policy and procedures in place to ensure that every child is treated equally and fairly.

We aim to ensure that all staff are aware of bullying and preventative measures, with the understanding that they as staff members have a responsibility to eradicate bullying within the nursery.

Behaviour Management Policy

We have devised a behaviour management policy (please see attached).

When children behave in unacceptable....

- They should not be singled out. The staff will redirect the child towards alternative activities –depending on the children level of understanding the staff may speak to child about our nursery rules.
- Staff will not raise their voice
- Physical punishment such as smacking or shaking in not be used or threatened.
- Parents will be informed of their child’s unkind behaviour
- Parents will be informed if their child has been upset because of unkind behaviour
- If behaviour from child is regular then staff will monitor and write it down, they will then speak to management whom will call parents in for a chat to discuss this

Rough and Tumble play!

We as a nursery acknowledge children desire and need for rough and tumble play. However, it is important that we are aware and are able to guide families in separating rough and tumble play with inappropriate or aggressive behaviour.

Television or films, which include superheroes, often influence young children to mimic the behaviour seen through their play. This may include fighting and using weapons. Although children do not intentionally wish to cause hurt, this kind of play can frequently lead to concerns.

As a nursery we have devised the following strategies to manage this kind of play:

- Recognise that this is a social play rather than aggressive
- Set boundaries
- Use circle time to discuss with the children classroom rules
- Support and extend the children’s play

Anti-Bullying procedures

Role of the Management

- It is the responsibility of the management team to implement a anti-bullying strategy and to ensure that all staff are aware of the policy and have good understanding of how to deal with any cases of bullying within the nursery.

- The management team ensure that children are learning that bullying and unkind behaviour is wrong. This can be done through ensuring that out nursery rules are explained to the children on a daily basis.
- Managers ensure that all staff have relevant training to be equipped to deal with any incidents of bullying and help staff monitor behaviour
- To ensure that the nursery provides support to all parents, making sure the nursery is welcoming and friendly.

Role of the staff

- Staff must take all allegations of bullying seriously and have good understanding of when to intervene.
- If staff witnesses an act of bullying, they do all they can to support the child who is being bullied, they inform management team who together will discuss next step options.
- For any incidents of bullying a 'Behaviour Management Form' should be completed. This helps to record and monitor behaviour and gives recommendation to help improve the situation and behaviour of the child.
- All situations of bullying must be dealt with in a professional manor, with the strictest of confidence.

Role of the parents

- Parents who are concerned that their child is being bullied should report this top a member of senior staff or management immediately.
- Parents have a responsibility to read and support our anti-bullying policy and actively encourage their child to be a positive member of Sallywags
- Parents are expected to help develop all the needs of their child's social skills, working alongside the nursery

Monitoring and reviewing

- This policy is monitored and review by the manager on a regular basis.
- If any changes are made, then staff and parents will be informed and given a copy to read through.

Routine

Our hours of opening are that from 7:30 am until 6:30 p.m., we are open 51 weeks per year excluding public holiday and close for one week at Christmas..

We organise the day so that children can take part in a variety of child-led and adult-led activities. These take into account of children's changing energy levels throughout the day. The setting caters for children's individual needs for rest and quiet activities during the day. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them.

We believe that care and education are equally important in the experience we offer children. The routines and activities that make up the day are provided in ways that:

- Help each child to feel that he/she is a valued member of the setting
- Ensures safety of each child
- Help children to gain from the social experience of being part of a group
- Provide children with opportunities to learn and help them to value learning.

We organise our day so that children can choose from, and work at, a range of activities and in doing so build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in child-led and adult-led small and large group activities both indoor and outdoor which introduce them to new experiences and help them to gain new skills, as well as helping them to share and learn to work with others.

SLEEP TIME POLICY

Scallywags Nursery operates a Safe Sleep Policy.

Sudden Infant Death Syndrome (SIDS) is the unexpected death of a seemingly healthy baby for whom no cause of death can be determined based on an autopsy, an investigation of the place where the baby died and a review of the baby's medical history. In the belief that proactive steps can be taken to lower the risk of SIDS in childcare settings and that parents and childcare professionals can work together to keep babies safer while they sleep.

