



BCP Council Policies and Procedures

Little Explorers Nursery:

Ofsted URN: RP526955
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Draper Road
Christchurch
BH23 3AS

Review date: August 2026

Next review date: August 2027

Please note these policies will be updated as and when required - with a minimum review annually.

Overarching principles

Our primary responsibility is the welfare and wellbeing of each individual child in our care. As such we have a duty to the children, parents/carers and staff to act quickly and responsibly to any concern and/or need for support that may come to our attention. It is the duty of all staff and visitors to report any suspected abuse to the Designated Safeguarding Lead (DSL) or the Deputy Designated Safeguarding Lead (DDSL).

We are governed and inspected by Ofsted with a primary aim of providing care and education to support children's learning and development alongside safeguarding and promoting the welfare and wellbeing of children.

These policies lay out the legal framework with which we are governed and detail the procedures to be followed. It is our duty and responsibility to ensure that all policies and procedures will be reviewed and updated as and when required, but a minimum of annually and we work within the legal frameworks and legislation we are governed by.

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Learning and Development

The Early Years Foundation Stage (EYFS) September 2026 highlights the statutory framework for learning and development, assessment, and safeguarding and welfare requirements.

Little Explorers uses the non-statutory Birth to Five Matters guidance provided by Ofsted, to track children's development. This document provides a framework of the expected stages of development for children aged from birth to 5 years.

We plan and provide daily opportunities around the Early Years Foundation Stage (EYFS), which enables the development of personal interests to be developed, confidence and skills to be enhanced and personal progression to be achieved.

Our daily routine and environmental set up allow opportunities to develop in all seven areas of the EYFS.

The seven areas of learning:

Three prime areas

- Personal, emotional and social development
- Communication and Language Development
- Physical Development

Four specific areas

- Literacy Development
- Mathematical Development
- Understanding of the world
- Expressive arts and design

Effective teaching and learning are essential to a child's development and children learn about the world through:

- Playing and exploring – their engagement with others and resources
- Active learning – developing motivation to engage, learn and interact with others and the world around them
- Creating and thinking critically – developing and joining skills to demonstrate thinking and problem-solving skills

Curriculum ethos

Children learn when they feel safe and happy.

Within the setting we have used the acronym 'happy' to create our curriculum ethos;

- H – Every child, staff member and their family to be healthy, happy and holistic

- A – Every child, staff member and their family to be given the opportunity to be active, and to achieve to their fullest potential
- P – Everyone to be proactive so every child, staff member and their family can be prepared for the future and to achieve to their full potential
- P -Every child, staff member and their family to be polite and have a positive attitude towards learning
- Y – Everyone supports the young minds of the future

We believe that high-quality care and education is promoted by providing children with safe, clean, attractive, age and stage appropriate resources, and equipment whereby play is the central vehicle to learning. Within a carefully structured routine, which provides stability and consistency, children's learning and development is based upon opportunities to explore, experiment and engage alongside peers, whilst expanding and developing interests, friendships and acquiring skills for lifelong learning.

The resources at Little Explorers provide first-hand experience and opportunities for independent exploration, to develop new skills and concepts within the natural course of play. We are led by the children's developing interests and exploration and therefore our planning and teaching is very much depicted by the children on both an individual and group basis.

We will ensure resources and equipment meet the needs of the group and that there is a mix of resources that promote both active and quiet activities, which seek to develop confidence, engagement, imagination, teamwork, and independence. Resources positively attribute images of males and females from a range of diverse ethnic backgrounds with and without disability. We will include a range of safe raw materials which encourage an open-minded approach to creativity and problem solving in consideration of any allergy/intolerance requirements. Materials and props provided promote opportunities to learn right from wrong through stories and role play.

We operate an 'independent learning' process. In practice, this means that a large part of the morning and afternoon session is specifically designed to provide children with opportunities to freely explore and interact within the indoor and outdoor areas which enables staff to support children's individual learning. Children are encouraged to make decisions and choices about their self-chosen activity as they engage and co-operate in play with other children. Appropriate adult intervention supports and extends the natural desire to learn, where children are encouraged to be polite, listen, share, test ideas and take turns. All children are included in all activities, and activities are adapted to ensure there are opportunities for everyone to engage and learn.

We believe that actively promoting the participation of children in the planning of activities creates a sense of partnership and benefits everyone in the setting. Involving and consulting children helps them to develop new skills such as negotiation, sharing, and understanding the perspectives of others. It helps them to understand how decisions are made and shows them that their opinions and voice is important. The age and maturity of each child, together with the type of decision being made, determine the extent and nature of their involvement. However, the basic assumption is always that children will be involved. We will be active in utilizing the child's voice and will consult with children wherever possible and will utilize observations of individuals, so the environment and routines are inclusive to the needs of the group. Observations of children's actions, behaviors, achievements and difficulties enable us to work productively with parents to ensure achievements are celebrated and difficulties are supported. We record observations using Tapestry – an online learning journal, which enables parents to conduct their own observations and share learning in the home.

Keyworker

Every child has an allocated keyworker who is responsible for monitoring individual development. All staff in the room take observations of every child, which offers a balanced overview of the child's development. All staff form positive relationships with children and their families so we can meet their needs appropriately. All staff are involved in a child's care and education as we promote a team approach.

Routine

We recognize that routine is essential to helping a child feel safe, and within each room a clear, consistent and predictable routine enables group times such as circle time to introduce young children into skills that will be necessary as they enter school, alongside providing lifelong opportunities to develop confidence and vital life skills such as listening, respecting others personal space, developing a love of story and turn taking.

A gentle routine enables bespoke support to be put in place to support the room in core skills, such as turn taking, listening, or in the teaching of concepts.

Within our routines we actively make snacks and mealtimes a social occasion, and support children to make healthy choices. We work within the guidance as set out by regulating bodies, and actively seek to promote health through our routines, where every child has opportunities to engage in positive, fun, and active play experiences, so children naturally foster a love of movement and good health for future health and wellbeing as an adult.

Bespoke Programmes

We offer Healthy Movers activities daily to support children to be active, which supports the reduction of childhood obesity and increasing activity to be healthy for life. Children who lack gross motor skills find it more challenging to engage in fine motor activities, so we place emphasis on ensuring that every child has the opportunity to practice and have fun whilst developing core motor skills.

We deliver Jigsaw sessions to preschool aged children to support their developing emotional literacy. This program seeks to work as part of an awareness of children's mental health and the importance of openly talking about feelings. It enables children to explore words, labels, and feelings and to apply this to real life situations, so they develop lifelong skills of negotiation through talking and listening and develop an awareness of respect and self-awareness.

We offer targeted support for communication in the preschool room and use a programme called NELI to promote oral language skills. This promotes developing vocabulary and understanding through story, which is essential to lifelong communication.

We offer daily attention groups on a sessional basis for children under 3-year-olds to support developing attention and language skills, so early identification of difficulties can be identified and supported from the outset. We can gently introduce the concept of waiting, turntaking, and confidence.

Assessment

We observe all children to record achievement and difficulties in relation to the Early Years Foundation Stage and will use the Birth to Five Matters Framework to guide staff. This enables staff to identify any special educational needs at the earliest opportunity. A lack of 'maturity' is never used as an excuse for inaction.

We assess all children between the ages of 2 and 3 years (2 year check). We generally do this around 28 months but vary this depending on how long the child has been in the setting. We assess children's development in the prime areas and identify any areas of strength, and any areas of concern and create a plan of action as to how and what support the child needs to develop weaker areas of their development.

We assess all children using Wellcomm (a toolkit to assess communication) on a termly basis on all children to ensure the development of speech and language is in line with expected levels. We will liaise closely with parents and make referrals, with parental consent, if necessary, to ensure that support from external agencies is sought at the earliest point; this may include the BCP Area SENCO team, Speech and language or Portage.

Internally we track children's development on a termly basis and monitor general development whereby we can quickly identify areas of development that may not be progressing as expected, so early referrals or support can be put in place to scaffold specific areas of learning.

Outdoor learning

We actively promote outdoor play, and we encourage children to access these areas throughout the year. This will ensure that the children have an opportunity to be exposed to sunlight which helps their bodies to make vitamin D. It has a positive impact on mental health and supports healthy lifestyles. We will work with partner agencies to work towards reducing obesity rates in children and families within BCP Council area.

We value outdoor play, and it is an integral part of the daily routine, and we consciously seek to transmit a positive attitude to the outdoors and enrich the child's understanding of the world around us. Active learning experiences are essential for young children because being outdoors has a positive impact on children's sense of well-being, supports their energy levels, boosts their mental health and supports all aspects of children's development and the delivery of the EYFS curriculum. We believe that children should begin to take risks and face challenges outdoors, and it is the role of adults to support children's thinking, planning and experimentation skills.

We encourage parents/carers to bring appropriate clothing to the weather as we do not see the weather as a barrier to learning. We access the outdoor area in the summer and winter, and we will ensure children wear appropriate clothing (e.g. waterproofs, or sun hats). During the summer we will restrict outdoor play between the hours of 11am and 3pm and/or encourage children to access shaded parts of the garden, so we can adhere to national guidance on sun safety if the weather is excessively hot. All children will be required to wear sun hats, and parental consent is sought upon joining the setting for sun cream to be applied. During the winter we will risk assess whether the artificial grass and paths are safe to access before children go into the areas.

We actively promote good health and nutrition and actively provide opportunities to plant, care for, and grow fresh fruit and vegetables. We recognize that a proportion of children that live locally do not have gardens and therefore outdoor play is essential not only for the development of core skills, but also opportunity to develop an awareness of seasons, plant growth and the natural world.

Parent/carers are required to provide their own sun cream for their child, which must be clearly labelled, and it must be in date. We will apply sun cream to children's arms, shoulders, neck, face, and legs. Staff will wear protective gloves when applying sun cream and will always apply sun cream in sight of other practitioners to safeguard the staff member and the child from potential allegations. We will apply sun cream as required throughout the day. Children will be required to wear t-shirts/shorts/dresses in the setting and will not be permitted to be outside in swimming costumes and/or just shorts to minimize their skin exposure to the sun.

Children and staff are encouraged to wear footwear that does not impact on them moving safely over un-even ground, wood bark or slopes, so we actively encourage closed toed shoes that fit the foot properly. It is parents' responsibility to provide wellies for outdoor play.

Staff are encouraged to be positive role models and to wear sunhats in the heat.

Floor Space

We meet the floor space requirements as stated in the Statutory Guidance

Children under two years: 3.5m² per child

Two year olds: 2.5m² per child
Children aged 3-5 years: 2.3m² per child

Our nursery is laid out across three rooms:

- Caterpillar room – this room is a designated space for children aged under 2 years. They have exclusive use of their own garden.
- Cocoon room – this room is for our children aged 2-3 years and they also have their own exclusive use of a garden.
- Butterfly room – this is our pre-school room, and it also has its own garden.

There are two toilet blocks in the nursery; each block has three children's toilets and 3 hand washing basins for children to access independently. There are two suitable hygienic changing facilities available for nappy changing which are set out to protect the privacy of the child but also being mindful of safeguarding.

There is a designated kitchen for preparing food. There is a designated laundry room with facilities to wash bedding.

There is a designated staff room and staff toilet.

There is a confidential room available for discussions with parents or meetings.

Special Educational Needs and Disability (SEND)

SEND Lead - Sally Hobbs

SEN staff – All setting staff play a role in supporting children with SEND

The SEND Lead will be responsible for ensuring the day-to-day running of the policy is followed. They will co-ordinate the provision for all SEND pupils, give advice and support to staff members, and will oversee the child's records; liaise with parents and with outside agencies. The SEND Lead will Chair meetings and reviews on a regular basis.

Within the setting, we value and acknowledge children's individuality. We promote diversity and differences. We acknowledge that it is important that children learn to feel good about themselves and value and respect others. We will work with legislative documents to ensure that children's experiences are positive, productive, and support is provided to target specific areas of need in a timely manner.

We believe that all children, including those with SEND should have access to a broad and balanced curriculum. We aim to provide a safe, secure, caring, stimulating, inclusive, and welcoming environment for all children and their families. Our aim is for all children to be included in all activities, and we will modify the curriculum and/or environment as necessary to take account of an individual child's needs which enables every child to achieve his/her educational potential, in a happy and safe environment. The whole setting has a responsibility to provide a friendly and supportive atmosphere for all children, including those with SEND. Children will be encouraged and helped to overcome difficulties, successes will be celebrated,

and self-esteem will be promoted. We will work alongside parents and involve them fully in decisions made about their children's education. We will involve children in the learning process by talking with them about future goals and aims. We will make referrals to external agencies to gain additional support around specific areas of learning.

A child has a learning difficulty or disability if, he or she has a significantly greater difficulty in learning than the majority of children the same age or he or she has a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in early year's settings, mainstream schools or mainstream post 16 institutions

Parents/carers are the child's most important educators, and we will work alongside the parent/carer and keep them informed of their children's progress within the setting. We aim to communicate clearly, with an ethos that demonstrates a shared and united approach, so our partnership with parents/carers is based upon working together for the good of the child. Privacy and confidentiality will be a priority, and consent will be sought to work with partner agencies.

Our environment is inclusive, and we will be discreet in our use of these facilities. We ask all parents/main carer about special educational needs on the registration form before entry to the setting so we can make adequate provision to support each child's needs from the outset. We will work together with the parents/main carers as partners, to give day to day care and education for the child and for supporting the adults involved and will attempt to build strong relationships and to work closely with all parents, so we can listen to parents/carers and build on children's previous experience, knowledge, understanding and skills.

We will seek additional support for parents/carers who have learning difficulties or disabilities to ensure the setting is accessible and they are able to fully understand the processes and information being provided, and that their views are considered within meetings.

Admissions

The setting ensures that there is equal admission to the setting, irrespective of SEND. Places are offered in order of application and availability within the age banding of the child. Prior to the child's start date, parents will be encouraged to share relevant information to ensure a smooth transition into setting. As part of the settling process, staff will liaise with the family to ascertain the needs of the child, including medical requirements. We will seek specific training in specialist areas if required and ensure all the required insurance and equipment is in place before the child commences.

Inclusion

We will provide equal opportunities and experiences for every child, to ensure a broad and balanced curriculum is available for everyone. We have a wide range of resources which allow staff to support all children to make developmental progress. If specialist equipment is required, then referrals and/or funding are sought to loan equipment as needed.

If children's needs cannot be met without the support of a 1:1 worker, funding will be sought to employ one. If financial support is not available, all situations as to how this can be best resolved will be explored, which may mean individual children being staffed at a higher ratio within the existing staffing team, moving to a different room so developmental needs can be better met, and/or swapping to quieter sessions in cooperation with the parent consent and/or adjusting routines and/or making environmental changes to meet the needs of child and group.

Education, Health and Care plans

An Education, Health and Care plan (EHCP) is a legal document which stipulates what a child needs to progress within their development. We will actively work in partnerships with parents and other professionals to apply for an EHCP in advance of attending reception class (wherever possible)

English as an additional language

Children who have English as an additional language are not automatically considered as having a special educational need. They will be observed like every other child. We will work closely with parents to ensure the child receives the necessary support to retain their 'mother tongue' while they learn English words in the setting. Information, written and spoken, will be clearly communicated in as many languages necessary through accessing external support as and when required. Bilingual/multilingual children and adults are an asset. They will be valued, and their languages will be recognized and respected in the setting.

SEND training

We will ensure that all staff are aware of the individual requirements of every child within the setting. Our staff attend wherever possible, in-service training on special needs, training specifically for individual children as required, and training provided by Early Years and Childcare services or other professional bodies.

Links with external agencies

We will ensure that partnerships with other agencies are developed to maximize its positive impact on children's learning. When considered necessary, we will consult with colleagues to help meet the specific needs of every child.

Liaison and Transition

The transition from home to setting, setting to setting, and setting to school is an important and often daunting step for both children and parents. We will liaise closely with parents, other settings, and school staff to ensure that all children are given both opportunities and time, to liaise. This may involve staff visiting the family home, another setting, and/or the reception class. The reception teacher and teaching assistant will also be encouraged to visit our setting and engage with the children in a familiar environment.

The transition process involves both receiving and providing information about the child's needs. All safeguarding records including the chronological records will be passed to the receiving setting/school to ensure the child's needs are met ongoing.

We will ensure that meetings involving the manager/Head teacher, SEND Lead and prospective class teacher ensure that the needs of any child entering the school with SEND/safeguarding risks/needs can be met as fully as possible.

We actively prepare children for change, and through teaching programs such as Jigsaw, we can emotionally support and acknowledge feelings and emotions that come with change.

Local Offer

Following the introduction of the new Children and Families Act and the introduction of the SEND Code of Practice (2014) local authorities will be required to publish and keep under review information from services that they expect to be available for children and young people with SEND age 0-25. The intention of this local offer is to improve choice and transparency for families. The local offer should be reviewed annually.

Partnership with parents/carers

‘Children learn best when they are healthy, safe, secure, when their individual needs are met, and when they have positive relationships with the people caring for them’. (Source: Early Years Foundation Stage curriculum guidance 2026)

We welcome all children, families, and staff from the community. We will work in partnership with parents/carers, so children’s medical, cultural, and dietary requirements are met. We aim to have positive and productive working partnerships with all our families. We operate an open-door policy, and parents are encouraged to openly talk and share information with staff, so we can signpost to other professionals and/or support the parent/carer. We will be active in supporting not just the child, but their family and will link in with other agencies as needed.

We display a menu board by the main entrance so parents can see what meals their child has been offered.

We update parents via Tapestry about things we are teaching, their child’s achievements and activities, as well as having a verbal hand-over at the end of each day.

Parents are provided with a copy of policy and procedures upon joining the setting.

