



LearningLand Policies

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Accident policy

Minor accidents

The definition of a minor accident is one that does not require medical attention. We aim for all LearningLand practitioners to be paediatric first aid trained, which is updated every 3 years. Therefore, when the accident occurs, the practitioner must take appropriate action and then record the incident in the accident file, using the correct colour code: blue/black for accidents that have occurred at LearningLand, green for accidents that have happened at home and red for accidents requiring Dr/ hospital treatment. The account must be signed by two practitioners, a member of management/supervisor and the parent/carer, on picking the child up.

In the event of any bump or accident to the face or head, parents will be contacted immediately by telephone to make you aware (parents can opt out of telephone calls for minor injuries, such as small bumps or scratches). Your child will be monitored closely and in most cases will be able to continue with their day at nursery. In the event of a bump to the head causing concern, you will be asked to collect your child and seek medical attention. You will be asked to sign the accident form when you collect your child

Serious accidents

Should an accident occur which requires medical treatment, an ambulance and the parent/carer must be contacted immediately and then appropriate action must be taken to get the child to a hospital. It would be recommended that an ambulance be called to escort the child and practitioner, to the hospital and meet the parent/carer there.

In extreme, life threatening, circumstances, an ambulance will be called to take your child to hospital.

Parent's sign upon registration to give full permission for management to seek medical attention for their child should it become necessary.

If the child needed medical attention, but the situation was not life threatening, then a parent/carer would be asked to collect their child and take them to the hospital or doctors.

We follow the guidelines of the Reporting injuries, Diseases and Dangerous Occurrences (RIDDOR) for the reporting of accidents and incidents.

We must also notify Ofsted and the local child protection team of any serious accidents, illness or injury to, or death of, any child whilst in our care and any action we take.

RIDDOR: 0345 300 99 23 (For reporting fatal or major injuries only)
[www.http://hse.gov.uk/riddor/report.htm](http://www.hse.gov.uk/riddor/report.htm) (for reporting incidents)

Ofsted: 0300 123 1231
Local authority Safeguarding team: 02380 833004

Accidents at home

If a child comes to nursery with an injury of any kind, the parent/carer are asked to report it to a practitioner, who will then record it in the accident book and ask the parent to sign it. If a practitioner notices any evidence of injury on a child, which has not occurred at nursery and has not been reported, parents will be asked for information on the incident which will then be recorded in the accident book and signed by the parent.

Admissions policy

LearningLand promotes the equality and celebrates diversity, through the admission procedure and the services that are offered and we are committed to eliminating discrimination.

When a parent/carer makes an initial enquiry a copy of the nursery brochure should be given to them. Parents/carers will be invited to visit the nursery to register their child if they feel that we meet their requirements.

The following points will be taken into account when deciding which children can be offered places in the nursery:

- The availability of spaces taking into account the staff/child ratios, the age of the child and the registration requirements;
- The date the application was received
- Extenuating circumstances affecting the child's welfare or his/her family;
- Children who are siblings of those already in the nursery

Once an application form has been received, the parent/carer will be contacted by management to inform them if there is a place available for their child.

Once the place has been offered, the parent/carer will be asked to confirm their acceptance of the place and the terms and conditions. A holding deposit of £75.00 is required to hold the place, the deposit will not be returned for any cancelled placements. The deposit is refundable for children who attend the nursery, when the child leaves and your account is settled. No deposit is required for funded only places.

The child will be assigned a key worker and registration forms will be sent out for parents/carers to complete and return. No child can be left at LearningLand, without their parent/carer, until we have completed registration forms on site.

Please refer to the child induction policy for further information.

Adverse weather policy

LearningLand will endeavour to remain open where possible during bad weather conditions.

However, the opening of the nursery will depend on several aspects. Firstly, it will depend on how many practitioners are able to travel to work safely. LearningLand will not remain open unless satisfactory staff/child ratios can still be maintained. Secondly, whether the building is at a suitable temperature for the children and lastly that the nursery is still accessible and the car park is safe.

A decision will be made each day by the manager or deputy as to whether the nursery opens. This information will be available on the LearningLand website and Facebook pages, and where possible we will email you. If the decision is made to close the nursery half fees will be charged for this day, to meet costs and overheads of the nursery and funded only sessions will not be re-booked.

During extreme weather conditions the opening times of the nursery will be 8.30am-4.30pm. Opening late and closing early will allow extra time for safe travel for all. Fees will be charged as normal on these days.

If weather conditions worsen throughout the day we may need to make the decision to close early in order to ensure that all children and practitioners are able to get home safely in such poor conditions. If this is the case we will contact you via telephone as soon as possible to give you time to arrange early collection of your child. Fees will be charged as normal on these days.

Safety of both the children and staff is paramount in extreme weather conditions.

Arrivals & Departures policy

Arrival

It is LearningLand's policy to ensure each child and their family receive a warm welcome on their arrival. We encourage parents to drop their children at the front door, as we feel the children settle better, however if parents would like to take their child to their base room we are happy for this to happen.

Parents/carers are requested to pass on the care of their child to a practitioner on duty, who will ensure their needs are met.

The practitioner welcoming the child will immediately record their exact arrival time in the daily attendance register. Any specific information provided by the parents will be recorded.

If the parent requests the child to be given medicine during the day the practitioner must ensure that the medicine consent procedure is followed.

Departure

It is very important that a person known to LearningLand collects a child.

We **MUST** be informed if someone other than yourself or someone from your child's collection form is collecting your child. We will require you to provide us with some details of who is collecting your child and ensure they know the child's password.

If we have not been informed of someone else collecting your child, a phone call will be made to the parent/carer to confirm that the person has permission to collect the child. If we are unable to contact the parent/carer, the child will not be released. It is not enough that the child recognises the person.

For the safety of your children we would ask that anyone collecting your child, who do not have parental responsibility, are aged 16 years or over.

For children not collected please refer to the Late collection policy.

On departure, staff must immediately record the exact time on the daily register to show that the child has left the premises.

Behaviour Management Policy

It is LearningLand's policy to promote positive behaviour, valuing co-operation and caring attitudes. Individual children have a right to feel safe, secure, respected and listened to.

- Positive behaviour will be praised and encouraged.
- Practitioners will role model desirable behaviour through actions and interactions with children and other adults.
- Practitioners work consistently together.
- Practitioners will use our 7-steps of behaviour management to promote positive behaviour within clearly defined pre-set boundaries, as a tool if they feel it is needed.
- The nursery will work in partnership with parents/carers to support children
- Unacceptable behaviour is handled by distraction and explanation, and as a final resort withdrawal of the child from the situation.
- Corporal punishment, in any form, will **not** be used
- Bullying in any form will not be tolerated.
- Practitioners will receive regular in-service training on how to handle children's behaviour.
- When a child uses inappropriate behaviour, it will be explained that it is the behaviour that is unacceptable and not the child. It is also important that the child realises that once the matter has been dealt with, it is finished.
- Parents will not always be informed about all incidents involving their child unless it becomes an on-going issue or requested otherwise by the parent/carer.

The nursery's named Behaviour Management Co-ordinator is Natasha Mooney, who will ensure:

- that the staff and parents/carers are familiar with this policy;
- that the staff are supported while working with children (including the keeping of any necessary records);
- communication will be made with other settings and/or professionals to aid children's developmental progress, where this is considered necessary;
- Individual behaviour plans (IBP) may be carried out. An individual behaviour plan will be put in place if a child needs help with persistent behaviours. The behaviour plan will consist of the child's strengths and where the child needs support, it will state achievable goals and reward systems as well as how practitioners can deal with challenging behaviour consistently. IBP's will be shared between parent's and key workers.
- that the behaviour management policy is adhered to and reviewed annually.

LearningLand aims to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment. By positively promoting good behaviour, valuing co-operation and a caring attitude we hope to ensure that children will develop as responsible members of society.

Please refer to the British Values policy for more information

The Role of practitioners

All practitioners will follow this behaviour policy to ensure the children know what is expected and that boundaries set are consistently maintained.

The nursery expects practitioners to interact with children and other staff members in order to provide a positive model of behaviour by:

- speaking to children positively, using warm and friendly tones;
- taking time to listen to children and hearing what they are trying to say;

- interacting with children and their parents/carers, showing interest in them as individuals and in their home circumstances;
- Being aware of and understanding individual children's backgrounds and experiences and dealing with behaviours accordingly. Give thought to what children may have experienced and how your dealing of a situation may trigger past traumas.
- sitting or crouching at the child's level when talking with them, using eye to eye contact;
- practitioners should present themselves as calm and confident when dealing with any challenging situations as they arise.
- LearningLand aims to ensure that children feel that they are valued and respected by praising and encouraging them and acknowledging their positive actions and attitudes.
- Opportunities are provided for children to learn to respect themselves, other children and adults and their environment through the routines and activities provided.
- The nursery has set boundaries for behaviour. These are both for the child's own safety and the safety of their peers.
- Practitioners should have a clear understanding of the set boundaries and work consistently with other team members to reinforce the child's understanding of, and compliance with these through praise and encouragement.
- Children are helped to learn how to cope with stressful situations more appropriately.
- Children's behaviour will not be discussed in front of them.

Observing, Recording and Planning to Support Children's Behaviour

Where concerns about a child's behaviour have been identified, it will be necessary for practitioners to:

- observe the child and record the findings;
- work together with parents/carers ensuring that they are aware of how and why practitioners may observe and record;
- agree strategies to help with this child's development – working together with parents/carers where appropriate

Resolving Conflicts

Situations where conflicts arise may be dealt with in different ways dependent on the child and/or the circumstances that have arisen.

- A solution to the problem should be negotiated together with all children involved so that they all feel involved with creating a solution.
- Wherever possible, the children should be left to try to resolve the conflict by themselves whilst under the close supervision of a practitioner.
- The children should be encouraged to make friends.

Specific Interventions

Each room within LearningLand has a quiet area, where a child has some time to calm down and reflect, supervised by an adult. 'Time Out' will only be used carefully and constructively, as a last resort, and as part of a positive approach to prevent behaviours escalating when other strategies have not been successful.

If 'Time Out' is used it will be:

- used consistently;
- used in conjunction with other positive strategies;
- used in a planned way, for a brief period only (one minute per year of the child's age, no more than four minutes) supported by a visual/verbal timing system;
- used directly after the incident and for the agreed behaviours only.

Restrictive Physical Intervention

Supportive physical intervention, such as holding, is only used to prevent injury to the child, other children or adults and/or serious damage to property.

If it is necessary to physically contain a child, details of the event must be recorded on a physical intervention form.

Details include:

- date and time of the incident;
- what happened to provoke the incident;
- what the child did;
- what action was taken;
- by whom the action was taken; and
- the outcome.

The incident should be brought to the attention of the nursery manager or deputy. The parent/carer is informed on the same day and should sign the record to indicate that he/she has been informed. This signed form will then be filed in the incidents folder.

Physical intervention

Physical intervention can include mechanical and environmental means such as high chairs or stair gates. These may be appropriate ways of ensuring a child's safety but will never be used as a punishment.

Positive handling

The positive use of touch is a normal part of human interaction. Touch might be appropriate in a range of situations such as:

- Giving guidance to children, such as how to hold a paintbrush or when climbing
- Providing emotional support, such as placing an arm around a distressed child
- Physical care, such as nappy changing, toilet training or first aid. Children's privacy will be considered during physical care.

Consulting with children

It is important for practitioners to know and understand what children's views are, what they enjoy or dislike, how they feel and what they want. This can be done by:

- talking to children;
- talking to parents/carers;
- observing and watching carefully what the children play with and who they play with;
- talking to other staff;
- looking at their drawings and how they play; and
- asking them which stories they enjoy.

Ongoing challenging behaviour

It is LearningLand's aim to include all children and attempt to understand their behaviour and the feelings they are trying to express. If we continue to find it difficult to manage a child's behaviour and they are continuing to cause physical harm to themselves or other children or adults, it will be necessary to meet with the parent/carer and discuss the next steps and input an individual behaviour plan (IBP). This could involve the nursery requesting support and guidance from the Early Years and Childcare Service Inclusion Team, for which we would need the parent's/carer's agreement.

Child-on-child abuse

Child-on-child abuse refers to any situation where a child is harmed, physically, emotionally, or sexually, by another child or young person. It is taken very seriously and LearningLand is committed to safeguarding the rights of children to feel safe and free from humiliation or abuse from others.

If a child harms another child:

- Practitioners should intervene to stop the child harming the other child or children;
- it will be explained to the child inflicting the harm why their behaviour is unacceptable;
- reassurance will be given to the child or children who has been harmed;
- support will be given to the child who has done the harming to say sorry for their actions;
- children who harm will receive praise when they display acceptable behaviour;
- a practitioner will discuss what has happened with the parents/carers of the child responsible for harming and work out with them a plan for handling the child's behaviour;
- when children have been harmed, a practitioner will share what has happened with their parents/carers, explaining that the child who did the harming (no names mentioned) is being helped to adopt more acceptable ways of behaving.

Child Protection

Any sudden changes in children's behaviour may cause concern. It helps if parents/carers keep the nursery informed about home circumstances that may have had an emotional effect on their child, such as a death in the family or death of a pet, a new baby or separation of a partner etc. Without this information, these changes in behaviour could lead the nursery to have concerns about the child's safety and therefore follow the Child protection and Safeguarding Policy and Guidelines.

When a child is left in our care, it is our responsibility to care for each individual need. Managing a child's behaviour is a vital part of our role. It is very important that our attitude remains positive and that the child realises that it was the action which was wrong.

Biting Policy

LearningLand recognises that small children, for a variety of reasons, sometimes bite or attempt to bite other children. Children at this age are often unaware of the pain that biting causes to other children and to adults. Children can bite for many different reasons often in response to frustration, anger, or excitement. Toddlers have limited verbal skills and sometimes bite impulsively. Biting can occur for no apparent reason.

Due to the speed and randomness with which biting incidents occur, it is not always possible to prevent these from happening.

Biting, although not nice, can be part of a normal developmental stage for young children who are teething and still developing their language skills. It is usually a temporary phase that is most common with toddlers.

Biting is not “abnormal”, however because of the danger this behaviour represents to other children, repeated biting cannot be tolerated and requires positive intervention on part of both nursery practitioners and parents.

The Nursery will encourage the children to use alternative methods to biting if they become angry or frustrated. Practitioners will maintain close and constant supervision of the children.

The safety of the children is our primary concern. The biting policy addresses the actions the practitioners will take if biting occurs. Under no circumstances will we use physical punishment on the child who bites.

