



Christchurch Montessori Nursery

Essential Policies Procedures and Other Important Documents

- Admissions Policy and code of practice.....
- Inclusion and Attendance
- Rights of the children
- Duty of care
- Collection and drop off of children.

- Behaviour.....
- Safeguarding Children Policy
- 1) Duty of Nursery.....
- 2) Informing Agencies
- 3) Referral procedures
- 4) Taking Action
- 5) Staff checks
- 6) Whistleblowing and Disqualification by association ..
- 7) Mobile Phones and Social Networking.....
- 8) What to do if you are concerned about a child.....
- 9) Local Authority.....
- 10) Restraining a child
- 11) Prevent duty
- Appendix 1 Alligation report form.....
- Appendix 2 Recognising abuse.
- Appendix 3 Body chart.....
- Staff signatures proof of induction to
Safeguarding Children Policy.....
- Complaints Procedure.....
- Confidentiality Policies..... -
- Confidentiality Policy..... -
- Confidentiality Poster.....
- Equal Opportunities Policy.....
- Health and Safety Policy and Procedures.....
- Medication Policy
- First Aid Policy.....
- Food and Drink Policy and Procedure.....
- Nutrition Policy.....
- Collection of Children and Lost Children Policy.....

Policies and Procedures for Christchurch Montessori Updated 01.04.19



Babies and Children Under Two Policy.....	
Procedures for Outings and Events.....	
Parental Agreements.....	
Health and Safety Risk Assessment in the Work Place.....	
Settling In Policy.....	
Special Needs Policy.....	
Recruitment Selection Policy and Procedure.....	
Accessibility Policy	
Training Policy.....	
Intimate Care Policy and Procedure.....	
Selection of Toys and Equipment.....	
Student Placement and Volunteers.....	
Key workers Policy.....	
Payment Policy	
Photography policy	
Parent’s guide to Early Years Foundation Stages.....	
Outdoor Policy	
Fire Drills.....	
Equality, Inclusion and Valuing Diversity Policy.....	
Incident forms	
Anti- Bullying Policy.....	
Intimate Care, Nappy Changing and Sleep Policy.....	
Sharpe’s and Knife policy	
Code of conduct Policy	
On line learning journeys policy	
TAPESTRY	
Data Protection Policy and Audit	

Abbreviations

CM : Christchurch Montessori

SEN: Special educational Needs

DBS: Disclosure and Barring Service

LADO: Local Authority Designated Officer

Contact details

Nursery 247 Fairmile RD Christchurch BH232LH Tel 01202461127

Preschool Beauchamp place Christchurch BH232BS Tel 01202 487045 Office

Tel 01202 476582

Admissions Policy

Our Childcare Provision will comply with its obligations under the Equalities act 2010, The Children's and families' act 2014, The employment 2002

We aim to make the group accessible to all families from the local community.

- We welcome children, fathers and mothers, other relatives, other carers and people from ethnic, religious and social groups, with and without disabilities.
- We place notices advertising the group where all sections of the community can see them.
- Our waiting list is arranged in order of need.
- In order to accommodate emergency admissions we endeavour to keep a place vacant, if this is financially viable.
- We are flexible about payment in order to accommodate the needs of individual children and families.
- On registration we ask parents to pay a deposit to secure the child's place. Funded only places do not require a deposit.
- We make our Equal opportunities policy available to all.
- We regularly consult with parents/carers to ensure that opening times are meeting the local need and the group stays current with the changing needs of the community.

Code of Practice

- We will provide a warm secure environment, which will enable each child to develop personally, socially and emotionally.
- Children will be valued and respected as individuals and encouraged to do the same for others.
- Staff will be aware of and safeguard the "Rights of the Children".
- Children will have access to a broad and balanced curriculum, which will promote their overall development.
- Children's behaviour will be monitored and positively managed.
- Standards of hygiene will be maintained at all times and children given positive direction. Safety is a priority and standards will be maintained in all areas.

- All accidents will be reported to the Nursery Manager, logged and assessed and reported to parents, with head injuries parents will be phoned and informed of the incident.
- Carers will be aware of and sensitive to differences of culture.
- Staff will not discriminate against any child or parent on grounds of race, culture, religion, gender, disability, lifestyle or sexuality.
- Staff will work in partnership with parents for the good of the children.
- Staff will be aware of the need for confidentiality in professional practice. Confidential information received should not be disclosed unless required by law or to protect the interest or welfare of the child.
- Parents will have access to Nursery Policies which are kept in the reception area and available on line via christchurchmontessorinursery.co.uk

Inclusion policy

At Christchurch Montessori we aim to provide an inclusive environment, understanding that as individuals, children and adults alike all require some form of support. However we recognize that for some this may be specific and sometimes require the help of other outside professionals.

The Nursery has excellent access; however should any individual encounter any difficulties with our provision we would actively seek to support them.

We are committed to promoting the understanding of the principles and practices of equality - treating all those associated with the nursery as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference, The Nursery provides an environment where all feel valued and free from discrimination, reflecting our multicultural society where families, staff and children work together, Further details are provided in our Equal Opportunities Policy.

The Nursery has regard to the Special educational needs and disability code of practice, and provides a broad and balanced curriculum that is accessible to all children recognizing individual needs and working in close partnership with parents and other professionals. Further details available in our Special Needs Policy.

Planning, resources and behaviour reflect the commitment from staff, parents/carers and volunteers to include all our children.

ENCO'S

Gill Thomas and Nicola Dowling

The Rights of the child

In compliance with The UN Convention on the Rights of the Child we insure that every child in our setting is able to access education, to enable them to develop to his or her fullest possible potential and to learn respect for human rights. The eight areas covered are : “universal access, equal opportunities, the appropriate content of education, cultural roots and global values, new

methods of learning, mutual respect, pupil participation, and the role of teachers, parents and the community". This is in place to protect the rights of every individual child. Within Preschool and nursery we promote this by providing a secure and balanced learning opportunity for every individual child within the setting. We value their input ideas and individuality.

Duty of care

It is our Duty of care and we are responsible for ensuring that reasonable steps are taken to make sure that children are kept safe in a secure and stimulating environment and that people working with the children are suitable and have DBS (enhanced police checks).

Attendance Policies

This sets out the procedures to be followed in the event that a child is absent from nursery or preschool.

Children are expected to attend school based upon their contracted service hours. Regular, punctual attendance will help assure that your child is successful.

- If you are planning holidays you must let us know in advance so we can record this in our register.
- If your child is sick or cannot attend for some reason, you must call us before 9.30am that day to let us know.

Nursery (247 Fairmile road contact number) 01202 461127

Preschool (Beauchamp place) 01202 487045

or text 07970651334 (however the reason for absence must be stated if texted)

- If we have not heard from you by 10am we will call you to establish why your child is absent. (Please note we are very busy each day meeting the individual needs of the children, therefore we would appreciate it if parents could take the time to let us know of any absence so that a practitioner does not need to set time aside to check on absent children).
- If we cannot make contact with a parent/carer we will use all the contact details and the emergency contacts you have given us to try to establish why your child is absent.
- If we are concerned about the welfare of a child we reserve the right to contact social services.
- Fees remain payable during periods of absence.
- We must notify Dorset county Council where children in receipt of Early Years Free Entitlement are absent for more than 2 weeks in a term or constantly miss the same day each week. In some situations the local authority may refuse payment for long term absences and the Parents will be responsible to reimburse the setting for any repayment of funding due to nonattendance.

This policy was adopted as the result of new legislation making Preschool and Nursery accountable for the non-attendance of children.

Collection and drop off of children.

The parent, or other responsible adult, must sign the child in and out **each day with the correct arrival and departure time**. The attendance sheet must be signed with a **full legal signature**. Under **no** circumstances can a child be dropped off in the parking area to find his/her own way to the classroom. An adult **must** bring his/her child in and make a connection with the staff. All individuals authorized to pick up a child **must be over 18** and be listed on the child's contract

Behaviour Management

We aim to provide a stimulating environment in which children develop self-discipline and self-esteem.

We believe in working towards managing behaviour rather than the discipline of a child. It is our policy that there is no corporal punishment of any description within the nursery setting.

- Clear, consistent boundaries are set regarding behaviour, taking into account the age and stage of development of the child.
- Children are made aware of the need for goals and boundaries and specific expectations for their behaviour in ways appropriate to their levels of understanding.
- Positive methods of guidance are used. We reward good behaviour and encourage respect for others.
- We encourage responsibility such as helping to tidy up.
- Adults intervene and redirect, if necessary, to prevent disagreements developing that children cannot handle.
- Physical punishment is never used, or practices which humiliate or frighten children.
- Physical punishment is not resorted to and where restraint is unavoidable, the minimum amount is used consistent with maintaining the safety of the child and others.
- Any incidents of unwanted behaviour are handled in a calm and controlled manner
- If parents think their child is being bullied, they are requested to inform the Supervisor, noting if possible who, what, where and when the bullying occurred. If bullying is taking place, responses will vary from short periods of exclusion from activities to a withdrawal of privileges. In extreme cases, children may be excluded from the Provision.
- Persistent problems with unwanted behaviour are promptly and accurately recorded using the ABC (Antecedents, Behaviour and Consequence) then reported to parents/carers, colleagues or professionals, as appropriate, and advice sort.
- It is always made clear that it is the behaviour, not the child that is not acceptable.

Training and support in behaviour management is available to staff.

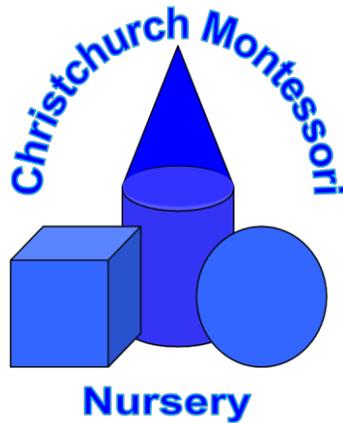
We believe in:

Praising and rewarding positive behaviour.

Providing a good role model, prompting acceptable behaviour.
Discussing issues with other children.
Giving children the language with which to express themselves.
Providing a stimulating and developmentally appropriate curriculum.
Providing equipment and materials through which children can play out their feelings. Giving attention on a one to one basis when necessary.