Any discriminatory language, attitude, behavior or remarks by children, parents/carers or other adults are not acceptable within the setting. We will positively challenge language, attitude or action which is hurtful to others and will explain the reasons, conduct group work, or run workshops to address inappropriate adult actions and language. We will seek outside support if necessary.

Staff will not assume the child calls the accompanying adult ‘Mummy’ or ‘Daddy’ or that Mummy looks after the child, or that they have the same last name. We will ensure that a child’s name is pronounced, spelt, and used correctly. Some people have no fore or last name status. Children and parents will be encouraged to share what practices are important to them and no child or family will be made to feel uncomfortable because of their family circumstances. Every effort will be made to

treat families in crisis sympathetically and we will work with external agencies to support the child and family as required on an individual basis. Issues such as death or divorce will be treated with extra patience, sympathy and affection and the child and family will be supported accordingly. We will make every effort to ensure that the time, location and conduct of meetings enable most parents, on an individual basis or in group workshops, to access such events.

We recognize that children and their families have individual needs, and we promote equality and welcome children and parents with disabilities and will do everything practicable possible, to give them access to the nursery in terms of the curriculum, its activities, and the setting environment. We will make the child and family feel that they belong by dealing with their needs openly but without fuss and overprotection but will have regard for our safeguarding procedures. We will assist families who may need extra reassurance and help with liaising with external agencies. All children will be encouraged to be supportive and helpful towards every child and adult within the nursery. Staff will become thoroughly acquainted with every child's needs and will, if necessary, gain support from outside agencies and work in close partnership with the family.

We offer a flexible payment system for families with differing needs. No family should be discriminated against because of financial difficulties.

Festivals

We will show respect and awareness for all major events in the lives of the children and their families. We promote an awareness and understanding of the diversity of religion, social, ethnicity and cultural backgrounds. To achieve this, we will acknowledge festivals which are celebrated in the local community and/or by the families involved in the nursery. Families will be invited into the nursery to share and help both the children and staff learn about festivals they are unfamiliar with. Staff will seek appropriate information on the celebration of festivals they are unfamiliar with. Without indoctrination in any specific faith, children will be made aware of the festivals which are celebrated by their own families and others and will be introduced where appropriate to the stories behind festivals. Children will be provided with the opportunity to become familiar with and enjoy taking part in a range of festivals, stories, celebrations and special food and clothing as part of the diversity of life. We will acknowledge and value each child's individual stage of development, culture, religion, language, racial background, and family group and provide activities to promote our world within the Early Years Foundation Stage.

We recognize that many families celebrate birthdays. If a family wishes to share these celebrations with their child's friends in nursery, then in order to comply with our healthy eating ethos, instead of a bringing in a birthday cake to share with friends, you send in a fruit platter, or a watermelon wearing a party hat to share with friends.

Resources

Materials used in the nursery will be chosen to give children a balanced view of the world and an appreciation of the rich diversity in varying abilities and the multi-racial

nature of our society. Diversity is a cross-curricular theme and incorporated into curriculum frameworks, the nursery ethos, and the attitude of staff.

Resources will offer opportunities to play, learn and develop in an environment free from prejudice and discrimination and will be carefully selected to give children a balanced view of the world and an appreciation of the rich diversity of our multi-cultural society. It will enable children to develop an awareness of Cultural Values.

Resources will reflect the diversity of our society, not just the group. Activities such as dance or music will consider a variety of cultural musical styles. Opportunities will be provided for all children to experiment with a range of instruments that allow the experimentation and experience of sounds that are familiar from other cultures. Resources and language will be selected to help children develop self-respect and respect for others, by using images and words that positively reflect, are accurate and realistic of all members of society. Resources will allow children to explore, in a positive way, the differences and diversity of society. Images, books, and resources will reflect, support, and enhance equal opportunities and diversity. The most important factor in choosing books to use with children remains literary ones – the quality of the language, characterization, and the appropriateness of the content. Our aim is to foster a love of reading and enrich the diversity of society through the understanding of text.

Equality

Little Explorers will treat all people with respect, value and celebrate their individuality and potential recognized, valued, and nurtured. Any incidents of discrimination will be recognized, recorded, and challenged in such a way as to promote a positive outcome for all. We are open to all children and families in the community. We provide a happy stimulating atmosphere, fostered by practitioners who are dedicated to assisting children to develop and learn at their own pace.

We will take positive action to ensure that this policy is implemented and will work within and comply with legislation and guidelines set, and work with BCP Council policy and procedure, to have due regard for which will include regard for all Acts and regulations as listed at the start of this policy pack. We will challenge inappropriate attitudes and practices by engaging children and adults in discussion, by displaying positive images of race and disability, and through our staff always modelling anti-discriminatory behavior.

Activities and the use of play equipment will offer children the opportunities to develop in an environment free from prejudice and discrimination. We will provide opportunities for children to explore, acknowledge and value similarities and differences between themselves and others. We apply importance to the teaching and learning of respect and understanding cultural differences, learning needs, and apply value and richness to the co-operation that this can produce. We will emphasize common elements and values rather than stressing differences to unite and divide. We need to present the world as it is, and as we would like it to be. We will pay careful attention to the possibility of bias in curriculum content and materials such as books and policies. Staff will ensure that everybody has equal access to every activity and will actively seek ways to combat sexism.

Registers will be listed in alphabetical order in accordance with the room the child is based in.

Routines, such as lining up, grouping, or sitting at tables, will be random. Staff will avoid sexism in language and opportunities for discussion of attitudes of gender should be incorporated into group activities. Staff will implement strategies to help children participate in activities to counteract stereotyping, such as inviting visitors into the nursery who have non-traditional roles and providing opportunities for children to undertake activities that stimulate non-stereotyped imaginative play through role play.

Planning for activities and events will consider any special educational needs and disabilities. Our response will demonstrate support for the person affected, and to help those responsible to understand and overcome their prejudices and to make to clear that such behavior/remarks will not be tolerated. Learned behavior or attitude can be unlearned.

Animals/insects

If there are any animals visiting the site, a letter/tapestry notification will be sent, where possible in advance, to parents and carers informing them of the animals and date of the visit, asking them to sign to say they give permission for their child to participate in the activity. Any animals visiting the Nursery are to the best of our knowledge, free from disease, safe to be around children and do not pose a health risk. Children and staff will be required to wash their hands after touching animals. As per statutory guidance dangerous dog breeds will not be permitted to visit the nursery.

We have a rabbit in the nursery, who is free roam but has a designated space in the nursery away from the children. The rabbit sees a vet regularly and is never left unattended with the children. The rabbit is litter trained and cleaned out daily. The rabbit has annual vaccinations and has been spayed. All parents are required to give permission for their child to touch/handle the rabbit. Children are taught how to be safe around the rabbit and how to care for it.

In the garden we have designated bug areas, which are designed to attract bugs and insects. This is a teaching area, and children are taught to be kind and caring towards any insects they find. Staff will be aware of children who have allergies to insects/animals and will reduce contact as far as reasonably possible.

Positive Behaviour Policy and Procedure

We aim to work in partnership with parents/carers which lay foundations from which children will grow into happy, self-confident, self-regulating children. We believe that children flourish best when they know how they are expected to behave.

We provide a stimulating environment in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect, politeness, and encouragement to promote the values of being respectful and considerate towards others. We believe in working towards managing behavior rather than the discipline of children.

We will work together as a staffing body, with parents/carers and other supporting professionals with parental consent (Early Help, Portage, Area SEND Officer, Speech and Language Therapists and Health Visitors), to create an environment of an orderly community where effective learning may take place, which develops mutual respect between all members. We hope that an understanding of what is expected from everyone will enhance the situation so that children are free to develop their play and learn without fear or being hurt or hardened by anyone else.

In order to achieve this, we believe that positive reinforcement of good behaviour is more effective than negative punishment. Praise raises a child's self-esteem and develops an ethos of kindness and will promote good behaviour rather than deterring anti-social behaviour. We include 'nurture' activities into our daily practice to support children in developing an awareness of behaviors and feelings.

We recognize that adults provide a positive role model regarding friendliness, care and courtesy and offer strategies for handling conflict and provide an environment and atmosphere that is relaxed, pleasant and friendly. We will ensure that rules are explained to both adults and children who are new to the setting and that staff apply rules consistently and clearly, so children have the security and knowledge of knowing boundaries, which provides opportunities to build up useful habits of behavior. Staff should consider the age and stage of the child's development and children will be made aware of the need for goals and boundaries and specific expectations for their behavior in ways appropriate to the level of understanding.

Adults support children to challenge bullying behavior appropriately and will praise and endorse desirable behavior. Staff reward and model behavior that is polite, kind, helpful, sensible, and generous. Praise will outweigh censure where possible and ignore undesirable behavior and give praise when that behavior ceases and is replaced by an improvement. We will take steps to avoid a situation in which children receive adult attention in return for undesirable behavior.

We encourage responsibility, such as helping to tidy up and staff will take the time to explain the reasons for children being asked to do something. We will listen to all children and respond appropriately and will intervene and redirect, if necessary, to prevent disagreements developing. Staff will consult with the manager if behavior causes concern. Children who are causing particular concern will be discussed in staff meetings, so everyone is aware of the situation and if needed a risk assessment is put in place with a clear action plan of how to support the child and to minimize risk wherever possible. The educational psychologist may be consulted and/or other external agencies, such as the Local Office under our Safeguarding policy and procedures. A record will be kept of behavioral problems which must include a written statement of actions, times, discussions, and meetings.

We aim to build trusting relationships with all children and their families through the key worker system, build a necessary climate for the discussion of behavior and attitudes and build confidence in expressing any concerns.

We will always supervise children's play, both inside the building and outside in the gardens as per statutory guidance. Supervision will be paramount at the beginning and end of the session when staff will closely monitor the exit doors and in such

instances where physical play could lead to injury. Staff will exercise judgement about whether to intervene in rough and tumble play which can be enjoyable, but which could result in injury. Staff will encourage children to distinguish between the important and the trivial.

If parents think their child is being bullied, they are requested to inform the manager/keyworker. Bullying is the conscious desire to hurt or harm someone through physical, verbal, or emotional aggression. Children will be made to realize that this is unacceptable behavior, and the staff will respond as necessary. This may include in extreme cases the removal of the child's place in the setting.

When children behave in unacceptable ways that may cause distress, harm or injury to themselves, other children/staff and/or the environment, incidents will be managed in a calm and controlled manner. Staff will give 1:1 support to all parties involved to establish the cause and actions of those involved; this may include some time away from the group to re-regulate with adult support as we recognize that sometimes a child may need reduced stimuli to help them feel calm and safe. Staff will discuss in an appropriate manner why displayed behaviors/actions is inappropriate/unacceptable in relation to the child's level of understanding.

Physical punishment such as smacking or shaking will not be used or threatened nor are any such practices which humiliate or frighten children and techniques intended to single out children are not used. Where physical restraint is unavoidable, to prevent further injury, to prevent injury to other children/staff and/or serious damage to property, the minimum amount will be used. Any such instance will be recorded on an incident form and the parent notified on the same day. Parents will be requested to sign the form to verify they have been notified. A risk assessment will be created so a clear plan is put in place should the child need regular support to regulate.

Reoccurring instances will be recorded and monitored by staff to ascertain if there is a pattern to behavior, so triggers can be identified. Parental consent will be sought to request additional professional support for the nursery when behavior management strategies are not effective, and there is a risk of the child being injured through their own behaviors, a risk to other children, staff, or resources. Staff should be aware that some behaviors may arise from a child's learning need, developmental stage, or cultural belief and behaviors that cause distress or harm to a child, others or the environment will be recorded and used as a base point of implementing strategies with parents and other professionals involved with the child. In cases of serious misbehavior, such as bullying, racial abuse or other forms of abuse, the unacceptability of such behavior and attitudes will be made clear immediately, but by means of explanation and not personal blame. It will be made clear that the behavior is unwelcome, not the child.

In extreme cases the child may be excluded from the setting.

Bereavement policy

Bereavement, whether it is an expected death because of illness, or a sudden and unexpected death or suicide, is something that can impact on members of our community at any time. Little Explorers is committed to the emotional health and

well-being of its staff, pupils and families. We wish to work towards this in all aspects of nursery life, and to provide an ethos, environment and curriculum that prepares our children for coping with bereavement.

We recognise that members of the community will be affected by a range of losses including separation and divorce. This policy is to be used in conjunction with our other policies and procedures and works in line with BCP Council employee wellbeing policy and procedures. We will follow our safeguarding policies and procedures to ensure that the welfare of the child remains paramount throughout, and that all children are protected from harm.

This bereavement policy supports us to provide effective support to pupils and staff before, and after a bereavement. Empathic understanding in the familiar and secure surroundings of the child's family home, and the nursery may be all the bereavement support some children and staff require. However, we also need to be prepared to call on more specialist support where there is a sudden and unexpected death, or where the impact of a bereavement is complex. Little Explorers will signpost children and their families to specialist support if needed with the family's agreement. We will support bereaved children to find appropriate ways to express all their feelings and thoughts associated with grief, which may include and not be limited too, feelings of sadness, anxiety, confusion, anger or guilt and we will use programs such as 'Jigsaw' to support children to learn age-appropriate language to label emotions and to link these to the physical symptoms they experience. This will enable the child to safely and productively express feelings as part of the grieving process. We understand that bereaved children have the right to remember the person who has died for the rest of their lives, and we will support them to share special and difficult memories, and we will work with children and their families as they transition through the intensity of feelings they are experiencing.

It is entirely a typical pattern of preparing for an anticipated bereavement, and in children who have been bereaved, for children to ask questions which are often direct and unfiltered. Every child is entitled to receive answers to their questions. Children need information that clearly explains what has happened, why it has happened and what will be happening. We will strive to enable children to have their questions answered on an individual basis and we will work with families and carers, and support services to ensure information provided is as accurate as possible, using the correct terms in a child-centred way.

Bereaved children need understanding and support from the staff without having to ask for it, so it is important for all staff working in the nursery are made aware of an impending bereavement or one that has recently taken place. Little Explorers will support the bereaved child's right to enjoy their lives even though someone important has died. We will try where possible to enable bereaved children to benefit from the opportunity to meet other children who have had similar experiences through linking in with support agencies, such as MOSAIC. We will endeavour, whenever possible, to enable bereaved children to continue activities and interests so that parts of their lives can still feel 'normal'. We will help bereaved children to understand that they are not responsible, and not to blame, for the death.

It is important to maintain confidentiality throughout the handling of any incident or disclosure. However, pupils will need to be made aware that complete confidentiality cannot be guaranteed. To retain the trust of pupils and parents and carers, we will ensure that the sharing of appropriate information is kept to a minimum. Sensitive information will only be disclosed internally, or externally with careful attention to the rights and needs of individuals and in line with general data protection regulation in line with BCP Council's communications policies. If a child is suffering from trauma, we will share this as appropriate with staff, but not necessarily the details of their experience.

The manager will lead a whole-setting approach to the effective management of loss and bereavement:

Staff: including ensuring appropriate training and support provided for staff. This will include accessing employee access to employee wellbeing via the BCP Council staff intranet to support their own emotional wellbeing. In cases where there is media interest, BCP Council communications team will support the setting.

Families: A nominated person will be the first point of contact for the family directly affected by the bereavement and will refer and liaise with partner agencies to ensure the child and family are supported by the right agency; at a time the family require the support. In cases where there is media interest, BCP Council communications team will support the setting.

Children: All staff have a general awareness of typical child development and are suitably placed to recognise when there are changes or delays in typical patterns of development. It is common for children who have been bereaved to struggle emotionally, which impacts on their attention and concentration, and subsequent overall development. It is common for children's tolerance levels to fluctuate and need greater levels of support to manage emotions as they arise.

In some situations, it is known in advance that a death is going to occur. This is usually because of a long illness. In cases when this is an adult within the staffing team, then individual conversations will be held with the manager in supervisions to provide support, in line with BCP Council employee assistance programs.

When the expected death is of a child or a member of a child's family, we will work with the child's family to obtain information to identify what support is needed. The manager will act as the main contact with the family to avoid the family having to repeat their story, and to receive updates as needed from the family. The nominated person will share on a need-to-know basis internally with staff, so the child can be fully supported within the normal routines of the nursery. The nominated staff member will liaise with the parents/family to ensure that it is clear as to what information has been shared with the child, and what wording has been used so adults working in the nursery can use the same terminology to ensure the child receives consistent information about the situation. The manager should inform all staff of the death before other children/families are informed, recognising that some

families may already have been subject to the news through other platforms. It is essential that information is factual and not based on speculation. The nursery will signpost and work with specialist partner agencies such as MOSAIC, to provide specialist bereavement support for individual children and families, and/or to involve faith or community groups where appropriate with the agreement of the family.

We will consider each individual situation carefully to ensure that the response from the nursery is sensitive, accurately reflects the gravity of the situation, and involves those affected as appropriate.

It is advisable to share information with other children (if appropriate) in small groups that is delivered in an age-appropriate way, and that this is shared with their families in advance of children being advised so all those impacted can be supported as needed. The setting may wish to liaise and take guidance from specialist partner agencies as to how to approach the subject with other children in the setting due to the age and developmental stage of peers. It is important that normal routines and behavioural boundaries are applied, but opportunity to explore feelings is timetabled in to support children as their feelings arise throughout the day. The setting should consider any religious beliefs that may affect the timing of the funeral or impact on other aspects of the bereavement.

The manager should identify how the family would like the information to be managed by the nursery and to liaise with BCP Council, communications team in the event of media interest. The Communications team will prepare a media statement if required.

The manager should arrange a card of condolence to be sent to the family and to arrange tributes such as flowers or a collection as per the family's wishes, and to be sensitive to the cultural and religious beliefs of the family.