The following steps will be taken if a biting incident occurs:

- The biting will be interrupted with a firm “NO..... ouch, we do not bite!”
- The bitten child will be comforted immediately
- Practitioners will remove the biter from the situation. The biter will be dealt with in an age appropriate manner which may involve distraction or quiet time. Practitioners would explain that “it is not nice to bite our friends” and the biter would be asked to say sorry/cuddle the bitten child.
- An accident form would be completed and signed by two practitioners and a member of management and the bitten child’s parents would be informed when they collect their child. The biter’s parent’s would not be informed of an isolated incident but if the behaviour continued then they would be spoken to.
- An incident form would be completed for an on-going problem of a child biting, this would not be shared with parents but would give the practitioners an idea as to what was causing the problem. This would include information such as, who was involved? Where did it happen? What happened before or after? How was the situation handled?
- Confidentiality of all children will be maintained

Children normally ‘grow out’ of this phase but LearningLand do reserve the right to ultimately exclude a child if we feel this is the best course of action for all concerned.

The exclusion may be a temporary one whilst a procedure is developed or outside help is sought to assist practitioners in future controlling of situations where biting cannot be discouraged. However in more serious cases, or where additional measures have been unsuccessful, the nursery may regretfully make the exclusion a permanent one for the safety of practitioners and other children.

British Values

We actively promote inclusion, equality of opportunity, the valuing of diversity and British Values. British values are a set of values that we promote every day with the children through our daily routines, actions and activities.

Democracy: Making decisions together

We support and encourage the children to share their feelings and let them know we value what they say. Children are given the opportunity to make decisions for themselves, such as choosing the activities and resources they play with. Practitioners also provide activities that encourage the children to take turns and share.

Parent's views and voices are important to us too, they are encouraged to express them by offering an open door policy for them to discuss any issues as and when they may arise.

The rule of law: Understanding that rules matter

We support and encourage the children to learn right from wrong by giving clear boundaries so that they know what is expected of them. Practitioners consistently manage children's behaviour, this enables the children to learn that there will be consequences to their actions.

Individual liberty: Freedom for all

This is about encouraging children to have a positive sense of themselves. Practitioners provide the children with opportunities to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, such as allowing the children to take risks on the large apparatus or mixing paint which will help to build their confidence skills.

During the day the children will have discussions about their feelings and be given the opportunity to express themselves, practitioners will support the children to understand that we have, and it's ok to, have different opinions.

Mutual respect and tolerance: Treat others as you want to be treated

We promote this by offering an inclusive setting, where different views, faiths, cultures and races are valued.

To encourage the children to have a respect for their own culture, and of others. The children look at and talk about the similarities and differences between themselves and others as well as joining in with different celebrations and festivals.

Practitioners encourage and explain about the importance of tolerant behaviours towards each other, such as sharing and respecting others opinions, whether it be right or wrong.

As a setting, we promote equality and diversity and challenge stereotypes. We share stories that reflect and value the diversity of children's experiences and provide resources and activities that challenge gender, cultural and racial stereotyping.

Children Absence Policy & Procedure

At LearningLand we have high standards of attendance and want to encourage the children to enjoy coming to nursery. We understand that children get poorly and that there are may be times when it is unavoidable for children to be absent from nursery.

It is important to remember that from a young age, regular attendance and punctuality helps to instil good habits and promote the development of a positive attitude towards school and work. Poor attendance and punctuality may result in a child finding it difficult to settle, to become involved and to form social relationships.

Reported absence

All reported cases of non-attendance either for illness or other absences should be reported to management. Absences should be reported by the parent/carer using the following procedure:

- The parent/carer should inform the nursery of their child's absence by telephone, email or Facebook, at the earliest convenience.
- The practitioner taking the call should inform the child's base room who will record their absence on the register, the reason for absence will be recorded on our online management package.

Unreported absence

All unreported cases of non-attendance will be investigated by using the following procedure:

- Children who have not arrived by 10.00am (morning session) and 2.00pm (afternoon session) will be contacted by telephone to confirm the reason for absence.
- Their absence will be recorded on the register.
- The information of the absence will be recorded on our online management package.
- If a child is absent for more than 3 sessions or a week (whatever is less), when parents/carers are unable to be contacted, the nursery will contact the emergency contacts on the child's registration form. Each child should have an additional 2 emergency contacts listed on their registration forms, other than their parents/carers.
- In cases where no contact can be made with any contact on the registration form, this will be recorded. If the child does not attend the nursery for a prolonged period of time, without contact, this will be classed as a 'missing child' and steps will be taken to ensure the well-being of the child. This may include a home visit, a referral being made to the Children's Resource Service (CRS) and/or a police welfare check requested.
- High levels of non-attendance for children who are in receipt of government funding are required to be reported to Southampton City Council. Absences for more than 2 weeks consecutively may result in your funding being withdrawn.

All absences are recorded and monitored.

Management must be made aware of all absences on a daily basis.

Child Induction

It is vital for a child to be allowed time to settle into a new environment. LearningLand provides a warm and welcoming environment where we aim to settle babies and children quickly and easily. Parents/carers need to have confidence in their child's well-being and in their role as active partners with them and therefore, we will work closely with them as they are the child's primary carers. Consideration will be given to the individual needs and circumstances of children and their families.

- All practitioners will work in partnership with parents/carers to settle the child into the nursery environment.
- The nursery is happy for parents/carers to contact us during the day to ask questions about their child or their progress.
- A key worker will be allocated to each child and their family, before the child starts to attend, to allow the child to build a relationship with one person and therefore help to create an environment where each child feels valued and safe.

We would recommend the following induction procedure to ensure peace of mind for both child and parent/carer. This procedure may flexible and can be adapted to accommodate the needs of each individual child and their family, at the discretion of the manager.

1. The parent/carer will be asked to complete and return forms. The child's Key Worker will review the information about the child's routine, development etc. and call if they have any questions.
2. The key worker will arrange 2 settling-in sessions with the parent/carer. Times will be dependent on the sessions children are booked in for. More sessions can be arranged if we feel necessary.
3. Parent/carer will say goodbye and leave them for a session. We encourage parents to leave their child at the door, but if you would prefer to settle your child in their base room, this is fine too.

These sessions should be carried out the week prior to children starting LearningLand and two weeks for babies to ensure the child has recent memories of the staff and other children.

There is no charge for settling-in sessions.

Child Protection and Safeguarding Children Policy

We work with children, parents and external agencies to ensure the welfare and safety of children as every child deserves the best possible start in life and has the right to receive support to fulfil their potential.

We also believe that children have the right to be treated with respect, be helped to thrive and to be safe from any abuse in whatever form. Everyone shares the responsibility for safeguarding and promoting the welfare of children irrespective of roles and everyone working with children should be familiar with local procedures and protocols for safeguarding the welfare of children and young people. Safeguarding children is everybody's responsibility. All staff, students and visitors are made aware of and adhere to the policy. We support the children within our care, protect them from maltreatment and have robust procedures in place to prevent the impairment of children's health and development. In our setting, we strive to protect children from the risk of radicalisation and we promote acceptance and tolerance of other beliefs and cultures. Safeguarding is a much wider subject than the elements covered within this single policy, therefore this document should be used in conjunction with LearningLand's other policies and procedures.

This policy works alongside these other specific policies to cover all aspects of child protection:

- Behaviour management
- Prevent Duty
- Safer recruitment
- Children's absence
- Disclosure policy
- Lone working policy
- Whistleblowing

Legal framework and definition of safeguarding:

- Children Act 1989 and 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) 2025
- Working together to Safeguard Children 2023
- Keeping children safe in education 2024
- Data Protection Act 2018
- Counter-Terrorism and Security Act 2015.
- Inspecting Safeguarding in Early years, Education and Skills settings 2019
- Prevent Duty 2014
- Domestic Abuse Act 2021

Safeguarding and promoting the welfare of children, in relation to this policy is defined as:

- Protecting children from maltreatment
- Preventing the impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

The nursery has two Designated Safeguarding Leads (DSL), who will co-ordinate any child protection issues, these are **Kelly Manger** and **Sue Betteridge**. The DSL's will ensure that the staff are aware of Child Protection Procedures for making referrals as well as ensuring that the staff know and understand the procedures for reporting and recording any concerns. The DSL's must be available at all times to discuss any concerns.

Records of concerns should be reported firstly to **Kelly Manger** and in her absence to **Sue Betteridge**. Concerns should remain confidential and are shared only with those who need to know.

OFSTED will be notified of any incident or accident and of any changes in the nursery arrangements which could affect the well-being of children. If a referral is made to CRS (Children's Resource Service), consent will be sought from the child's parents/carers before making the referral, if not deemed a significant risk to the child.

All parents/carers will be informed of how to register a complaint about a member of staff or volunteer within the nursery, which may include allegations of abuse (see Whistleblowing policy).

We follow the guidance of The Southampton Safeguarding Children Partnership (SSCP) and Southampton Policy and Processes (HIPS) when responding to any complaint that a member of staff, or volunteer within the setting, or anyone living or working on the premises occupied by the setting, has abused a child.

LearningLand's primary concern is to provide a safe environment for all the children and to work with parents by meeting the three following commitments:

1. We are committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of our service delivery.
2. We are committed to responding promptly and appropriately to all incidents and concerns of abuse that may occur and to work with statutory agencies.
3. We are committed to promoting awareness of child abuse issues throughout our information, learning or advice programmes for adults. We are also committed to empowering young children, through our early childhood curriculum, in promoting their right to be strong, resilient and listened to.

The two Designated safeguarding leads (DSL's) attend annual training and provide support, advice and guidance to all practitioners on an ongoing basis, and on any specific safeguarding issue as required. All practitioners access annual safeguarding training to maintain basic skills, including behavioural and physical indicators that suggest the possibility of abuse, and keep up to date with any changes to safeguarding procedures. Practitioners are supported to confidently implement our safeguarding policy and procedures.

If staff have a Safeguarding concern for a child, they must complete a 'Cause for concern' form and inform the safeguarding lead. The safeguarding lead will decide if a conversation needs to be had with the child's parents, whether the situation needs monitoring or whether the concern should be referred to CRS or to the Police. The parents should be told about the referral only if it is felt that it will not bring further risk to the child.

Types of abuse:

- *Physical abuse*
- *Sexual abuse*
- *Emotional abuse*
- *Neglect*

Some signs to be aware of:

- *Significant changes in behaviour for no apparent reason*
- *Deterioration in general well-being*
- *Unexplained bruising in unusual places – arms, stomach, mouth, head, back*
- *Bruised eyes – especially both*

- *Cigarette burns*
- *Finger marks*
- *Bite marks*
- *Child not using a specific limb*
- *Inadequate clothing*
- *Weight loss or increase in appetite*
- *Children's comments which give cause for concern*
- *Fabricated or induced illness*

Should a child arrive at LearningLand with any visible marks, attention will be drawn to it by staff. The account will then be recorded and signed by both the staff member and parent/carer.

Staff in the nursery are also required to keep children safe and recognise the signs of those who are at risk of radicalisation and extremism (please refer to our Prevent policy).

Interconnecting factors

In households where abuse occurs, there can be interconnecting factors which can significantly impact the safety and well-being of children living in those households

- *Domestic Abuse: This includes physical, emotional, or psychological abuse within the home.*
- *Substance Misuse: This involves the misuse of alcohol or drugs by a parent or carer.*
- *Mental Health Issues: This refers to any mental health condition affecting a parent or carer.*

Should any of these factors be identified we would support families, considering the risk it has on the children, making relevant referrals and seeking support from other agencies.

Missing children

A missing child is one that has not turned up at the setting, there are a pattern of days they are away or the parent/carer is not contactable or has not given a plausible explanation.

If your children do not arrive at nursery and we have not been advised why, we will try to make contact to find out why. If we are unable to contact parent/carers we will try contacting other contacts on registration forms. If we have concerns and no contact can be made, we may contact CRS to seek further advice and/or a police welfare check requested. This works in conjunction with our Children Absence policy and procedure.

Female genital mutilation (FGM)

Female Genital Mutilation (FGM), is a form of physical abuse against children. FGM is also known as female circumcision or female genital cutting. FGM has no health benefits, and can cause severe

bleeding and problems urinating, and later cysts, infections, infertility as well as complications in childbirth.

It involves removing and damaging healthy and normal female genital tissue, and interferes with the natural functions of girls' and women's bodies.

The *Female Genital Mutilation Act* was introduced in 2003 and came into effect in March 2004. It was made illegal to: practice FGM in the UK; take girls who are British nationals or permanent residents of the UK abroad for FGM whether or not it is lawful in that country; and aid, abet, counsel or procure the carrying out of FGM abroad.

The sign that children may be at risk of FGM are as follows:

- Child is female
- from a culture where FGM is practised
- parents request/inform of an extended summer holiday to the country of origin.

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.

If staff are concerned that a child is at risk of FGM or Breast Ironing, they must tell the safeguarding lead. The safeguarding lead must request to meet parents in private, and ask them directly if they are seeking to take their daughter abroad to have FGM or Breast Ironing carried out on her. If the safeguarding lead is dissatisfied with their response and has real concerns that FGM may be imminent, they should refer the matter to CRS or to the Police. The parents should be told about the referral only if it is felt that it will not bring further risk to the child.

Child sexual exploitation (CSE)

Keeping Children Safe in Education (2023) describes CSE as: '*CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate

knowledge (e.g. through others copying videos or images they have created and posted on social media).

Signs and indicators may include:

- *Physical injuries such as bruising or bleeding*
- *Having money or gifts they are unable to explain*
- *Sudden changes in their appearance*
- *Becoming involved in drugs or alcohol, particularly if you suspect they are being supplied by older men or women*
- *Becoming emotionally volatile (mood swings are common in all young people, but more severe changes could indicate that something is wrong)*
- *Using sexual language that you wouldn't expect them to know*
- *Engaging less with their usual friends*
- *Appearing controlled by their phone*
- *Switching to a new screen when you come near the computer*
- *Nightmares or sleeping problems*
- *Running away, staying out overnight, missing school*
- *Changes in eating habits*
- *Talk of a new, older friend, boyfriend or girlfriend*
- *Losing contact with family and friends or becoming secretive*
- *Contracting sexually transmitted diseases.*

Southampton Policy and Processes (HIPS) can be contacted for further advice if a member of staff suspects that child sexual exploitation is taking place.

County lines and child Criminal Exploitation (CCE)

CCE is where *'an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child 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. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- *Children who appear with unexplained gifts or new possessions;*
- *Children who associate with other young people involved in exploitation;*
- *Children who suffer from changes in emotional well-being;*
- *Children who misuse drugs and alcohol;*
- *Children who go missing for periods of time or regularly come home late; and*
- *Children who regularly miss school or education or do not take part in education*

Pathways through care – (formerly Looked After Children)

As part of our safeguarding practice we will ensure our staff 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 on an interim or full care order)
- Contact arrangements for the biological parents (or those with parental responsibility)

- The child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her
- 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.

Witchcraft

Abuse linked to faith or belief is where concerns for a child's welfare have been identified, and could be caused by, a belief in witchcraft, spirit or demonic possession, ritual or satanic abuse features; or when practices linked to faith or belief are harmful to a child.