Restraining a child

Any incident of restraining a child must be logged in an incident report; a clear and precise report must be logged on an incident sheet, dated, timed and signed by practitioner involved. Parents must then sign to confirm that they have been informed and the incident must be reported to Ofsted on Tel 03001231231



Christchurch Montessori Safeguarding Children

Policies and Procedures

The Multi-Agency Hub (MASH) on 01202 735046

Email: MASH@bcpcouncil.gov.uk

Out of hours on 01202738256

Email: ChildrensOOH@bcpcouncil.gov.uk

Local Authority Designated Officer (LADO) Tel 01202 456744

Email: lado@bcpcouncil.gov.uk

Ofsted on Tel 03001231231

Early Help Christchurch Tel 01202 225724

Bournemouth 01202 456884 Poole 01202 262626

The Nursery has a duty to be aware that abuse does occur in our society.

This statement lays out the procedures that will be followed if we have reason to believe that a child in our care is subject to any form of abuse or neglect.

This policy is issued following guidance Working together to safeguard children 2015, The Children's and Families act 2014 and Inspecting safeguarding in Early years 2016

A dedicated help line is available through the DFE for school staff and practitioners to call to raise concerns relating to extremism is Tel 020 7340 7264

The Designated Lead for Safeguarding Children's officer (DSL).

Nursery DSL;
Lorraine Dangerfield

Deputy DSL
Amanda Dangerfield

Preschool DSL
Nicola Dowling,

Deputy DSL
Tammy Carter

The Role of the DSL

The DSL has the operational responsibility for receiving concerns about the safety and welfare of children and young people, who make decisions about what action needs to be taken, contacting and liaising with other agencies involved in safeguarding children, especially children's social care.

Section 1

The Nursery has a duty to be aware that abuse does occur in our society. This statement lays out the procedures that will be taken if we have reason to believe that a child in our care is subject to any form of abuse, neglect, extremism or radicalisation. In our settings we aim to prepare our children to become good citizens of the future. Through our curriculum we teach pupils British values and how to celebrate diversity.

Our primary responsibility is the welfare and wellbeing of each individual child in our care.

As such we believe we have a duty to the children, parents/main carers and staff to act quickly and responsibly in any instance that may come to our attention. It is the duty of the staff to report any suspected abuse or radicalisation to the supervisor or the safeguarding children representative suspected abuse to the supervisor or the safeguarding children representative.

The nominated Safeguarding Children representatives are
Loraine Dangerfield and Amanda Dangerfield (Nursery)
Nicola Dowling and Tammy Cater (Pre-school)

Section 2

The Nursery has a duty to inform

The Multi-Agency Hub (MASH) on 01202 735046 Out of hours 01202 738256

of any allegations or suspicions of any type of abuse. The referral to Social Care should be made by telephone to the duty officer and followed up in writing as soon as practicable, within 48 hours. If the child is already known to social care then the social worker at the local office must be informed directly.

Children's Social Care is
The Duty Officer. Tel 01202 225724

Then contact Ofsted on Tel 03001231231

The designated staff member for Safeguarding Children should confirm any referrals in writing within 48 hrs. Any CAF or relevant reports from outside agencies that have been undertaken will be attached to the referral.

In the case of extremism or radicalisation the DfE has a advise line on **020 7340 7264 for guidance.**

If we remove/ or would have removed a staff member or volunteer from a regulated activity because they have harmed or pose a serious risk of harm to children or vulnerable people or are accused of suspicious or unacceptable behaviour we have a duty to report any such incident to the duty officer at The Multi-Agency Hub (MASH) on 01202 735046 out of hours 01202 738256 and Ofsted on 03001231231.

This includes allegations against **staff, volunteers, carers or the general public.**

Working together to safeguard children's act 2015 The Nursery will follow the procedures set out by the Inspecting children in the early years 2016 and the setting will notify MASH of any concerns that any child may be in danger of abuse or harm. In such situations all details will be kept confidential on a need to know basis. A designated member of staff for Safeguarding children (manager of the setting) will take the lead in dealing with any concerns raised. They will then report any incident's to MASH. The Setting will then take guidance from MASH and LADO of further action or procedures to be followed.

Allegations of child abuse or neglect could lead to a criminal investigation so staff will not do anything that may jeopardize a police investigation, for example, ask a child leading questions or attempt to investigate allegations of abuse.

If requested by MASH Practitioners may ask open questions using the T.E.D. guidelines of (*tell me, explain to me, describe to me*). The Children's Social Care takes the lead role in enquiring about child protection issues related to the child.

Bruising of non-Mobile babies

Any non-mobile baby with bruising should be reported to the DSO immediately, this will then be reported to **MASH .**

Section 3

The Nursery/Operations Manager must inform Ofsted when a child protection referral is made to MASH .

1. Physical Abuse

Action will be taken under this heading if the staff has reason to believe that there has been a physical injury to a child, including deliberate poisoning, where there is a definite knowledge, **or** reasonable suspicion that the injury was inflicted or knowingly not prevented.

Procedure

- a. Any sign of a mark/injury to a child when they come *into* Nursery will be recorded, discussed with the parent, and the parent will be asked to countersign a record.
- b. The observed instances will be recorded (See appendix 1) and any marks recorded on a
- c. skin chart.(see appendix 3) If there appears to be any queries regarding the injury Children's Social Care will be notified, the police may also be notified if there is any concern that the child is in danger of significant harm.

2. Sexual Abuse

Action will be taken under this heading if the staff team have witnessed occasions where a child indicated sexual activity through words, play, and drawing or had an excessive pre-occupation with sexual matters or had an inappropriate knowledge of adult sexual behaviour.

Procedure

- a. The observed instances will be recorded (See appendix 1).
- b. The matter will be referred to Children's Social Care, and or the police if there is any concern that the child is in danger of significant harm.

3. Emotional Abuse

Action will be taken under this heading if the staff team has reason to believe that there is a severe, adverse effect on the behaviour and emotional development of a child caused by persistent or severe ill treatment or rejection.

Procedure

- a. The observed instances will be recorded (See appendix 1).
- b. The matter will be referred to Children's Social Care and or the police if there is any concern that the child is in danger of significant harm.

4. Neglect

Action will be taken under this heading if the staff team have reason to believe that there has been persistent or severe neglect of a child (for example, by exposure to any kind of danger, including cold and starvation) which results in serious impairment of the child's health or development, including non-organic failure to thrive.

Procedure

- a. The observed instances will be recorded (See appendix 1).
- b. The matter will be referred to Children's Social Care and or the police if there is any concern that the child is in danger of significant harm.

Section 4

Taking action

To take action or to raise a concern Contact the duty officer for the Multi-Agency Hub (MASH) on 01202 735046.

For advice and support and to inform Early years of a concern or incident also contact the Local Authority Designated Officer (LADO)

Tel 01202 456744

The designated staff member for Safeguarding Children should confirm any referrals in writing within 48 hrs. Any CAF or relevant reports from outside agencies that have been undertaken will be attached to the referral.

They should receive an acknowledgement of receipt from MASH duty officer within one working day. If no acknowledgement is received within three working days, the referrer must contact MASH again. Where Children's Social Care decides to take no action, the referrer should anticipate feedback about the decision and its rationale.

Section 5

All staff undergo an enhanced Disclosure and barring service (DBS), health check questionnaire, reference check under the recruitment and selection process of the company. All staff are contracted to undertake training in Safeguarding Children, they will be presented with a copy of our Safeguarding Children policy and procedures and contact details of MASH. Volunteers are only accepted when coming from a reputable training provided/school or college and have a current DBS check. All staff must inform the setting if they are in contact with any persons whom have been disqualified from working with children. (Please see. Disqualification

All Staff are committed to Safe Guarding Children and within their job role they are required to notice and report to the Designated Safeguarding lead any of the following:

- Behaviour changes for no obvious reason.
- Bruising in unusual place as – arms, stomach, around the mouth, head and back.
- Finger marks – each finger may mark or bruise the skin.

- Bite marks.
- Child not using a leg or arm – it may have been broken by a blow.
- Inadequate clothing for the time of year.
- Weight loss or an unexplained increase in appetite.
- Record any relevant information and sign and date it.
- Document both physical and sexual abuse on the Tops body graph and add to any reports • Document any comments that a child makes which gives us cause for concern. Staff must:
- Not force the child to talk about the abuse.
- Give comfort and support to the child as required. This may include first aid, food, comfort, clothing, and general hygiene.
- Maintain confidentiality for the protection of the child and family.
- All information is on a need to know basis.
- Ensure that condition does not deteriorate any further. More signs of abuse (see appendix 2)

Section 6

Whistle Blowing and Allegations against member of staff or volunteer.

Any allegation of abuse must be reported to the Nursery Manager.

If the Nursery Manager is implicated in the allegation, the concern must be reported to the

Managing Directors Gill Thomas and Nicola Dowling on 01202 476582 or 01202 240920. The nursery manager or directors will then inform **The MultiAgency Hub (MASH) on 01202 735046 and The Local Authority Designated**

Officer (LADO) Tel 01202 456744 for advice and directions of procedure to meet the allegation.

Ofsted will then be notified of the allegation within 14 days. If the directors are the reason for concern then the practitioner or person raising the concern must inform **The Multi-Agency Hub (MASH) on 01202 735046**

In all cases a record of the report, which is timed, dated and includes a clear name or signature must be made. (See appendix 1) .

Disqualification by association: practitioners are required to inform the setting if they have contact or a relative whom is disqualified from working with children, any practitioner not informing the setting of such circumstances would be placed with a disciplinary and placed on suspension.

OFSTED and LADO must be informed of any such situations.

Suspension maybe considered but will not be automatic, but must be considered (normally at the first strategy discussion) if:

- There is cause to suspect a child is at risk of significant harm, or
- The allegation warrants investigation by the Police, or
- The allegation is so serious that it might be grounds for dismissal

If a suspended person is to return to work, appropriate help /support e.g. phased return and/or provision of a mentor and how to manage contact with any child /children who made the allegation.