The manager should find out what the family's wishes are for the funeral and follow these in terms of the settings involvement. The manager should identify if there are key staff and/or pupils who if invited to the funeral by the family are able to attend, taking into consideration risk assessments, staff cover and if appropriate to close the setting for the morning and/or afternoon.

After a funeral, the nursery should maintain contact with the family, and provide ongoing monitoring of the child's emotional wellbeing, remain linked in with support agencies and ensure sufficient time is provided for staff to access services for their own well-being. The setting should consider practical aspects such as ensuring emergency contact details for the child are updated as needed, and that group sharing of newsletters are not insensitively sent to the deceased person in error.

Transitions can be difficult for any child, but the impact of a bereavement can follow a child through their school life. It is essential that information is shared with new staffing teams as the child progresses through their educational journey so ongoing support can be provided at every step of their journey. This should include important and significant dates for the child, such as the deceased birthday, dates of passing which may heighten feeling of loss for the child and their family.

Suicide is not just a difficult event to deal with; it also presents the unique risk of potentially being the trigger for another suicide. Information provided to the nursery community in the immediate aftermath of a sudden and unexpected death will depend on the age of the pupils but it should be based on facts, and teaching the understanding that death is permanent, and feeling associated with loss are entirely normal – which may include feeling angry, sad, guilt and frustration.

We recognise that there is a range of cultural and religious beliefs, customs and procedures concerning death. It follows that bereaved children and families may have differing expectations. We will present a balance of different approaches to death and loss. We will make pupils aware of differing responses to bereavement, and that we need to value and respect each one of these.

Many young asylum seekers and refugees have experienced the death of family members or friends, often in traumatic circumstances. This, and further traumatic experiences and losses, can have a devastating effect on their emotional and physical health, behaviour, learning and relationships. Sudden traumatic death complicates the process of grief and mourning, as usual ways of coping may be overwhelmed. We will consult specialist mental health services where appropriate

We are aware that staff also experience bereavement. When this happens, we will ensure they are provided with support to take care of themselves, and to know where they can go for additional help should they need it. This could include ensuring they are talking to their GP and ensuring that staff have access to and are supported through the BCP staff wellbeing via the BCP Council staff intranet. We will work within our leave of absence policy and if necessary, with the council or trust's occupational health team to ensure staff are provided with appropriate leave and support at a time of bereavement.

Safeguarding and welfare policy and procedure

Overarching principles

We always ensure the protection of the children in our care and consider the welfare of the child to be paramount.

These policies lay out the procedures to be followed if we have reason to believe that a child in our care is subject to any form of abuse or neglect. Our policies will be followed if we have reason to believe that support may be required by Early Help Services, and for the safe operations of the nursery.

We have a duty and responsibility to ensure that all policies and procedures will be reviewed and updated as and when required but a minimum of annually.

Our primary responsibility is the welfare and wellbeing of each individual child in our care. As such we have a duty to the children, parents/carers and staff to act quickly and responsibly to any concern and/or need for support that may come to our attention. It is the duty of any staff member to report any suspected abuse to the

Designated Safeguarding Lead (DSL) or the Deputy Designated Safeguarding Lead (DDSL).

Definition of Safeguarding

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework

Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including in foster care and residential care, as well as online. Effective safeguarding is anti-discriminatory and anti racist. Practitioners should understand and be sensitive to factors, including economic and social circumstances, ethnicity and disability, which can impact children and families' lives. (*Source: Working together to safeguard children, 2026*)

Successful outcomes for children depend on strong partnership working between parents/carers and the practitioners working with them. Practitioners should take a child-centred approach to meeting the needs of the whole family. (*Source: Working together for safeguard children, 2026*)

Staff are defined as staff members (practitioners), volunteers, students, apprentices, managers, deputy managers and owners. It will also include professionals visiting and/or undertaking work at the setting in a paid or unpaid capacity.

These policies and procedures refer to professionals, their teams and contact details of those relevant to BCP residents.

If a child/children attend a BCP nursery but reside in a different Local Authority to BCP Council, then all contact with relevant professionals will be those of the residing Authority.

Legal framework and guidance documents:

We will work within the following legal frameworks and associated working guidance to ensure our policies and procedures meet current legislations and national frameworks. These include, but are not limited to:

- Children Act 1989
- Children Act 2004
- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Children and Social Work Act 2017
- The Statutory Framework for the Early Years Foundation Stage (EYFS)
- Working Together to Safeguard Children (2026)
- Keeping Children Safe in Education 2023
- Data Protection Act 2018
- General Data Protection Regulations (GDPR) 2018
- Education Inspection Framework 2016
- What to do if you're worried a child is being abused 2015
- The Equality Act 2010
- Female Genital Mutilation Act 2003
- Children and Families Act 2014
- The Counter-Terrorism and Security Act 2015.
- The United Nations Convention on the Rights of the Child (UNCRC) 1992
- Contest Strategy 2023
- Prevent Duty 2023
- Health and Safety Act
- RIDDOR
- DfEE Code of Practice for Special Educational Needs and Disability – Code of Practice: 0-25 years 2015
- The Children and Family Act 2014
- Special Educational Needs and Disability Regulations 2014
- The Disability Discrimination Act 1995 (as amended by the Special Educational Needs Act 2001)
- The Employment Act 2002
- The Race Relations Act 1976
- The Race Relations Act (Amendment) regulations 2000
- The Sex Discrimination Act 1975
- The Rehabilitation of Offenders Act 1974
- Children's Social Care Act Framework 2023
- The Employment Equality Regulations 2003
- The Human Rights Act 1998
- Racial and Religious Hatred Bill
- Protection from Harassment Act 1997
- Equal pay Act 1970
- The Gender reassignment Regulations 1999
- 2018 General Data Protection Regulation
- Domestic Abuse Act 2021

- And any other relevant legislation

Useful key

Within our practices we may use abbreviations

DSL - Designated Safeguarding Lead
DDSL - Deputy Designated Safeguarding Lead
CIN - Child in Need
CP - Child Protection
CPP - Child Protection Plan
DPA 2018 - Data Protection Act
GDPR - General Data Protection Regulations
DO - Designated Officer (in BCP) - known as LADO - Local Authority Designated Officer in other Local Authorities
EH - Early Help
EHA - Early Help Assessment
CFRH - Children's First Response Hub
MARAC - Multi Agency Risk Assessment Conference
MASH - Multi Agency Safeguarding Hub
PPN - Public Protection Notice
PDSCP - Pan Dorset Safeguarding Children Partnership
TAF - Team Around the Family

Procedures to follow where there is a concern about a child

Designated Safeguarding Lead and Deputy Designated Safeguarding Lead (DSL and DDSL)

- We will ensure that there is always a DSL or DDSL available during Nursery opening hours
- The names of the DSL and DDSL, and how to contact them will be available to parents/carers/visitors and professionals linked to the nursery

DSL: Sally Hobbs sally.hobbs@bcpcouncil.gov.uk 01202 480733

DDSL: Jakki Spicer jacquelyn.spicer@bcpcouncil.gov.uk 01202 480733

DDSL: Rachel Gudgeon rachel.gudgeon@bcpcouncil.gov.uk 01202 480733

At all times the child's wellbeing comes first, however, we reserve the right to seek advice, regarding a concern we may have about a child, without parental consent. We will whenever possible, inform parents/carers of any safeguarding concerns and will provide advice on the concerns and procedures that will be taken. If the child is thought to be at risk of significant harm, a referral may be made to Children First Response Hub without having first discussed it with the parent.

Four of the Key areas that staff are trained in are:

- Understanding signs and indicators of abuse
- How to respond to and share concerns and make a referral if they need to do so
- The settings procedures and recording forms

- Whistleblowing

Staff will inform the DSL/DDSL of their concerns / injuries / incidents as soon as possible and any information received. Staff will record all incidents, using evidence based effective recording and will ensure the following are included in the records:

- Full names
- Dates of birth
- Full written names of staff completing the records as well as their signature
- Clear evidence-based information regarding the incident, injury, disclosures, information provided and/ or observations
- If handwritten - records must be legible
- Records must be written up as soon as possible after becoming aware of the incident/concern
- The record must be shared with the DSL/DDSL as soon as possible to enable the DSL to review the information provided, and to decide on the action that will be taken
- Body maps must also be used to record injuries

Injuries

Any sign of a mark or injury to a child when they come into the setting will be recorded, discussed with the parent and the parent asked to countersign the record. Parents/carers are informed of this process when they join the setting and are actively encouraged to share information with nursery staff. The observed instances will be recorded on a designated form and any marks/injuries recorded on a body map.

If there appears to be any concern, discrepancy and /or query regarding the injury or the injury is discovered after the parent/carer has left and the child discloses the name of the person causing the injury/or differing accounts of how the injury was acquired this will be shared with the Children First Response Hub.

Children's First Response Contact details

The Children's Services First Response Hub provides the public and professionals with advice, information and support for children who are vulnerable and at risk and is made up of the Multi-Agency Safeguarding Hub (MASH) and Early Help Team

Telephone: 01202 123334

(Monday to Thursday 8.30am to 5.15pm and Friday 8.30am to 4.45pm)

Email: childrensfirstresponse@bcpcouncil.gov.uk

The Children's Social Care Out of Hours service is the emergency response service for any child who is in crisis, needs urgent help or is at serious risk of significant harm. Hours of operation are 5pm to 9am from Monday to Friday, all day Saturdays and Sundays and all bank holidays, including Christmas Day and New Year's Day

Telephone: 01202 738256

In an emergency, or if you believe a child is at immediate risk of harm call the Police on 999

Disclosure by a Child

Children will talk about concerns and problems to people they feel they can trust and feel comfortable with – this may be a member of staff, a student or a volunteer.

All staff will adhere to the following practice when responding to disclosure made by a child following TED

Tell me about that...

Explain what you mean...

Describe what happened...

These are open ended questions that will not prejudice any future investigation:

- Allow the child to talk and focus on listening
- Do not ask the child leading questions or make assumptions about what or whom the child is talking about
- Do not agree to keep a secret
- Record the exact words the child has said to you – keep it factual
- Do not jump to conclusions
- Let the child know that it was right to come and tell you
- Report the incident immediately to the Manager or designated safeguarding officer
- Record disclosure accurately including what you said and what the child said using the exact language used by the child
- Records should be dated and signed
- If a child starts to talk to an adult about potential abuse, it is important not to promise the child complete confidentiality. This promise cannot be kept. It is vital that the child is allowed to talk openly, and disclosure is not forced or words put into the child's mouth. As soon as possible after the disclosure details must be logged accurately and shared with the DSL/DDSL

Types of abuse

There are many forms of abuse, staff have knowledge and understanding of the categories and types of abuse that may occur and what might alert them to these. This list is not exhaustive but gives an overview of some of the types of abuse that staff may come across.

Definitions taken from Working Together to Safeguard children document 2026 and The Pan Dorset Safeguarding Children Partnership multi agency procedures manual

- **Physical Abuse (including Fabricated and induced Illness and Bruising, bleeding, fractures and possible injuries in children who are not independently mobile)**

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

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

- **Emotional Abuse**

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

- **Neglect**

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

- a. provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- b. protect a child from physical and emotional harm or danger
- c. ensure adequate supervision (including the use of inadequate caregivers)
- d. ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs, including dental health

- **Sexual Abuse**

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

Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children

- **Domestic Abuse**

The definition of domestic violence and abuse now includes young people aged 16 – 17 and aims to increase awareness that young people in this age group do experience domestic violence and abuse.

"Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse:

- *Psychological*
- *Physical*
- *Sexual*
- *Financial*
- *Emotional*

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim."

This definition includes ['honour' based violence](#), [Safeguarding Girls and Young Women at Risk of Abuse through Female Genital Mutilation \(FGM\)](#) and [Safeguarding Children and Young People from Forced Marriage](#), and is clear that victims are not confined to one gender or ethnic group.

While the cross-government definition above applies to those aged 16 or above, 'Adolescent to parent violence and abuse' (APVA) can involve children under 16 as well as over 16. See: [Information Guide: Adolescent to Parent Violence and Abuse \(APVA\)](#), Home Office.

Where there is domestic violence and abuse, the wellbeing of the children in the household must be promoted and all assessments must consider the need to safeguard the children, including unborn child/ren

- **Peer on peer Abuse**

We recognise that some children abuse other children or their peers. We recognise peer on peer abuse can take some of these forms:

- Language seen as derogatory, demeaning, inflammatory

- Unwanted banter
- Sexual harassment; Hate
- Homophobia; Based on gender differences and orientation
- Based on difference

- Forced Marriage

There is a clear difference between a forced marriage and an arranged marriage. In arranged marriages, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the young people. In a forced marriage, one or both spouses do not consent to the arrangement of the marriage, and some elements of duress are involved. Duress can include physical, psychological, financial, sexual and emotional pressure. Forced Marriage is an abuse of human rights and, where a child is involved, an abuse of the rights of the child. Forced marriage involving anyone under the age of 18 constitutes a form of child abuse. A child who is forced into marriage is likely to suffer Significant Harm through physical, sexual or emotional abuse. Forced marriage can have a negative impact on a child's health and development and can also result in sexual violence including rape. If a child is forced to marry, he or she may be taken abroad for an extended period of time which could amount to child abduction. In addition, a child in such a situation would be absent from school resulting in the loss of educational opportunities, and possibly also future employment opportunities. Even if the child is not taken abroad, they are likely to be taken out of school so as to ensure that they do not talk about their situation with their peers.

- Honour based violence

Honour based violence is a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and / or community by breaking their honour code. For young victims it is a form of child abuse and a serious abuse of human rights. It can be distinguished from other forms of violence, as it is often committed with some degree of approval and/or collusion from family and/or community members. Women, men and younger members of the family can all be involved in the abuse.

- Extremism and radicalisation

Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society. Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist. Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

- **Breast ironing**

Breast ironing also known as "breast flattening" is the process where young girls' breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage.

- **Female genital mutilation (FGM)**

FGM is a procedure where the female genital organs are deliberately cut, injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act and can cause harm in many ways. The practice can cause severe pain, and there may be immediate and/or long-term health consequences, including pain and infection, mental health problems, difficulties in childbirth and/or death. FGM is a deeply rooted practice, widely carried out among specific ethnic populations in Africa and parts of the Middle East and Asia. It serves as a complex form of social control of women's sexual and reproductive rights. The age at which FGM is carried out varies enormously according to the community. The procedure may be carried out on new-born infants, during childhood or adolescence or just before marriage or during a woman's first pregnancy. There is no Biblical or Koranic justification for FGM and religious leaders from all faiths have spoken out against the practice. The exact number of girls and women alive today who have undergone FGM is unknown; however, UNICEF estimates that over 200 million girls and women worldwide have undergone FGM.

FGM has been classified by the World Health Organisation (WHO) into four types:

- Type 1 - Clitoridectomy: partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals) and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris)
- Type 2 - Excision: partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are the 'lips' that surround the vagina)
- Type 3 - Infibulation: narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris
- Type 4 - Other: all other harmful procedures to the female genitalia for non-medical purposes, e.g. pricking, piercing, incising, scraping and cauterising the genital area

Under the Female Genital Mutilation Act 2003, FGM is a criminal offence - it is child abuse and a form of violence against women and girls and should be treated as such.

- **Child Criminal exploitation**

As set out in the Serious Violence Strategy, published by the Home Office, where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through

violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

- Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or 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 (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology

- Modern slavery

'Modern slavery' is a form of organised crime in which individuals including children and young people are treated as commodities and exploited for criminal and financial gain. It encompasses exploitation, human trafficking, slavery, servitude and forced labour. The Modern Slavery Act 2015 provides better protection for victims and increases the sentences for committing these offences. Grooming methods are often used to gain the trust of a child and their parents, e.g. the promise of a better life or education, which results in a life of abuse, servitude, and inhumane treatment. 'Trafficking of persons' means the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. 'Exploitation' for modern slavery purposes is defined, as a minimum, to include sexual exploitation, criminal exploitation, forced labour, domestic servitude and organ trafficking. Trafficked victims are coerced or deceived by the person arranging their relocation, and are often subject to physical, sexual and mental abuse. The trafficked child or person is denied their human rights and is forced into exploitation by the trafficker or person into whose control they are delivered. Children are not considered able to give 'informed consent' to their own exploitation (including criminal exploitation), so it is not necessary to consider the means used for the exploitation - whether they were forced, coerced or deceived, i.e. a child's consent to being trafficked is irrelevant and it is not necessary to prove coercion or any other inducement.

- County lines

As set out in the Serious Violence Strategy, published by the Home Office, a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

- Gang activity, youth violence and criminal exploitation affecting children

Defining a gang is difficult. They tend to fall into three categories: peer groups, street gangs and organised crime groups. It can be common for groups of children and young people to gather together in public places to socialise, and although some peer group gatherings can lead to increased antisocial behaviour and low level youth offending, these activities should not be confused with the serious violence of a street gang. A street gang can be described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity. A street gang will engage in criminal activity and violence and may lay claim over territory (not necessarily geographical for example it could include an illegal economy territory). They have some form of identifying structure featuring a hierarchy usually based on age, physical strength, propensity to violence or older sibling rank. There may be certain rites involving antisocial or criminal behaviour or sex acts in order to become part of the gang. They are in conflict with other similar gangs. An organised criminal group is a group of individuals normally led by adults for whom involvement in crime is for personal gain (financial or otherwise). This involves serious and organised criminality by a core of violent gang members who exploit vulnerable young people and adults. This may also involve the movement and selling of drugs and money across the country, known as 'county lines' because it extends across county boundaries and is coordinated by the use of dedicated mobile phone lines. It is a tactic used by groups or gangs to facilitate the use of vulnerable people or children to sell drugs in an area outside of the area in which they live, which reduces their risk of detection.