Any abuse that takes place against those who are branded (or labelled) either as a witch or as having been possessed by an evil spirit is unacceptable. Significant harm can occur because of concerted efforts to 'excise' or 'deliver' evil from a child (or vulnerable adult).

Witchcraft beliefs are used to blame a person (rather than circumstances) for misfortune that happens in life.

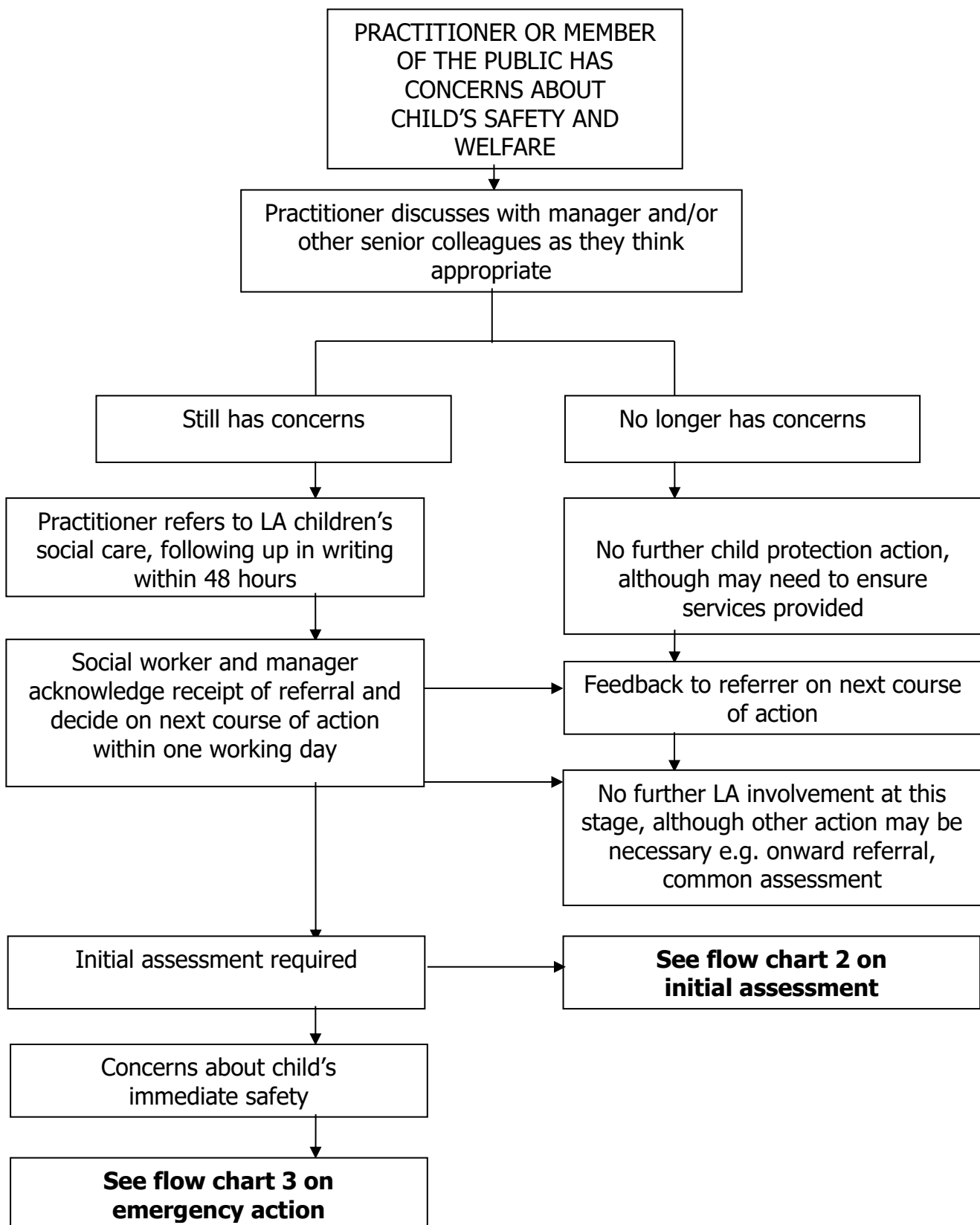
Child abuse linked to faith or beliefs can take place for some of the following reasons:

- *abuse as a result of a child being accused of being a 'witch'*
- *abuse as a result of a child being accused of being possessed by 'evil spirits'*
- *ritualistic abuse which is prolonged sexual, physical and psychological abuse*
- *satanic abuse which is carried out in the name of 'satan' and may have links to cults*
- *any other harmful practice linked to a belief or faith*

Indicators of child abuse linked to faith or belief include the following:

- *physical injuries, such as bruises or burns (including historical injuries/scaring)*
- *a child reporting that they are or have been accused of being 'evil', and/or that they are having the 'devil beaten out of them'*
- *the child or family may use words such as 'kindoki', 'djin', 'juju' or 'voodoo' - all of which refer to spiritual beliefs*
- *a child becoming noticeably confused, withdrawn, disorientated or isolated and appearing alone amongst other children*
- *a child's personal care deteriorating (eg rapid loss of weight, being hungry, turning up to school without food or lunch money, being unkempt with dirty clothes)*
- *it may be evident that the child's parent or carer does not have a close bond with the child*
- *a child's attendance at school becomes irregular or there is a deterioration in a child's performance*
- *a child is taken out of a school altogether without another school place having been arranged*
- *Wearing unusual jewellery/items or in possession of strange ornaments/scripts.*

A FLOW CHART FOR REFERRAL



Source: Working together to safeguard children

All staff will co-operate with any investigation and will act in accordance with the wishes of the police and the Southampton children's services.

Helpful contact information:

Police: 101 or 999

CRS (Children's Resource Service): 023 80833004

Out of hours: 023 80233344

Local Authority Designated Office (LADO) 07500952037 – Gemma Swann

02380 915535

LADO@southampton.gov.uk

(LADO provides guidance and advice to paid, unpaid, volunteers, casual, self-employed and employees)

NSPCC: 0808 8005000

Childline: 0800 1111

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

General Helpline: 0300 123 1231

Complaints & Compliance: 0300 123 4666
(Safeguarding Issues)

Staff Behaviour Policy

Reason for contact	Acceptable contact	Unacceptable contact
Consoling and reassuring a child who is upset, possibly by an accident or disagreement or by separation from a parent	Cuddling a child, sitting on your knee. Occasionally, when separating a child from parent/carer it is necessary to physically remove/transfer the child to a member of staff, with the parent's consent.	'Kissing better'
Toileting children who still require adult support	Lifting, supporting children on to the toilet, encouraging them to point their 'willy' down in the toilet. Wiping bottoms following bowel movement. Older children will be encouraged to do this for themselves. Adults will always talk to children about what is happening and why. Being aware of children's privacy when they are using the toilet.	NEVER touching a child's genitals, rather the adult may direct the child's hand to help themselves.
Changing a child's nappy	Removing the child's skirt/trousers, removing wet or soiled nappy, cleaning/wiping child's genitals with damp cotton wool. Applying nappy cream, if requested by a parent. Colleagues will always be aware that practitioners are doing nappies. Being aware of children's privacy when they are having their nappy changed.	Intimate or sustained contact with body.
Changing the clothes of a child who is wet or has soiled themselves	Undressing and redressing may involve removing underwear and replacing with clean clothes. Cleaning genitals with damp cotton wool. Colleagues will always be made aware that child and practitioner have left the room to deal with the incident.	Intimate or sustained contact with the body.

Restrictive physical Intervention: Restraining a child for their own protection or the protection of others	Holding a child across their bodies from behind, using gentle to firm pressure as necessary, until the child has calmed down sufficiently. There will always be more than one adult present.	Unacceptable force, e.g. causing reddening of the skin.
Helping with dressing-up clothes, adjusting clothing (e.g. tucking shirts, vests, etc in to skirts/trousers)	General contact with body	Intimate or sustained contact with body
Sitting on adults knee (e.g. sharing a story, reinforcing good behaviour, at a child's request)	Putting arm or arms around the child.	Unreasonable force, intimate contact
Rough and tumble play	Piggy backs, tickling, holding child around upper body, e.g. assisting them on to bikes, helping them to jump, bounce, hop etc.	Unreasonable force, intimate contact

Mobile Phones, cameras and SMART watches

Personal mobile phones and cameras should be kept in either the office or cars during working hours and should only be accessed during breaks when away from the children.

Practitioners who wear SMART watches are allowed to wear models without cameras and have the notifications turned off during work hours. They must sign a disclaimer to agree to the terms and if the rules are broken it will be classed as gross misconduct.

No calls or texts to mobiles should be received whilst with the children.

Parents and visitors are informed that LearningLand is a 'mobile-free' zone and that they will be escorted from the premises if they are seen to be using their mobile phones.

At no time must photographs or filming of the children be taken on personal cameras or mobile phones. Setting Ipads are used to take photographs of the children for Tapestry. These are deleted once they have uploaded.

If these rules are broken it will be classed as gross misconduct and will result in immediate disciplinary. (Please refer to our E-Safety policy for further information).

In the event of a child abuse allegation being made against a member of staff

We respond to any disclosure by children or staff that abuse by a member of staff or volunteer, may have taken or is taking place, by first recording the details of any such alleged incident.

Any disclosures made by a member of staff, parent or visitor must be written by the person making the complaint, including accurate, detailed information on the child and times and dates of the incident.

The Manager would refer any such complaint immediately to the Local Authority's Designated Officer (LADO) to seek advice about immediate action, which may include an internal investigation or suspension. We also report any such alleged incident to Ofsted and what measures we have taken. We are aware that it is an offence not to do this.

If the allegation is one of Safeguarding, the LADO would arrange a strategy meeting with the employer, the police and possibly children's services (CRS) to plan the next steps. The member of staff concerned would be kept informed of the investigation.

If the allegation is made against the Manager or Deputy Manager, the management team of Millbrook Christian Centre would become involved and inform the LADO and Ofsted.

In the event of serious violence occurring between adults

If any serious violence occurs between our practitioners, parents or other adults the situation would be assessed, moving the altercation away from the children, ensuring their safety. Depending on the severity of the incident and who is involved, we would contact either the police or LADO and follow their guidance.

Suitability

LearningLand has a legal responsibility to ensure that each member of staff are suitable to work with children and are not disqualified from doing so. We have a strict recruitment process, which includes obtaining references, verifying qualifications, completing an enhanced DBS check and an induction process (see recruitment policy).

The staff have regular supervisions with the management and are asked to disclose any changes in their personal circumstances that would affect their suitability to work with children.

Child protection – file transfer procedure

Retention of child protection records

When child protection concerns about a child arise, all education settings should maintain and retain child protection records for as long as the child continues to attend the setting; and then records should be transferred as below.

Child protection records (for non-looked after children) are to be transferred securely when the child moves setting and then retained until a child's 25th birthday (6 years after the subjects last contact with the authority). **For children who are looked after records must be retained until the child's 75th birthday.**

Transfer of child protection and child welfare records

When children transfer from one educational setting to another, either at normal transfer stage (e.g. from Early Years setting to school or from school to further education) or as the result of a move (e.g. to another setting within Southampton, to an Independent school or to another Local Authority) and records of child protection or welfare concerns exist, these should be transferred to an appropriate member of staff such as a DSL, SENCO or member of senior leadership as soon as possible at the new setting, **within 5 days of confirmation of transfer of roll**. This transfer should be arranged separately from the main pupil file in line with the DfE guidance 'Keeping children safe in Education' 2024.

In order to safeguard children effectively it is important that when a child moves to a new educational setting the receiving setting is immediately made aware of any **current** child protection concerns that they need to know on or before arrival of the child. This should also include the expectations outlined in any current child protection planning for the education setting and the named workers contact details should be shared, preferably prior to the transfer of records so as to plan to ensure the child is safeguarded.

It is important that all child protection records are transferred at each stage of a child's education, up until the age of 18, or in some cases (SEND), beyond. **The responsibility for transfer of records lies with the originating setting, as the receiving setting might not otherwise know the child protection or welfare concerns exist. The onus is therefore on the originating setting to facilitate the secure transfer of records to a suitable person, not on the receiving setting to make contact and collect the records. A signed, record of receipt of the transfer should be obtained by the transferring setting, and stored securely. The date of receipt and name of receiver (DSL, Senior leader, SENDCO) should be added to the child record by the new setting.**

Paper or electronic records containing child protection information must be transferred on the most secure method available to the setting. Clear receipt of transfer obtained for both establishments and recorded by both:

- By hand if possible;
- If paper records are posted, out of area this should be 'signed-for' trackable delivery; thus enabling receipt of transfer arrival to be held
- Electronic records must be carefully selected and only be transferred by a **secure** electronic transfer mechanism or after the information has been encrypted. No archived information should be retained if a pupil is no longer on roll and has moved to another setting.

Transfer form

Whether child protection or welfare concern forms are passed on by hand, by post or electronically, written evidence of transfer (e.g. form in appendix) appropriately signed and dated, should be

retained **by both** the originating and receiving setting. It is recommended that the originating setting securely stores **a signed copy of the form on record**.

Children subject to a Child Protection (CP) Plan

If a child is the subject of a Child Protection Plan at the time of the enrolment the originating setting must speak to a Designated Safeguarding Lead (DSL) of the receiving setting giving details of the child's key social worker from Children's Services and ensuring the setting is made aware of the requirements of the CP plan and dates of any upcoming/recent meetings and minutes.

If a child subject of a CP plan leaves a setting and the name of the child's new setting is unknown – the Child Protection Lead should contact the child's social worker to discuss how and when records should be transferred.

Storage

All child protection records are sensitive and confidential so should be kept in a secure (locked at all times) filing cabinet, separate from other education records and only accessible to staff who are involved in the safeguarding process of the child.

The child's education file should be marked in some way to indicate that a child protection file exists. All staff that may need to consult a child's file should be made aware what the symbol means and to speak to the safeguarding lead if they have concerns.

Electronic Child Protection Records should be password protected with access strictly controlled in the same way as paper records.

Receiving setting unknown

Where records of child protection concerns have been kept and details of the receiving setting are not known, settings should inform the named social worker. If there is no allocated social worker the setting should retain until the child's 25th birthday, 33rd birthday for SEND records, or 75th birthday for a looked after child.

Complaints & grievances

Whilst we aim to achieve the highest standards of care and education for all the children attending LearningLand, and to promote a positive partnership with families, management recognises that on occasion circumstances may lead to a parent/carer wishing to make either a formal or informal complaint.

Complaints should be dealt with professionally and promptly to ensure that any issues arising from these complaints are handled effectively and to ensure the welfare of all children.