Any staff who are accused of child abuse are subject to our normal procedures for Gross Misconduct. They would be placed on paid leave pending investigation. A meeting would be arranged to share the results of the investigation made by

Children's Social Care

A formal letter would be issued to invite the member of staff to attend the meeting and the option to bring along a witness / union representative would also be available.

If the complaint is upheld the staff member would be dismissed for Gross Misconduct. Staff going through such a hearing would be offered access to a counselling service as would other members of the team. If there is no proof of any misconduct the suspension is lifted and the person would be allowed back to work. The staff member is paid throughout this procedure. Staff who resumes work would be supported or counselled and offered re-training if required.

Action will be taken under this heading if allegations of child abuse/neglect are made against a member of staff or volunteer working at the group.

In the case where a practitioner would have been dismissed the setting will refer the case to the disclosure and baring Service.

Section 7

Mobile Phones and Social Networking

A safe phone is available for parents or practitioners within the setting to enable them to access support in private.

A Nursery Phone is available with no camera for outside visits and outings.

Mobile Phones

We take steps to ensure that there are effective procedures in place to protect children, young people, and vulnerable adults from the unacceptable use of mobile phones and cameras in the setting.

- Mobiles must be kept in the lockers provided.
- Mobile phones can only be used in a designated break time (not in an area where children are) or away from the premises. The Nursery and outdoor areas are mobile /camera free zones. This also applies to any adult or young person entering the premises, including parents, visitors and volunteers.

Cameras

- Cameras are not permitted inside or outside the building. This also applies to mobile phone cameras.
- Photographs are permitted to be taken by staff only on the nursery camera. These images will be used only in the playroom or as part of the child's Learning journey. A mobile phone is available for outside visits that does not have a built in camera.
- Visitors and parents are not permitted to take photographs anywhere inside or outside the building and are asked not to use their phones on the premises

Social Networking Sites

Facebook and Social Networking

There are too many sites to mention them all by name. This policy covers them all.

It is important when using social networking sites such as Facebook or Twitter that staff maintain confidentiality and ensure proper practice at all times. This is to protect the children, parents & families of the setting along with the staff. It is also to guard the nursery reputation and the staff's own personal reputation.

Staff and Volunteer guidelines when using social media sites include but are not limited to

Must not mention any of the children from the nursery on their online profiles

Must not write direct or indirect suggestive comments about work on their online profiles

Must not publish photos of the children on their online profiles

Must not publish photos of other staff while in the nursery on their online profiles

Must not write anything about other staff members on their online profiles

Must not use mobile phones to take photos in the nursery or to access social networking sites during their working hours

Must not mention any of the companies that Christchurch Montessori works with on their online profile

In order to maintain professional boundaries staff should not accept personal invitations to be friends from parents of the nursery unless they know them in a personal capacity and is cleared by Christchurch Montessori Management.

Practitioners are advised to set their online profiles to private so that only friends are able to see their information.

Practitioners are responsible for adhering to the terms of service of each site they use. Personal profiles should not contain any images or videos which may be perceived as inappropriate behaviour for a childcare professional.

Practitioners will not have the nursery name or logo anywhere in their personal profile.

Any breaches of the Facebook & social networking policy could result in disciplinary action.

The internet can be accessed for nursery matters e.g. finding resources, planning, training during working hours.

Volunteers, Children or Parents.

If any of the above points are found to be happening then the member of staff/ member/volunteer will face disciplinary action, which could result in dismissal.

Section 8

What to do if you have concerns for a child safety, suspect abuse or an incident of suspected abuse is reported?

Information for Parents and carers. If anyone in the setting believes that a child may be at risk from significant harm, abuse or suffering neglect then it is that person's responsibility to voice their concerns to the Nursery Safeguarding

Children's Officer or to the MASH. If a member of the staff believes that an allegation has not been satisfactorily dealt with then they are obliged to inform the MASH personally.

Section 9

Contact details

Multi-Agency Hub (MASH) on 01202 735046 out of hours 01202 738256

Local Authority Designated Officer (LADO) Tel 01202 456744

If the child is in serious danger from significant harm or there are exceptional circumstances then it may be necessary to call the police on 999.

What will happen?

If an allegation or suspicion of abuse is reported to the Nurseries Safeguarding Children's Lead she will contact MASH. The duty officer will advise the setting of any necessary procedures, depending on the severity of the case. The duty officer for MASH will then investigate the allegation. If the allegation is not reported to MASH then the person who has made the allegation

has a responsibility to report the incident. The Duty officer may arrange a visit to the family/nursery to see the child and parents for themselves if they are concerned. If the explanation is then found to be acceptable no further action will be taken. If the explanation leads them to suspect Child Abuse advice and support will be offered to improve the care of the child.

Restraining a child

Christchurch Montessori Early Years Nursery and Preschool operates a positive Behaviour Policy. It is our aim to establish good behaviour from our children in a caring and supportive environment where the welfare of the children is paramount.

The purpose of this policy is to outline the procedures to be followed in the rare case of a restrictive physical intervention being used by a member of staff towards a child.

The use of physical intervention/restraint is wherever possible avoided. However, where necessary and appropriate, reasonable force will be used to control or restrain children.

Definition:

Physical intervention is any method of physically intervening to resolve a difficult or dangerous situation, and is not necessarily physical restraint.

Physical restraint is defined as when a member of staff uses force with the intention of restricting a young person's movement against their will.

Physical intervention and restraint should be used as last resort to support children and young people in times of crisis. Restraint should be avoided wherever possible. It is never a substitute for good behaviour management. Other methods (such as defusing conflict, non-physical calming, etc.) of managing the situation should always be tried first, unless this is impractical.

The degree of force used should be the minimum needed to achieve the desired result. Physical restraint should only be considered an option if:

- Calming and defusing strategies have failed to de-escalate the situation
- The response is in the paramount interests of the young person
- Not intervening is likely to result in more dangerous consequences than intervening.

Using force

Before using force staff should, wherever practicable, tell the child to stop misbehaving and communicate in a calm and measured manner throughout the incident. Staff should never give the impression of acting out of anger or frustration or to punish a child, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

Certain types of physical contact to "punish a child or cause pain, injury or humiliation" is explicitly forbidden (Educational Act 1996).

In all incidents where physical restraint has been used, the following actions must be taken:

The manager/owner (highest person in authority of the nursery) must be informed as soon as possible.

The managers owner is responsible for ensuring parents are informed as soon as possible
Staff involved must complete a written record as soon as possible and always within 12 hours of incident taking place

Risk management

Any child who has needed to be restrained or who has challenging behaviour which might make this necessary should have a risk assessment and a behaviour plan specifying situations most likely to trigger difficulty behaviour. Any strategies (de-fusing techniques most likely to help, agreed with parents/cares and communicated to all staff who work with the child. (This must be reviewed every half term)

Health & safety

The young person's health and safety must always be considered first and monitored at all times. Any restraint must be ceased immediately if significant signs of physical distress are seen. i.e. sudden changes in colour, difficulties in breathing, or vomiting.

Staff are not under a duty to run the risk of personal injury, by intervening where it is not safe to do so. If the situation is assessed as being too dangerous, staff should remove other children, retire to a safe distance and call for another member of staff to help.

If a child and his/her parents/carers wish to make a complaint about physical restraint used by a member of staff or other authorised person, they will complain to the manager/owner In the first instance (or to the directors if the managers are subject of the complaint). The incident will then be investigated

If a child and his/her parents/carers wish to make a complaint about physical restraint used by a member of staff or other authorised person, they will complain to the manager/owner In the first instance (or to the directors if the managers are subject of the complaint). The incident will then be investigated under the relevant disciplinary procedure.

Legalities/context and framework

Section 93 of the Education & inspection act 2006 stipulates that reasonable force may be used to prevent a pupil/child.

Committing a criminal offence (or for a pupil under the age of criminal responsibility, what would be an offence for older pupil)

- Where there is a risk of injury to others or to the pupil (child)
- Where there is a risk of significant damage to property
- Where good order and discipline is compromised

Prevent duty & Radicalization

To protect and safeguard young children and families deemed at risk of radicalisation with the intent to prevent from being drawn into terrorism.

This Policy is intended to serve as a guidance for Practitioners to recognize the signs of those who are at risk and also to inform parents of our legal requirement to put this policy into operation.

The prevent of duty of care policy is part of our wider safeguarding duties in keeping children safe from harm, and this new policy reinforces our existing duties by spreading understanding of the prevention of **radicalisation**

Staff Responsibilities:

- All practitioners must be able to identify children who may be vulnerable to radicalisation
- There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology, but staff should be alert to changes in children's behaviour, including even very young children, which could indicate they may be in need of help or protection.
- These behaviours can be evident during circle time, Role play activities and quiet times. Quiet times is a good time for children to make disclosures as this is the period that children are closest to their key persons. People from any walks of life can be drawn into radicalisation
- Radicalisation and not necessarily from a particular religion or ethnicity. Terrorism is not promoted by any religion.
- The Prevent duty does not require childcare providers to carry out unnecessary intrusion into family life but we are required to take action when observe behaviour of concern.
- There are certain terminology used by Muslim families such as, Inshallah, alhumdillah, marshallah, allah ho akbar. These phrases are not an indication of any form of radicalisation. (This is worth mentioning as it is one of the concerns from the Muslim community).
- People's dress codes like hijabs, nikabs, abayas and jilbabs are not indicative factors that they are at risk of being radicalized.

A dedicated help line is available through the DfE for school staff and practitioners to call to raise concerns relating to extremism is Tel 020 7340 7264

Appendix 1

Allegations Report

- The practitioner reporting the allegation must fill in this form.
- It must then be handed to the Designated Safeguarding Children s Lead whom **will** contact The Multi agency hub. If the allegation is not passed on or dealt with appropriately then the person making the allegation must report the allegation to MASH

Nature of allegation	
Time reported	
Reported by Date and signature	
Reported to Date and signature	
Date and time of contact of CSC	

Appendix 2 Recognising Child Abuse

The following signs may signal the presence of child abuse or neglect.