Selling drugs across county lines often involves the criminal exploitation of children and young people. Child criminal exploitation, like other forms of abuse and exploitation, is a safeguarding concern and constitutes abuse even if the young person appears to have readily become involved. Child criminal exploitation is typified by some form of power imbalance in favour of those perpetrating the exploitation and usually involves some form of exchange (e.g. carrying drugs in return for something). The exchange can include both tangible (such as money, drugs or clothes) and intangible rewards (such as status, protection or perceived friendship or affection). Young people who are criminally exploited are at a high risk of experiencing violence and intimidation and threats to family members may also be made. Gangs may also target vulnerable adults and take over their premises to distribute Class A drugs in a practice referred to as 'cuckooing'. Young people can become indebted to the gang/groups and then exploited in order to pay off debts. Young people who are criminally exploited often go missing and travel to other towns (some of which can be great distances from their home addresses). They may have unexplained increases in money or possessions, be in receipt of an additional mobile phone and receive excessive texts or phone calls. White British children are often targeted because gangs perceive they are more likely to evade police detection and some children may be as young as 12, although 15 to 16 years old is the most common age range. The young people involved may not recognise themselves as victims of any abuse and can be used to recruit other young people. It is important to remember the unequal power dynamic within which this exchange occurs and to

remember that the receipt of something by a young person or vulnerable adult does not make them any less of a victim.

If a young person is arrested for drugs offences a long way from home in an area where they have no local connections and no obvious means of getting home, this should trigger questions about their welfare, and they should potentially be considered as victims of child criminal exploitation and trafficking rather than as an offender. Agencies also need to be proactive and make contact with statutory services in the young person's home area to share information. Where there are concerns that children are victims of child criminal exploitation, they should be referred to First Response and/or the police. There is a distinction between organised crime groups and street gangs based on the level of criminality, organisation, planning and control. However, there are significant links between different levels of gangs, for example street gangs can be involved in drug dealing on behalf of organised criminal groups.

Children may be involved in more than one 'gang', with some cross-border movement, and may not stay in a 'gang' for significant periods of time. Children rarely use the term 'gang', instead they used terms such as 'family', 'breddrin', 'crews', 'cuz' (cousins), 'my boys' or simply 'the people I grew up with'. Safeguarding should focus on both young people who are /vulnerable of making the transition to gang involvement as well as those already involved in gangs. Practitioners should be aware of particular risks to young people involved in gangs from violence and weapons; drugs and sexual exploitation.

- **Abuse linked to Spiritual or religious beliefs**

The term 'belief in spirit possession' is the belief that an evil force has entered a child and is controlling him or her. Sometimes the term 'witch' is used and is the belief that a child is able to use an evil force to harm others. There is also a range of other language that is connected to such abuse. This includes black magic, kindoki, ndoki, the evil eye, djinns, voodoo, obeah, demons, and child sorcerers. In all these cases, genuine beliefs can be held by families, carers, religious leaders, congregations, and the children themselves that evil forces are at work. Families and children can be deeply worried by the evil that they believe is threatening them, and abuse often occurs when an attempt is made to 'exorcise', or 'deliver' the child. Exorcism is the attempt to expel evil spirits from a child. (See report: [Safeguarding Children from Abuse Linked to a Belief in Spirit Possession \(2007\)](#))

The belief in 'possession' or 'witchcraft' is widespread. It is not confined to particular countries, cultures or specific religions, nor is it confined to new immigrant communities in this country. Any concerns about a child which arise in this context must be taken seriously.

Children in Care (Looked After Child)

As part of our safeguarding practice, we will ensure our staff members are aware of how to keep looked after children safe. In order to do this we ask that we are informed of:

- The legal status of the child (e.g. whether the child is being looked after under voluntary arrangements with consent of parents or an interim or full care order, or emergency protection)
- Contact arrangement for the biological parents (or those with parental responsibility) or the foster carer and allocated social worker
- The child's care arrangements and levels of authority to the carer by the authority looking after them
- The details of the child's social worker and any other support agencies involved
- Any child protection plan or care plan in place for the child in question
- We work closely with all Virtual School teams who hold responsibility for children in care to ensure that we are part of the Personal Education Plan for the child. We work closely with BCP Virtual Schools for those BCP children in care to ensure close working partnership (virtual.schools@bcpcouncil.gov.uk)

Private Fostering Arrangements

If staff become aware or suspect that a child is being cared for under a private fostering arrangement, we inform our local authority Children's Social Care department immediately

BCP private fostering team: private.fostering@bcpcouncil.gov.uk

Allegations against staff and persons in positions of trust

Action will be taken under this heading if a concern is raised or allegation is made against a member of staff or volunteer which suggests that a child has been harmed or is vulnerable to abuse.

Procedure

1. The DSL must be notified immediately. If the allegation is regarding the DSL then the DDSL must be notified
2. Hayley Cowmeadow and Tina Cooper, BCP Designated Officer, will be contacted immediately for support/advice (01202) 817600 (lado@bcpcouncil.gov.uk)
3. In all cases a record of the report, which is timed, dated and includes a clear name or signature must be made.
4. It may be necessary for the person who the allegation has been made against to be suspended:
 - there is cause to suspect a child is at risk of significant harm or
 - the allegation warrants investigation by the police, or
 - the allegation is so serious that it might be grounds for dismissal (as per Contracts of Employment or disciplinary procedures and grounds for gross misconduct)
5. Current guidance will be followed regarding Ofsted being notified of the allegation.

The suspended person will be suspended on full pay during the period of the investigation. If there is no proof of any misconduct and a suspended person is to

return to work, appropriate support will be arranged e.g. mentor/management of contact with child/children/parents that made the allegation. If the complaint is upheld the staff member would be dismissed on the grounds of gross misconduct following usual disciplinary procedures. These investigations will continue regardless of whether the person hands in their notice or leaves without notice. If an allegation is substantiated and the person is dismissed or BCP Council ceases to use the person's service or the person resigns or otherwise ceases to provide his/her services, the DO should discuss with BCP Council management whether a referral should be made to the Disclosure and Barring Service (DBS). Ofsted will be notified.

Whistle Blowing

Whistle blowing can be defined as raising a concern about malpractice within an organisation to safeguard each individual child and users of the provision, reports of malpractice are taken seriously. It is the duty of every employee and volunteers to report situations of witnessed and/or suspected misconduct or malpractice.

This policy is written to cover staff grievances relating employment procedures to ensure that staff are free from discrimination and bullying. These include:

- Conduct a staff may consider to be a criminal offence
- Breaches of procedure
- Health and safety risks, including risks to the public, staff and children
- Possible fraud or corruption
- Verbal, physical or sexual abuse of children or staff, or behaviour which a member of staff feels inappropriate
- Failure to comply with legal obligations
- Unethical conduct

Procedure

Any staff member, parent/carer, or volunteer who, acting in good faith has a concern about misconduct or malpractice at the setting, should in the first instance inform the Nursery Manager of their concerns. If the issue concerns the Manager, a staff member can contact:

- Hayley Cowmeadow or Tina Cooper, BCP LADO Designated Officer - (01202) 456744 (lado@bcpcouncil.gov.uk)
- Kerry Smith (Head of Education Effectiveness) 01202 127768 Kerry.Smith@bcpcouncil.gov.uk
- Janice Watkins (Senior Childcare Advisor) - 07825780578 Janice/watkins@bcpcouncil.gov.uk -
- NSPCC whistleblowing advice line is available. Staff can call 0800 0280285 – 08:00 to 20:00, Monday to Friday and 09:00 to 18:00 at weekends. The email address is: help@nspcc.org.uk.

- Ofsted provides guidance on how to make complaints about a provider: Complaints procedure - Ofsted - GOV.UK (www.gov.uk)

Procedures to follow where there is a concern about an adult.

We have duties and responsibilities to safeguard adults.

- All staff have access to current adult safeguarding contact details
- Policies and procedures are in place to safeguard adults, for example parents, carers, other family members and staff
- Staff have knowledge and understanding of indicators of adult abuse and neglect (including self-neglect)
- Staff access any identified training to support their knowledge and understanding of adult safeguarding
- Staff know when, how and who to contact if they have safeguarding concerns regarding adults
- If concerns become apparent regarding an adult staff and the DSL/DDSL will record the information, link with the DSL/DDSL and the relevant action will be taken and advice followed

Contact details for Adult Social Care

- Email: asc.contactcentre@bcpcouncil.gov.uk
- Telephone **01202 123654**
- Or Dorset Police: tel 101
- In an Emergency please call 999

Out of Hours Service

- Tel. 0300 1239895 Evenings and weekends, including Bank Holidays

Training, support and supervision for staff, students and volunteers.

All staff will undertake mandatory training required to undertake their safeguarding duties and responsibilities as part of their contract of employment with BCP Council, along with training on the IT systems, cyber security, confidentiality, health and safety, and online training in relation to their role, which includes training on the EYFS and care of babies. All staff will attend safeguarding/child protection training, commencing at the start of their induction period, this will continue throughout their employment and be updated every 2 years.

The training attended will be appropriate for the role they hold within the nursery (This will include but not be limited to) the procedures for spotting signs and behaviours of abuse and abusers/potential abusers, recording and reporting concerns and creating a safe and secure environment for the children in the nursery.

During induction staff will be given our safeguarding policies, which will have contact details for the Designated Officer (BCP Designated LADO officer), the local authority children's services team, the Pan-Dorset Safeguarding Children Partnership and Ofsted to enable them to report any safeguarding concerns, independently, if they

feel it necessary to do so. Training needs are reviewed regularly and updated in line with individual need, current legislation and guidance. Safeguarding is discussed with each member of staff, volunteer and student during supervisions. Supervisions are recorded on Skillsgate so they are available for both the manager and employee to review, and will ensure any difficulties/issues are discussed, concerns about children's development are discussed and coaching provided as necessary. Safeguarding is a standing agenda item at all nursery team meetings. Safeguarding competencies are reviewed a minimum of annually through the BCP appraisal system.

DBS checks will be repeated on a 3-year cycle. It is the employee's responsibility to declare any events that may affect their suitability as it arises or within supervision and new employees are not permitted to start until the setting has received a satisfactory DBS.

DSL's and DDSLS will support their practice by regularly keeping updated using the BCP Early Years safeguarding webpages and the Pan Dorset Safeguarding children website. DSL's and DDSL's will ensure that they disseminate information to the staff team to ensure they are supporting safeguarding practice, knowledge and skills. All staff are actively encouraged to regularly keep updated using the BCP Early Years safeguarding webpages and the Pan Dorset Safeguarding children website.

The DSL/DDSL will liaise with LADO for advice and guidance as required in relation to any situations that could affect the suitability of a staff member. This may also include informing Ofsted and/or other agencies for further investigation.

All staff working in the nursery will be required to complete food hygiene training on a 3 year cycle so they can serve food and adhere to regulations. All staff will be required to attend safeguarding training every 2 years in relation to their role which is delivered by BCP Early Years team. All staff will be required to undergo and complete paediatric first aid training. Staff can request additional training via Skillsgate in relation to their individual interest and/or area of learning they wish to develop and/or training may be recommended in relation to areas of staff development identified by managers in relation to the needs of the nursery or individual staff member.

We seek training opportunities for staff and volunteers to enable them to develop anti-discrimination and inclusive practices, which will enable all children to flourish. We review and monitor practice to ensure that we are fully implementing our policies for equality, diversity, and inclusion.

Safer recruitment and ensuring the suitability of staff

We will follow the [recruitment and vetting guidelines](#) as set out by BCP Council. We are committed to safeguarding and promoting the welfare of the children and it is an expectation that all nursery staff and volunteers share this commitment. We value the diversity of our workforce and welcome applications from all sectors of the community.

We are committed to ensuring the safety of all the children in our care. In accordance with safer recruitment procedures and practices all staff will be subjected to the same fair process as set out by BCP Council.

Managers will follow the procedure as set out by BCP Council. This includes gaining permission to recruit, and a request to advertise made via Tribepad recruitment internal systems. Adverts are placed by the recruitment team. Applications are shortlisted and then formal interviews are conducted, which include the managers and senior manager being present on the interview panel. No person being recruited will be able to work in the nursery without satisfactory checks being completed before commencing work.

These include:

- Every member of staff and volunteer will be subject to an enhanced DBS check and are not permitted to commence work until all checks have been received are satisfactory. Any persons disqualified for working with children will be reported to HR dept in BCP, LADO and Ofsted/police.
- At least two satisfactory references will be sought, and checks made on applicant's employment history, including the right to work in the UK. Additional checks will be made by BCP HR dept for individuals that have lived outside of the UK. Consent will be sought from the applicant to obtain references, which must include their most recent employer, not be a family member, must include dates of employment, role and if there were any safeguarding concerns or disciplines. If there are concerns, then the recruiting manager must clarify information before a decision is made to offer employment. Contact will be made with the referee if the content of a reference is vague or requires further clarification.
- All staff sign the Code of Conduct and Guidelines for Safer Working Practices for the protection of children and staff which is linked to their job description as part of the recruitment process.
- All staff will undergo health checks to ensure they are fit to work with young children.
- Qualifications will be checked to ensure they are valid and relevant to work in childcare.
- All staff, students, volunteers are expected to disclose any convictions, cautions, court orders, reprimands or warnings within the recruitment process and/or during their employment or placement. Individuals whom are disqualified with working with children will not be employed and referred to relevant agencies.
- All students and volunteers will also receive an informal interview to ensure they are suitable to carry out a placement in the nursery. They will also receive a full induction process to ensure they fully understand and are able to implement nursery policies, procedures, working practices and values. All

students and volunteers will be fully always supervised, not left alone with any child and will not undertake any intimate care of the children.

- All staff members will receive an induction and regular supervisions throughout their employment in line with BCP Council policy and procedure.
- Applications for vacant positions that are received, are required to be on the BCP Council job application forms to ensure that the selection process of interview is fair and equal to all candidates. We will not accept a CV as an application for employment. If we receive a CV we will contact the applicant and direct them to the BCP Council advert and encourage them to complete the online system, the CV will be shredded.
- Applications that are not suitable for employment are shredded, and electronic copies are stored securely on the BCP Council recruitment system.
- Applications that are selected for interview, but are not offered a position, the application and notes made are kept for a period of 6 months, then the information is shredded.
- All recruitment paperwork for employees is stored securely and disposed of when required in line with GDPR.
- All staff job roles at BCP nurseries include responsibility to safeguard children and report to the DSL/DDSL any concerns.
- All staff are contracted to attend mandatory training including Safeguarding Children and Young People and will be asked to familiarise themselves with these policies and procedures and adhere to them.
- Visitors will be asked to provide identification, sign in and read and adhere to the BCP nurseries statement regarding our commitment to safeguarding children and young people.
- If a request for a reference is made by another provider/employer, then BCP HR dept will provide the information required which includes dates of employment and any safeguarding concerns/allegations.

Employment

Employed persons by BCP Council will be required to complete the induction process, will receive regular supervision, and undergo training relevant to their role. All staff will undergo annual appraisals. Supervisions allow any concerns or worry to be raised from either the manager or the employee; to discuss any difficulties or concerns or achievements of individual children they are working with and to create solutions to any difficulties; to review training needs and to discuss any safeguarding issues in relation to individual children and/or personal issues.

Staff are recruited based on their abilities to complete their job descriptions and their qualification status. We are an equal and fair employer and apply procedures to recruitment to make the selection process fair and equal.

We hold regular staff/training meetings, providing practitioners with the opportunity to undertake professional development, curriculum planning and discuss the development of children.

We adhere to the qualification statuses as set out by statutory guidance in respect of staffing, and we actively support all staff members to access and achieve higher qualifications as part of their personal and professional development.

Any complaints of discrimination or harassment will be taken very seriously and investigated thoroughly and promptly. If allegations are found to be true, appropriate disciplinary action will be taken to eliminate any further inappropriate behavior. It is everyone's responsibility to report any discrimination or harassment, if you are a victim of either it should be reported immediately, and it will be treated with sensitivity and will remain as confidential as possible. You are not required to report your complaint to anyone who is involved, for example if your line manager is the person discriminating or harassing you can go directly to someone in Human Resources. However, we do encourage that if a person is making you feel uncomfortable and is behaving inappropriately towards you to tell them that they are doing so. There will be no retaliation towards you after making a complaint about one of the above, if you find there is then to take the above action against to log a complaint regarding the retaliation. It will be investigated, and further action taken if appropriate to do so.

Computers/IT Equipment/social media

Staff members agree to only use BCP Council equipment for the purposes of their role/work and will not use the setting equipment to access inappropriate, indecent material and/or anything that is related to their personal life. Passwords are kept confidential by staff members and unauthorised access will not be allowed

Should indecent images of children or any inappropriate material be found on the settings computers, staff will immediately inform the DSL. Computers will be secured and isolated from the network by the IT department. The DSL will inform the relevant authorities and await further advice.

Social Media

Members of staff are not permitted to accept parents as friends on social networking sites such as Facebook and Twitter. This will enable the staff to maintain professional relationships with parents. Any friendships that exist prior to employment must be identified to the Manager immediately.

Staff must not post any messages on social networking sites which may be construed as having any impact on children, families who attend the nursery, the staff who are employed there and/ or the settings reputation. Staff members are not permitted to name their main place of work or that they work for BCP Council to maintain the privacy and reputation of the setting and BCP Council. Staff at BCP

nurseries adhere to the BCP Council Social Networking Policy which BCP staff can find [here](#)

Mobile phones

BCP Nurseries operate a no mobile phone policy, this includes staff, parents, students and visitors.