These guidelines identify to parents/carers the appropriate methods through which they are able to report a complaint about any aspect of the service offered by the nursery. It is always hoped that any concern can be addressed and resolved through discussion with relevant staff in the nursery.

Parents/carers have the right to know that any complaint will be dealt with appropriately and professionally.

- In the event of a minor complaint, parents and carers should initially address any concerns to the child's key worker or room leader of their child's base room.
- In the event of a more significant concern, or if the room practitioners are unable to resolve a minor complaint satisfactorily, parents/carers should address their concerns to the nursery manager, or in their absence the deputy manager. These concerns will be recorded in the complaints log and reported back to the parent within 3 days. A written complaint to the manager will be investigated and will receive a written response within 28 days. This will be fully documented in the complaints file and will detail the nature of the complaint and any actions arising from it.
- If the matter is still not resolved a formal meeting will be called between the manager, parent and room leader to ensure that it is dealt with sufficiently. A record of the meeting should be made along with documented minutes and actions. All parties present will sign the record and receive a copy.
- If the matter cannot be resolved to their satisfaction, the parents/carers have the right to raise the matter with Ofsted, their details are listed below or on display in the parent's area.

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

Tel: 0300 123 1231
www.ofsted.gov.uk

A record of complaints will be kept in the nursery and is available for parent's to see on request.

Confidentiality

LearningLand are legally required to hold information about all children and staff using or working with the Day Nursery. Basic information is used for registers, invoices and for emergency contacts, however all records will be stored in a lockable cabinet and on a secure online database in-line with the General Data Protection Regulations (GDPR) and the Data Protection Act 2018.

Through their close relationship with children and their parents/carers, practitioners may learn more information about the families using LearningLand and they are aware that this information is highly confidential and must only be used within this setting.

If any of the information held is requested by outside agencies or anyone outside the setting, the permission of parents/carers will always be sought before any details are given. However, if a child is considered at risk of harm in any way, our Child protection and Safeguarding Children policy will override this confidentiality policy.

Curriculum

'Our children, their interests'

LearningLand places high importance on the intellectual, emotional, physical, and spiritual development of all children in our care.

We aim to assist all children, attending LearningLand, to attain their maximum potential. Key workers will spend time getting to know their key children by building relationships with parents and families, spend time interacting with them and observing them in their play and alongside their peers.

Using their knowledge of the children and observations, key workers will support the children to develop and close any gaps in their development by providing a fun and challenging environment for children to explore, supporting the children to learn through their play, inviting children to participate in adult-led activities and experiences, engaging in the children's play and following their interests and supporting them to be independent. Any progress will be recorded through observations and made accessible on Tapestry and on the children's individual progress trackers.

Each week the practitioners will take photos of the children involved in activities and routines to share with parents on Tapestry; My week in photos.

Practitioners place high importance on ensuring the child's play environment encourages good social skills and an appreciation of all aspects of a multicultural society.

The staff in each room will provide activities based around the children's individual interests, needs, development and are appropriate for the age and stage of their development. These activities should be challenging and enjoyable experiences for each child, these activities are optional to the children.

The children's Key Workers work closely with parents/carers to promote their child's learning and development.

At the end of each term, key workers will provide parents with an update on the children's strengths as well as areas they are being supported in. If a child's progress gives any cause for concern practitioners will discuss this with parents/carers and agree a plan to support the child.

Practitioners will complete a 2 year progress report on children when aged between two and three years. This will be a short written summary of the child's development in the prime areas, highlighting the child's strengths and any areas where the child's progress is less than expected.

The Early Years Foundation Stage (EYFS) is the framework that we use to keep the children safe and help them to thrive.

Disclosure Policy

All practitioners working at LearningLand have a duty to report any changes in their circumstances to the manager.

As stated in the EYFS Statutory Framework:

3.17, 'providers must tell staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). Providers must not allow people whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for'.

Where LearningLand becomes aware of any relevant information which may lead to disqualification of an employee, we will take appropriate action to ensure the safety of the children.

Equal Opportunities

LearningLand will encourage recognition of the value of each individual and will not discriminate on the basis of ethnicity, culture, gender, age, religion or ability. All children will be given the opportunity to develop their full potential and a positive identity.

We will foster positive attitudes towards human diversity and activities will allow the children to develop in an environment free from prejudice and discrimination, with opportunities to acknowledge and value differences between people and families.

Children are provided with opportunities whereby they can develop positive attitudes to people who are different from themselves by:

- helping children to feel valued and good about themselves;
- ensuring that children have equal access to learning;
- reflecting the widest possible range of communities in the choice of resources;
- avoiding stereotypes or derogatory images in the selection of resources;
- working in partnership with parents/carers to ensure that the medical, cultural and dietary needs of children are met;
- creating an environment of mutual respect and tolerance;
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- ensuring that the resources and curriculum offered are inclusive to children with special educational needs and children with disabilities; and
- ensuring that children whose first language is not English have access to the curriculum and are fully supported in their learning.

Please refer to the British Values policy for further information.

We recognise the need for an equal opportunities policy in our role as both a source of employment and as providers of child-care.

All practitioners are aware of the issues relating to equal opportunities and their responsibilities towards the promotion of that policy within LearningLand.

Sue Betteridge is LearningLand's named ENCO (Equality named coordinator)

Fees and Funding

LearningLand Day nursery offers care for children aged 3 months – 5 years for 51 weeks of the year (closing for the Christmas period).

We offer 15 hours government funding for children aged 2 years for families receiving some additional forms of support and 15 hours government funding for children aged 3-4 years for all families in England. We also offer 30 hours childcare for children aged 9 months to 4 years for eligible working families in England. Children become eligible the term after each applicable funding age.

We offer a range of flexible sessions to suit family commitments and funding can be used either stretched across the year (11.17hrs/22.3hrs over 51 weeks) or term time only (15hrs/30hrs over 38 weeks).

Stretch Funding (51 weeks) – a £75.00 deposit is required for full time sessions, refundable when your child leaves

Type of session	Hours covered	Under 2yrs	2-3yrs	3yrs+
Full day	7.30am – 6.00pm	£70.00	£70.00	£67.50
School Day	9.00am – 3.00pm	£52.00	£52.00	£49.60
Morning	7.30am – 1.00pm	£41.50	£41.50	£40.20
Afternoon	1.30pm – 6.00pm	£38.50	£38.50	£37.20

- Stretch sessions - Funding will be deducted from your monthly fees and annualised (weekly fees x 51 weeks / 12 months) – no additional cost for meals

Term time only (38 weeks)

Type of session	Hours covered	Under 2yrs	2-3yrs	3yrs+
School Day (Funded)	9.00am – 3.00pm	FUNDED (6HRS)	FUNDED (6HRS)	FUNDED (6HRS)
Morning (Funded)	9.00am – 12.00noon	FUNDED (3HRS)	FUNDED (3HRS)	FUNDED (3HRS)
Afternoon (Funded)	1.00pm – 4.00pm	FUNDED (3HRS)	FUNDED (3HRS)	FUNDED (3HRS)
Additional hourly cost (charged at the Local Authority funding rate)	Agreed additional hours, exceeding funded hours	£12.12 p/h	£8.87 p/h	£6.58 p/h
Meals (optional) Breakfast Lunch Tea	£1.80 per day £3.45 per day £2.25 per day			

LearningLand provides all nappies, milk and snacks. Meals are an optional extra for fully funded sessions.

Funding does not cover the cost of meals, consumables, extra activities and extra services. We currently only charge for meals as an extra, however these are optional and you can provide your own lunchboxes.

Invoices are raised for each calendar month and must be paid by the last day of the month, payable by bank transfer, direct debit or your tax-free childcare account (if eligible). Please ensure you reference your child to any payments. Late payments will incur a charge of £25.00.

Fees are payable during periods of sickness, family holidays and part fees for adverse weather (see adverse weather policy). Fees are not charged for Bank holidays or Christmas closure.

If you receive funding and for any reason you no longer have access to that funding, you will be responsible to cover for any fees payable to us. Please note, the local authority states your eligibility for funding may change if your child is absent for more than 2 weeks.

Regular and continuous late collection, after the end of your child's session, will result in a charge of £7.50 being charged for every 15 minutes late that your child is collected (please see late collection policy).

Funding is reviewed by the local authority each April and LearningLand reviews fees each September, parents will be notified, in advance, of any changes.

LearningLand does not swap sessions as a rule, circumstances beyond your control will be considered at the discretion of management. Additional sessions can be booked as an extra, if we have the availability.

There is a four week notice period, or the fee equivalent to four weeks, for terminations or alterations to full time (stretched) sessions and the local authority require a two week notice period for the termination of a fully funded placement.

We reserve the right to terminate a child's funding or placement at LearningLand for breach of policies.

Complaints procedure

If you are not satisfied that your child has received their free entitlement in the correct way, please address any concerns to LearningLand's management, who will try and resolve any issues. If the matter cannot be resolved you can contact a member of the management team of Millbrook Christian Centre.

If you are not satisfied with the outcome complete the Southampton City Council complaints procedure which can be found on Southampton City Council's website.

If you are not satisfied with the way in which your complaint has been dealt with by the local authority or believe that they have acted unreasonably, you can make a complaint to the Local Authority Ombudsman. Such complaints will only be considered when the local complaints procedures have been exhausted.

Fire Drill Procedure

In the event of a fire or the alarm sounding:

1. Shout **FIRE!!**
2. Ensure that everyone is aware
3. Leave the building via the nearest exit ensuring all the children in your care are present. The last member of staff in each room should check each area is empty. Depending on the position of the fire, use the safest exit.

Each room must take their own registers outside with them.

Exits are situated in the Green room, Red room and the front door.

4. The Manager or Deputy must check to ensure everyone is out of the building.
5. Call the fire brigade on 999 from the nearest telephone which is situated at:
Millbrook Christian Centre
51a Wimpson Lane
Millbrook
Southampton

Tel: 023 80399894

If it is not possible, use a mobile phone or knock at a nearby house and ask to use the telephone – it is an EMERGENCY!!

6. All assemble on the grass area next to the old tennis courts. Take care crossing the car park
7. The registers should be called by the Manager or Deputy
8. Remain calm at all times and reassure the children
9. Our priority is to ensure the safety of all children and adults. DO NOT ATTEMPT TO EXTINGUISH THE FIRE!!
10. If parents need to be contacted, a copy of all children's contact details can be located in the church front office filing cabinet.

General Data Protection Policy (GDPR)

Introduction

LearningLand appreciates that the internet and social media now play a large part in people's lives and important for sharing information as well as a learning tool. However, we are also aware of the risks and dangers. Therefore we have set out the following guidelines to protect the children, staff and parents who use the nursery. This policy forms part of our Data Protection policies and procedures to ensure compliance with the GDPR (General Data Protection Regulations) and the Data Protection Act 2018.

Children will learn most effectively where they are given managed access to computers and control of their own learning experiences, however such use carries an element of risk. Early Years practitioners and managers, in partnership with parents and carers, should consider it their duty to make children and young people aware of the potential risks associated with online technologies. This will empower them with the knowledge and skills to keep safe, without limiting their learning opportunities and experiences.

Policy statement

This policy will outline safe and effective practice in the use of the internet. It will provide advice on acceptable and effective control measures to enable children and adults to use ICT resources in a safer online environment.

The policy applies to all individuals who are to have access to or be users of work related ICT systems. This will include children, parents and carers, early years managers and practitioners, students, committee members, visitors and contractors. This list is not to be considered exhaustive.

This policy will apply to internet access through any equipment, for example computers, mobile phones and tablets. Before the use of any new technologies they will be examined to determine potential learning and development opportunities. Their use will be risk assessed before considering whether they are appropriate for use by the children.

Responsibilities

The Designated Safeguarding Lead (DSL) is to be responsible for online safety and will manage the implementation of this policy. In our setting the DSL's are Kelly Manger and Sue Betteridge.

The Designated Safeguarding Lead will ensure:

- Day to day responsibility for online safety issues and will have a leading role in implementing, monitoring and reviewing this Policy.
- All ICT users are made aware of the procedures that must be followed should a potentially unsafe or inappropriate online incident take place.
- Recording, reporting, monitoring and filing of reports should a potentially unsafe or inappropriate online incident occur. This must include the creation of an incident log to be used to inform future online safety practice.
- All necessary actions are taken to minimise the risk of any identified unsafe or inappropriate online incidents reoccurring.
- Regular meetings take place with the registered person, committee members and supervisors to discuss current issues and review incident reports.
- Effective training and online safety advice is delivered and available to all early years practitioners, including advisory support to children, parents and carers as necessary.

- Liaison, where appropriate, with other agencies in respect of current online safety practices and the reporting and management of significant incidents.

Computer/Laptops/ Tablets etc – including use of internet and e-mail

Managing online access

Password security

- Maintaining password security is an essential requirement for early years managers and practitioners particularly where they are to have access to sensitive information. A list of all authorised ICT users and their level of access is to be maintained and access to sensitive and personal data is to be restricted.
- Early years managers and practitioners are responsible for keeping their passwords secure. All users must have strong passwords, for example a combination of numbers, symbols and lower and upper case letters.
- Sharing passwords is not considered to be secure practice.
- All computers and laptops should be set to 'timeout' the current user session should they become idle for an identified period.
- All ICT users must 'log out' of their accounts should they need to leave a computer unattended.
- If ICT users become aware that password security has been compromised or shared, either intentionally or unintentionally, the concern must be reported to the Designated Safeguarding Lead.

Internet access

- The internet access for all users will be managed and moderated in order to protect them from deliberate or unintentional misuse. Every reasonable precaution will be taken to ensure the safe use of the internet. However, it must be recognised that it is impossible to safeguard against every eventuality.
- The following control measures will be implemented which will manage internet access and minimise risk:
 - Secure broadband or wireless access
 - A secure, filtered, managed internet service provider and/or learning platform.
 - Secure email accounts.
 - Regularly monitored and updated anti-virus protection.
 - A secure password system
 - An agreed list of assigned authorised users with controlled access
 - Effective audit, monitoring and review procedures.
- Online activity is monitored to ensure access is given to appropriate materials only. Laptops and tablets are sited in areas of high visibility to ensure children and adults are closely supervised and their online use appropriately monitored.
- Should children or adults discover potentially unsafe or inappropriate material, they must hide the content from view. For example, the window will be minimised but not turned off. All such incidents must be reported to the DSL who must ensure a report of the incident is made and take any further actions necessary.
- All managers and practitioners will be made aware of the risks of compromising security, for example from connecting personal mobile devices to work related ICT systems. Such use is

avoided but should it, on occasion, be unavoidable it will be subject to explicit authorisation of the Designated Safeguarding Lead. Such use will be stringently monitored.