The Child:

Shows sudden changes in behaviour or school performance

Has not received help for physical or medical problems brought to the parents' attention

Has learning problems (or difficulty concentrating) that cannot be attributed to specific physical or psychological causes

Is always watchful, as though preparing for something bad to happen

Lacks adult supervision

Is overly compliant, passive, or withdrawn

Comes to school or other activities early, stays late, and does not want to go home

The Parent:

Shows little concern for the child

Denies the existence of—or blames the child for—the child's problems in school or at home

Asks teachers or other caregivers to use harsh physical discipline if the child misbehaves

Sees the child as entirely bad, worthless, or burdensome

Demands a level of physical or academic performance the child cannot achieve

Looks primarily to the child for care, attention, and satisfaction of emotional needs

The Parent and Child:

Rarely touch or look at each other

Consider their relationship entirely negative

State that they do not like each other

Types of Abuse

The following are some signs often associated with particular types of child abuse and neglect: physical abuse, neglect, sexual abuse, and emotional abuse. It is important to note, however, that these types of abuse are more typically found in combination than alone. A physically abused child, for example, is often emotionally abused as well, and a sexually abused child also may be neglected.

Signs of Physical Abuse

Consider the possibility of physical abuse when the **child**:

Has unexplained burns, bites, bruises, broken bones, or black eyes

Has fading bruises or other marks noticeable after an absence from school

Seems frightened of the parents and protests or cries when it is time to go home

Shrinks at the approach of adults

Reports injury by a parent or another adult caregiver

Consider the possibility of physical abuse when the **parent or other adult caregiver**:

Offers conflicting, unconvincing, or no explanation for the child's injury

Describes the child as "evil," or in some other very negative way

Uses harsh physical discipline with the child

Has a history of abuse as a child

Signs of Neglect

Consider the possibility of neglect when the **child**:

Is frequently absent from school

Begs or steals food or money

Lacks needed medical or dental care, immunizations, or glasses

Is consistently dirty and has severe body odour

Lacks sufficient clothing for the weather

Abuses alcohol or other drugs

States that there is no one at home to provide care

Consider the possibility of neglect when the **parent or other adult caregiver**:

- Appears to be indifferent to the child
- Seems apathetic or depressed
- Behaves irrationally or in a bizarre manner
- Is abusing alcohol or other drugs

Signs of Sexual Abuse

Consider the possibility of sexual abuse when the **child**:

- Has difficulty walking or sitting
- Suddenly refuses to change for gym or to participate in physical activities
- Reports nightmares or bedwetting
- Experiences a sudden change in appetite
- Demonstrates bizarre, sophisticated, or unusual sexual knowledge or behaviour
- Becomes pregnant or contracts a venereal disease, particularly if under age 14
- Runs away
- Reports sexual abuse by a parent or another adult caregiver

Consider the possibility of sexual abuse when the **parent or other adult caregiver**:

- Is unduly protective of the child or severely limits the child's contact with other children, especially of the opposite sex
- Is secretive and isolated
- Is jealous or controlling with family members

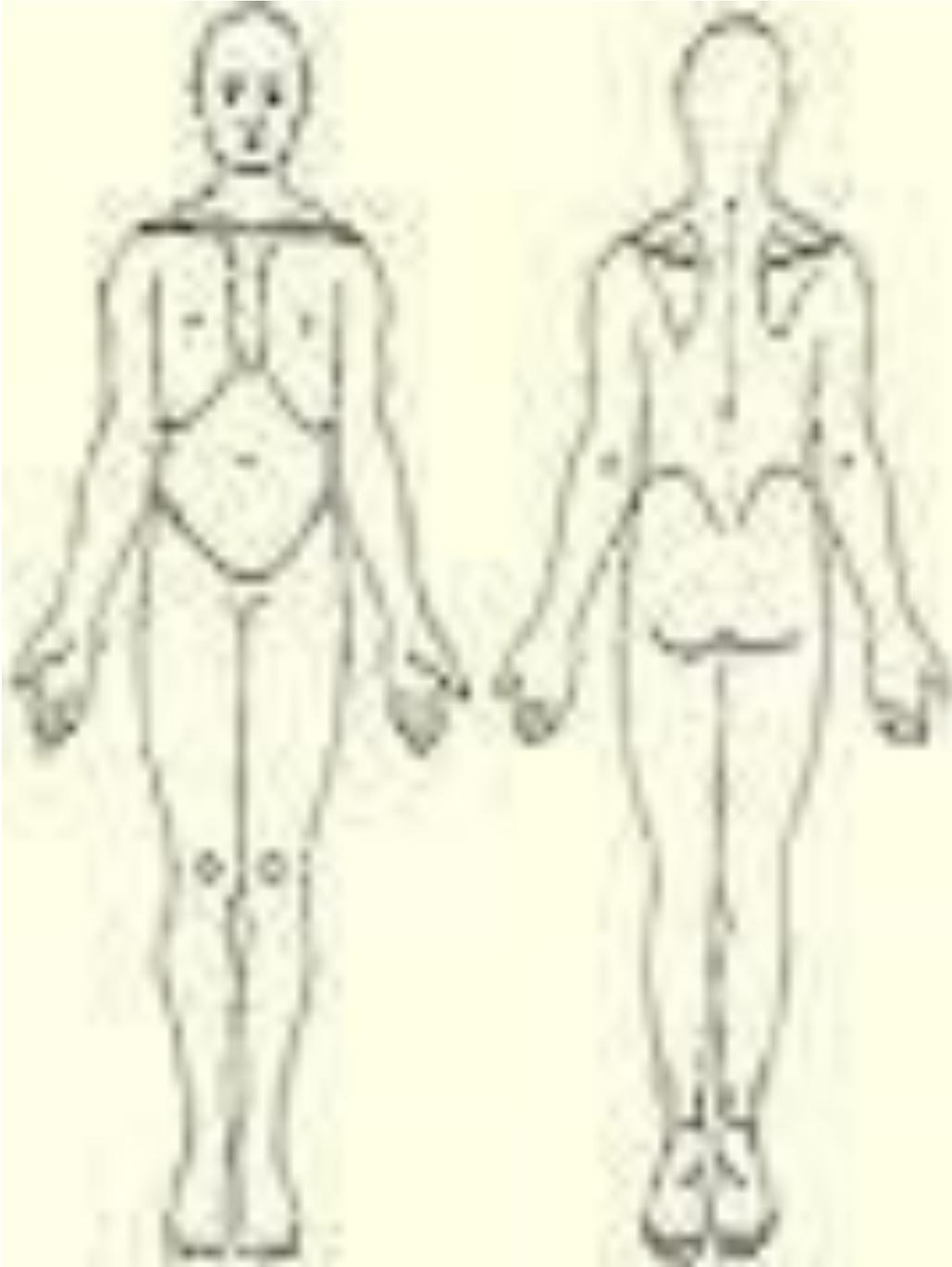
Signs of Emotional Maltreatment

Consider the possibility of emotional maltreatment when the **child**:

- Shows extremes in behaviour, such as overly compliant or demanding behaviour, extreme passivity, or aggression
- Is either inappropriately adult (parenting other children, for example) or inappropriately infantile (frequently rocking or head-banging, for example)
- Is delayed in physical or emotional development
- Has attempted suicide
- Reports a lack of attachment to the parent

Consider the possibility of emotional maltreatment when the **parent or other adult caregiver**:

- Constantly blames, belittles, or berates the child
- Is unconcerned about the child and refuses to consider offers of help for the child's problems
- overtly reject the child



I have read and understand the Safeguarding children and Behaviour management Policy and acknowledge the information.

Signed and dated

Gill Thomas and Nicola Dowling (owners)

Policies and Procedures for Christchurch Montessori Updated 01.04.19



Signed manager

Signed Deputy Manager

Signed Senior Practitioner

Signed Senior Practitioner

Signed Senior Practitioner

Signed Assistant Practitioner

Signed Assistant Practitioner

Signed Assistant Practitioner

Signed Assistant Practitioner

Signed Apprentice Practitioner

Signed Apprentice Practitioner

Signed Apprentice Practitioner

Parents Safeguarding

I have read and agree with the Settings Safeguarding Policy

Childs Name	Parents Name	Parents signature	Date

Information about complaints also available on request.

Complaints to date one

Nature of the complaint; Unfounded

Complaints Procedure

Any parent/carer who has an issue either involving their individual child or the Nursery as a whole should in the first instance raise the issue with their child's **Keyperson** or the Manager / Supervisor of the Nursery.

If the parent/carer feels unable or unwilling to raise the matter in this way, they should contact OFSTED on 03001231231 or in writing to OFSTED, NBU 2nd Floor, Royal Exchange Buildings Store Street, Manchester. M2 7LA.

In the first instance every effort will be made to resolve any matters within the setting of the Nursery within 28days

A formal complaint should be received in writing then the issues raised will be dealt with within the following appropriate framework and a record of the complaint and outcome will be kept.

- a. A matter relating to an individual child should be discussed between the parent/carer and the Manager/Supervisor.
- b. Should the matter not be resolved, the issue will be brought to the attention of the Owners who will meet with all parties involved.
- c. If the matter raised concerns a general or policy issue, again it should first be raised with the Manager/supervisor of the Nursery, who will report it to the owners for consideration.
- d. Should an approach on general or policy matters be made via the Parent Representative or Officers it will be reported to all the owners for consideration?
- e. Should the matter remain unresolved following the above procedures it should be referred to a specially convened panel consisting of a member of the owners the Supervisor, and an independent expert (e.g. a representative of OFSTED or LADO if appropriate). The complaint should be submitted in writing to the panel and the person who has complained

should be given the opportunity to address the panel with any additional information. The panel may also require others to submit written information for consideration.

- f. All written complaints should be should be logged and a description of the contents of the complaint and its outcomes should be made available to parents on request.
- g. All written complaints will be reported to OFSTED

At all points through these processes all parties involved will be kept informed of progress and the group will inform Ofsted of the outcome if they have been involved?