- No images are permitted to be taken by mobile phones
- We have a BCP owned nursery mobile phone which cannot take images. This is stored in a locked filing cabinet and only used for nursery trips.
- Staff members must not carry on their person their own personal mobile phones or other such personal devices whilst working which includes smart watches that can take photos and/or receive messages
- Staff must store their mobile phone and/or device in the allocated storage box which must have a lid.
- Staff are not permitted to use their phone in the building or garden area, and can only access their phones whilst on their break while outside of the nursery premises
- If staff members need to be contacted by family members, schools etc within their working day, then they must put the settings main line number as a contact number

Cameras/photographs

BCP nurseries will take photographs for purposes of recording children's development and activities within the nursery as a record of evidence on the settings tablets. The tablets always remain on site, and are password protected, with additional pin numbers for each member of staff. Images are used for the purpose of recording development and are uploaded onto the Tapestry system. Images are then removed from the tablet. Parental consent is obtained upon joining the nursery to use Tapestry and to take photographs. Photographs taken for the purposes of advertising, are taken using the settings devices, and the images are downloaded onto BCP Council secure IT system. Parental/carer consent is obtained for each individual image as required.

Smart Watches

Smart watches could potentially have the same functions as a smart phone, which may include functions such as taking and filming images. Some devices have functions which allow you to answer phone calls as well as play and record audio. Staff members and all visitors are not permitted to wear a smart watch during their working hours at the nursery. This is to safeguard the children in our care. All staff must adhere to the BCP guidance around technology which includes the use of smart watches. If a staff member and/or visitor wishes to wear a smart watch into the setting the watch must be removed and placed in the designated box for the duration of the work shift and/or visit upon arrival. Any staff member caught wearing a smart

watch device without following the procedures will be reported under safeguarding procedures to LADO.

Monitoring attendance

As part of our requirements under the statutory framework and guidance documents we are required to monitor children's attendance patterns to ensure they are consistent and no cause for concern. Parents should please inform the nursery prior to their children taking holidays or days off. If a child is sick and unable to attend because they are unwell, then parents/careers should contact the nursery, so the nursery management are able to account for a child's absence. If a child has not arrived at nursery within 30 minutes of their normal start times the parents will be called to ensure the child is safe and healthy. If the parents are not contactable then the further emergency contacts will be accessed to ensure all parties are safe. In the event of not being able to contact a parent, the nursery will make a judgment based on normal patterns of attendance, knowledge about the family and if there are concerns then the nursery will raise concerns with First Response and/or the police for welfare checks. Where a child is part of a child protection plan or Child In Need plan, any absences will immediately be reported to the allocated social worker and/or duty line, so the child remains safeguarded. This may involve welfare checks by the police at the family home address to ensure the child is safe. If a child leaves with short notice/ no notice /not returned after holiday or been off poorly, and there are safeguarding concerns Children First Response. The nursery monitors attendance and patterns of non-attendance, in line with safeguarding procedures and in line with the claims of Government funding allowances and will share this data with the Local Authority if the information is requested.

Admissions

It is our intention to make our settings genuinely accessible to all children and families. We have a firm commitment to the inclusion of all children regardless of race, ethnicity, gender, religion, physical and/or learning needs.

To accomplish this, we will adhere to the legal framework as laid out at the beginning of this document. We will ensure that the existence of the setting is widely known in all communities through our webpage detailing what ages we are registered to accommodate and our opening times and costs. All information about the setting is available both verbally and/or in written form. If appropriate/requested we would aim to also provide information in other forms such as audio, signing or through an interpreter. We make it clear that we welcome all children and their family into the setting, ensuring that no child is excluded or disadvantaged, and we have waiting lists which are run in order of date of registration form received. We monitor the gender and ethnic background of children joining the group to ensure no accidental discrimination is taking place. We hold personal information such as name, date of birth, address and parental contact details securely while waiting for a place. If a place is no longer required to be held in the nursery, the personal information will be shredded.

All children and their families joining the nursery will complete written agreements and consent forms prior to joining us so our terms and conditions and policies are transparent from the outset. This creates effective working relationships. In

consultation from parents/carers we will endeavor to accommodate all children's needs and offer attendance patterns to accommodate the needs of individual children and families whenever possible. Parents are advised when starting, that we do not recognize attendance at our setting as a criterion for admission to mainstream schools that are near the setting. We aim to create a welcoming environment and encourage parents/carers to visit and spend time in the setting sessions in advance of children joining the setting.

We are only able to accept children from the ages of 3 months to 5 years in accordance with our Ofsted conditions of registration and subject to places available. To accommodate emergency admissions, we endeavor to keep a place vacant, if this is financially viable. The setting will not and cannot overprescribe numbers permitted per session as set by Ofsted and/or ratios.

Joining the nursery

Upon joining the nursery, we are required to obtain personal information about the child and to gain parental consent. This is required as laid out by Statutory requirements as set by Law, and to also demonstrate compliance with funding regulations. This includes:

- Child's full name
- Child's date of birth - We are required as laid out by funding regulations to have sight of a child's birth certificate to verify a child's date of birth.
- Child and parents home address
- Name of parents with parental responsibility
- Names, telephone numbers and addresses of emergency contacts and people who are authorized to collect the child in the event of the child needing to go home during the day
- Parent's date of birth and National Insurance number – this information will be requested if you are entitled to claim Government funding.
- Child's health – this is required so we can ensure your child's medical needs are met whilst in our care. This includes dietary needs, medical conditions, and allergies. We will obtain your consent to administer medications as required.
- Consent to liaise with health professionals – we are required to complete Progress checks by Ofsted between the age of 2- and 3-year-old. We are required to share this information with your Health Visitor.
- Consent to liaise with other settings about your child's development that your child is transferring in from and transferring too (this includes schools).

We will, on an individual basis as required, request consent to discuss your child with:

- Family Hub (who are employed by BCP Council)
- Early Years Consultants (who are employed by BCP Council)
- Area SENCO (who are employed by BCP Council)
- Speech and Language Therapists
- Educational Psychologists
- Portage (Who are employed by BCP Council)
- Referrals into partner agencies to access parental courses
- your GP
- Hospital personnel, for example, community paediatricians, Hospital consultants, physiotherapists, dieticians (please note this list is not exhaustive)
- CAMHS (Child and Adolescent Mental Health Service)
- ...and any other external support agency that would be able to offer additional support guidance for the healthy development of the child and their family.

All information is stored securely in line with the 2018 General Data Protection Regulation, and parental consent is required to ensure that we remain open and honest about information. Little Explorers has the right under safeguarding procedures to share personal information with Children's Social Care, if we feel a child is at risk of harm.

Babysitting

Staff members are not permitted to babysit or care for children that access the setting outside of their Contract of Employment with BCP Council.

Confidentiality and sharing information

Our work with children and families brings us into contact with confidential information. We aim to promote an environment of respect with reference to confidential information relating to the children, families or group users and the group business.

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

- Parents/carers will have ready access to information about their child's development via the online Tapestry system. This is a secure system and compliant with the General Data Protection Regulations, 2018 and Data Protection Act 2018.
- Paper records containing confidential information regarding a child's parental contact details, date of birth, medical records etc are stored in accordance with the lawful rulings as set out by regulating bodies.
- There is a staff room for staff to access for breaks away from the children
- There is a room available should a parent or staff member need to talk confidentially

- All information is stored securely either in locked storage or held securely on our electronic IT systems, for the retention periods as set out by regulating bodies. Information is then shredded after the retention period. Information provided is only used for internal purposes and no information is shared with external agencies without prior consent, except for safeguarding.
- Staff will discuss individual children for purposes of curriculum planning/group management between staff and in staff meetings. This is to ensure we can provide the most effective level of support as required. This may require us to liaise with external supporting agencies, such as speech and language therapist, educational psychologists.
- When external professionals are involved, we will obtain parental consent, except for concerns of a safeguarding nature. We have the right to share personal information with relevant agencies if we believe a child may be at risk of harm.
- Issues relating to the employment of staff whether paid or unpaid will remain confidential to the people directly involved with personnel decisions.
- Students on recognised childcare courses observing in the nursery will be advised of our confidentiality policy and are required to adhere to it.
- All the undertakings above are subject to the paramount commitment of the nursery, which is the safety and wellbeing of the child.
- Staff will exercise common sense and have an awareness of statutory obligations regarding providing information to parents/carers about the physical, learning or dietary requirements of individual children whilst in a group situation. This for example, may involve providing parents with information about restrictions on bringing food items into the nursery to maintain the safety of individuals.
- The nursery recognises a child's Right to privacy and will respect individuals and their family.
- A confidentiality section is included within staff contacts which includes confidentiality regarding children and their families, staff members and the systems used within the nursery. Staff members are encouraged to ensure their own personal social media accounts are secure and that they do not place the nursery as their place of work.
- Staff, volunteers and students are reminded of issues concerning confidentiality during their induction.

- The setting will comply with all requirements of the Data Protection Act 2018 and the 2018 General Data Protection Regulations, and all staff will receive mandatory training as part of their induction.

We will follow the guidance as outlined in the government document, 'Information Sharing: Guidance for practitioners' (2018) and has due regard for the '7 Golden Rules of Information Sharing':

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Information sharing with consent:

When a child moves on from a BCP nursery, we share information about their progress and development with the next pre-school provider or school. We also share information with other settings where a child attends more than one setting.

Parents are asked to give written consent to sharing child development summaries and to sharing information about any additional needs their child may have. On occasion, we may agree with parents to discuss issues with the new setting or school, where this may affect the child's transition. An example might be a difficult relationship with another child in the setting who will also be moving to the same school.

Parents are responsible for ensuring that other information about their child which may affect their progress is communicated to the next setting/school. This includes health and allergy issues and family circumstances such as illness, bereavement, divorce and separation. We may also share information about a child's progress and development with professionals from external agencies for example, health visitors, speech and language therapist, educational psychologists or early years inclusion team etc. If it is felt necessary to complete an Early Help Assessment.

Information sharing without consent:

We are obliged to share confidential information without consent from the person who provided it or to whom it relates if this will prevent harm to a child or if failing to share the information could worsen the outcome for the child. The GDPR and Data Protection Act 2018 provide a framework to ensure that personal information about people is shared appropriately.

Within our safeguarding policies we detail those circumstances which would lead us to share information about a child with other services. The three critical criteria informing the decision are:

- Evidence that the child is suffering, or is at risk of suffering, significant harm.
- Reasonable cause to believe that a child may be suffering, or at risk of suffering, significant harm.
- To prevent significant harm arising to children.

In all the above instances local safeguarding children's policies and procedures will be followed

- Information will also be shared where there is a court order in place requesting the sharing of information about a child and/or family. A decision to share information without consent is never taken lightly all staff will always put the safety and well-being of children first. Effective record keeping of any concerns helps to support any decision for sharing information without consent. Details of our record keeping procedures are also contained in our safeguarding policies
- Make sure that the information we are sharing is essential for the purpose for which we are sharing it i.e. preventing harm, safeguarding, promoting well-being, where a crime has been committed and in the interests of safety

- Ensure the information is shared with the relevant people and on a need-to-know basis, is accurate, relevant and up to date, is shared securely and at an appropriate time
- Appropriate information can sometimes be information that we think other staff/agencies need to know that is in the interest of their safety. For example, if we are working with a parent who is suffering from mental health problems and we think in our professional judgement that the parent is likely to cause harm to themselves, another person/child or the members of the public/staff, then we would need to share information appropriately and with the appropriate people
- If a staff member has any doubts about information sharing, they will seek advice from a more senior member of staff without disclosing the identity of the person unless necessary
- We will respect the wishes of those who do not consent to share confidential information; however, we will share appropriate information when we have consent
- Consent can be either verbal or written although written consent can prevent disputes
- We must also consider whether the person has the capacity to understand what they are consenting to, if they do not have that capacity, it is important that another person who is authorised to act on their behalf consent on behalf of that person
- Consent can be retracted at any time. However, even when we don't have consent, we may still need to share information in certain circumstances
- When sharing information, we should be clear as to why we are sharing the information. We will consider the safety and well-being of the person concerned and others who may be affected by that person's actions. Balance our decision to share information against what might happen if we do not share the information.
- We would need to base our decision to information share, using our own professional judgement and on the facts of the case whilst considering the safety and well-being of others
- If we decide it is appropriate to share information, we will keep a record of our decision and state the reasons for our decision. Record what information we have shared, with whom and for what purpose. We will not assume that we need to share the whole case file of information only relevant, timely and appropriate information. This is to be recorded on an information sheet

- Pass on relevant information in an appropriate setting. For example, to pass on confidential information to another staff member within the main playrooms and within earshot of others is not good practice
- Establish whether the recipient intends to pass the information on to other people and inform the person whom the information relates to
- If at any stage, we decide not to share information we will also record this decision and the reasons for it. This is to be recorded on an information sheet

Storage of information

All paper files and children's personal files are stored in lockable cupboards/cabinet. All personal information is to be treated as confidential and shared with staff on a need-to-know basis, with consent where appropriate. Relevant information will be shared with other agencies at children's transition periods with the consent of parents/carers.

Safeguarding records when a child leaves a BCP nursery.

When a child leaves a BCP Nursery, staff will follow the BCP Early Years record keeping guidance. All staff have access to this guidance and will have read, understood and adhere to it

No smoking/ vaping policy

We are committed to promoting the health and welfare of the child and their staff therefore we have a strict no smoking/vaping policy. It is illegal to smoke in the building (this includes electronic cigarettes) or in any enclosed space within the nursery. Smoking or vaping is not permitted in the nursery or the grounds of Somerford Primary School.

Drugs, substances, alcohol, prescribed and over the counter medications

We follow the BCP council policies and procedures regarding drugs, alcohol, substances and prescribed and over the counter medications. All staff must comply with all HR and employment policies as laid out by BCP Council. ([HR Hub - Home \(sharepoint.com\)](#))

We have a strict no alcohol and/or substance misuse policy. All adults working with children must be aware of their responsibilities and have a duty to ensure they are competent and suitable to do so. The safety and well-being of all children in our care is paramount. Management will be vigilant and assess any potential risks to children in relation to staff, volunteers, students, parents, carers and visitors that may be under the influence of alcohol or other substances. When working with children, staff must not be under the influence of alcohol or any other substance which may affect/impair their ability to care for our children or cause harm to themselves or others. Staff taking medication which they believe may affect their ability to care for our children must seek medical advice and inform management of any instances

when this may occur. They must only work directly with our children if the medication is unlikely to impair their ability to do so. Any staff who appears to be under the influence of any substances will be asked to leave the setting. An explanation will be given to the employee as to why their performance at work is not acceptable. If a member of staff is asked to leave the premises because of being under the influence a full report will be completed to include actions taken and to be taken and this will be shared with relevant people within BCP, LADO and Ofsted.

If on return to work the management remains concerned about staff's fitness to work:

- the employee will be referred to the BCP Council's Occupational Health Service and sent home again until seen by the Physician.
- Should the employee refuse to see the Occupational Health Consultant, the management will consult with the nurseries line manager and Human Resources as to whether the matter should be treated as a formal disciplinary or may even result in dismissal.
- BCP management will also make the decision of whether there is a role for the Designated Officer and if yes, will follow advice and guidance given.
- If the above is a volunteer or student their placement will be suspended effective immediately

Staffing ratios

Ofsted set guidelines on the minimum number of staff we must have in relation to the age of children:

- 0-2 years – one staff member to every three children
- 2-3 years – one staff member to every five children
- 3-5 years – one staff member to every eight children
- 3-5 years – one staff member to thirteen children if there is an EYP working directly with the children alongside other fully qualified staff

Some children may be staffed on a 1:1 in accordance with their learning/medical needs. We will access additional funding to meet the individual needs of the child as required.

The nursery environment is set out, so we have separate rooms/areas in accordance with age, to ensure we meet the developmental needs of children and consider health and safety in relation to resources and equipment.

Each room has its own garden, and children are supervised in both the indoor and outdoor environments with effective staff deployment.

As a nursery we actively support the developing workforce and support individuals through their apprenticeship. Apprentices are always supported by Level 3 staff to ensure the setting complies with the relevant rulings around staff qualifications. Apprentices receive weekly study time and meet their tutor on a regular basis within their contracted hours.

Staffing rotas within the nursery comply with the statutory guidance of staff qualifications as laid out by Ofsted.

We have a separate designated room for children aged under 2 years. All staff in the nursery are required to complete baby training as part of their induction programme.

Sleeping children

Sleeping children are always supervised as per safer sleeping guidance (2026). Babies aged 3-12 months sleep in Moses baskets placed on the floor which meet the required British Standards. Children aged 12-20 months sleep in Coracle pods. Children aged from 20 months sleep on floor mats.

Children aged under 6 months are supervised at all times when sleeping. All sleeping children are checked every 10 minutes and a record of sleep checks are recorded.

We do not have a designated sleep room in the nursery so sleeping children are always supervised in the main room and adaptations such as the lights being turned off, aid quiet times and are therefore within sight and hearing at all times. Children are always placed on their back to sleep, and if a blanket is required the blanket is tucked under armpits and at the bottom of the mattress. Children are not permitted to wear jumpers when sleeping to reduce the risk of overheating, and any hair ties/clips are to be removed for comfort and safety. Children are permitted a dummy as a source of comfort when sleeping. Children are not permitted to have toys, pillows, bumpers or extra blankets when sleeping. The ideal sleeping temperature is between 16-20 degrees. When children are sleeping there must be sufficient gap between Moses baskets, coracles and/or mats so a staff member can easily access a child without disturbing another sleeping child to complete checks on their temperature, colour and breathing rate. Children must be placed alternatively head to toe on mats, so they are not directly facing each other to reduce the spread of germs if a child, for example, coughs in their sleep. Moses baskets, coracles and mats are not to be shared with other children, unless they have been cleaned and a new set of sheets applied in-between use. Any soiled sheets must be removed and washed as soon as possible. There must be a supply of spare sheets and blankets at all times available.