- Should it be necessary to download unknown files or programmes from the internet to any work related system it will only be actioned by authorised ICT users with permission from the Designated Safeguarding Lead (DSL). Such use will be effectively managed and monitored.
- Practitioners should not forward any of the setting work, files, information etc. stored on the nursery's computer to their home PC, without permission from the Designated Safeguarding Lead (DSL). At no time should any images or files containing personal information be forwarded to a home PC.
- Practitioners should not access, copy, remove or otherwise alter any other user's files, without their expressed permission.
- All users are responsible for reporting any concerns encountered using online technologies to the DSL.

Online communications

- All official communications must occur through secure filtered email accounts.
- All email correspondence will be subject to scrutiny and monitoring.
- All ICT users are expected to write online communications in a professional, polite, respectful and non-abusive manner.
- A filtered internet server is used to monitor and prevent offensive material or spam. Should, on occasions, security systems not be able to identify and remove such materials the incident will be reported to the Designated Safeguarding Lead immediately.
- Communications between children and adults by whatever method should take place within clear and explicit professional boundaries. Early years managers and practitioners will not share any personal information with any child or parent associated with the setting. They will not request or respond to any personal information from the child or parents other than which might be considered appropriate as part of their professional role. Advice should be sought from the DSL before engaging in any such communication.
- Management and practitioners must ensure that all communications are transparent and open to scrutiny
- All ICT users should refrain from opening emails where they do not know the sender or where the content or format looks suspicious.
- Online communication is not considered private or confidential for safeguarding and security purposes. All users must seek advice from the DSL and the local Safeguarding Children Board as to how information should be relayed.
- Children will be enabled to use online equipment and resources when it is considered, in consultation with parents and carers, that they have the developmental knowledge and understanding to recognise some of the benefits and risks of such communication. Access to online communication will always be supervised by an adult.
- Practitioners should not use the LearningLand's ICT equipment for personal use.
- Children are not permitted to access the internet.
- Personal e-mail addresses must only be accessed with the permission of the Designated Safeguarding Lead (DSL).
- Illegal or inappropriate materials MUST NOT be uploaded, downloaded or accessed. If this is found on any ICT equipment, the Designated Safeguarding Lead (DSL) will inform the police, Local Authority Designated Officer and Social Care immediately and the equipment confiscated.
- Practitioners should ensure that the nursery's ICT equipment is used appropriately to avoid disabling or damaging equipment.

- Practitioners should not install or store programmes of any type or try to alter any computer/Tablet settings, unless permission has been granted from the Designated Safeguarding Lead (DSL).

Mobile phone usage

- Practitioners do not have their personal mobile phone on their person during working hours.
- Mobile phones must be kept in the office, away from where the children are.
- Practitioners can have access to their phones during break times, but only in the staff room or off-site.
- The setting contact number should be given as an emergency number in case a practitioner needs to be contacted.
- LearningLand's mobile phones do not have cameras and are used exclusively for the purpose of the setting.
- When going on outings, practitioners must make sure that the mobile phone is fully charged and has sufficient credit to make emergency calls.
- Practitioners must not use any personal cameras, including those on mobile phones, to photograph the children or make video or audio recordings.
- Visitors and parents are asked not to use their mobile phones whilst on the premises. If they need to use their mobile phone they should be asked to do so in the office or out the front of the building, away from the children.
- A sign is displayed in the parent's area to inform parents and visitors they are entering a 'mobile free zone'.
- Practitioners are responsible for their own belongings; LearningLand is not liable for loss or damage of personal mobiles.
- Practitioners must not have inappropriate or illegal content on their mobile phone.
- Practitioners must have a clear understanding of what constitutes the misuse of mobile phones, they should be vigilant and alert to any potential warning signs of misuse and report any concerns immediately to the Designated Safeguarding Lead (DSL).
- Practitioners who wear SMART watches are allowed to wear models without cameras and have the notifications turned off during work hours. They must sign a disclaimer to agree to the terms and if the rules are broken it will be classed as gross misconduct.
- All Practitioners should be made aware and understand that failure to comply with policies and procedures may result in disciplinary action being taken.

Digital and video Images

- All devices used in LearningLand for the purpose of taking photographs, videos or audio recordings, must be kept in the locked filing cabinet overnight and usage monitored by the Designated Safeguarding Lead (DSL).
- Written parental permission is obtained upon registration and before any images of children are taken.
- Written parental permission will be obtained before any images are published on setting websites, setting literature and in any other promotion articles. Children's full names will not be used alongside their photographs.
- No digital images must be recorded by parents, during setting events such as parties, shows and fundraising events.
- Parents are made fully aware during registration that images of their children will be used for record keeping, staff training, evidence for Ofsted, shared activities on parent's Facebook images can only be accessed by the practitioners in accordance with the Data Protection Act 1998. For further information go to <http://ico.org.uk>.
- Practitioners must only take digital images using the setting's camera, and then only with parental permission. Personal equipment must NEVER be used to record images of children.

- Practitioners should be aware of the risk associated with taking, using, sharing, publishing and the distribution of images. They should only be shared as appropriate for record keeping, staff training, evidence for Ofsted, sharing activities on parent's Facebook page and advertising.
- Practitioners may use these images to illustrate their observations of children's learning and development, but they must follow the settings policies at all times. Images need to be deleted from ICT equipment immediately after being added to Tapestry or printed for display purposes.
- Practitioners must remain vigilant when taking digital/video images of the children to ensure they are appropriately dressed and in appropriate areas of the nursery.
- All Practitioners must be made aware that failure to comply with the setting's policies and procedures may result in disciplinary action being taken.

Managing multimedia technologies

- Many devices are equipped with internet access, GPS, cameras and video and audio recording functions. A risk assessment is completed to minimise risk of using technologies whilst maximising the opportunities for children to access such resources.
- All ICT users and the DSL must only use moderated sites to afford maximum protection. Non-moderated websites allow for content to be added and removed by others.

Social Networking Sites – for example, Facebook, Twitter

- Practitioners must not put any details or reference to their work or workplace on any form of a personal social networking site.
- Practitioners should be aware of the possible implication when entering personal details on one of these sites.
- Practitioners must not invite or accept parents as 'friends', or communicate with them in any way via any social networking site. Practitioners must also not 'friend' ex parents for a period of 2 years after they have left the nursery and after consulting with management.
- Practitioners must not invite or accept ex children (under 13 years old) as 'friends', or communicate with them in any way via any social networking site.
- Photographs, names of, or any comments about children who attend LearningLand must never be placed on any personal social networking site.
- Parents are requested not to make comments or upload photographs of children in the setting (other than their own) without permission from the relevant parent.
- Parents must not use social networking sites to make complaints or air their frustrations about the nursery. If any issues arise you are encouraged to discuss them with management or follow our complaints procedure.
- LearningLand's ICT equipment must never be used to access personal social networking sites, this includes before/after hours and during designated breaks.
- Practitioners must not engage in any online activity that may compromise their professional responsibilities and the reputation of the setting.
- It is the individual person's responsibility to protect their professional status, and we encourage them to:
 1. Make sure their security settings are not open access but set to family and friends only.
 2. Not to accept people they don't know as friends – they could be service parents.
- Care must be taken, as with all forms of advertising and publishing pictures and articles to maintain confidentiality policies and uphold professional responsibilities. Practitioners and parents must be cautious of not disclosing a child's identity by commenting on images.

- All practitioners must have a clear understanding of how to report inappropriate usage of social networking sites.
- All practitioners must be made aware that failure to comply with the settings policies and procedures may result in disciplinary action being taken.
- It is not permissible for management or practitioners to engage in personal online communications with children, young people, parents or carers. This includes the use of social media networking platforms such as Facebook and Twitter.
- Any known misuse, negative and/or anti-social practices must be reported immediately to the DSL.

Online Learning Journals

- Parents are fully informed about the system (Tapestry) and give written permission for their child's information to be recorded this way.
- LearningLand ensures that the online system used (Tapestry) is from a reputable provider and GDPR compliant, which can guarantee the security of data put into the system. (Please see Tapestry Security Policy, copy available from office)
- LearningLand ensures that practitioners fully understand how to use the system safely and responsibly.
- Practitioners do not have the log in details to Tapestry and are only permitted to access it within the nursery, using their pin codes.
- LearningLand ensures parents understand how to access and protect their children's data. They must be given advice on setting passwords and not sharing these with anyone they do not wish to access their child's information.
- All practitioners must be made aware that failure to comply with the settings policies and procedures may result in disciplinary action being taken.

Health & Safety

The health and safety of all children and adults visiting or working/playing at LearningLand is vitally important and it is our policy to provide a safe and healthy environment. The nursery has a no smoking policy on the premises.

At LearningLand we aim to:

- Involve and motivate practitioners in all matters concerning Health & Safety.
- Prevent accidents, injuries and ill-health and to identify and eliminate hazardous situations.
- Achieve a high standard of safety, welfare and hygiene.
- Control situations likely to be hazardous to health and safety in the nursery or cause damage to persons or equipment.
- Provide a safe and healthy environment.

The Health and Safety Co-ordinator, is **Sue Betteridge** who has overall responsibility (along with the manager) for the nursery's standards of health and safety being maintained. She will undertake health and safety training to ensure that her knowledge is kept up to date. The nursery has current public and employer's liability insurance cover.

The premises and equipment are checked for safety and daily risk checks are made. It is the policy of the nursery to ensure all children and adults are aware of hazards and potential risks.

Systems are in place to prevent unauthorised access to the premises and also for the safe arrival and departure of children. Children will be supervised throughout the day and will usually be within sight and hearing of staff and always within sight or hearing in accordance with Ofsted guidelines.

All adults and children are made aware of safety issues through the following:

- Induction training of staff and volunteers.
- Policies and Risk assessments.
- Health and safety is discussed regularly at staff meetings.
- Staff attend available training on health and safety.
- Children are made aware of health and safety issues and ways of preventing accidents through discussions, planned activities and routines.

A risk assessment process covers adults and children and includes checking for hazards and risks indoors and outside, and in all activities and procedures. As well as the daily checks where action plans are created if necessary. This will specify the action required, the timescales for action, the person responsible for the action and will be shared with management.

Fire Safety

Fire doors are never obstructed and easily opened from the inside. All smoke detectors/alarms and fire fighting appliances conform to the BSEN standards. They are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer. We will aim to carry out a fire drill every 3 months.

Fire exits in the nursery building are located:

- Green Room (baby room)
- Red Room double doors
- The front door

Fire exits in the church are located:

- In the kitchen
- Minor hall
- Upstairs hall
- Front door to main hall
- Front door to minor hall

The registers will be taken after everyone has been evacuated.

Site security

To ensure that only authorised people have access to the nursery during operational hours, to protect the safety of the children and practitioners, the nursery and access gates remain locked. Only practitioners are permitted to open the main front door to parents/carers dropping off and collecting their children and visitors. Side gates remain locked, other than to access to the gardens by the practitioners.

All practitioners have a responsibility to ensure that they are vigilant at all times and ensuring that access is only granted to authorised people. Visitors should be asked to sign the visitors book and be accompanied during their visit.

If any unauthorised person gains access to the nursery, they will be asked to identify themselves and give their reason for being there. Where possible, all children would be moved to a different area of the nursery. If a satisfactory reason cannot be given for them being there, they would be asked to leave and escorted from the premises. If they refuse to leave the practitioner should ask for assistance and the police may be called.

Food and Hygiene

All food is stored appropriately and kitchen staff who prepare and handle food receive appropriate training and comply with food safety and hygiene regulations. Food is prepared suitably, including for children who are weaning and to minimise the risk of choking.

Snack and meal times are appropriately supervised. Children will always be within sight and hearing of a member of staff while eating. Children do not walk about with food and drink. Fresh drinking water is available to the children at all times.

Before children start at the setting we obtain information about any special dietary requirements, food allergies and intolerances. A copy of a child's allergy action plan is kept on record and parents are asked to keep us up to date, this information is shared with the kitchen and all practitioners.

There will always be a member of staff with a valid paediatric first aid certificate in the room, which includes for allergies and anaphylaxis.

Practitioners must not consume hot drinks whilst working with children and never carry them through play areas.

Our head cook has a Level 3 food hygiene qualification and we aim for all practitioners to have a basic food hygiene qualification.

First aid

We aim to have all of our practitioners qualified in current paediatric first aid (12 hours) and will follow the statutory requirements for training new practitioners. All certificates will be displayed.

First Aid boxes are located:

- Staff toilet
- Green, Red and Blue Room
- Kitchen

If practitioners are required to give any first aid to either children or another practitioners, it will either be recorded on an accident form for minor injuries or recorded as an incident for more serious accidents/injuries.

There may be times where we are required to administer medicine to the children. This will be recorded on a medicine form (please see medication policy).

Records

In accordance with the Statutory Framework for the Early Years Foundation Stage, records are kept of:

- adults authorised to collect children from nursery;
- the names, addresses and telephone numbers of emergency contacts in case of a child's illness or accident;
- names and contact details of staff and any students etc.
- the allergies, dietary requirements and illnesses of individual children;
- the times of attendance of children, staff, volunteers and visitors;
- incidents and accidents

General information

- Only persons who are registered with OFSTED as working in the nursery and that have a current enhanced DBS certificate will have unsupervised access to the children.
- Practitioners should not remain in the building on their own.
- Children will not have unsupervised access to the kitchen.
- Cleaning materials and other dangerous materials should be stored out of children's reach in the locked downstairs toilet.
- When children take part in cooking activities, they are supervised at all times; are kept away from hot surfaces and hot water; and do not have unsupervised access to electrical equipment.
- Lighting and ventilation is adequate in all areas including storage areas.
- All equipment and resources are stored or stacked safely.
- The outdoor area should be checked for safety and cleared of rubbish before it is used.
- Ensure the outdoor area does not contain poisonous plants and is clear of pesticides.
- All outdoor activities supervised and children are usually within sight and hearing of staff and always within sight or hearing.
- All materials, including paint and glue, are non-toxic.
- Children should be taught to handle and store tools safely, according to their level of understanding.
- Children who are sleeping are supervised and checked regularly.
- Any wires should be kept out of the reach of children.
- Any faulty electrical equipment must be reported.
- All electrical equipment must be PAT tested as required.
- Guidelines for sterilising equipment, nappy changing, nappy disposal and sluicing are available and must be adhered to.
- Babies under 12 months must have all feeding equipment sterilised after each use.
- Children should have their own, labelled, bedding which must be washed regularly.

- Children must be supervised when eating and staff must be aware of the correct procedure for dealing with a child when choking.
- Children should be adequately supervised at all times.
- Toys and equipment used must be age and stage appropriate
- Broken toys must not be used
- Children should be escorted to the toilets when possible and shown the correct routine, i.e. flushing the toilet and washing hands
- Children should be kept clean using disposable face wipes and individually named toothbrushes
- Sun cream and hats must be worn, when outside, during the summer. The children must not be outside during the warmest part of the day.
- The cook must have a Basic Food Hygiene Certificate
- The cook will wear a full overall

Health & safety check list must be completed once a month to ensure that Health & Safety is maintained at all times.