CHRISTCHURCH MONTESSORI COMPLAINTS FORM

Policies and Procedures for Christchurch Montessori
Updated 01.04.19



- Is the nature of the complaint about a member of staff

Or is it about the nursery

- Please give the details of the nature of the complaint

- Would you like a phone call to discuss the complaint

Or would you like to arrange a time when you could come into nursery

Or maybe we could visit you at home if it was more convenient

- In circumstances where you feel the situation need to be dealt with urgently

- Nicky and Gill are always available

Nicky 01202 240920 mob 07970651334

Gill 01202 476582 mob 07971621470

Preschool01202 487045

Full Day Care Nursery.....01202 461127

CHRISTCHURCH MONTESSORI COMPLAINTS EVALUATION FORM

- Was the complaint dealt with quickly?



- Was the complaint dealt with in a manner expected in this situation
- Was the situation/complaint resolved?
- Are you happy with how the situation was resolved?

Is there any other information or help you need in this matter.

If any other help is needed in this or any other situation please do not hesitate to contact us.

Nicky..... 01202 240920 mob 07970651334

Gill..... 01202 476582 mob 07971621470

Nursery..... 01202 461127

Preschool..... 01202 487045

Confidentiality Policy

Our childcare setting's aim is to promote an environment of respect with reference to confidential information relating to the children, families or group users and the groups business. However it becomes necessary to disclose information concerning a child and or a member of staff (if the allegation is made against a staff member or volunteer) to an outside agency the following procedures will be followed.

- a. Consent of the carer of that child and or the consent of the staff member to the disclosure will be sought first (unless it is believed that obtaining such consent would place a child at significant risk).
- b. If it is believed that obtaining such consent would place the child at risk of significant harm a disclosure will be made without obtaining consent (bearing in mind the public interest in safeguarding the child's welfare over rides the need to keep information confidential).

PLEASE NOTE THERE ARE EXCEPTIONS TO THE ABOVE PROCEDURES, IF ANY CHILD IS THOUGHT TO BE IN IMMEDIATE DANGER THE NURSERY STAFF WILL CONTACT MASH AND THEN THE POLICE IMMEDIATELY.

Procedure Staff will be reminded that:-

Staff may be party to confidential information concerning the children, families or group users, and the group's financial business. Any information which is received as a result of their position must remain confidential to them. Confidential issues must not be discussed with parents, or any other individual not connected with the nursery/pre-school. During their employment, they must not disclose or allow the disclosure of any confidential information. ***Staff, volunteers and students***

- A confidentiality section is to be included in all staff employment contracts
- A confidentiality poster may be displayed on the notice board
- Staff, volunteers and students are given details about issues of confidentiality during their staff induction.

Parents and Carers

- Parents will have access to files and records of their own children
- Information given by Parents/ carers to the supervisor/leader will not be passed on to others without permission.



Confidentiality Policy

Staff are reminded that during his or her employment and once employment with Christchurch Montessori is terminated, he or she may be party to confidential information concerning the children, families or nursery/preschool users, and the nursery/pre-school's business. Any information which is received as a result of the position as staff member must remain confidential to them and the supervisor/ manager.

Information received by committee members about other staff, finances or management must also remain confidential.

Confidential issues must not be discussed with parents, or any other individual not connected with the pre-school or nursery.

I have read and understand the confidentiality Policy and acknowledge the information.

Signed the owner	Date
Signed manager	Date:
Signed supervisor	Date
Signed supervisor	Date
Signed Assistant	Date
Signed Apprentice	Date
Signed Apprentice	Date
Signed Apprentice	Date

CONFIDENTIALITY

Any information which is received about the children, families or service users must remain confidential to you and the Supervisor.

Information received by members of staff, about the nursery/ pre-school, other staff and finances must also remain confidential.

Confidential issues must not be discussed with parents, or any other individual not connected with the preschool or nursery.

Equal Opportunities Policy

Our childcare provision is committed to equality of opportunity and recognizes that people are subject to discrimination on the grounds of race, colour, ethnic or national origin, marital status, sexual orientation, disability, caring responsibilities, religious belief, age, social class, political beliefs, employment status, union membership, place of residence or whether they are HIV positive.

It is the policy of the Childcare provision that no job applicant, employee, trainee, volunteer, member or service user receives less favourable treatment on any of these issues set out above.

The Childcare provision will comply with its obligations under the Children's act 1989, Equalities act 2010, Children's and families act 2014 and the Local Provider Agreement 2017.

It is the Childcare provision's intention to take positive action to ensure that its Equal Opportunities

Policy is implemented. The Childcare provisions Management Committee will monitor and review the effectiveness of the Equal Opportunities Policy.

We aim to:

- Acknowledge and value equally each child's individual stage, culture, religion, language, racial background, and family group.
- Actively seek to combat sexism and promote equal opportunities for girls and boys, men and women;
- Encourage equality of opportunity for children with special needs and their families.
- Achieve and maintain, within the framework of the law, a workforce which represents, as far as practical, the composition of the population and recruitment areas, including people with disabilities.

To achieve the above we will:

- Plan our program to extend the children's experience and knowledge of other cultures, language, celebrations and festivals.
- Ensure that the activities reflect the diversity of our society, not just our group;
- Encourage children to explore in a positive way the differences and diversity of people ensuring that representatives of people are accurate and realistic;
- Positively challenge stereotypes and assumptions - racist, sexist or concerning disabilities;
- Enable adults with disabilities to take part in our group where it is safe and reasonable to so do.

We have facilities to include people with disabilities,; ramps, toilet facilities (not available in baby), suitable height equipment, the Montessori method was developed pacifically for adults and children with disabilities. We will work hand in hand with all agencies evolved with the child. Our nominated

S.E.N.C.O's are Harshi Robert, Nicola Dowling, Loraine Dangerfield and Amanda Dangerfield.
E.N.K.O. Gill Thomas and Nicola Dowling.

Health and Safety Policy

The management will ensure as far as practicable the health, safety and welfare at work of all staff, students and volunteers and all persons within the premises for which they are responsible.

Safety Procedure

The nominated Health and Safety officer is, Gill Thomas and Nicola Dowling

Nominated Health and Safety officer to carry out a Risk Assessment on a regular basis making a written record of any action required also being responsible for reporting to the health and safety executive(HSE)under the duties imposed by the reporting of injuries, disease and dangerous occurrences regulations 1995(RIDDOR) contact no 01202 667219.

Any serious incidents that occur in the setting must be reported to OFSTED within 14 days.

Fire Policy

We aim to ensure the safety of staff and children against the risk of fire and will do all in our power to prevent such an occurrence.

Fire Procedure

The nominated Fire officer(s) is/are. Gill Thomas and Nicola Dowling The nominated Fire officer(s) to ensure that fire drills are carried out every term. The nominated Fire officer(s) to check smoke detectors and fire control equipment every month and record this in the register or a logbook.

Procedures to be followed in the event of a fire will be displayed where staff, parents and children can read it. We will provide appropriate fire detection as advised by the fire officer and ensure that they are maintained and in working order. Additional training will be given to all staff before and during fire drills.

No Smoking Policy

We do not wish to encourage children to smoke in any way or think that it is a healthy practice.

No Smoking Procedure

No smoking is permitted inside the building by parents or staff.

No smoking signs to be displayed prominently.

Should staff wish to smoke then this should only occur in any given break time outside of the building and not in view of the children.

Health Policy

We aim to provide a healthy and safe environment for the children and for the staff to work in. We will do all in our power to prevent the spread of infection and to promote good health.

Animal safety

We will ensure that any animal visiting the nursery will not pose a health risk and will not cause concern in the proximity of the children.

Infection and illness control

All infectious illnesses must be reported to the Pre-school Supervisor/Childcare Manager who will advise on the exclusion period necessary, and inform other parents. (This also applies to all staff). We follow the regulations of Guidance on infection in schools and childcare settings, a copy is available in the setting or at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/522337/

[Guidance on infection control in schools.pdf](#).

This particularly applies to German measles, as this can be extremely harmful to expectant mothers.

If you would like more information on symptoms and incubation periods of any infectious illness please speak to staff.

In case of an emergency the Pre-School/Nursery reserves the right to remove a child to Hospital. Please refer to Parent Contract.

Staff medication

Staff must make management aware of medication that may result in their ability to care for the children.

All staff medication must be signed in and placed in the office or top compartment of the fridge.

Health Procedure

Infection in a Pre-School/Nursery can spread rapidly, not only amongst children, but also staff. Parents are required to keep their children at home if they have any infection and to inform the Pre-School Supervisor/Childcare Manager as to the nature of the infection to enable other Parents to be alerted. Any child who is obviously unwell on arrival at Preschool/Nursery will not be accepted. If your child becomes unwell during the course of the day you will be contacted and, if necessary, asked to collect. If we are unable to contact you personally we will of course telephone the other numbers that you have given us as alternatives and make the child as comfortable as possible until somebody is able to collect them. It is therefore essential that you keep your emergency contact numbers up to date.

Medicines Policy

We will not administer any medicines without specific written instructions from the parent/carer or Doctor. Long term medication must be supported by a care plan. We will, however, administer sun-cream and nappy cream if necessary unless parents instruct us otherwise.

Medicines Procedure

We will administer medicine to control the effects of a non-serious illness or where a Professional has prescribed medication but only after medication forms have been completed, providing instructions and consent on what medication is to be administered, how much and the time to be given. At the end of the day parents/carers must sign to acknowledge that the medication and instructions have been followed. Aspirin will not be administered unless prescribed by a Doctor. The room senior (first aider) will be responsible for administering medication to the child in their care. Each time medication is given to a child written consent must be present, checked, time recorded, amount administered and signed by whom medication has been administered by.

Medications are kept out of children reach or in the refrigerator.

Medical, dietary and allergy Form

Please use this form to update ant relevant information with reference to any medical, dietary or allergic conditions that we need to know about.

Child's name:

Date:.....

Medical, dietary or allergic condition:

.....

.....

..... Reaction:

.....

.....

.....

. Medication:

.....

.....

Medical intervention:

.....

.....

Parent's signature:

Full Day Care Nursery
247 Fairmile Road
Dorset.
BH23 2LH

Pre-School
Beauchamp Place
Dorset
BH23 2BQ

OFSTED EY 373992

OFSTED REG. EY136941

E-mail christchurch.montessori@sky.com

Dear Parents

To comply with legislation, we required to record any injuries or bruising that a child attends nursery with. To enable us to comply with this legislation we request that parents fill in an accident form if their child is Entering Nursery with any bruising or injury. This information will be kept confidential and placed in your Childs file.