Oral Health

Active promotion of eating a well-balanced and healthy diet for good oral hygiene is constantly promoted across the setting through discussions, activities, resources, displays and promotion to parents.

Good oral health habits need to be developed as part of a daily morning and bedtime routine from the earliest of ages. Tooth decay is largely preventable and can lead to many problems for children including, pain, discomfort, difficulty eating and speaking. Under our safeguarding procedures we reserve the right to share concerns and make referrals into First Response if a child presents with dental pain/swelling and/or dental decay, because cavities, periodontal disease, and other oral conditions are commonly associated with inadequate attention to nutrition and dental hygiene which can be an indicator of neglect.

We promote good oral hygiene in the setting by being a member of the Big Brush Club and:

- Not providing sugary foods or drinks, such as juices or sweets in the setting and only offering cow's milk or water to drink.
- We actively promote and only provide well balanced meals that have no added sugar to promote good oral health.
- Fresh fruit is provided alongside water to help dilute and rinse the mouth at snack times.
- We do not provide dried fruits as snacks as these contain high levels of sugar and do not promote good oral hygiene.
- We do not provide puddings in the nursery to help children develop healthy eating habits for life
- We provide resources within the setting to promote teeth cleaning and making healthy choices for general wellbeing and oral health and actively teach children the importance of effective oral health
- We gain parental permission upon joining the nursery to support children to clean their teeth in the setting
- We will provide an individual toothbrush and toothpaste for children who require their teeth to be cleaned in the nursery. However, the emphasis is on parents taking responsibility for teeth cleaning as part of their morning and bedtime routine in the home.

Intimate Care

We aim to make intimate care a positive experience and in doing this we will safeguard children and ensure they are treated with sensitivity, respect and dignity. We aim to safeguard the adults who are required to operate in sensitive situations and ensure parents and carers are aware of the intimate care their children will receive. We aim to support children's care and welfare daily in line with their individual needs. All children need contact with familiar, consistent carers to ensure they can grow confidently and feel self-assured. In consultation with parents and carers, all staff who are working in the child's allocated room will change nappies according to the child's individual needs and requirements.

- All members of staff who are responsible for intimate care will undertake their duties in a professional manner. All staff employed in the nursery are DBS checked
- We will enable a two-way exchange between parents and key carers so that information is shared about intimate care needs in a way that suits the parents and carers and meets the child's needs

If any parent/carer or member of staff has concerns or questions about intimate care procedures or individual routines, please see the Manager/s at the earliest opportunity.

Intimate care involves;

- Supporting a child dressing or undressing. Staff will encourage a child to attempt to dress/undress themselves, where appropriate
- Providing comfort or support to a child who is distressed or unwell.
- Assisting a child requiring medical care, where they cannot carry it out independently.
- Cleaning a child if they have soiled themselves or vomited and require help.

- Nappy changing.
- Assisting a child to get on and off the toilet when they are potty training.
- Protecting the child's right to privacy

When intimate care is given to a child, they will be treated with respect, and in a way that will not cause any embarrassment, pain, or distress to the child. The member of staff will communicate with the child in an appropriate manner informing the child of what they are doing and ensuring they feel comfortable. Children will be encouraged to carry out tasks to the highest level of independence possible, dependent on their age and ability, meaning intimate care will only be carried out where necessary and appropriate. We aim for one child to be cared for by one adult with regards to intimate care; however, there may be times when there is reason for more adults being present. We aim to provide as much privacy as possible, while ensuring the adult and child are not completely unsupervised to help safeguard both the child and adult. Changing of clothing and/or nappies will be conducted in the children's bathroom and/or on the nappy changer.

Nappies:

A child's nappy will be checked regularly throughout the day and changed immediately when soiled.

Staff will ask the child in need of intimate care for permission to carry out the procedure, if the child is in the middle of something and does not want to be changed at that point the staff member will give the child a one minute timeframe by which the change will happen to ensure the child is able to complete their play and also be kept clean and dry. Staff will notify another member of staff of their intention to change a child's nappy.

Staff will wear a disposable apron and disposable gloves (PPE) during changing nappies, using a different apron and pair of gloves for each child. All personal protection equipment (PPE) items e.g. gloves & aprons will be in each area and a stock check daily. Soiled belongings will be sent home with the child.

Children will never be left unattended on a changing mat. If a child is distressed by being on the changer or they are likely to be unsafe because they roll around, then staff must place the changing mat on the floor and change the child on the floor to ensure the child cannot fall and injure themselves. Staff will be organised before they start, apron and gloves on, and ensuring they have everything needed. Staff will clean and dry the child using their products from home, such as wipes, or any other method agreed with the parents/carers. Nappy creams will be applied as necessary (creams will need to be supplied by parents). Changing mats will be cleaned thoroughly after each nappy change; disposable towels/cloths must be discarded after each nappy change.

We have appropriate designated facilities for nappy changing which meet the following criteria:

- Facilities are separate to food preparation and serving areas and children's play areas.

- Children's privacies are protected, and any visitors are asked to step outside of the room if a child's nappy is going to be changed.
- Changing mats have a sealed plastic covering and are frequently checked for cracks or tears. If cracks or tears are found, the mat is discarded.
- The nappy change area will be cleaned down after each use with the appropriate cleaning materials to ensure there is no risk of cross contamination.
- Clean nappies are stored in a clean dry place; soiled nappies are disposed of in an appropriate way and separate from general waste. Nappy bins are emptied at the end of each day (or during the day if necessary) and all soiled waste is yellow bagged and removed by a professional waste collection company.
- All personal protection equipment (PPE) items e.g. gloves & aprons will be in each area and a stock check daily.
- A record of each child's nappy change is recorded, detailing who changed the child and whether the nappy was wet or soiled so the health needs of the child can be monitored in respect of whether they are drinking sufficient fluids etc.

First aid

The nominated first aider is: The manager.

All staff receive paediatric first aid training as part of their mandatory training and induction process. There will always be at least one first aider on site and always one present on outings as per statutory guidance. The setting will only accept training from recognized training providers which meet the statutory guidance on what must be taught to staff undergoing training.

On enrolment to Little Explorers all parents/carers will be required to sign a consent form for medical treatment to be carried out in the event of an accident. Children with long term medical conditions will be supported through liaison with parents and health care professionals and will most often result in the writing of a health care plan for the individual by a medical professional. Staff will receive training as required to meet the individual children's needs as required. We will create care plans/risk assessments for any child who has a known medical condition/illness so there is a set care plan to follow should a medical emergency.

First aid boxes are easily accessible, and all staff are aware of their locations and comply with the Health and Safety Regulations 1981. They are regularly checked and re-stocked as necessary. They are kept out of reach of children. The setting manager will ensure that the First Aid box is kept well stocked and is checked and re-filled as required. Sterile items will be kept sealed in their packages until required. PPE equipment is always available for staff, so they are kept safe when dealing with bodily fluids.

We recognize that children will fall over in their course of physical development and may become injured as they master the skill of rolling, crawling, walking, and running. We aim to minimize pain or discomfort suffered by any child whilst in our care and will do all in our power to make them comfortable as quickly as possible.

Parents are required to complete an 'injuries upon arrival form' for any injury sustained outside of the setting. If necessary, the Designated Safeguarding Lead, or the Deputy Designated Lead will follow procedures under our safeguarding policy if an injury/incident reported to the setting causes concern about the wellbeing or safety of the child.

Any injury or incident that occurs within the setting will be recorded, and parents are notified of the injury upon collection. Accidents/injuries will be logged on individual sheets to ensure confidentiality is maintained. Accident forms must contain the child's full name.

For minor injuries we will clean and apply sterile coverings to wounds or apply icepacks as necessary. If an injury requires medical intervention, we will contact parents and/or call an ambulance. If the injury/situation requires immediate hospital treatment, and no parent/legal guardian is present then a staff member will accompany the child to hospital in an ambulance. Appropriate staff cover will be maintained within the setting, through re-grouping children or by using staff from Somerford Hub if required. We have a statutory duty to inform Ofsted, safeguarding agencies and the Health and Safety Executive under RIDDOR of any serious accident, illness, or injury within 14 days of the incident, along with the Health and Safety Executive. After a major incident there will be a full review of the incident, and a review of policy and risk assessments to identify if changes to policies and procedures are required.

Illness

Infection can spread rapidly in the setting both amongst children and staff. Parents/carers are required to keep their child at home if they have any infection/unwell and to inform the setting as to the nature of the illness. Any infectious illness and/or illness that several children are absent for, e.g. vomiting bug, will be notified without naming individuals to alert other families, and especially those who have a compromised immune system. Little Explorers will follow the guidance as laid out by the Government to ensure we do everything possible to keep COVID-19 free. We will follow the latest Government guidance in managing outbreaks.

Any child who is obviously unwell upon arrival will not be accepted. If any child becomes unwell during the day, staff will make every effort to contact parents or the emergency contact, and, if necessary, ask for the child to be collected early. It is the parents/carers responsibility to inform the setting of any changes to contact numbers. All infectious diseases and illnesses must be reported to the setting, and exclusion periods will be followed as laid out by the Health Authority. The setting will advise families of such illnesses whilst maintaining confidentiality so other families can be alert to illness in their child. There is a strict exclusion period of 48 hours for both children, staff and visiting professionals after the last symptom of diarrhea and/or vomiting to avoid passing it to others.

If a child becomes unwell during their session, staff will support the child to rest and supervise the child carefully until the parent/carer arrives. If the child becomes acutely ill, then an ambulance will be called to ensure the wellbeing of the child is

paramount. To maintain good air flow within the nursery, windows will be open in all rooms which helps reduce the spread of infection.

On occasions some children/staff who suffer from medical conditions such as epilepsy or diabetes may require additional medical support whilst in the setting. Little Explorers will follow any care plans as set out by medical professionals and the setting will do all in its power to reduce such instances occurring. We recognize that this can be a distressing event for the child, peers and staff members involved and we will support this through group activities to raise awareness, staff training and in a debriefing after an event occurs.

We have a legal duty to ensure that our workforce is fully supported in respect of their own healthcare needs. All staff members have access to BCP Council Occupational Health Department and can be referred for support and advice as required. All staff members receive regular supervision with their line manager. Staff are to inform their line manager if they are taking any medication (prescribed and non-prescribed) so care plans can be created to ensure their medical needs are met within the workplace. We reserve the right to request medical advice on whether any medication that has been prescribed is likely to impair a staff member's ability to work with children to ensure the staff member's and child's wellbeing is maintained. Staff are to store medication they need to have in the workplace in the medicine cupboard, in a named box which is not accessible to children.

Medicines

The setting as per Statutory guidance will only administer prescribed medications that have been prescribed by a GP, doctor, dentist, or health professional. Medication must be clearly labelled with the prescription label which details the child's name and the name of the medication and the required dosage.

Over the counter non-prescription medications such as liquid paracetamol can be administered by staff if a parent has given written consent. Parents/carers are required to fill out medication forms for all types of medication or creams detailing the child's name, the name of the medication, the dosage, how to store the medication, how to administer the medication, the expiry date and how often the medication is required and sign as giving consent for staff to administer/apply the medication. Staff will take temperatures using an ear thermometer to ascertain the actual temperature of a child before administering medication such as paracetamol should a child become unwell in the care of the nursery.

It is a legal requirement for Little Explorers to keep a written record of any medication administered. The medication form will be filled in by the practitioner with the name of the child, the time and date the medicine was administered along with the signature of the practitioner who has administered the dose and a witness to the medication being given. Parents/guardians will be asked to countersign the medication form upon collection that they have been notified of the dosage and time of the medication, and a record will be kept.

The setting will securely store the medication in named boxes which are not in reach of children. We will store medication in the fridge if the prescription label states this. Nappy creams will be labelled and stored next to the changing units.

Parents/carers are to provide written details of any illness or conditions which the children suffer on a permanent basis at the point of registration, and/or if an illness develops while in the setting which they require medication for. A child with a known medical need will have a care plan formulated and these will be stored in relation to the General Data Protection Regulation 2018. The care plan will detail step by step guidelines of how to support the medical needs of the child. This will list all the professionals, medications, previous operations etc and will be accessed should a child become ill while in our care and needs to go to hospital.

Details of how to call an ambulance and the address of the setting are listed on the wall by the telephone on the main desk, and on the wall next to the main entrance. This includes the settings address and what-three-words location. Where local regulations are required, we reserve the right to take guidance from medical professionals, insurance companies and any other medical professional before staff agree to administer medicines. With regard, to the administration of life saving medication such as insulin/adrenaline injections or the use of nebulizers, the position will be clarified by reference to the BCP Council insurance company and appropriate training will be sought and provided by healthcare professionals wherever necessary to ensure the setting staff receive appropriate training in administering such medications before the child joins the setting.

If medication must be administered during the onset of symptoms, for example an inhaler for asthma, parents/carers must complete a medication form which gives parental consent for staff to administer the medication as and when required. We will make every effort to contact parents/carers by telephone to inform them we have administered the medication, so parents/carers are kept fully informed of their child's wellbeing during the session. Parents/Carers will be required to sign the medication form stating they have been advised of the time and dosage of the medication when they arrive to collect the child. If a child refuses to take their medication, or does not ingest the full dosage of medication, then staff will not give more medication than what has been dispensed so the child is not overdosed. The parent/carer must be telephoned and advised. If necessary, medical advice must be sought if the medication is required for the prevention of symptoms and the full dose is required (for example, in the event of a liquid anti-epileptic medication not being fully swallowed by the child). All medications must be provided by the parent/guardian and to be handed directly to staff and not stored in the children's bag. The setting does not provide any medications or cream, and we are only able to give medication/cream that has been provided by the parent/carer for their own child. Any medication that is no longer required in the setting will be returned to the parent/carer for safe disposal. If this is not possible, they will be taken to a local pharmacy for disposal.

Any life-saving medication will be taken outside if the fire-alarm sounds so the needs of the child can receive medication if needed and access to the building is not permitted.

Food

Our families have the option of either purchasing food from the nursery or supplying their own meals.

All food provided for the children is prepared and cooked on site in the designated kitchen area. Little Explorers is registered with BCP environmental health dept and receives unannounced food inspections.

We employ a cook to prepare and provide a wide range of healthy meals for the children, and we train all staff members in food hygiene as part of their induction, and this training is updated in accordance with guidance. All plates, cups and cutlery and utensils used for cooking are washed in a dishwasher after use to adhere to appropriate food hygiene guidance. All kitchen surfaces are cleaned in accordance with food hygiene guidance. Color coded chopping boards are used for the preparation of cooked and raw foods. The kitchen areas are always kept clean and tidy. Bins are emptied daily and/or if required more frequently. Children do not have access to the kitchen. There are separate facilities for washing up and hand washing in the kitchen area. Cleaning materials and other hazardous substances are stored away, out of reach of the children. Little Explorers have 2 fridges for the safe storage of foods. Temperature checks are taken daily as per food hygiene requirements and stock is rotated to ensure items are used within 'use by' dates. The nursery has 1 freezer for the safe storage of frozen foods. Little Explorers receives a delivery of food once per week and only items that are needed are purchased. All cooked food are temperature probed to ensure it is cooked and served at safe temperatures. A record of temperatures is kept as per safer food guidance. If there is an incident of food poisoning affecting two or more children, the setting will inform Ofsted and take advice from the Health Protection Unit and the Local Environmental Health Department.

Children who are having nursery meals are offered:

- breakfast (cereal)
- a mid-morning snack (fresh fruit and/or salad vegetables)
- a hot lunch at midday (we operate a 6-week rolling menu to offer a wide variety of healthy meals)
- a mid-afternoon snack (fresh fruit and/or salad vegetables)
- a cold tea (sandwiches and salad).
- A choice of water or milk is available with morning and afternoon snacks.
- Water is offered at lunchtime and at teatime and throughout the day as required.
- Children will be allowed to have second helpings of vegetables with their main meal if they request it.

To ensure the safety of all persons Little Explorers is strictly a peanut and nut free setting. Children who wish to bring a packed lunch from home must comply with our healthy eating ethos.

We recommend that a lunch box consists of:

- a sandwich with a healthy filling, such as cheese, ham, tuna (no chocolate spread or peanut butter) and/or cold pasta and/or crackers
- Natural yogurt with fresh fruit pieces
- fresh fruit
- raw salad vegetables

- We recommend that children do not have items such as chocolate and/or crisps in their lunchbox, however we will be discretionary if there is a need for a child with an identified SEND need who only eats specific foods, to ensure the child does have access to food
- We will provide water or milk for all children.
- We do not permit squash, flavored water, or fizzy drinks to promote good dental hygiene as recommended by NHS guidance.

We will have due regard for Ofsted guidance 'Early Years Foundation Stage nutrition guidance' (April 2025) and will ensure that foods are prepared safely and served in line with a child's individual stage of development, consider risks surrounding choking of foods, portion control, allergies/intolerances and religious/faith requirements. Meals are prepared in a safe manner in the kitchen, so there is no cross-contamination of ingredients and wherever possible food items are sourced so they are suitable for all the children to reduce the risks.

We will prepare milk formula feeds with formula provided by the parent and/or parental breast milk. We will sterilize bottles and prepare milk feeds as per NHS guidance. Formula milk will be made with boiled water and will be left no longer than 30 minutes to cool so it remains at a temperature of a minimum of 70 degrees to ensure any harmful bacteria are killed. We will have regular communication with parents whose children are being weaned, and parents who choose to purchase nursery meals will have meals prepared as to the individual requirements of each child. All our meals are made with no added salt or sugar and are nutritious, covering all the main food groups.