GOOD HANDLING TECHNIQUES

It is not possible to eliminate manual handling altogether, but correct handling techniques must be followed as below to minimise the risk of injury.

Position

- Feet apart, leading leg forward.
- Weight – even over both feet, heaviest part next to the body.

Lifting

- Lift using the correct posture.
- Bend the knees slowly, keeping back straight.
- Tuck chin in on way down.
- Keep shoulders level – no twisting or turning from hips.
- Grip with the hands around the base of the load.
- Load to waist height, keeping the lift as smooth as possible.

Move the load

- Move the load, keeping the load close to the body.
- Proceed carefully, ensuring visibility.
- Lower the load, reversing the procedure.
- Avoid crushing fingers or toes as you put the load down.
- Position and secure the load after putting it down.
- Report any problems immediately – for example, strains and sprains.

Correct lifting procedure when handling of children

- For your health and safety, please follow the above details when lifting a child

For the health and safety of the children:

- Always lift from underneath their arm pits as this will ensure the full body weight is supported.
- Never lift a child by their limbs (fore-arms, wrists & legs) as their full weight will not be supported and this may cause injury to them.
- When helping a child down from a step or apparatus, ensure you have a firm grip of their hand/arm

- When picking up a baby, always ensure their head is also supported.

The above list applies to any child which may require lifting whether through necessity or play.

Healthy Child Policy

At LearningLand nursery we value the importance of following a healthy lifestyle, which is why we have adopted a healthy child policy.

Healthy Eating

A healthy, balanced diet is key to ensuring optimal growth and nutrition in children and can contribute to disease prevention. Together with physical activity, eating well to maintain a healthy weight throughout childhood influences long term health. The preschool years are therefore crucial in the development of healthy eating habits for life.

Including the all-important “5 a day” of fruits and vegetables and limiting processed and sugary foods and appropriate child-sized portions are key. Promoting healthy meals as a whole family is the best way to improve nutrition in preschool children.

At LearningLand, we provide a healthy, nutritious menu that is cooked and prepared daily by our cook on-site.

Meals for our funded children are optional, you can provide a lunchbox for your child if you wish. If you do provide a lunchbox we ask that you consider what you put in it. We recommend a sandwich/wrap, yoghurt, fruit/vegetable, as an example. Please avoid processed and sugary foods.

The children are provided with water or milk to drink.

Being active

Being active is a big part of healthy living. LearningLand values children’s needs for exercise and recognises the benefits it has on a child’s overall development.

The NHS recommends children over 1 year should engage in physical activity for at least 180 minutes a day including active and outdoor play.

We encouraged the children to play – run, dance, jump, climb, sing nursery rhymes with actions – all of these things contribute to their 3 hours of physical activity a day.

Our children get opportunities for outdoor physical play every day, whatever the weather. Regular physical play encourages children to live healthier lifestyles, builds on abilities, greater understanding of games and rules, builds confidence, self-awareness, and determination and helps children learn about their environment.

We will not stop children playing outside in the colder weather, but will ensure they’re wrapped up.

Oral Health

At LearningLand we will promote oral health alongside self-care, healthy eating and physical development.

We are playful with the children about oral health and try to include it within our play and routines. We will suggest brushing the teeth of dolls or soft toys and read stories about teeth and smiles to familiarise it.

As the children get older we will talk about healthy food and drinks that help to grow strong teeth, and those that do not. We will also encourage the children to look at their own and each other’s teeth, using mirrors.

If parents require any knowledge or practical advice to support oral health at home we can support you.

Illness & Exclusion

It is the nursery's policy to encourage and promote good health and hygiene for all children. It is the nursery's responsibility to monitor children for sickness and infectious diseases.

We ask that parents/carers do not bring children who are unwell in to nursery. Sick children should be cared for at home to prevent the spread of infection.

If you feel your child is well enough to be at nursery they will be included in our daily activities and routines, including using the outdoors.

In the event of a child becoming unwell at LearningLand:

- The child and their symptoms will be monitored, including taking their temperature.
- If the child has a temperature and parents/carers have consented and provided paracetamol we will call them to seek permission to administer. Paracetamol will only be given for pain relief (such as teething). Paracetamol will not be given for temperatures, as other symptoms may be masked.
- If in the opinion of the practitioners/management a child is ill and should not remain at nursery for their full session, the parent/carer will be contacted and requested to collect him/her as soon as possible.
- The manager of the nursery (or her deputy in the manager's absence) must be convinced that the exclusion period has been followed and the child has returned to good health before re-admitting him/her to nursery.
- Please be aware that the nursery still charges full fees if children are absent due to illness.
- Procedures for contacting parents/carers or other authorised adults if a child becomes ill or has an accident at nursery must be discussed with parents/carers when a child starts.
- OFSTED will be notified of any infectious disease which a qualified medical person considers notifiable.
- Practitioners must take every precaution against contamination from body fluids of all kinds.

In the event of a child becoming seriously ill whilst at LearningLand, an ambulance and parent/carer would be contacted immediately and a member of staff would escort the child to hospital where the parent/carer would meet them.

Every circumstance will be dealt with individually.

Please refer to our medication policy for administration of medicines.

Exclusion periods, as advised by 'Guidance on infection in schools and other childcare settings'

Illness/disease	Minimum exclusion period
Chickenpox	When spots are scabbed over and no new spots appear
Cold sores	None
Conjunctivitis (sticky eye)	None
Diarrhoea and vomiting	48 hours from the last episode of diarrhoea or vomiting
Febrile convulsions *	Exclude until fever is settled and the child is well
Flu (Influenza)	Until recovered
Glandular fever	None
Hand foot and mouth	None
Head lice	None, but if visible live lice treatment is required as soon as possible.
Hepatitis A #	Seven days after onset of jaundice (or 7 days after symptoms onset if no jaundice)
Hepatitis B and C # HIV/AIDS #	None (blood borne viruses that are not contagious through casual contact)
Impetigo	Until lesions are crusted and healed, or 48 hours after commencing antibiotic treatment
Measles #	Four days from onset of rash
Meningitis # due to other bacteria	Until recovered
Meningococcal meningitis # / septicaemia #	Until recovered
Meningitis viral #	None
Mumps #	For five days after onset of swelling
Ringworm	Exclusion not usually required. Treatment is required
Roseola (infantum)	None
Rubella (German measles) #	Four days from onset of the rash
Scabies	Child can return after first treatment
Scarlet fever #	Child can return 24 hours after commencing appropriate antibiotic treatment
Threadworm	No exclusion necessary, treatment is recommended
Verrucae (warts)	No exclusion necessary
Whooping cough #	48 hours from commencing antibiotic treatment, or 21 days from onset of illness if no antibiotic treatment
Slapped cheek	None (once rash has developed)
Shingles	Exclude only if rash is weeping and cannot be covered

It is a statutory requirement that the nursery informs Ofsted and the local health protection unit of any notifiable diseases.

Written: February 2016

Reviewed: August 2025

Late collection

Session times must be adhered to. If you know you are going to be late collecting your child due to unforeseen circumstances we ask that you make contact with us to let us know and keep us updated.

Unreported late collection or reoccurring late collections will incur a late charge of £7.50 for every fifteen minutes entered that your child is late being collected.

If your child is not collected 30 minutes after their session time has ended and we are unable to make contact with parents/carers we would:

- Telephone all the contact numbers available.
- In the event of no contact being made we would contact the police on 0845 0454545 to advise them of the situation and seek further guidance.

If a child had not been collected by LearningLand's closing time of 6.00pm the following steps would be taken:

- A senior practitioner and one other member of staff would remain with the child.
- If the child has not been collected by 6.10pm the senior practitioner will telephone all the contact numbers available.
- If no contact can be made, with anyone listed, the senior practitioners will stay on the premises until 6.30pm with the child.
- In the event of no contact being made by 6.30pm the senior practitioner would contact the police on 0845 0454545 and advise them of the situation. They would then take their instruction from the police.
- The two practitioners will remain in the building until suitable arrangements have been made for the collection of the child.

Lock Down Policy

A lockdown will occur when circumstances dictate that the safety of the children and staff is better ensured inside the nursery with the doors and windows locked and the blinds drawn. Children would be moved away from the windows and doors for prime safety. The lockdown procedure may be activated in response to any number of situations, such as;

- A reported incident/disturbance in the local community (with potential to pose a risk to staff and children in the nursery).
- An intruder on the nursery site (with potential to pose a risk to staff and children in the nursery).
- A warning being received regarding a risk locally of air pollution (smoke plumes, gas cloud)
- A major fire in the vicinity of the nursery
- The close proximity of a dangerous animal roaming loose

Procedure

Management of the situation will depend on the circumstances presented

- **RUN** – run to the place of safety. This is a better option than to surrender or negotiate.
- **HIDE** – Barricade yourselves in, away from windows and doors.
- **TELL** – tell the police by calling 999 when it is safe to do so.

Initial Notification

In the event of an incident requiring 'Lockdown' the person witnessing the incident must try to notify the manager/deputy manager to raise the alarm. The manager/deputy manager will determine the risk and need for 'Lockdown'. The fog horn will be blown sounded and if required the emergency services will be called.

Movement around the nursery

All children, staff and visitors will remain in the area they are in, if safe to do so. If the children are in the garden, staff are to promptly direct children in to the building, if safe to do so. When children are gathered they will be seated on the floor away from the windows. All windows must be closed and blinds drawn. Staff will make safe efforts to close and lock rooms. All lights are to be turned off. Staff must try to ensure (as best as possible) that the children are kept calm and as quiet as possible. Staff are to keep alert to the emotional needs of the children, singing quiet songs or providing quiet activities to keep the children engaged.

Green and Red room: both rooms will go in to green room at the far end of the room, on the step.

Blue room: Children and staff will go in to Yellow room.

Office: Managers will split, one joining red/green room and the other joining blue room – ensuring they have a phone each. **If possible doors must be barricaded and keep the phone to hand**

Managers will take registers to ensure all staff and children are accounted for.

All clear signal

The 'all clear' will be signalled by the manager/deputy manager who will inform all concerned.

A log will be made of the incident, relevant authorities will be informed, parents notified and incident investigated.

Lone Working Policy

This policy is to protect staff and children who work at and attend LearningLand. We understand that there may be times during the day that staff may be left alone with the children. To ensure that the staff and children are not left in vulnerable situations the following guidelines should be followed:

- Good staff communication should ensure that all staff are aware of each other's intentions and whereabouts. Staff should inform their colleagues if they intend to leave the room, even for a short period. This gives them the opportunity to seek cover if necessary.
- Staff should ensure that bathroom doors are open when nappy changing and toileting, whilst maintaining children's privacy.
- A minimum of two staff must be on the premises at all times, with a minimum of one senior member of staff.
- Staff should ensure that they are appropriately positioned at all times to maintain the safety of the children.
- Merging of children and staff may at times be necessary for the benefit and safety of the children.
- Staff should be aware that the safety and well-being of the children is paramount and they should use their initiative when attending to minor occurrences.
- At times when staff are lone working, staff must ensure that phones/intercoms are fully charged so they can call for assistance when needed.

Lost Child (Outings)

It is the responsibility of LearningLand staff to ensure the Health & Safety of each child in their care. Therefore, when going on an outing it is vitally important that guidelines are followed correctly.

The risk assessment will be viewed and any required changes added, an outing form will be completed to ensure accurate information is recorded regarding who is going on the outing, where they are going and what time they will be returning to LearningLand, as well as a work mobile number to be contacted on. A list of the children will be taken and regular headcounts will be carried out throughout the outing.

In the unlikely event of a child becoming lost, whilst in LearningLand's care, the following procedures must be followed.

- All practitioners present will be informed and an immediate thorough search of the area will be made, ensuring that all other children remain supervised throughout.
- In the event of a child not being found in the immediate area, the police would be called using the mobile phone taken with them, **Tel no: 101 or 999**
- The senior practitioner will then inform the nursery who will contact the child's parents/carers giving details of what has happened.
- Staff from the nursery will be sent to assist the safe return of the other children.
- At least one member of staff will remain at the scene whilst others return to the nursery with the children. This member of staff will continue searching for the child.
- The remaining member of staff will meet the police and parents/carers when they arrive at the designated point.

Medication

At LearningLand Day Nursery we promote the good health of children attending nursery and take the necessary steps to prevent the spread of infection (see Illness and exclusion policy).

If a child is requiring medication whilst at LearningLand, a parent/carer must sign a medication form giving their consent and also the following details:

- name of the medication
- dosage required
- time last administered
- times to be administered at LearningLand.

Medication prescribed by a doctor:

- Prescription medicine will only be given to the person named on the bottle for the dosage stated on the prescription label
- Medicines must be in their original containers
- The nursery will not administer a dosage that exceeds the recommended dose on the instructions, unless accompanied by written instructions provided by the doctor
- It is important to be aware that staff working with children are not legally obliged to administer medication, if the child refuses to take the medication a note will be made on the form and the parent informed

Non-prescription medication:

- The nursery will administer children's paracetamol for pain relief. It will only be given as required and not at set times. Paracetamol will not be given for temperatures, as it can mask other symptoms.
- The nursery will administer non-prescribed children's paracetamol for a period of three days, after this time medical attention should be sought and children should remain at home until well.
- If the nursery feels that the child would benefit from medical attention rather than non-prescribed medication, we reserve the right to refuse nursery care until the child is seen by a medical practitioner
- If a child becomes unwell whilst at nursery and children's paracetamol has been provided by the parents, the parents may be telephoned to give verbal consent, if they have previously signed giving permission for LearningLand to follow this procedure, paracetamol will be administered for a high temperature, whilst waiting for the parent/carer to collect the child
- For any non-prescription medicated creams for skin conditions, a medication form must be completed with written consent. This is not required for non-medicated creams, such as moisturiser.
- Over the counter cough and cold remedies will not be given to children
- Medication cannot be shared between children, including siblings.
- As with any medication, practitioners will ensure that the parent is informed of any non-prescription medicines given to the child whilst at nursery, together with the times and dosage given

This form must be signed by the parent/carer each day the medication is required. All medication must be clearly labelled with the child's name, including inhalers.

LearningLand does not provide any medicine.

Care Plan:

Parents of children with specific illnesses such as asthma, severe allergies and those that require daily medication are required to provide us with a copy of the hospital care plan and relevant medication at all times their children are present. We reserve the right to refuse care if we do not have the relevant paperwork and medication.

If a child requires long-term ongoing medication the parents/carer must complete the form each week and inform staff immediately of any changes.

Administering medication:

- Two practitioners will be present when administering medication. They will ensure that all medications are administered according to the instructions of the parent/carer providing this matches with the information on the medicine bottle and care plan.
- The original box and instructions must be provided with the medication. If there is a differentiation, and the prescribed instructions are for a lesser dosage, then the prescribed instructions will be followed.
- A written record of all medication administered will be made on the medicine forms and this will be signed by both practitioners.
- Parents/carers will be asked to sign the form, each day, on collection of their child to ensure they have received accurate information.