Accident Form



An accident form will be available in the Nursery reception.

Thank you for your cooperation

Policies and Procedures for Christchurch Montessori
Updated 01.04.19



Child's Name

Date

Type of injury.....

The nature of incident.....

.....

.....

.....

Parents signature.....

First Aid policy

We aim to minimize any pain or discomfort suffered by a child or member of staff whilst in our care and will do all in our power to make them comfortable as quickly as possible.

First Aid Procedure

The appointed persons for First Aid are

- Nursery: Gill Thomas, Loraine Dangerfield, Amanda Dangerfield,
Adele Higgs Roxanne King , Karen Laflin,. Anika Starky
- Pre-school Nicola Dowling, Harshi Robert, Carly Rogers and Tammy Carter.

We will ensure that the first aid box is kept well stocked, is checked and refilled when needed. All staff will attend an appropriate course every three years so as to ensure they remain up to date on first aid methods. Our next course

.....

The appointed persons for first aid will ensure a written note is made of any accidents in their accident records and that parents sign against this when collecting children to confirm they have been informed.

Parents to provide written detail care plan of any illness or conditions, which the children suffer on a permanent basis together with, appropriate medication and instructions on how to administer e.g. asthma inhalers.

Care Plans will be set up in partnership with Parents, Doctors and health specialists when a child attends with more serious and complex needs such as Diabetes or Epilepsy.

Parent to provide a list of medication the child is allergic to The Nursery Manager

Loraine Dangerfield (Nursery 247 Fairmile Road)
Nicola Dowling (Preschool Manager Beauchamp Place)

Food and Drink Policy

Any snacks or meals provided will be nutritious and as varied as possible. We also aim to reflect the multicultural and religious backgrounds of the children and where possible to comply with parent's wishes. We try to make snacks and meals sociable occasions with the children sitting down together in small groups.

Food and Drink Procedure

Staff and children to wash hands before touching food

Children will not swap food with others in case of food allergies.

Parents to provide written detail of any food allergies suffered by the child Kitchens to be kept clean and tidy Rubbish bins to be emptied regularly Water is available at all times.

Hygiene Policy

We aim to provide a clean and hygienic environment for the children and staff, which minimizes the spread of infection.

Hygiene Procedure

Toilets are checked regularly and cleaned if necessary.

- Staff and children will wash their hands after going to the toilet and before handling food.
- Regular checks to be carried out on any sandpits and the sand changed when appropriate.

A cleaning routine using antibacterial products is to be followed throughout the day to ensure the premises and equipment are kept hygienic.

Staff are given the opportunity and expected to participate in a food and hygiene course.

Gill Thomas, Loraine Dangerfield, Amanda Dangerfield, , Karin Laflin (247)

Nicola Dowling and Harshi Robert (Preschool)

We will notify Ofsted of food poisoning of two or more children looked after on the premises.

We will inform OFSTED of any notified disease identified in the public health infection diseases regulations 1988. We will act on any advice given by the health protection agency. A list is available on the EYFS CD.

NUTRITION POLICY

We aim to promote healthy eating within the nursery through projects we do with the children, through communication with the children's parents/carers and the structure of the day at the nursery/pre-school.

We are committed to equal opportunity (please see the equal opportunities policy), and plan our program to extend the children's experience and knowledge of other cultures, celebrations and festivals, to include the different foods eaten.

We try to make the children aware of the different food groups and the need for a balanced diet through play and discussion.

Our registration form, which is completed by parents in respect of every child, asks the parents to record if the child suffers from any allergies (including food intolerance) and whether the child has any special dietary requirements (e.g. vegetarian, religious, cultural, medical).

If packed lunches are provided for children parents are required to

1. Pack food in a sealed container, with your child's name on it
2. Pack drink in a non-breakable container, with your child's name on it.
3. Avoid any foods such as crisps chocolate sweets or fizzy drinks or any other foods with high levels of additives/ colourings (some children are highly sensitive to these ingredients which can severely affect their behaviour and/or make them sick).
4. Any foods with a nut content ARE NOT to be included in lunch boxes some children with a severe allergy to nuts can suffer extreme reactions, even via indirect contact.
5. Fruit or vegetables and dairy snacks are encouraged.

We are of course conscious of parental choice and where possible will comply with parents' wishes regarding the above.

We aim to promote hygiene by getting the children to wash their hands before snacks or meals. (For further information please see our health and safety policy).

We try to make our snacks and meals sociable occasions with the children sitting down together in small groups. We also ask our staff when eating with the children to adhere to this policy. Any

uneaten food will be left in the children's lunch boxes so that the parents can see what the child has not eaten.

Formula Milk Policy

We are committed to ensuring a high standard of Health and Safety when preparing, storing and feeding formula milk.

It is our preference that bottles of formula milk are made up at the nursery ensuring that children receive the milk at its freshest.

Parents should provide the nursery with measured, cooled and labelled bottle of water and measured quantities of formula powder to be made up as needed.

Collection of Children and Lost Children Policy

We will ensure that children are looked after and supervised whilst in our care.

It is however, essential that children be collected promptly after each session.

Children once collected are the responsibility of the parent/ carer and they should ensure that their child is kept under supervision in the car park area.

Collection of Children and Lost Children Procedure

All parents must complete a registration form before their child starts at the organization giving two/three emergency contact telephone numbers which must be kept up to date. Parents must also state in writing who is to collect the child after each session and inform us if there is to be any change in advance. It is essential that children be collected promptly after each session. In the unlikely event that a parent is more than 15 minutes late the supervisor will contact the parents to remind them and to ascertain if there is a problem, if there is no answer we will leave a message and continue to try each number provided, if after 1 hour there has been no contact the supervisor will contact MASH on 01202 228866.

If a child goes missing whilst in our care, the premises and surrounding area will be locked down, all gates shut and practitioner placed on duty at the gate. The area would then be thoroughly searched immediately. If the child cannot be found at this point, then telephone calls will be made, first to the police and then to the parents and MASH. OFSTED would be informed within 14 days of the incident and risk assessment to be completed and then updated annually or when needed.

Babies and Children under Two Policy

We aim to provide the extra care and support required by these young children's needs and to take account of parent's wishes where appropriate. To assist with their care staff ratios are 1=3 for under 2's and 1=4 for 2 to 3 year olds.

Babies and Children under Two Procedure

Safety harnesses to be used when appropriate (buggies and lunch chairs) and checked regularly

Sleeping babies to be checked every 10 minutes and the temperature of the room monitored.

Food and drink to be offered as frequently as each individual child's needs requires.

Nappies will be checked and changed regularly.

Procedure for Outings and Events Policy

The childcare setting aims to provide outings and events in a safe, well planned and organized manner, which provides opportunities for children to learn through play

Procedure

- The organization will consult with parents/carers and staff before planning an event or outing. Unplanned walks to local areas, parks etc. may take place, parents wishing to be informed must express this in the initial contract and will be contacted before such events to get permission.
- The children's age, ability and stage of development will be considered when organizing an event
- Health and Safety, including staff ratios of 1 carer to 3/4 children will be maintained during the event (1 to 1 if near water).
- The organization will endeavour to carry out a risk assessment identifying potential hazards **on** the journey and at the location.
- Detailed information about the event will be distributed to all Parents/carers.

- The organization will ensure that all necessary consent forms and relevant documentation **are** completed and returned to the group.
- If appropriate the organizers may do a pre-visit to the location.
- The organization will ensure that the staff involved have the appropriate experience to organize an event.

All children participating on planned outings will be logged on to a register to be signed by parents.

A register will be taken of children that participate on spontaneous walks.

List of equipment for outings is logged.

Risk assessments carried out according to outing.

All information to be logged in the appropriate file.

Parental Agreements

Partnership between the childcare provider and staff working with parents and carers meet the needs of the children, both individually and as a group.

The Nursery is open 8am till 6pm to children between the ages of 3 months to 5 years.

The Preschool is open on Monday to Friday 8.30am to 3.30pm Term time only (38weeks of the year).

Our policies are available for inspection by all parents via our website

www.christchurchmontessorinursery.co.uk or on CD or paper on request.

We will pass information to parents via their child's on line journal, our day board or by letters home, prompt action will be taken if any concerns are raised. Staff details and information about activities are available on request. All fees are to be paid in advance to the supervisor, if fees are unpaid for 4 weeks the management will ask for complete payment and the child may be excluded from the group until payment is received. In cases of hardship parents are advised to discuss the situation in confidence with the owners.

All parents/guardians of children using the group are requested to be supportive to the supervisor and the management group.

- Children should be collected promptly at the end of a session booked.
- Children are not allowed to leave the Nursery or preschool, unless accompanied by their parents/guardian or nominated other adult. (a pass word may be used in some situations)
- If a parent/guardian is unable to collect his/her child/children, they must inform the supervisor in writing of the nominated other responsible adult and time of collection and this person should have picture identification when collecting the child. No child will be allowed to leave the premises with person or persons unknown.
- Any problems which cannot be satisfactorily resolved between parents and staff may be referred to the management, in line with the organizations complaints procedure.
- All staff are aware of the need to maintain confidentiality about matters concerning families and children.
- Records will be kept containing details about the child, including relevant health, religion and diet, parents and /or emergency contact details, child protection records if applicable and any appropriate signed consent forms. Parents have access to all written records about their child/children.

I have read the parental partnership agreement and acknowledge the information.

Parents
Signature

Child's name

Name...

Health and Safety Risk Assessment in the workplace

Health and Safety is a crucial part of childcare practice

The Health and Safety at Work Act, 1974 protects the health, safety and welfare of workers, children, parents and the public. As a childcare worker, there is a need to be aware of the responsibilities and the standards of good practice. The Management of Health and Safety at Work Act 1992 has more specific regulations. They now include the basic principles of managing risk through a mixture of assessment, training and balanced control measures.

There is also the reporting of injuries, diseases and dangerous occurrences regulations 1995 (RIDDOR) which places duties on employers to report certain accidents and ill health at work contact phone number 01202 667219, This information then assists the health and safety executive (HSE) and the local authorities to ascertain where and how risk occur and to investigate serious accidents. The HSE can then advice employers on how to reduce accidents and ill health at work.