- Foundation for the Study of Infant Deaths (FSIDS) recommends that babies are placed on their backs to sleep, but when babies can easily turn over from the back to stomach, they can be allowed to adopt whatever position they preference when the baby turns onto his/her side or stomach.

- FSIDS recommends that using a dummy at the start of any sleep period reduces the risk of cot death. If a dummy forms part of your child's sleep routine, it will always be used at sleep times. FSID recommends that the dummy should be stopped when the baby is between 6 and 12 months old. (The key person will work with parents to phase out dummies sensitively, considering children's emotional needs.)
- Visual supervision is always required. At least every 10 minutes the key person will visually check on the child; looking for the rise and fall of the chest and if the sleep position has changed. We will be especially alert to monitoring a sleeping baby during the first weeks the baby is in our care. This will then need to be initialed by practitioner.
- Steps will be taken to keep babies from becoming too warm or over heating by regulating the room temperature, avoiding excess bedding and not overdressing or over-wrapping the baby; room temperature will be kept between 16-20 degrees.
- All babies must sleep in a cot or an approved bed/mattress. Babies may not sleep in a nesting ring, car seat, bouncy chair etc.
- Babies' heads will not be covered with blankets or bedding; babies cots will not be covered with bedding.
- Loose bedding, pillows, bumper pads etc, will not be used in cots.
- Awake babies will be given supervised "tummy time".
- Toys and stuffed animals will not be allowed in the child's cot.
- A safety approved cot with a firm fitting mattress and tight-fitting sheet will be used.
- No smoking is permitted on the premises and key persons who smoke will ensure that their clothes and breathe do not smell of smoke when caring for babies or any other children within the nursery.
- All parents of babies cared for in this nursery will receive a written copy of our safe sleep policy before admission.

We will use the ABCDE system throughout the nursery:

A – alone, always place your baby alone in their cot

B – back, always place your baby on their back

C – check, check on your baby's breathing every 10 minutes

D – don't let your baby get too hot, they should be covered with a light blanket from waist down

E – environment needs to be smoke free with fresh air and temperature between 16-20 degrees

- Children are to each be allocated a sleeping bag. Younger children have an allocated cot sheet.
- Children do not share beds, staff must ensure that children's sleeping bags, blankets or cot sheets are washed every week.
- Youngest babies placed in cots.
- All warm jumpers, outer layers and dribble bibs removed for sleep.
- All shoes removed for sleep.

- Any cases of head lice, sickness or contagious illness in a child must result in their bed being washed immediately.
- Children to be patted or comforted off to sleep as appropriate for their needs.
- No children to be left alone in rooms whilst asleep.
- All children's belongings and shoes stored appropriately whilst they sleep, not left lying around room.
- Children that do not sleep must be given a rest period followed by quiet activities.
- All children are to be given their comforter should they have one in accordance with parental / Carer wishes. At no point must staff decide to try and wean a child from their comforter without full consultation with the nursery manager and the child's parent / carer.

Fees

Our fees are calculated on a 51 week year. Fees are paid a month in advance and are due the first of every month. Payment includes any allocated sessions from which your child may be absent. Unfortunately, days in lieu cannot be given. Settling in visits are not charged for. Please note that we are closed on bank holidays, we have to pay our staff for these days and as a result all nursery fees are payable for bank holidays. The nursery will close at Christmas for 5 working days on top of the bank holidays. These 5 days will not be charged for, this is why your fees are calculated over 51 weeks and not 52 weeks. As part of our contract with Essex county council we are entitled to hold 3 training days per year which we are allowed to charge for.

Standing Order, cash or vouchers can make regular payments (we do not accept cheques). Any fees due not received by the 7th of the month will incur a daily £5.00 late payment charge and added to your invoice. Should you not pay the total fee plus any charges by the 7th of the month your space may be revoked, and your deposit will be forfeited. If you are on holiday or absent on the 1st of the month fees must be paid in advance. Please be aware that non-payment of fees or regular late payment of fees may result in you forfeiting your nursery place without notice.