Storage of medication:

All medication for children must have the child's name clearly written on the original container and kept in the medicine box in their base room (stored up high and out of the reach of the children) or in the fridge if required.

Emergency medication, such as inhalers and Epi-pens, will be within easy reach of practitioners in case of an immediate need, but will remain out of reach of the children.

All medications must be in their original containers, labels must be legible and not tampered with or they will not be given. All prescription medication should have the pharmacist details and notes attached to show the dosage needed and the date the prescription was issued. This will be checked, along with expiry dates, before practitioners agree to administer the medication.

Staff medication:

All practitioners have a responsibility to work with children only when they are fit to do so. Practitioners must not work with children when they are infectious or too unwell to meet the children's needs. This includes circumstances where any medication taken affects their ability to care for children, for example if it makes a person drowsy. If any practitioner believes that their condition, including any condition caused by taking medication, is affecting their ability they must inform the manager and seek medical advice.

Staff must ensure that they store any of their own medication in a safe place out of the reach of the children and ensure that they open and take any medication away from the children.

Medical emergency:

If any practitioner or child with a medical condition suffers a medical emergency whilst at LearningLand the following procedure will be followed:

1. Risk assess the situation ensuring the person suffering the medical emergency is safe and comfortable. Call for additional support.

2. Move all the other children to another room of the nursery, ensuring someone stays with the person suffering the medical emergency.
3. Administer treatment/medication as required, following care plan.
4. Call an ambulance or contact the emergency contact (depending on the emergency)
5. Record the incident, detailing accurately what happened.
6. Management inform all relevant agencies as required.

Outings

Parents are asked to sign permission upon registration to take their children on outings. Children who are not permitted to go on outings, may be moved to another age group for the duration of the outing.

We aim to take the children on regular outings to the park, field or local shops, dependant on staff/child ratios.

It is expected that children will arrive at the nursery dressed appropriately for the weather. Children also wear hi-vis jackets on outings so that they can be easily identified.

Ratios

The Statutory Framework for the EYFS states that you should always have sufficient staffing levels so that minimum ratios are maintained at all times.

- 1:3 Children under 2 years
- 1:5 Children aged 2 years
- 1:8 Children aged 3 – 7 years

LearningLand's minimum ratios for outings are:

- 1:2 Children under 2 years
- 1:3 Children aged 2 years
- 1:4 Children aged 3 – 4 years (1:6 if going to Green park – no roads to cross)

These are subject to detailed risk assessments being carried out prior to the outing.

Mobile phones

Practitioners must always make sure they take a nursery mobile phone when going for an outing and should a problem occur whilst out for a walk they should phone the nursery immediately, and the Manager or Deputy will decide on the action to be taken. Staff will not use their own personal mobiles.

First Aid Kit

The portable First Aid kit must be taken on all outings, in case of any accidents happening whilst out.

Registers

A list of all children must always be taken on outings to ensure staff are aware which children they are taking with them, and therefore, how many will be returning with them. Practitioners must also carry out regular head counts to ensure all children are accounted for.

Outing information

It is very important that all outing information, such as who and where you are going, is logged in the outings file. Specific information is vital, particularly in the event of an emergency.

Lost children

Please refer to the Lost Child policy for more information.

Parental Involvement

LearningLand recognises the importance of the family unit and firmly believe that close communication with parents/carers has a profound effect on the service we offer. The Manager or your child's key worker may be approached at any time to discuss matters of your child's welfare, we may need to arrange a time if practitioners are in ratio.

We aim ensure that practitioners are able to spend time with parents/carers at the beginning and end of their child's day, however these can be busy times so we encourage you to consider this if you need to need to speak to the staff about something specific, and to perhaps arrive a few minutes earlier.

We feel that it is important to discuss the following:

- Your child's progress
- Their eating and sleeping pattern for that day
- Their interaction with staff and other children
- Any areas of the child's personality we may have seen throughout the day

We feel it is important to draw on parents/carers knowledge of their child and will spend time asking them related questions as well as asking them to share their knowledge by completing an initial assessment when your child joins LearningLand to help their key worker plan for them whilst getting to know them. We provide termly updates for parents, which parents can arrange a follow-up call or meeting to discuss their child's development, if they wish.

We ask that parents/carers keep us updated about their child and inform us of any things that may have an effect on them, such as sleep/eating patterns, changes in behaviour and changes in family circumstances etc.

We offer help and support to each individual family unit.

We aim to hold an annual Christmas parents evening to enable parents/carers to come and view their children's work, this also gives the opportunity for parent's to speak with their child's key worker and other practitioners without the children being present. We also host regular 'stay and plays' to help us build relationships with our parents.

We aim to keep our parents updated on any news and information, we do this using emails and our parent Facebook page.

Parental Responsibility

At LearningLand we aim to work closely with Parents/Carers to ensure that all children's safety and well-being is paramount. It is important to us that we support all families and their needs.

We need to be aware who has Parental Responsibility for each child in our care. This is to ensure proper authority is given when the setting needs parental permission. It will also make sure that anyone with parental responsibility, regardless of whether they live with their child can be provided with any reports and given an opportunity to be involved in the child's care and education.

Parental responsibility is defined in section 3 (1) Children Act 1989 as:

"all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property". This means that all those with parental responsibility for the child are allowed to have a say in important decisions regarding that child.

When do parents have parental responsibility?

- Birth mothers automatically have parental responsibility
- Married birth fathers automatically have parental responsibility and do not lose it, even on divorce
- For children born after 1st December 2003, unmarried fathers have parental responsibility where the mother and father register the birth of the child together i.e. the name of the father is on the birth certificate

There may be situations when other people have parental responsibility for your child. For example, where the court orders that the child shall reside with a named person, that person gains parental responsibility.

If your child is in the care of the Local Authority under an order of the court, then the Local Authority will have the parental responsibility for them. Because of this we will need to know the name of your child's social worker.

We have a legal responsibility to involve anyone who has parental responsibility in your child's care and education, regardless of whether this is your wish. We are unable to prevent a child being collected from LearningLand by a person who has parental responsibility for them.

LearningLand ask that we are notified of any changes made to family circumstances.

Physical Activity Policy

At LearningLand Day Nursery we aim to promote the health and well-being of the whole setting through encouraging physical activity and providing consistent messages to children, parents and staff.

We are aware that children of all ages should be active.

Being active is important for children under five because it helps them to build and maintain a good level of health; physical activity is essential for growth and development. Children under five need time to play and learn new skills; early years are also an important time to establish good habits relating to physical activity.

The guidelines set out by the Chief Medical Office regarding how much physical activity children under five should be doing:

Under 5s who are not yet walking:

- Physical activity should be encouraged from birth, through floor-based play, reaching, grasping, rolling etc. Babies should also have 30 minutes tummy time every day, spread throughout the day.
- All under 5s should limit the amount of inactivity, for example, being restrained in baby bouncers, sitting in pushchairs and in baby carriers or seats.

Under 5s who are walking:

- Children of pre-school age should be physically active for at least 3 hrs throughout the day. For pre-schoolers, 60 minutes of this time should be moderate to vigorous activity.

Our Physical Activity Co-ordinator is **Allanah Frampton**

Physical Activity

At LearningLand we base our indoor and outdoor physical activities on the Early Years Foundation Stage guidelines.

For children who cannot walk we ensure that they have adequate space to move freely throughout the nursery. We encourage movement through the use of cruising/walkers, activities that involve scooping and pouring with rice and water, action songs, dancing, baby gym. Encourage children to reach and grasp for toys/items.

For the older children we use the climbing frame, balls, building blocks, action songs. We ensure that the children have sufficient time outdoors. Activities are planned as well as having free-flow play. The children have access to the stairs/steps, bikes, exercise – jump start Johnny, ring games, yoga, dancing. They are able to be creative in stimulating and safe environment.

We have two gardens within the setting one for the babies and a larger garden for all children. All children are expected to use the garden daily, no matter the weather. Parents are encouraged to bring clothing suitable for the season.

We also do walks to the field and Local Park as our ratio allows.

We do not encourage screen time within the setting. This is used only on close supervision for video of Jump start Johnny, yoga or dancing. Also if pre-school are interested to find out information.

We are aware that in order for children to learn about managing the risks associated with physical activity we need to offer stimulating and challenging activities in a safe environment whilst allowing them to explore and develop their own abilities. We conduct risk assessments both internally and for off-site visits to ensure the safety of our activities.

We provide suitable physical activities for all

All children, including those with special educational needs and disabilities (SEND) are entitled to a comprehensive programme of physical activities.

Working with families

We give out advice to parents and carers in relation to families adopting healthy lifestyles and being physically active. We encourage parents to allow their children to walk from the car to the nursery door. We provide a safe place to store scooters and buggies for our local families. We will provide information through newsletters, on the children's tapestry journal and through our Parents page on Facebook.

We have an expectation for all staff to role model for our children. We aim to take part in physical activity whenever possible, e.g. as part of practitioner sessions. Alongside this, we join in when the children are doing physical activity at nursery.

This policy is used in conjunction with:

- Health and Safety policy
- Child protection and Safeguarding Children Policy
- Equal opportunities policy
- Outing policy
- Parental involvement policy

Prevent Duty

From 1st July 2015, it is a legal requirement for all Early Years providers must have due regard to the need to prevent people being drawn into terrorism. This is a statutory compliance requirement resulting in consequences for any non-compliance.

This policy is intended to serve as a guidance for practitioners to help keep the children safe and recognise the signs of those who are at risk of radicalisation and extremism. It also informs parents of our legal requirement to put this policy in to operation.

The Prevent Duty policy will work alongside our safeguarding duties in keeping children safe from harm and reinforce our existing duties by spreading understanding of the prevention of radicalisation and our British values policy to help everyone live in safe and welcoming communities where they feel they belong.

Provider's responsibilities:

- Focus on children's personal, social and emotional development, ensuring children learn right from wrong, mix and share with other children, value others views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.
- Be alert to harmful behaviours by influential adults in the child's life. This may include discriminatory and/or extremist discussions between parents, family and/or staff members.
- Take action when they observe behaviour of concern.
- Be able to identify children who may be vulnerable to radicalization, and know what to do when they are identified.
- Assess the risk of children being drawn in to terrorism, and work in partnership with local partners such as the police, Prevent co-ordinators, Channel Police Practitioners and the local authority, to take account of local risks and respond appropriately.
- Make referrals to local Channel panels, Channel police practitioners or the Local authority, if there are concerns that an individual may be vulnerable to being drawn in to terrorism or extremism
- Provide practitioners with training to increase their knowledge in relation to their duties and responsibilities

(Information sourced Pre-school learning alliance: The Prevent duty mini guide)

Professionalism

Professionalism with parents must be maintained at all times.

Parents/Carers should never be referred to by their first names during working hours.

As stated in contracts, staff must not arrange any private 'babysitting' for families attending LearningLand or socialise outside of LearningLand.

Staff are asked not to befriend parents, whom they have met through LearningLand, on social networking sites e.g. Facebook. Parents of children who have left the setting must not be added to social media or socialise together for a period of 6 months.

At no time should the nursery, practitioners or children be discussed outside of the nursery (please refer to our Confidentiality policy).

Recruitment

LearningLand recognises the importance of recruitment and employing the right member of staff for the job.

The procedure for helping us achieve this is as follows:

- Advertising
- Send applicants an application pack including;
 1. A copy of the job advertisement
 2. The persons specification
 3. The job description
 4. An application form
 5. Information about our setting e.g. what we do, staff structure etc.
- Review all applicants for the role
- Short list suitable applicants
- Interview process, including a trial session
- Verify candidates identity and qualifications (copies of certificates)
- Obtain references (3.20 EYFS Statutory Framework 2025)
- Complete a DBS check
- Employ on a temporary contract for 3 months
- Induction
- Review and extend contract
- Regular supervisions

Contractors

When we require work to be completed in the nursery we aim to use contractors who are known to us. If they complete regular work for the nursery we will complete DBS checks on them.

If we require specialist work to be completed we will use a reputable company to source the correct professional for the job. We will try and have work completed outside of the nursery opening hours where possible, but if this is not possible then contractors will be asked to sign in on arrival and will be supervised for the duration of their visit.

Special Educational Needs and Disability

LearningLand believes that all children have a right to a broad and well-balanced education with stimulating experiences. Each child's needs are unique and the nursery aims to help all children make good progress. Many children have a special educational need at some point during their education and they may need additional help whilst at nursery.

The nursery is sensitive to the needs and feelings of children with SEND and their families and will ensure individual needs are recognised and addressed.

If your child has special needs of any kind, we will discuss:

- How the child and parent can be helped.
- How nursery staff can be helped.
- What behavioural or educational plan needs to be devised, tailored to each individual child.

LearningLand staff will aim to:

- identify any special educational needs a child may have, as early as possible;
- ensure all staff are aware of the Special Educational Needs Code of Practice on identification and assessment of special needs;
- monitor and evaluate practice and provision for children with special educational needs;
- work together with parents/carers and children, including the sharing of information and assessment of each child's specific needs;
- Liaise with other agencies.

LearningLand has a designated member of staff to be Special Educational Needs Co-ordinator (SENDCO). The SENDCO is **Sue Betteridge** and she is responsible for the overall management of the special educational needs provision within the nursery.

LearningLand places great importance on assessing children's needs and interests and also identifying any possible special educational needs early so that activities and experiences can be planned to aid their development. Whilst working with children, it may become obvious that a child may need some extra support while they are attending nursery. This could be due to one of the following:

- difficulties with thinking and understanding;
- physical or sensory difficulties;
- emotional and behavioural difficulties;
- difficulties with speech and language;
- or difficulties with the way they relate to and behave with other people

If a member of staff has concerns relating to a child in their care, the Manager and SENDCO should be informed. The child's Key Worker and SENDCO will assess, plan, do and review the child.

In order for children with special educational needs/disabilities to make progress, the key person and SENDCO will work together with the parent/carer to set short-term targets for the child within an Individual Educational Plan (IEP).

The Individual Educational Plan will include:

- short-term targets set for the child;
- teaching strategies;
- any provision to be put in place;
- the date the plan should be reviewed; and
- the outcome of the action to be taken.

The IEP will set targets which are in addition to, or different from, the differentiated curriculum. The IEP will focus on up to three or four key targets and will be discussed with the parent/carer and the child. The IEPs will be continually kept under review, but are usually reviewed three times a year with the parent/carer.

Staffing & employment

Statement of intent

LearningLand provide a staffing ratio in line with the requirements of the Statutory Framework for the Early Years Foundation Stage, to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our practitioners are appropriately qualified and we carry out enhanced checks for criminal and other records through the Disclosure and Barring service (DBS) in accordance with statutory requirements.