Hazards and Risks

A **hazard** is a danger or something which could cause harm to somebody.

A **risk** is the chance of a hazard happening and causing harm.

It is a requirement in law to assess the risks to health and safety in a childcare setting. This is known as a risk assessment.

Risk Assessment

A risk assessment is nothing more than a careful examination of what, in the working environment, being both materials and equipment inside and outside could cause harm to people, so that you can weigh up whether you have taken enough precautions or should do more to prevent harm. The aim is to make sure that no one gets hurt or becomes ill. We are legally required to assess the risks in our workplace.

The important things we need to decide are whether a hazard is significant, and whether we have it covered by satisfactory precautions so that the risk is small.

How we assess the risks in our workplace

There are five steps in risk assessment:

Step 1 Look for the Hazards

If we are doing the assessment ourselves, we walk around the workplace and look afresh at what could reasonably be expected to cause harm.

Ask our employees what they think. They may have noticed things which are not immediately obvious.

Step 2 Decide who might be harmed and how include:

- Children and young people.
- Staff, full time or temporal staff, trainees, new and expectant mothers etc. who may be at particular risk.
- Cleaners, visitor's contractor's maintenance workers etc. who may not be in the workplace at the time
- Members of the public, or people you share your workplace with.

Step 3 Evaluate the risks

- Evaluate the risks and decide whether existing precautions are adequate or more should be done.
- Consider how likely it is that each hazard could cause harm. This will determine whether or not we need to do more to reduce the risk. Even after all precautions have been taken, some risk • Consider how likely it is that each hazard could cause harm. This will determine whether or not we need to do more to reduce the risk. Even after all precautions have been taken, some risk usually remains. *What we have to decide for each significant hazard is whether this remaining risk is high, medium or low.*
- Our real aim is to make all risks small by adding to our precautions as necessary.
- If we find that something needs to be done, draw up an 'action list' and give priority to any remaining risks which are high and/or those which could affect most people. In taking action ask ourselves:

- a) Can I get rid of the hazard altogether?
- b) If not, how can I control the risks so that harm is unlikely?

In controlling risks apply the principles below, if possible in the following order:

- Try a less risky option.
- Prevent access to the hazard (e.g. by guarding)
- Organize work to reduce exposure to the hazard
- Provide welfare facilities (e.g. first aid and washing facilities)

Improving health and safety need not cost a lot (e.g. putting non-slip material on slippery steps).

Step 4 *Record your findings*

If we have fewer than five employees you do not need to write anything down, though it is useful to keep a written record of what you have done. But if you employ five or more people you must record the significant findings of your assessment. This means writing down the significant hazards and conclusions. We must also tell your employees about your findings.

Risk Assessments must be suitable and sufficient. We need to be able to show that:

- A proper check was made.
- You asked who might be affected.
- You dealt with all the obvious significant hazards, taking into account the number of people who could be involved.
- The precautions are reasonable, and the remaining risk low.

We need to keep written records for future reference or use; it can help if an inspector asks what precautions we have taken, or if we become involved in any action for civil liability. It can also remind us to keep an eye on particular hazards and precautions. And it helps to show that we have done what the law requires.

Step 5 *Review our assessment and revise it if necessary*

Sooner or later we will bring in new machines, equipment or procedures which could lead to new hazards. If there is any significant change, add to the assessment to take account of the new hazard. We don't need to amend our assessment for every trivial change, or still more, for each new job, but if a new job introduces significant new hazards of its own, we will want to consider them in their own right and do whatever we need to keep the risks down. In any case, it is good practice to review **our** assessment from time to time to make sure that the precautions are still working effectively.

Getting Help

If we are still stuck on the assessment, our local health and safety inspector can advise us on what to do. We will find most of what we need to know about standards and legal requirements available from HSE Books Tel: 01787 881165 website: www.hsebooks.co.uk

Settling-in Policy

If the children are to play and learn successfully, they must feel secure and happy in the absence of their parents.

They need to be confident in the knowledge that their parents will return at the end of the session. In order to achieve these aims our policy is to:

- ask parents to visit;
- agree with parents how we will introduce and settle a child into the group;
- ensure that the individual needs of the child and family are met;
- introduce children new to the group in small numbers over a period of time;
- to give each child the adequate time and support needed to settle ;
- encourage parents where possible to separate from their children for brief periods at first then gradually build up to longer absences
- reassure parents who are anxious about their child by giving them information
- about their child's activities and welfare during the session ;
- Recall a parent if the child is distressed or unable to settle.

Working in partnership with parents

Parents are invited to join their child to settle in. When they are comfortable to leave they are asked to say a quick good bye and then leave for a short time (approximately 1 hour) on return we discuss how the child has been and plan a start date or more settling in, if a child has a problem settling we try to bring them in for short sessions on a regular basis until they are settled. If the child still has difficulty settling we discuss with the parents how they would like to proceed and make a plan that will suit them and their child.

SEND Policy

Aim

The Pre-school/Nursery will attempt to offer a place at the Pre-school / Nursery for any child with special educational needs, provided we can offer a positive experience of learning through play. Our aim is for all children to be included in all activities wherever possible. We aim to have regard to the Special educational needs and disability code of practice and also the provisions of the Equalities act 2010 and The Children's and Families act 2014. We will modify the curriculum is necessary to take account of the child's needs and this will be decided on an individual basis.

Procedure A) Access, we will:

- Make every reasonable attempt to provide access for children with special needs.
- Assess each child's needs in terms of access and adapt our facilities as appropriate as far as possible.
- We will discuss each case on an individual basis with parents and relevant professionals.
- Please see our Admissions Policy for further information.
- b) Assessment, we will:
 - Observe all the children attending in order to identify any special educational needs that they may have.
 - We will ask for relevant detail from the Parents/Carers about any special educational needs they have identified in their child on the registration form.
 - Talk to the Carer and child about what they want.
 - Ascertain the needs of the child, including medical requirements.
 - Discuss abilities.
 - Analyse our ability to offer positive care, both in the physical environment, as well as staff and their suitability.
- c) Support and expertise, we will:
 - Contact the relevant professionals with the parent's permission, for advice and support. Work with other professionals, adapting the routine and activities to enable the needs of the child can be met. Ensure staff will work together with Parents/main Carers as partners to give day to day care and education for the child and support the Parents/Carers. Ensure that all children are treated individually and are encouraged to take part in every aspect of the settings activities. Ensure the staff avoids stereotyping and make assumptions of the child's ability.
 - Promote positive images of those with special needs.
 - Endeavour to appoint staff with experience and knowledge.
 - Investigate opportunities for training of staff and volunteers, and encourage the staff team to attend training where appropriate.
 - Provide support in following the stages of Early Years Action, Early Years Action Plus and Statementing. (Please see Appendix attached)

(This policy will be reviewed on an annual basis or when needed.)

Recording systems

Only the supervisory members of staff will have access to Children's records: The records will be kept in a locked cabinet for security purposes. All records must be clear and concise,

Resources

We have Montessori multi-sensory resources to help provide for special educational needs: We also have computers and tablets for the children to access supervised. .

Behaviour management

Please see our standard policy on this. We will discuss with the parents and relevant professionals to what extent each child should be expected to follow the rules of the setting. Support for children at Action level is funded by the government through the Nursery Grant for 2, 3 and 4 year olds.

Funding for children at Action plus and those with statements may be available from the Special Education team in Dorset County Council's Education Department for up to 15 hours per week. This might be used to fund a member of staff to observe and support the child, for training, and as laid down in the Special educational needs and disability code of practice.

Complaints

Should a parent or carer feel dissatisfied in any way they should follow the procedure laid down in the group's Complaint's procedure.

Roles and responsibilities of various members of staff

The Manager ... Gill Thomas, Nicola Dowling, Loraine Dangerfield will liaise with the parents/ carers of the child.

The SENCO is Nicola Dowling, Loraine Dangerfield, Harshi Robert and Amanda Dangerfield.

The role of the SENCO is to take responsibility for the day- to-day operation of the Group's SEN policy and to co-ordinate provision for children with SEN. To work alongside outside agencies involved with children with Additional needs.

External Support

The Group can access support from the following list of professionals although this list should not be seen as exhaustive:

Local health group. Portage. EYDC.

Recruitment and Selection Policy for Christchurch Montessori

This childcare provision will evaluate and review every vacancy and is committed to equality of opportunity and non-discrimination in its recruitment and employment practices and aims to ensure that employment and progression within its organization are determined solely by application of objective criteria and personal merit.

We actively promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates for interview based on their skills, qualifications and experience, then asked to attend for an interview.

No job applicant, trainee applicant, employee or trainee will be treated less favourably than another.

If appropriate checks reveal that a person has a previous conviction, this childcare provision will comply with the Disclosure and Barring Service (DBS) Code of Practice when receiving such information.

We will consider all of the circumstances before making a recruitment decision including our duties under the Criminal Justice and Court Services Act 2000 and the Rehabilitation of offenders Act 1974,

Advertising

In the interests of Equal Opportunities the childcare provision will ensure that all job vacancies are advertised in a wide variety of places to attract applicants from all of the community. Wording of the advert will communicate clearly the organizations specific requirements and not use discriminatory language, unnecessary jargon or superfluous details.

Reviewing the policy

Recruitment, selection, employment procedures and practice will be kept under review if relevant changes occur, to ensure that individuals are recruited, selected, trained and promoted on the same basis. ALL Practitioners are required to have or train towards a grade c or above in English and Maths.

All applicants will be asked the same selection questions relevant to the position applied for.

A certificate of registration or naturalization stating that the applicant is a British citizen **Or** A letter from the home office to the applicant which indicates that the person named in it can stay in the UK or has no time limit on their stay.

Or

An immigration status document issued by the home office to the applicant which an endorsement indicating that the person named on it can stay indefinitely with no time limit in the UK.

Or

A letter issued by the home office to the applicant which indicates that the person named in it can stay in the UK and this allows them to do the type of work being offered. **Or**

An immigration status issued by the home office to the applicant with an endorsement indicating that the person named on it can stay in the UK and this allows them to do the type of work being offered.