A useful website to visit is www.eatwell.gov.uk/agesandstages/children

Safer eating

Children will be always supervised when eating. All staff have paediatric first aid training and have been trained in managing a range of situations including choking. Children are only permitted foods when they are sat safely and are provided with foods suitable for their stage of development and not age. Any incident of choking is recorded and shared with the parent/carer. A record of all allergies and intolerances and/or parental dietary requests are displayed in the kitchen and also in rooms, so children only receive foods they are permitted to eat. We try to adapt all meals provided to ensure they are inclusive, so the entire group are able to eat the same foods as far as reasonably possible.

Practitioners sit with children while they eat and will be a good role model for healthy eating and to ensure their safety while eating. If staff wish to eat their own food with the children, this must be in line with promoting good health and in consideration of allergy/intolerances. Children will be encouraged to develop good eating skills and table manners and will be given plenty of time to eat and be encouraged to be independent in serving their own food and water and in cleaning their own dishes wherever possible. These skills are important for life-long learning. All children will be sat on a chair and/or low-chair in accordance with their developmental need and staff will always supervise children to ensure that children are as safe as possible when eating.

Milk

Little Explorers claims milk from the Government for the promotion of good health. For children over 2 years old all dairy products will be half fat. Dairy alternatives must be supplied by the parent and will only be given as a substitute for cow's milk at the request of parents/carers to meet dietary choices and/or intolerance/allergy needs, and then only those fortified with calcium will be given. Parents will not be charged for milk within the fee structure.

Allergies

Parents are asked to provide as much information as possible about allergies/intolerances and foods/ingredients that are avoided within diets so adaptations to menus can be made to accommodate dietary/cultural requirements upon joining the nursery.

Allergy/dietary requirements are stored in the kitchen, so it is readily available for staff to access. To comply with the 2018 General Data Protection Regulation this information is not for public viewing as our kitchen is open plan. We will work with dieticians for individual children as required if necessary and follow care plans as required.

Any known food allergies/cultural needs will be considered in food play activities to ensure the safety of all people and that practices are inclusive.

All staff receive paediatric first aid, which includes recognizing the signs and symptoms of anaphylaxis and allergy. All staff are made aware of any allergies/intolerances.

Cleaning

Little Explorers is cleaned at the end of each day by contract cleaners (Atlas) who are responsible for cleaning the setting daily, which includes the toilet areas, floors, and emptying waste bins. We operate a color-coded mop and cloth procedure to reduce cross contamination of areas while cleaning. Staff working with the children will also enhance cleaning measures throughout the day by cleaning tables and surfaces in-between activities as required, and before and after mealtimes with appropriate anti-bacterial sprays and monitoring the toilet areas and floors throughout the day and cleaning as required. Toys and equipment are cleaned with appropriate cleansing chemicals on a regular basis to reduce the risk of infection.

Any spills or bodily fluids will be cleaned up immediately to reduce the risk of infection to others. PPE equipment is available for all staff to access as required and bodily fluids such as vomit are cleaned using specialist cleaning kits which reduce the spread of infection and are yellow bagged and stored in the soiled waste bins outside of the building. A COSHH list of all chemicals used by the setting is kept and updated regularly.

Parents are responsible for providing spare clothing for their child so they can be changed for their comfort if they become wet and/or soiled. Spare clothing is available in case of toileting accidents.

Children, staff, volunteers, students, and visitors are reminded to wash hands after using the toilet, before and after handling food or eating, after handling animals, and after playing outdoors as part of normal routines within the nursery.

At Little Explorers we use nappy bins within the rooms for the safe disposal of soiled nappies. These are emptied at the end of each day (and during the session if required) in specific 'yellow bag' soiled waste bins which are stored outside of the setting. These bins are collected by PHS on a weekly basis for their safe disposal.

All bedding is washed on site at Little Explorers after each child's use on site daily at high temperatures to reduce the risk of infection. Parents/carers can bring their own bedding if required and these will be sent home daily for washing.

Any spills of blood, vomit or excrement are cleaned up immediately and disposed of appropriately. Protective gloves and aprons must be worn. Areas affected must be cleaned immediately using an appropriate cleaning solution. Any fabrics must be washed thoroughly in hot water or disposed of.

Little Explorers has a steam cleaner and will steam clean any affected area to reduce the spread of infection to others.

Health and Safety

We aim to ensure as far as practicable the health, safety and well-being of all staff, volunteers, children, and visitors by completing regular checks and carrying out regular risk assessments and promoting the good health and nutrition of everyone.

The nominated health and safety officer for the Nursery is the Childcare Manager and will be assisted by all staff who have a responsibility to report on any area or resource or practice that could cause harm to others.

Any repairs are managed by BCP maintenance team and/or the onsite caretaker.

Risk Assessment

Reasonable steps are taken to ensure staff, volunteers, students, visitors, and children are not exposed to unnecessary risks. Children are encouraged to take an active part in risk assessing themselves and understanding the reasons why we need to be safe through the promotion of safety within activities and routines.

Written risk assessments in relation to specific issues will be used to inform staff practice and demonstrate to parents/carers how risks are managed.

Risk assessments are reviewed on a regular basis. All areas, including outside areas, are checked daily before use. All areas should be kept clean and tidy throughout the day and toys and resources tidied away when not in use. Risk assessments for individual children are put in place if a child has an identified medical need, so all staff are aware of the internal processes to follow in light of a medical event, and/or if the behavior/SEND needs of a child has the potential to

harm another child, staff member, themselves and/or resources, so a safe approach is taken on every occasion to protect all involved.

The nominated officer will co-ordinate regular risk assessments and ensure written records of any actions are shared.

Throughout the course of the day our primary aim is to promote the education of all children. This involves setting up and conducting a diverse range of activities both inside and outside which create challenges and self-exploration for the development of the children we support. Activities and resources will be provided and/or planned to support children to develop their own risk assessment in relation to their own skills whilst still maintaining their overall safety and be suitable for the age/stage of the child. There will be the appropriate number of staff and appropriate qualification levels to ensure ratios are always met in each room and across the setting as laid out by statutory bodies.

A register will be kept daily of all children in each room as per Statutory guidance and all staff and visitors must be signed in and out of the setting.

Screen time

We recognize that the use of technology is part of society. Within the nursery we promote play and learning primarily, which fundamentally promotes the typical stages of development, social skills and problem-solving skills a child needs to acquire for life.

Staff use tablets for the recording of observations and sharing of activities through film and/or photograph to promote parent partnership and recording of attainments and achievements via Tapestry.

We routinely do not use screen time across the nursery day, and actively do not have resources that promote this, as our focus on children learning through play and by 'having a go' in a practical sense.

We deliver 'NELI' an oral language program via an app from January through to July as part of preparation for joining reception class, and this is a teaching program which is delivered daily which lasts less than 10 minutes a day.

Fire alarm

Somerford Primary School is responsible for the fire alarm, fire equipment and the testing of the system. Somerford Primary School is responsible for setting the alarm for the termly fire evacuation practices.

Electrical testing

PAT testing on electrical items is completed every 2 years, with a full visual inspection every other year. This is the responsibility of and conducted by Somerford Primary School

Insurance

We have public liability insurance and display the certificate within the setting. This is arranged via BCP Council.

Security

Little Explorers is securely fenced and access to the garden and building is through a fob only entrance gate. We have an intercom system so any person arriving at the gate can only access the nursery building and garden if given access by a staff member. Security fobs are only given to staff members. All people must walk through the main garden before they get to the building. The building is also fob entry and entry is only gained by a fob or a staff member letting a person into the building.

Exiting the building or garden is only permitted by a staff member through a fob system. Our systems prevent unauthorized access to our premises. Our systems prevent children from leaving our premises unnoticed.

Little Explorers has CCTV and is also alarmed when the building is not being used.

Staff routinely count children as they transition between the indoor and outdoor environments throughout the day. At times when children are arriving and/or leaving, all children are kept in the building to ensure no child has opportunity to exit the gates.

Emergency exit door are always kept clear and are alarmed so a staff member is alerted immediately if a child tries to exit the building.

All visitors to the nursery are required to book in advance, and are required to sign in and out, and place mobile phones/smart watches in the designated box to safeguard all children. ID badges from visiting professionals are always checked.

Staff will do their utmost to prevent a child from leaving the setting if they feel the adult collecting is not safe to do so and will call the police and go into lockdown to keep everyone safe if required. Only parents/carers who are authorized to collect their children are permitted access to the building. If any person unknown to staff attempts to collect a child, they must have the password and staff must be notified in advance of who is due to collect, or we will not allow the child to leave the premises. If a parent/carer and/or member of the public under the influence of alcohol/other substances displays any kind of threatening/abusive behaviour they will be asked to leave the premises, and the police will be called.

All incidents will be recorded and shared with the relevant professionals which will include a safeguarding referral to Children's First Response.

If necessary individual risk assessments will be undertaken if a situation should occur when advised by supporting professionals, such as a parent who has no Parental Responsibility and/or a Court Order which prohibits them from having contact with a child as to the procedure staff will follow should a known individual attempt to collect their child.

Contact Numbers for advice/referrals:

- Police – 999
- Non-emergency Police 101

Telephone: 01202 123334 (Children's first response)

Non-Collection of a Child/Children

If a child has not been collected at the agreed collection time the following procedures will be followed by the Nursery Manager or Designated Safeguarding Lead/Deputy Designated Safeguarding Lead.

Staff will reassure the child and ensure the child is happy and settled and has a minimum of 2 staff members present in attendance, so their wellbeing is maintained. Checks will be made for any information regarding changes to normal routines, parents/carers work patterns or general information. If there is no information recorded, contact will be initiated with all contact numbers provided. If after a maximum of 30 minutes no contact has been able to be made with parents/carers or emergency contacts, safeguarding procedures will commence, these will include:

- Contact will be made by the Manager/DSL/DDSL to Children First Response, (or Out of Hours dependant on the day and time) and/ or the Police will be contacted, and their advice sought and adhered to
- The incident will be fully recorded, and the information shared in line with safeguarding policies and procedures.
- If outside normal operating hours the manager/staff member in charge and one other member of staff will remain in the building with the child until they have been collected.
- A full report will be completed of all steps followed and will be given to all relevant people.
- Late fees will be incurred.

Child arriving at nursery unaccompanied.

In the unlikely event that a child arrives at Nursery on their own the following actions will be taken:

- The manager, person in charge, DSL/DDSL will contact the child's parents/carers. If they cannot be reached the child's emergency contacts will be contacted
- The Nursery will contact First Response to log the incident, and a detailed report will be produced and shared with the appropriate external agencies in line with our safeguarding policies and procedures.

- The child will be cared for by staff and their welfare will be paramount (this may include changing the child into dry clothing, changing their nappy, giving food/drink)

If a child is dropped off or collected from the nursery by someone who is under 18 – who is not the parent :

Dropping off:

- The child will be accepted into the nursery so they are kept safe. Staff will attempt to ascertain the name of the person dropping the child into nursery and where the parent is. Staff will make contact with the parent /carer to confirm they are safe and to notify of the nursery policy.
- If they cannot be reached, then emergency contacts will be contacted
- Staff will notify children First response advice followed and the incident will be recorded
- If no contact can be made with the parent /carer or the emergency contacts within a maximum of 30 minutes, then the staff will automatically follow the same procedure for an uncollected child

Collection:

- If an under 18 arrives at the nursery to collect a child, who is not the parent, staff will not let the child leave with the person who is under 18
- Staff will contact the parent /carer of the child immediately
- Staff will notify Children First Response advice followed and the incident will be recorded
- If no contact can be made with the parent /carer or the emergency contacts within a maximum of 30 minutes, then the staff will automatically follow the same procedure for an uncollected child

Lost/missing child (from outings)

All trips/outings will be pre-arranged and planned for and include conducting risk assessments and a pre-visit of the route and place the group are attending. Staffing ratios are to be increased to 1:2 and children with SEND needs who are likely to struggle with a change of routine are to be placed on a 1:1 basis and/or a buggy is to be used. Children who are subject to a Child Protection plan are only permitted to go on an outing/trip with both parental permission and permission with the allocated social worker (especially if there are risks of unauthorised persons not permitted to have contact). All children and adults are to wear high-vis jackets at all times.

In the unlikely event of a child having gone missing during an outing the following actions will be taken:

- The manager, person in charge, DSL/DDSL is to be notified immediately, and a minimum of 2 practitioners are to carry out a thorough search of the area. All other children are to be gathered in the same place to conduct head counts and to maintain staffing ratios and to support all children's wellbeing and feelings of security.
- All staff present will be informed. Staff will be deployed to start an immediate thorough search of the area, (this number is dependent on ratios) ensuring that all other children remain supervised, calm and supported throughout.
- All staff to provide any information that may assist the search, e.g. a recent photograph, a description of the child and clothes the child was wearing.
- The designated person in charge will immediately inform the police.
- The designated person in charge will contact the child's parents giving details of what has happened. If the whole nursery is on an outing, all contact details will be taken on the trip by the person in charge.
- Staff must continue searching until the police have arrived and take over the search whilst other staff maintain as near to normal routine as possible for the rest of the children.
- It will be the designated person in charge or managements responsibility to ensure that there are adequate staff to care for the children and get them back to the nursery, a member of staff to meet the police and someone to continue the search (ratio dependant this may mean contacting relief staff)
- A detailed report of the incident must be recorded and statements taken from staff members to ascertain the facts of the event as soon as possible. These must include the outcome, who was lost, time identified, notification to police and findings.
- A copy must be sent to the Nominated person and OFSTED within 14 working days.
- Post-incident risk assessments will be conducted following any incident of this nature to identify if any changes need to be made to practices.
- With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary.
- Staff will not communicate with any media representatives.
- The Local Authority must also be informed of the incident.

Lost child (in setting)

In the very rare event, a child is not accounted for within the nursery, staff must alert the manager immediately. A search of the building and gardens must be conducted by staff. All other children are to be grouped in their normal room and the register taken. If the child has not been found within 2 minutes, then the police are to be called. Staff at Christchurch Hub and Somerford Primary School are to be contacted to assist in searching for the child. Parents are to be notified and as per regulations Ofsted informed. A full review and account of the incident will enable future risk assessments to be reviewed accordingly.

The nursery perimeter has high fencing to the main car park with a fob only entrance gate. Access at the side of the nursery main garden is with a wooden fence and adjoins Somerford Primary School reception garden, which is securely fenced. At the back of the nursery building the garden is surrounded by 5ft wooden panel fences. There is a gate which leads to the playground of Somerford Primary School, which is securely fenced. Gate access has 2 high locks, one on either side so it would be impossible for a child to unlock the gate.

Emergency closure

Our aim is to ensure the safety and well-being of all the children, parents/carers, visitors, staff, volunteers and students in the setting at all times.

There are certain situations where the building must close, for example, failure of systems such as water or heating, damage to the building, severe weather conditions or an illness epidemic. If the number of staff in the setting is too low to ensure the safety and well-being of the children, the setting will close. The decision to close is never taken lightly and we will provide as much notice as possible. It is important we have contact details for any child in the settings care and it is the parents responsibility to keep the setting up to date with any changes of contact numbers and/or emergency contacts.

If a decision is made to close the setting due to snow/bad weather in the morning, we will always try to do this before 8am. We will alert all families via Tapestry. Parents will be reminded in advance of potential closures if the weather forecast is for bad weather which could impact on the opening of the setting. Parents will be advised to check Tapestry before they leave home.

If we must close the setting during our opening hours for circumstances beyond our control, we will contact parents/carers via telephone and ask for children to be collected as soon as possible. If we have had to evacuate the building, you will be notified of where to collect your child from. Staff will remain with the children until collected.

Where closures are due to snow and severe weather (classified as "An Act of God") our policy is to charge as normal for the missed day care sessions.

Where closure is due to failings/problems with the building and systems our policy is not to charge for any missed day care sessions.

If required, under safeguarding and welfare requirements within the Early Years Foundation Stage (EYFS), then we will notify Ofsted of any closure and the reasons for this.

Lockdown

As part of our health and safety procedures, Little Explorers has a lock down policy. On very rare occasions, it may be necessary to seal off the nursery so that it cannot be entered from the outside. This will ensure that pupils, staff and visitors are safe in situations where there is a hazard or perceived hazard in the grounds of, or within the near vicinity of Somerford Primary School or Little Explorers. A lock down is implemented when there are serious security risks on the premises due to for example:

- A reported incident or disturbance in the local community
- An intruder on site
- A warning being received regarding an environmental risk locally
- A major fire in the vicinity
- The proximity of a dangerous animal
- notification from an outside agency surrounding an individual child which could place a child/setting at an increased risk of a disturbance occurring
 - a bomb threat. Most bomb threats are made over the phone, and the overwhelming majority are hoaxes made with the intent of causing alarm and disruption. Any hoax is a crime, and it must be reported to the police immediately.

A lockdown will be initiated in the first instance by a member of staff blowing the whistle and stating a set phrase only known to staff. Staff will gather all the children together as quickly (if the garden) and return to the building.

There are two types of lockdown:

Partial Lockdown –

- A partial lockdown is a precaution aimed to keep children and staff safe while remaining indoors. Children and staff should remain in the building and all doors and windows leading outside should be locked. All blinds to be pulled down. No one should be allowed to enter or leave the building; however, the setting can otherwise continue as usual.

Full Lockdown –

- A full lockdown is when all the persons in the building are grouped into one central place for the safety of everyone.

Staff should:

- calmly move all children to the conservatory.
- Staff to take the evacuation bags from both rooms and emergency medications to the sensory room
- There is water available in this room
- Staff must take all tablets to the conservatory
- Staff must attempt to keep the children as quiet and calm as possible until the dangerous situation is over.