If any time you encounter any difficulties, please speak to Kerry or Nicola we are understanding and very approachable.

Fees

Current daily charge £66 per day from April 2023

3-year Funding

Our nursery fees are £60.00 per day however the term after your child's 3rd birthday entitles you to government funding



Over three's are entitled to 15 hours per week government funding at point of entry. Our model of delivery allows parents to take their funded hours over a minimum of 2 days.

Additional charges are shown on your invoice as supplement charge, this charge include such services as meals, additional activities, resources. This will be charged at £10 per funded day.

Please note your Early years entitlement is not charged within the supplement charge. The education part of this is free of charge i.e. 15 hours or 30 hours.

For further information regarding Early Educational Entitlement Funding visit

<http://www.essex.gov.uk/>

2-year Funding

Sallywags Nursery has been Ofsted graded 'Outstanding' and therefore able to offer 2-year funding to families. Please see below for the criteria needed in support of claiming this funding.

If you are unsure if you qualify Sallywags can complete an online form with you to check your eligibility.

Eligibility for 2-year-olds

Your 2-year-old can get free early education and childcare if you get one of the following:

- o Income Support
- o income-based Jobseeker's Allowance (JSA) o income-related
Employment and Support Allowance (ESA) o Universal Credit
- o tax credits and you have an annual income of under £16,190 before tax o the guaranteed element of State Pension Credit or support through part 6 of the Immigration and Asylum Act
- o the Working Tax Credit 4-week run on (the payment you get when you stop qualifying for Working Tax Credit)

A child can also get free early education and childcare if any of the following apply:

- o they're looked after by a local council
- o they have a current statement of special education needs (SEN) or an education, health and care (EHC) plan o they get Disability Living Allowance
- o they've left care under a special guardianship order, child arrangements order or adoption order

Get more information about free childcare

You can get more information about free early education and childcare from

www.childcarechoices.gov.uk

Discounts

You are entitled to a sibling discount of 5% per month for additional siblings attending 3 full days or more per week, across the whole year (From the first child's fees). To qualify for the discount all children must attend for 3 or more days per week.

Deposits

When you accept a place with us we will ask you for a deposit and a registration fee of £25 (registration fee is not refundable). This will secure your child's place. Deposits will not be refunded if the place is not taken up at the agreed time. The deposit be deducted from your last month's nursery fee when your child comes to leave us, providing that 4 weeks' notice has been received. Failure to give us adequate written notice will result in you forfeiting your deposit plus any fees paid. Deposit payments are as follows:

1 day per week £150

2days per week £200

3 days per week £300

4 days per week £400

5 days per week £500

Notice

We require 4 weeks' notice in writing, should you wish to vacate your child's place. This also includes changing or dropping a session. Failure to provide a minimum of 4 weeks written notice will mean that you will forfeit your deposit amount.

When your child qualifies for government funding and the funding agreement is signed you will be agreeing to use the full current terms funding at Sallywags. If you need to give notice on your child's place or the allocated sessions this will need to be with a terms notice.

Pedagogy

Pedagogy relates to the "how", or practice of educating.

It refers to, "that set of instructional techniques and strategies which enable learning to take place and provide opportunities for the acquisition of knowledge, skills, attitudes and dispositions within a particular social and material context. It refers to the interactive process between teacher and learner and to the learning environment" (Siraj-Blatchford et al. 2002). It concerns the "how" of adult and child interaction, whilst recognising that how

children learn and develop at this stage is not just subject to what is intended to be taught, but it is also of particular importance how it is facilitated.