Aim

To ensure that children within our care are offered high quality early years care and education and the parents/carers are aware of their child's development.

Methods

To meet this aim we use the following ratios:

children under two years of age:	1 adult : 3 children
children aged two years of age:	1 adult : 4 children (1 adult : 5 children allowed)
children aged over three years of age:	1 adult : 8 children

- A minimum of two staff are on duty at any one time.
- We use a key worker system to ensure that each child has a named member of staff with whom to form a relationship and also to liaise with parents/carers
- Regular team meetings are held to undertake curriculum planning and to discuss the children's progress, their achievements and any difficulties that may arise from time to time.
- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All staff have job descriptions which set out their roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- References are obtained and verified before applicants are recruited.
- The Nursery Manager holds a Level 6 and the Deputy a level 3, all supervisors are qualified to a level 3 and a minimum of half our staff are qualified to a level 2 or higher.
- We provide staff induction training within the first month of employment. This induction includes our Health & Safety Policy and Child protection and Safeguarding Policy. Other policies and procedures will be introduced within an induction plan.
- All staff access regular training, either through Southampton Early Years Development & Childcare Partnership, outside agencies, online providers or in-house training.
- Designated safeguarding leads (DSL's) attend annual training and provide support, advice and guidance to all practitioners on an ongoing basis, and on any specific safeguarding issue as required.
- All practitioners access annual safeguarding training to maintain basic skills and keep up to date with any changes to safeguarding procedures. Practitioners are supported to confidently implement our safeguarding policy and procedures.
- We support all of our staff by holding regular staff meetings, an 'open door' system and regular supervisions.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

- We use Ofsted guidance on obtaining references and criminal record checks through the Disclosure and Barring service (DBS) for staff and volunteers who will have substantial access to children.

(Staffing) Operational contingency plan

LearningLand is committed to safeguarding children and to providing high quality in our welcoming, safe and stimulating environment where children are able to enjoy learning and are able to grow in confidence.

Aim

We meet the Safeguarding and Welfare requirements within Childcare Regulations, ensuring that adult to child ratios are met by employees that have been safely recruited, including an enhanced Disclosure and Barring Service check. This is to ensure that children have sufficient individual attention and to guarantee care and education of a high quality.

To meet this aim we follow adult to child ratios of:

children under two years of age:	1 adult : 3 children
children aged two years of age:	1 adult : 4 children (1 adult : 5 children allowed)
children aged over three years of age:	1 adult : 8 children

- We will always aim to have a member of management on site acting supernumerary.
- There will always be a Designated Safeguarding Lead on site or contactable
- LearningLand operates with one Nursery Manager and a Deputy Manager.
- A minimum of two staff are on duty at any one time.
- There will be at least one qualified member of staff, to level 3 or higher, within each room.
- Each room is overseen by a suitably qualified and experienced Room Leader.
- We use a key worker approach to ensure that each child has a named member of staff with whom to form a relationship and who plans with parents for the child's well-being and development within the nursery.
- We are committed to ensuring nearly all staff are qualified within Paediatric First aid, and is refreshed on a 3 year cycle (Statutory guidance will be followed for apprentices and students 3.56).
- Designated safeguarding leads (DSL's) attend annual training and provide support, advice and guidance to all practitioners on an ongoing basis, and on any specific safeguarding issue as required.
- All practitioners access annual safeguarding training to maintain basic skills and keep up to date with any changes to safeguarding procedures. Practitioners are supported to confidently implement our safeguarding policy and procedures.
- All employees are recruited following the Safer Recruitment procedure, including enhanced DBS and identity checks, obtaining and verifying references and qualifications, following the Statutory guidance (3.20 & 3.21)
- All staff have up-to-date relevant job descriptions which sets out their roles and responsibilities within the nursery.
- All staff have regular supervisions.
- We aim to have a suitably recruited team of bank staff in order to support and cover staff on leave, whether that be holidays, illness or training courses.
- LearningLand is maintained according to the relevant legislations for Health & Safety.

Whilst we endeavour to ensure that the nursery operates its full service to our families, we recognise that there may be times that are out of our control that may require us to follow our contingency procedures, such as:

- Staff absences at short notice in accordance with employment contracts
- Extreme weather conditions. The nursery will take action as recommended by the MET Office as appropriate if there are severe warnings in place for flooding, storms, snow etc
- Issues isolated to the setting such as a fire/ flood that would make the nursery inhabitable for use
- Structural issues with the building, which can-not be addressed whilst the nursery are operational and require emergency repairs
- Services have been disconnected, i.e. there is no water or electricity or failure of heating – including if the temperature is below acceptable level for children in accordance with childcare regulations and Health & Safety regulations for working temperature for staff
- Acts of war/ terrorism
- In the event of a pandemic illness we may have to close if advised by the government or if it is not safe to operate. Our risk assessments will determine this.

Contingency Procedure

1. This procedure is to be followed in order or adapted to suit the requirements of the nursery, dependent on the need at the time, and to ensure as little as disruption to our families as possible. In the event of staff shortages. Staff and children will be asked to move around the nursery to adhere to ratios at all times, ensuring that there are sufficient staff available to look after the children's well-being
2. Bank staff may be used.
3. The deputy manager will be used.
4. The staff that are part-time or are on planned annual leave will be asked for support.
5. We will ask parents to wait and support the nursery if we are awaiting extra help arriving from one of the above, to ensure ratios are adhered to.
6. If all the above points have been exhausted:

a) Cancel children's sessions that have been booked as extras, outside of their contracted sessions

b) Ask parents who may be able to volunteer by taking their child home for the day, to bring ratios in line with the readily available staff on-site

c) Only accept the number of children that is compliant according to the number of staff readily available and working. This may result in cancelling funded sessions, shutting down rooms, reducing our daily opening hours.

In the event of other issues:

- If there is a requirement to close the nursery suddenly during the operating day due to any of the other above listed reasons, staff will call and notify parents at the earliest convenience. Parents will be requested to collect their child as soon as possible.

- In the event that we have to close a room or an area of the nursery due to emergency maintenance, we will endeavour to accommodate children within other areas of the nursery which is suitable until such time their usual area can be re-opened. The Nursery Manager or Deputy Manager will take responsibility to ensure that parents are informed of these changes at the earliest convenience.
- If extreme weather conditions are anticipated and we expect that we may need to close the nursery, we will notify all families in advance or as soon as practicable. The reason for this closure will be to ensure the safety of the children and our staff team.
- The Nursery Manager and Deputy Manager will call or email all families to ensure they have advanced warning of possible closures.
- In the event that we have to close the nursery, it is a requirement that we have to notify Ofsted.

Students & Apprentices

LearningLand welcomes the opportunity to train apprentices and occasionally students.

We employ apprentices, who will do on-the-job training with formal study, allowing individuals to earn a wage while gaining practical skills and a recognised childcare qualification, through a reputable apprenticeship provider.

Our apprentices spend at least 20% of their time completing classroom based learning, online courses or work-based practical training.

LearningLand does not accept apprentices under 17 years old. Apprentices can be counted in ratios at the level below their study level, if we are satisfied that they are suitable, competent and responsible, and hold a valid current paediatric first aid qualification.

We take students, from various local colleges, on placements with us throughout the year. We will accept one student in a room at any one time to ensure they are able to receive the time and training required from the staff.

All students will receive a copy of the policies & procedures and must adhere to the same codes of conduct as the staff, including time keeping and dress codes. Students will be monitored by team leaders who will supervise their work and ensure they follow procedures. Students are encouraged to become involved within room routines but will not be asked to carry out any tasks which they have not received training for or be given responsibilities beyond their capabilities.

Students must not be left alone with children and should only change nappies when supervised.

As part of their training students may need to carry out activities and observations with the children – NO names will be used on written work.

Transition Policy

Transitions need to be smooth when children experience changes from one place to another, e.g. from home to nursery, changing base rooms within nursery and starting school. Often, these transitions involve a process of change that requires them to adapt their thoughts, feelings and behaviours to meet new expectations.

We aim to work in partnership with parents/carers, other practitioners and school staff to share information about the child and assess what level of support they may need. We understand that there will be a period of adjustment and offer support to children and parents/carers while they adapt to changes.

The transition from home to nursery

Please refer to Child Induction policy for further information

The transition between rooms

Children move to the next room when they turn a certain age, when it is felt by practitioners that the child would benefit developmentally and when there is space available. We aim to support the child and parents/carers in the following ways:

- In advance of the transition, the child's new key worker will find opportunities to spend time with the child
- Settling-in sessions will be arranged with the new room, by old and new key workers. The amount of settling-in sessions will be judged on the individual child
- Welcome letters will be sent to the parents/carers, offering them show them around the new room

The transition from nursery to school

We recognise that starting school can be a worrying time for children and their parents/carers and we aim to help make this transition as smooth as possible by:

- Welcoming teachers/support staff to visit the child at nursery and sharing any concerns we have regarding a child's behaviour or development
- Attending a transition meeting with local schools in the area, after school placements have been allocated, to share information.
- Plan activities which reflect the transition process, e.g. role play and books that provide opportunities for the children to express their concerns and fears
- With parents/carers permission we complete and share 'All about me' information sheets, provided by the local authority which gives an overview of the child.

How parents/carers can support their child

We understand the importance of parent/carer roles in providing stability and continuity during transition processes for their child, the following are ideas for offering support:

- Preparing your child for nursery by explaining you will be leaving them at nursery but you will come back and ensure your child is used to being left with other adults, sometimes.
- Talk to your child about their key worker
- Allow time to talk through your child's worries and concerns
- Share information about your child during settling-in sessions

Visitors

Any visitor's details will be completed into the visitor's book by management on arrival. Professionals must show ID.

We will make arrangements for essential professionals such as social workers, speech and language therapists or professionals to support a child.

Visitors will be advised of our 'mobile-free zone' and asked not to use their mobile phones while in the nursery.

Visitors will be supervised throughout their visit and will not be left unsupervised.

Visitors will be signed out in the visitors' book.

Prospective Parents

Arrangements will be made for prospective parents to view the nursery at suitable times for them and the nursery. They will be given a supervised tour of the nursery.

Contractors

If contractors are required to enter the nursery. Name and company details and mobile number will be required and entered into the visitor's book.

Where possible we will do our best for any contracting work to be done outside of nursery hours.

Waiting List

When the Nursery is full, names are placed on a waiting list and each person is given a place as soon as possible.

Priority is given to siblings of children who already attend the nursery.

It is impossible to give a length of time for the list as we cannot predict when children will be leaving us to create a space.

As a place becomes available, each application is looked at in turn, to see if we are able to accommodate the request. It is very dependent on the age of the child and the sessions required as to whether we can meet the application.

Whistle Blowing Policy

LearningLand is committed to promoting a culture of transparency, openness, and accountability. We believe all staff, volunteers, students, and other individuals working with us have a responsibility to raise concerns about poor practice, wrongdoing, or risks to the health, safety, or wellbeing of children and colleagues.

Children's welfare is at the heart of everything we do. Every individual working in the nursery has **a legal and moral duty** to report any concerns, no matter how small, if they believe a child is at risk or if organisational practice may compromise care quality or safety.

Whistleblowing is the disclosure of information which relates to suspected wrongdoing or dangers at work. It enables staff to raise concerns about:

- Risks to child safety or wellbeing
- Poor or unsafe childcare practice
- Staff conduct, including bullying, discrimination, harassment
- Failure to comply with legal obligations
- Criminal offences (e.g. theft, fraud, abuse)
- Miscarriages of justice
- Deliberate attempts to conceal any of the above
- Breach of nursery or safeguarding policies
- Actions which could seriously damage the nursery's reputation

This is different from a grievance, which relates to a personal concern (e.g. issues with pay, workload, and relationships).

LearningLand is committed to:

- Creating a **safe environment** where concerns can be raised without fear
- **Listening seriously** to concerns, and taking timely, fair and proportionate action
- **Protecting whistleblowers** from reprisals, harassment, victimisation, or disadvantage
- **Keeping disclosures confidential**, where possible and appropriate
- Ensuring staff know **how and where to raise concerns**, both internally and externally

When and how to raise a concern

We encourage staff to first raise concerns internally so that issues can be addressed quickly and appropriately.

You can speak to:

Nursery Manager (DSL)

Deputy Manager (DSL)

You may raise your concern:

- Verbally (in person or by phone)
- In writing (email or confidential letter)
- Anonymously, though this may limit investigation scope

Your concern will be:

- Taken seriously and recorded in writing
- Investigated promptly, objectively, and confidentially
- Shared only with those who need to know

The manager will provide feedback on the outcome, where appropriate.

Escalating concerns (if not resolved or inappropriate to raise internally)

If you feel unable to raise the concern internally, or the concern involves management, you can escalate it to:

OFSTED WHISTLEBLOWING HOTLINE

- **Phone:** 0300 123 3155
- **Email:** whistleblowing@ofsted.gov.uk
- **Onlineform:** <https://www.gov.uk/government/publications/whistleblowing-about-childrens-social-care-services-to-ofsted>

You can also contact:

- The **Local Authority Designated Officer (LADO)** for concerns involving a professional working with children
- The **NSPCC Whistleblowing Advice Line:** 0800 028 0285 or help@nspcc.org.uk

PROTECTION FOR WHISTLEBLOWERS

If you raise a genuine concern in the public interest:

- You **will not be penalised** even if the concern turns out to be unfounded
- You are protected by the **Public Interest Disclosure Act 1998**
- The nursery will take **appropriate action** against any colleague who harasses, victimises or retaliates against a whistleblower
- Malicious, false, or knowingly untrue allegations may result in disciplinary action.

Role of Managers and DSLs

All managers and DSLs are responsible for:

- Promoting a culture of openness and vigilance
- Encouraging early reporting of concerns
- Ensuring all whistleblowing disclosures are handled sensitively and in line with policy
- Keeping accurate records of concerns, investigations, and outcomes
- Reporting safeguarding-related concerns to the LADO or local safeguarding partners as required

Culture and Training

LearningLand Day Nursery actively promote a culture where:

- Staff are encouraged to speak up early
- Concerns are welcomed and not judged
- Whistleblowing training and safeguarding induction are part of the on-going process
- Policies are revisited regularly in staff meetings

Monitoring and Review

This policy will be:

- Reviewed annually, or earlier if legislation or best practice changes
- Shared with all staff during induction and refresher training
- Evaluated based on incidents, staff feedback and safeguarding audits

Appendix

(please see master policy files located in the parent's area)

1. New and expectant mothers (NEM) risk assessment
2. Supporting children with behavioural difficulties: Biting leaflet
3. 7 Steps of behaviour management
4. Parents complaint poster
5. Tapestry security policy
6. Notification of infectious diseases (NOID's)
7. Transfer & Receipt of Early Years Child Protection and Welfare records