The manager should:

- The Manager or Deputy Manager will immediately call 999.
- If safe to do so, use the internal phone is used to alert Somerford Primary School and Christchurch Hub of going into a full lockdown.
- The person in charge should sweep through the building to check for children or visitors left behind
- Check and secure all external windows and doors and ensure all blinds are closed
- Turn off lights
- The manager is to collect the main first aid box, registers, visitors book and contact information for families along with the cordless phone and laptop and charger and take to the conservatory
- check all persons are accounted for that are in the building.
- Remain inside the conservatory until a member of the police deems it safe to come out once the danger has passed
- The manager will alert senior managers of the situation via the laptop when able too
- All parents will be notified via Tapestry that an incident has occurred, and the setting is in a full lockdown and to not attend the nursery until notified that it is safe to do so

When it has been confirmed that it is safe to leave lockdown procedures, the manager will do a sweep of the building to ensure it is safe. Normal activities will resume within the building.

- Manager to inform all parents it is safe to collect their child via Tapestry
- Records will be made of the event and actions taken
- Ofsted and the Local Authority will be informed within 24 hours of the incident occurring

Complaints Policy and Procedure

We aim to provide the highest quality of education and care for all children. We aim to welcome each individual child and family and to provide a warm and caring environment within which all children can learn and develop as they play. Staff aim to make themselves available before and after every session, where we aim to build relationships with all the parents/carers, so any concerns/complaints can be dealt with promptly and appropriately.

We believe children and parents/carers are entitled to expect courtesy and prompt careful attention to their needs and wishes. Our intention is to work in partnership with parents and the community generally and we welcome suggestions on how to improve our group at any time. Parents are encouraged to provide us with feedback on how they feel we are responding to their needs through personal conversations with the keyworker or manager.

We believe that most complaints/concerns are made constructively and can be sorted out at an early stage. We also believe that it is in the best interests of the nursery and parents/carers that complaints are taken seriously and dealt with fairly and in a way that respects confidentiality.

If a parent/carer has an issue either involving their individual child or the Nursery as a whole, they should raise the issue with:

- Your child's Key worker
- Nursery manager. Sally Hobbs: 01202 480733.
Sally.hobbs@bcpcouncil.gov.uk
- Registered Person: Kerry Smith kerry.smith@bcpcouncil.gov.uk 01202 127768
- Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD Tel: 0300 123 1231

In the first instance every effort will be made to resolve any matters within the setting.

If a parent makes a formal complaint in writing or by e-mail, and the complaint relates to one or more of the statutory requirements, it is now a mandatory requirement for the setting to investigate the complaint. It may be necessary to use external agencies within the investigation if required (for example, safeguarding agencies) to fully investigate the matter. The setting must take any necessary action and the outcome of the findings be provided in writing to the person making the complaint within 28 days and providing Ofsted with details of the complaint and the outcome of the investigation.

We will keep a written record of the complaints, any action taken and outcome and provide a summary to Ofsted. We will retain records from the date on which the record was made for a period of ten years, and these will be stored in accordance to General Data Protection Regulation, 2018

Parental Terms and conditions

Age of Admittance

12 weeks to 5 years of age.

Hours of Opening

The Nursery is open Monday to Friday from 08:00am to 6:00pm, 49 or 50 weeks a year excluding bank holidays (depending on when Christmas falls)

Settling In

It is our aim to allow all children time for settling in, so that the child can form relationships with the staff and become familiar within the nursery surroundings. Each child and their needs differ so the length of time for settling in varies from child to child. Settle sessions are not charged for.

Details

Every child is required to complete a registration form upon joining and is required to list at least 2 emergency contacts. You must immediately inform us of any changes to your address, telephone numbers and/or emergency contacts.

Court order

You must inform us if your child is the subject of a court order and provide us with a copy of such order on request.

Nappies

You must provide nappies and creams (if required). We will notify parents when we are running low. We reserve the right to use spare nappies if we run out of supplies, which may be a different brand. We will only use creams provided by the parent and creams will not be permitted to be shared between children for hygiene reasons.

Off Premises Visits

Staff will occasionally take the children for walks or visits off premises during their sessions in accordance with statutory staffing requirements and internal policy and procedure. We will advise parents/carers of any outings in advance and gain consent for your child to leave the setting.

Mobile Phone

To ensure the safety and wellbeing of all children who attend our nursery we enforce a no personal mobile phone usage within our settings. Should you be on your personal mobile phone as you arrive at the nursery can we please ask that you conclude your phone call before entering the premises. We also operate a no-smart watch policy for the safety of the children in the setting.

Diversity and Inclusion

We welcome all families into the nursery, and we celebrate all festivals from around the world and positively promote all faiths, religions and learning need in a positive manner. We will actively challenge any negative remarks about any minority grouping to ensure everyone feels welcome in our setting. We are an inclusive setting, and we actively want everyone to feel welcome in our setting regardless of their need.

Nursery Closure

The Nursery is closed on all public Bank Holidays. We close for one week at the end of August and for the week between Christmas and New year. We have training days across the entire year, and we will advise of closure dates in advance via Tapestry. We do not fee charge or claim funding for bank holidays or for our annual closure weeks. In the event of emergency closure, we will do everything possible to notify parents in advance (e.g a burst water pipe) but there maybe times whereby advance notice is not possible (e.g severe weather). All closure notifications will be shared on Tapestry.

Complaints or Concerns

If you have a concern or complaint, please speak to your key worker, and/or the nursery manager and we will address your complaint in line with BCP Council complaints procedures. We will advise Ofsted, as required by statutory rulings.

Emergency Treatment

Any child who attends Nursery and acquires an injury whilst in our care will be given basic first aid treatment by staff. This will include the treatment of minor cuts, bumps, or bruises. All staff receive paediatric first aid training. Any accident or incident is shared with parents on the same day as a record of an injury occurring and parents/carers will be required to sign as having been notified of the injury and how it occurred. We will record any injuries that have occurred outside of the setting and parents will be required to complete and sign a form upon arrival. If your child has a known medical condition, then we will draw up a separate care plan to ensure staff have the relevant training and/or protocol to follow in place before you join the nursery or as quick as reasonably possible if the child develops a medical condition while registered in the nursery. If a child should have a significant bump/fall and require medical help we will call an ambulance (if needed) and/or request a parent collects and seeks medical advice. Any significant injury will as per statutory guidance be reported to professional bodies as required.

Sickness

The Nursery will make every effort to notify parents should their child become ill at the Nursery. Please note minimum exclusion periods apply and must be adhered to avoid the spread of infections to others. We follow the guidance as laid out by the Health Protection Agency. For the benefit of the other children in the nursery, you must not allow your child to attend the nursery if they are suffering from a contagious disease which could easily be passed on to another child during normal daily activities of the nursery. Parents/carers are required to Inform the nursery if your child is unwell and not attending the nursery. If there is a potential for an illness to spread to others, we may put a notification out on Tapestry to alert parents to possible illnesses e.g a chickenpox outbreak which may affect pregnant parents. You must inform us immediately if your child is diagnosed with any allergy or intolerance.

Safeguarding

We have a duty to report any concerns to the First Response Safeguarding team if we are concerned about the welfare of a child. We do not have to gain parental

permission to share this information under safeguarding procedures, if we feel a child could be placed at harm by sharing the information with the parent/carer, but wherever possible we will be open and transparent and gain parental consent for referrals. The Nursery has a full written policy on Safeguarding which is available for viewing at any time. If any parent/carer has concerns about the welfare of a child, then they can raise this with the Designated Safeguarding Lead (Sally Hobbs) or Deputy Safeguarding Lead (Jakki Spicer) for the nursery, and information will be passed to the relevant agencies for further investigation. We reserve the right to call the police if the person collecting a child is verbally or physically aggressive and/or staff feel they are under the influence of alcohol/substance. We reserve the right to implement lockdown procedures if we feel a parent/carer is a threat to staff and/or children. We reserve the right to make a safeguarding referral to the relevant agencies.

Safer sleeping

We will adhere to safer sleeping practices as laid out by Statutory guidance. Please support your child in adapting to these rulings by placing your child on their back to sleep, not permitting additional blankets or toys when napping/sleeping at home. Additional advice can be found from the Lullaby Trust.

Collection of Children

Children will not be released into the care of anyone other than those named on the childcare registration form unless authorised in advance by the parent/legal guardian in writing. If we are not reasonably satisfied that an individual is allowed to collect your child and/or they do not know the password, we will not release your child into their care. All families will be required to set their own personal password to ascertain safe persons for collection. Only persons over the age of 18 years can collect a child, unless they are the parent. We will make every attempt to contact the parent to ascertain a person can collect a child (the person wanting to collect will not be permitted access to the building until we have spoken to the parent). If there are Court Orders in place that restrict who can and who cannot collect individual children, these need to be shared with the nursery.

Personal Property

The Nursery does not accept responsibility for loss or damage of personal property, clothing and/or footwear brought on to the premises by children or parents. Please discourage your child from bringing items of value to the Nursery.

Clothing

Parents are requested to send children in easily washable, clearly labelled clothing which is appropriate to the weather conditions. Please provide a spare set of clothing for your child in case of an accident or the need for change of clothing, along with wellie boots, waterproofs, sunhats and sun cream. Please send your child to nursery in suitable footwear (we do not permit croc style shoes or open toed sandals). Whilst we make every effort to protect clothing, children will get muddy, covered in paint etc in through their course of play, so we strongly advise wearing clothing that you do not mind getting stained. If your child wears a dress then we request they wear cycling shorts underneath to protect their modesty.

Water

Fresh drinking water is available to all children throughout the day, and children are encouraged to access a drink in addition to drinks at snacks and meals. During hot weather, we add in additional drink times to ensure all children remain hydrated. We will actively encourage children to move from a bottle to a lidded cup, and then an open cup in line with their development.

Meals & Snacks

We provide breakfast (cereal), mid-morning snack (fresh fruit/ raw veg), hot lunch, mid-afternoon snack (fresh fruit/raw veg), and a cold tea (salad and sandwiches). Milk is provided at breakfast and at snack times, and water is provided at mealtimes. Children bringing their own lunchboxes must comply with our healthy eating policy. We do not allow crisps, chocolate and we are a strict nut free setting. Parents are required to put an icepack in their lunchbox so foods remain chilled and fresh. We must have due regard for Ofsted guidance on healthy eating. The setting will provide healthy lunchbox ideas for parents who need new ideas for lunchboxes. We discourage parents sending in savoury or fruit pouches wherever possible as these are not overly nutritious. We will re-heat meals provided by a parent in line with food hygiene guidance. Little Explorers will automatically provide meals and charge accordingly unless the parent/carer specifically requests they wish to supply their own foods. The nursery will provide milk and water for no additional charges and children who bring lunchboxes do not need to provide drinks. All children will be seated when having meals and/or snacks. We actively encourage parents to instil this boundary at home for safety and consistency for the child.

Birthday celebrations

If you wish your child to celebrate their birthday in nursery, we actively discourage the sharing of birthday cake in line with Ofsted nutrition guidance. If parents wish for their child to celebrate their birthday in nursery with their friends, we suggest bringing in a fruit platter, or a melon wearing a party hat as an alternative to a cake.

Milk Feeds

Parents are required to supply formula and/or breast milk along with their child's own bottles/teats. Staff will sterilize bottles and make feeds as needed throughout the day in accordance with individual routines. Milk feeds will be made up as per NHS guidance and provide feeds as per care plans. We will supply a communication book so there is clear information sharing on times, amounts and the process of weaning between home and nursery.

Schedule of Fees

Bookings must be made in advance. Fees are calculated on a half day or full day rate, and fees are issued monthly via Tapestry. Children opting for term time only hours will not be charged for holiday periods. We do not charge for closure days such as bank holidays, or the annual closure weeks. All parents have the right to opt for purchasing nursery food or bringing their own lunchbox. We will only charge fees for hours that are not funded. We do not charge any top-up fees and all activities are accessible and inclusive to all children. The current schedule of fees is available from the nursery manager.

Absence

Fees remain payable for periods of absence (Holidays and Sickness) as the child's place is kept open and staff and associated costs continue to accumulate and be met by the nursery. If we are advised in advance, we will remove food costs for pre-booked absences such as a holiday. We are required under safeguarding and funding terms and conditions to keep a register of attendance. If your child is not going to be in nursery for their booked session, then parents/carers must advise us in advance or on the day (if unwell). Failure to notify us will result in the nursery ringing parents to identify why you are not in nursery. Please note we reserve the right under safeguarding to alert Children's First Response and/or the police to conduct welfare checks if we are unable to make contact to establish if a child is safe.

Funded Childcare Hours

Children are entitled to claim and access funded hours on either a term time basis (38 weeks of the year in line with the school terms) or 50 weeks of the year (known as a stretched offer). Funding can be claimed by working parents who meet the criteria for up to 30 funded hours (term time basis) per week, or 22.5 hours per week (stretched basis over 50 weeks) for children in the term following when they turn 9 months, 1 year, 2 years, 3 years or 4 year old. Funding of 15 hours (term time) can be claimed for families on specific benefits from the term following the child's 2nd birthday. Little Explorers offers funded sessions between the hours of 8-1pm and 1-6pm or 8-6pm for children in the term that follows turning 9 months, 1-, 2-, 3- and 4-year-old. Little Explorers offers funding in blocks of a minimum of 5 hours and a maximum of 10 hours per day. Funding can be split over a maximum of two early years' providers, and it is the parent's responsibility to declare on the Parental Agreement Form how they would like their funding allocated. The Local Authority will conduct checks to ensure parents do not over claim on their free entitlement. Little Explorers will request a funding form is completed at the start of each new academic year which goes from September to August. Every nursery a child attends will be required to complete a parental agreement on an annual basis and no claim for funding can be made without a completed form.

Term time only funded sessions:

15 hours of funding means for example, 3 x 5 hour funded sessions per week or 2 x 7.5 hour sessions on a 'term time' basis over 38 weeks. This can be a combination of mornings, afternoons or a full day in accordance to places available in the nursery. 30 hours of funding means you are entitled to for example, 6 x 5 hour sessions per week on a 'term time' basis over 38 weeks a year. This can be a combination of mornings, afternoons or full days in accordance to places available in the nursery. Term time funding does not apply to holiday periods as listed in the school academic calendar (February and October half terms, Easter holiday, Christmas holiday and summer holiday). Attendance during non-funded periods will be charged at the non-funded rates. Hours attended in addition to the funded entitlement will be charged at our non-funded rate applicable to your child's age. Parents have the option of either purchasing food from the nursery and/or providing a lunchbox that complies with our healthy eating policy.

Stretched funded hours:

15 hours of funding means for example, you can access 2 x 5 hour funded sessions per week on a 'stretched' basis over 50 weeks of the year. This can be a

combination of mornings, afternoon or one full day session in accordance to places available in the nursery. 30 hours of funding means for example, you are access 22.5 hours per week on a 'stretched' basis over 50 weeks of the year. This can be a combination of mornings, afternoon or full day sessions in accordance to places available in the nursery. Hours attended in addition to the funded entitlement will be charged at our non-funded rate applicable to the child's age.

Parents will be permitted to retain their funding for up to 10 days of non-attendance for 'family holidays' per academic year. Any 'holiday non-attendances' more than 10 days will **not** be paid for via funding and you will be issued with an invoice for sessions not covered through funding as per our fee structure. Funding will not be recovered from parents for short term sickness, but any long-term absences will be looked at on a case-by-case basis. Sessions (funded and non-funded) cannot be swapped to other days to counterbalance non-attendances. Parents are required to contact the nursery if your child is ill so that it may be recorded in the register. Parents have a responsibility to use all the funded hours they applied for on a regular basis and regular non-attendance for reasons other than holiday or sickness may result in your funding being withdrawn. Funding does not include food/snacks consumed during the funded hours and this is charged as an additional service. All children (funded and non-funded) have the option of bringing their own food/snack for the session/s attended or to purchase food from the nursery for an additional charge as per our fee structure.

Little Explorers will invoice all children monthly, which will detail how your sessions have been charged. This will include funded sessions, non-funded fee-paying sessions and any food costs incurred.

Little Explorers require 4 funded weeks' notice in writing should you decide to take you child out of the nursery or reduce their hours. If notice is not given Little Explorers will retain 4 weeks funding in lieu of notice as per the Local Authorities guidance, unless it is for one of the reasons on the Local Authorities 'Transfer Form' a copy of which is available on request. Non-payment of fees or misuse of funding could result in your child losing their place at Little Explorers and any unpaid debt being passed to the Debt Collection Department at BCP Council and monies owed will be recovered through the Courts.

Booking patterns

Booking patterns are available on a 50 week or 38-week term time only basis

Sessions

Full days are calculated from 08:00am to 6:00pm. Half Day sessions are calculated from 8am to 1:00pm or 1:00pm to 6:00pm.

Additional Sessions

If Additional Days have been booked, these will be invoiced on the following months invoice. If you book and then cancel you will still be charged for the day/session booked

Payment of fees

Fees are due monthly in advance in accordance to your booking pattern by the 10th day of each month. Invoices are generated electronically and emailed to the parent for payment. We accept payments by bank transfer (details of our account will be on your invoice). We accept childcare vouchers and Gov.uk payments. All payments received must have the reference of 'LEN-' and the child's surname.

Termination of Contract

If you no longer wish to maintain your child's place at the Nursery you will be required to give thirty (30) days' notice in writing or by email to the nursery manager, except for leaving to join reception class. We reserve the right to exclude a child from Nursery for any breach of the childcare contract, including non-payment of childcare fees. We may terminate your childcare contract if your child's behaviour at the nursery is deemed by us to be unacceptable or endanger the safety and well-being of other children at the nursery. We reserve the right to cancel your child's place in the nursery for non-payment of fees. We reserve the right to recover unpaid fees via the Courts.

I am aware that the full policy documents are available for viewing upon request