Aims

At Scallywags Nursery our curriculum provision will:

- promote high standards of learning and attainment for children, enabling each one to reach their maximum potential;
- enthuse children with a sense of awe and wonder for exploring their world
- prepare children to be life-long learners who are always seeking to improve their understanding;
- equip children with the essential skills, understanding, attributes and attitudes needed to play a full, successful part in society;
- Promote the six core skills or temperaments of our planning approach;
CREATIVITY, CRITICAL CURIOSITY, MEANING MAKING, RESILIENCE, STRATEGIC AWARENESS, LEARNING RELATIONSHIPS
- Promote the fundamental British Values of the rule of law, democracy, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

We believe in a curriculum that:

- is firmly based on, and promotes, British values
- emphasises a progression of transferable skills
- develops the whole person
- is broad and balanced
- makes meaningful links between different aspects of learning
- is filled with rich, first-hand, purposeful experiences
- is relevant and tailored to the needs of each child
- supports a pedagogy that promotes children's active participation in learning and develops enquiring minds
- values both independence and interdependence within the community of learners
- is flexible and responsive to individual needs and interests
- embraces the use of the local environment and expertise beyond the classroom
- looks to the future and the needs and responsibilities of future citizens in a rapidly changing world
- possesses a significant local, national and global dimension
- is coherent and consistent in its values and underpinning philosophy of knowledge, teaching and learning

Early Years Foundation Stage

Scallywags Nursery follows the Early Years Foundation Stage Framework. This curriculum model sets standards for the learning, development and care of children from birth to 5 years old. All

maintained schools and Ofsted-registered early years' providers must follow the EYFS, including child-minders, preschools, nurseries and school reception classes.

Areas of the EYFS curriculum include Personal, Social and Emotional Development; Communication and Language; Physical Development; Literacy; Mathematics; Understanding the World and Expressive Arts and Design

Our Learning Skills

In addition to the skills linked to particular curriculum areas, we also concentrate on the teaching of six core skills or temperaments;

CREATIVITY

Are you looking at things in different ways?

Are you considering different ideas or solutions to problems?

Are you using your imagination?

CRITICAL CURIOSITY

Are you asking questions?

Are you wondering why things happen the way they do?

Are you researching or finding things out?

MEANING MAKING

Are you making links between what you are learning and what you already know?

Are you looking at how things fit together?

RESILIENCE

Are you working at a challenge and not giving up?

Are you prepared to have a go and not worry about making mistakes?

STRATEGIC AWARENESS

Are you reflecting on your learning and evaluating how well you have done?

LEARNING RELATIONSHIPS

Can you learn in different ways?

Can you learn by working with a partner, a group or by yourself?

Can you listen effectively to other people and communicate your ideas to them?

What is planning in the moment?

Planning in the moment is all about seizing the moment for children to progress. Based on what the children are already deeply involved in, this way of planning relies on skilled practitioners using quality interactions to draw out the children's knowledge and build on it there and then (in the moment). This means that the practitioner needs the skills to be able to see the teachable moment from the child's perspective and be skilled enough to know when to intervene and when to stand back and observe. Planning in the moment is all about capturing the moment of engagement and running with it to make sure the children progress.

The teachable moment

National Strategies document states:

"It is in the moment of curiosity, puzzlement, effort or interest – the 'teachable moment' – that the skillful adult makes a difference."

What does the child gain from the teachable moment?

The child should feel valued, important, interesting, capable, and able to learn as well as gaining knowledge, skills, attitude and understanding therefore making progress in one or several areas of the Early Years Curriculum.

What does the practitioner gain from the teachable moment?

They should feel valued, important, interesting, capable, and able to teach as well as gaining a sound understanding of the child's knowledge, skills, attitude, understanding and progress.

Ofsted

Jane Wotherspoon HMI (quoted in an Early Years Course by Anna Ephgrave 24.01.14) states "Teaching... is all those different things that you do as an adult that help young children learn... communicating, modelling language, working with children as they initiate their own play and activities, being ready to intervene on the moment, demonstrating how to do something, explaining why something is as it is, showing children something, exploring ideas with them, encouraging them, questioning them, checking what it is they are understanding, helping them to record something that they did so that they get the structure and sequence of events, providing a narrative for what they are doing, facilitating what they are doing, setting challenges, all those sorts of things are the sorts of things we mean when we are teaching." (Conference 9.10.13)

Planning in the moment means that Early Years practitioners should be doing all of these things, all day, every day.

Planning on paper

This way of working means that all written planning is retrospective (there is no forward planning). Each practitioner records what they have done to help the children progress each day on the planning template and the daily activities book will be completed. When planning this way time is used at the end of each session (morning and afternoon) to give the children an opportunity to talk about what they have learnt and in most cases the educator can use this as a whole class teaching opportunity or to consolidate knowledge.

The Early Years Framework 2014 states:

“1.6. Practitioners must consider the individual needs, interests, and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.”

Planning in the moment fully allows this to happen and encourages the children to pursue their own interests.

The Learning Environment

This way of planning means that the learning environment (both the indoor environment and out-door environment) constantly need to be reviewed and adapted to ensure that the children’s level of involvement and their activity is constantly deep. The resources in each area also need to be plentiful and engaging. A continuous provision plans will still be conducted on a weekly basis.

Observations

All observations made of the children must be based on quality interactions between children or children and practitioners. They must include any teaching that has taken place or progress that a child or group of children have made. All practitioners are responsible for highlighting progress in observations. Emphasis is highly placed on using ‘I wonder...’ statements i.e. ‘I wonder if...’, ‘I won-der what...’, ‘I wonder how...’. We feel that this approach to questioning is a lot less pressurising and allows the children to open up more readily.

Observations will be written up at the end of the day.

Parental Involvement

Instead of having focus activities, each week there will be 5 focus children. The Friday before the children are a focus child each child will take a letter to parents. The parents will be expected to fill in the letter with any comments they feel they need to address and the following Friday will receive a letter back if necessary addressing the issues that week. The children will upload pictures onto class dojo and the practitioners will print the pictures off on Monday morning. When the children are ready they will be encouraged to annotate their

pictures in their learning journey books. This activity will hopefully also lead to rich learning experiences in school.

Parents of the focused children will be invited in to discuss the observation made the previous week and the next steps for the child.

Focus Children

During the week each child will have an A4 sheet of paper on which quality interactions and learning experiences will be recorded.

It will make up part of their learning journey.

Risky and challenging play

At Sallywags Nursery we understand the positive impact risky play can have on a child's development and self-esteem, therefore we actively promote children's exposure to taking risks and facing challenges but in a controlled and safe environment. Some examples of these risks are:

- Using real tools in when creating woodwork, using knives and using the hob when cooking.
- Playing with toys/resources and taking part in activities suitable for an older age range – such as building towers with Lego bricks, using scissors, threading with beads etc.
- Outdoor activities such as building with tyres, planks and pallets. Using spades and forks in the mud pit and playing with pebbles and water.

This is in no way an exhaustive list, but these are examples of activities we offer and resources that are available.

Staff risk assess before each activity takes place and because we know each child so well as an individual we can confidently decide if a resource or activity would be suitable for them – or we may adapt them so that each child can take part in their own way.

Activities and resources will be supported by a capable and confident adult when and where needed – this could be 1 adult with a small group of children or 1 adult to each child.

'Children and young people themselves recognise that 'you can't make everything safe' and that a balance is needed between risks and fun. Children recognise that knowing about risks and how to manage them is an essential part of growing up... Through play, children are able to learn about risks and use their own initiative. If children and young people are not allowed to explore and learn through playing and taking part in positive activities, they will not learn how to judge risks and manage them for themselves. These skills learnt through play and other activities can act as a powerful form of prevention in other situations where children and young people are at risk.' (Play England, 2007)



Thank you for contacting us at Sallywags nursery and taking time to read our booklet including the nursery procedures and policies.

If you have any further questions or if you would like to arrange a visit, please do not hesitate to contact us on 01245468857 Or E-mail us at kerry.sallywags@googlemail.com or visit our website www.sallywags-chelmsford.co.uk

We look forward to getting to know you and your children.

Yours Sincerely

Kerry Lowe & Emma Reynolds (*Proprietors/Managers*)

**Nicola McPherson-Mason & Abbie Moore
(*Managers*)**