Second combination

A work permit or other approval to take employment that has been issued by work permits UK. (as well as a document issued by work permits UK check and photocopy one of the following documents) a passport, or other travel document endorsed to show that the applicant is able to stay in the UK and can take the work permit employment in question. **Or**

A letter issued by the home office to the applicant confirming that the person named in it is I able to stay in the UK and can take the work permit employment in question.

- Await CRB checks and have copies of the relevant references including medical suitability before setting a start date.
- Ensure that the new employee is aware of, a 6 months' probation period, Their ongoing responsibility to declare any offences,/ or order that may affect their suitability to care for children or have unsupervised access , there for disqualifying them from working with children.

Complete out induction program.

Security Policy on Disclosure Information Our aims

Storage and Access

Disclosure information will not be kept on an applicant's personnel file but will be kept separately and securely in lockable, non-portable, storage. Access to this will be strictly controlled and limited to those who are entitled to see it as part of their duties.

Handling

We aim to comply with section 124 of the Police Act 1997; i.e. Disclosure information will only be passed to those who are authorized to receive it in the course of their duties. We will keep a record of all those people to whom Disclosure information has been revealed and we understand it is a criminal offence to pass this information to anyone who is not entitled to receive it.

Recruitment and Selection Procedure

- We will assess the vacancy and compile the job description and specification for the person required to fill the position.
- Advertise and shortlist the applicants against the job description.
- Apply for references directly, if supplied by applicant phone for to verify authenticity
- Interview for the vacancy, using our recruitment and selection policy.
- Check applicant's identity during the interview against our policy check list.
- Establish Identity of applicant if his/her name has been changed, against birth certificate, marriage certificate, deed poll or divorce certificate.
- Check applicant has relevant training, qualifications and experience.
- Check applicant's qualification, employment history and medical suitability.

Apply to capital for DBS (mandatory police checks) checks using the enhanced disclosure forms.
Complete a Dorset County Council Social Work Involvement Declaration Form and return it to Early Years Dorchester.

We are aware of the safeguarding vulnerable groups 2006 giving us guidance for the new vetting and barring scheme from autumn 2008.

Check the POCA list DFES list 99.

Ensure that the person is not disqualified from working with children eligible to be employed. If we are unsure we will contact OFSTED on 03001231231

- We will have regard of requirements made under the safeguarding vulnerable group's act 2006 once they are in force in with the introduction of the new vetting and barring scheme for those working with children in autumn 2008.
- Ensure that the applicant is eligible to work in the UK by checking and photocopying one of the following documents:-
 - A full British passport or another passport with a stamp confirming that the applicant's right of abode in the UK
 - A passport or identity card confirming the applicant is a citizen of the European economic area or Switzerland
 - A residence permit issued by the home office to a national from a European Economic area country or Switzerland
 - A passport or other document issued by the home office which has an endorsement stating that the applicant has a current right of residence in the UK as a family member of a national from a European Economic area country or Switzerland who is resident in the UK
 - A passport or other travel document endorsed to show that the applicant can stay indefinitely in the UK or has no time limit on their stay.
 - A passport or other travel document to show that the applicant can stay in the UK and that this endorsement allows the applicant to do the type of work being offered if they do not have a work permit.
 - An application registration card issued by the home office to an asylum seeker stating that the applicant is permitted to take employment and have the right to work.

Or two of the following documents

First combination

- A document giving the applicant a permanent Nation Insurance Number and name e.g. P45 or P60, National insurance card or a letter from a government agency (as well as checking and photocopying one of the above check and photocopy one of the following documents) - A full birth certificate issued in the UK, which includes the names of the applicants parents. OR - A birth certificate issued in the Channel Island, Isle of Man or Ireland.

Employers

The Employment part of the Act (Part II - introduced in December 1996) only applies to Employers who employ more than 15 employees, although others are encouraged to follow good practice guidelines.

It is against the law for an Employer to treat a disabled person less favourably than someone else because of their disability, unless there is good reason.

Employers will need to consider their duties under the Act when recruiting staff e.g. when Advertising positions, during the application process, in selection criteria, during the interview procedure and in terms of employment.

In order to help a disabled person do the job, employers will have to look at what changes they could reasonably make to the workplace or to the way the work is done. Employers will be able to take into account how much the changes would cost and how much they would help, when considering what is reasonable.

A Code of Practice for the elimination of discrimination in the field of employment against disabled persons has been published and is available from the Disability Rights commission.

Educational Service Providers

Part III of the Act applies to anyone who provides goods, facilities or services to members of the public whether paid or for free.

From September 2002 new duties will be placed on Provisions not to discriminate against a "disabled" child:

in its admission arrangements in the

terms on which it offers a place

by refusing or deliberately omitting to accept an application for admission in the

provision of education or associated services offered to children at the Provision by excluding the child from the Provision

There are two forms of discrimination: less favourable treatment; and failure to take reasonable steps.

The second one is more likely to cause problems in practice, and it is where the Provision fails to the disabled child's detriment to take reasonable steps to ensure that the disabled child is not substantially disadvantaged as compared to children who are not disabled, and the failure cannot be justified.

What are "reasonable steps"? The law does not mean that the Provision must remove or alter a physical feature, or provide auxiliary aids or services. Regulations will set out what amounts to reasonable steps.

The Provision will only be able to justify not taking reasonable steps where the reason for such action is both material to the circumstances of the individual case and substantial.

A disabled child's parents may ask for the nature or the existence of the child's disability to be kept confidential.

Accessibility Policy

Each Provision must prepare an accessibility plan focusing on e.g. increasing the extent to which disabled pupils can participate in the curriculum, improving the physical environment of the school to increase participation of disabled children and improving the delivery to disabled children of written information given to pupils who are not disabled. The Provision must have regard to the need to allocate adequate resources to implement the plan.

From October 2004 Service providers may have to consider making permanent physical adjustments to premises in order to comply with the above e.g. widening entrance doors. **For further guidance, The Disability Rights Commission published a Code of Practice on rights of access to goods, facilities, services and premises for disabled people on 26th February 2002. This provides detailed advice on the way the law should work, together with practical examples and tips.** It can be accessed via the DRC website, which is www.drc-gb.org. The code points out that employers are responsible for anything done by their employees, and recommends that strong policies are in place for dealing with disability issues which all employees should be made aware of, together with training, regular monitoring and disciplinary procedures. There may be government grants available for making physical adjustments - the DRC should be able to provide assistance upon this.

As Educational Service Providers

Parents have no right to claim damages for breach of the legislation but the Special Educational Needs and Disability Tribunal can rule that a child has been unlawfully discriminated against and make an order that would remove or reduce the effect of the discrimination. This may result in the Provision having to spend money to comply with the order.

As Employers

Disabled people who feel that an employer has discriminated against them can complain to an Employment tribunal.

Changes to Special Educational Needs Provision

There is considerable overlap between SEN and disability (some disabled children will have SEN, and many children with SEN will also be disabled) and the Act tries to close the gap in assistance for such children. The Special educational needs and disability code of practice covers the special educational needs provisions of the Equalities act 2010 and the children's and families act 2014,

The changes emphasize the principle of inclusion in mainstream education and aim to strengthen parents' rights. There is now a duty to educate children with special educational needs in mainstream schools although parents may state a preference for a special school if they wish. A statemented child must be educated in a mainstream school unless that is incompatible with the wishes of the child's parents or the provision of efficient education for other children. The Provision must now inform parents that their child is receiving special educational assistance because the child has a special educational need. The Act now gives Provisions the right to request a statutory assessment with a right of appeal to the Tribunal.

Information

For further information on the above it is suggested that you contact the Disability Rights Commission

www.drc-org.uk or telephone their helpline on 08457 622 633. They also provide a series of free information sheets including "A good practice guide for managers and employers" and "Access to goods, facilities and services" which you can obtain by telephoning 08457 622611. You could also contact the Advisory centre for education on www.ace-ed.org.uk

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

TRAINING POLICY

It is our aim to provide equal training opportunities for all our staff and volunteers. The nursery Pre-school aims to financially help and support all staff access training whenever possible.

The training may be -

- in house training, keeping current with information on a wide variety of issues
- informal workshops to update knowledge or skills
- working towards a recognized qualification e.g. national vocational Qualification or other training.

Within the child care provision budget is an allocation towards training costs, e.g. travel costs, childcare costs or purchasing materials, (or funding to undertake an NVQ) If a member of staff decides that they would like to undertake training and needs to access financial support from the child care provision, then the management requests that the staff member writes to the manager giving full details of the training. The request should be made before the training commences and include all expected costs. The management will then look at each application and make a decision as to how much the childcare provision is able to contribute towards the training costs. However the nursery / pre-school must make it known that should an individual cease to offer their services or leave employment at the setting, then the repayment of the sums made towards training costs will be required. This will be in the form of a sliding scale as follows.

LEAVING THE SETTING

1. Within 6 months of training	Reimburse all costs met to the provision
2. 6 months to 12 months of training	Reimburse 60% of costs met to the provision
3. 12 months to 24 months of training	Reimburse 40% of costs met to the provision
4. 24 months to 36 months	Reimburse 20% of costs met to the provision
5. 36 months and over	No reimbursement necessary

Intimate care policy and procedure

Intimate care involves areas of personal care, which most people normally do for themselves but some are unable to do because of age, impairment or disability. We aim to provide intimate care to children and children with special needs, which acknowledge the responsibilities and protects the rights of everyone involved. We believe that children have the right to be treated with sensitivity and respect, and in such a way that their experience of intimate care is a positive one. We acknowledge that it is essential that every child is treated as an individual and that care is given as gently and as sensitively as possible. We also believe that every child should be encouraged to have a positive image of their own body. We aim to provide guidance and reassurance to staff, and protect the rights and wellbeing of children.

Procedure

We will liaise closely with parents/guardians of children with special needs to obtain as much information as possible in order to make the process of intimate care as comfortable as possible. We will endeavour to take all of their individual concerns into account. We are conscious that this is a sensitive issue and will ensure all of our staff are aware of our confidentiality policy. We believe that information on intimate care should only be communicated by sealed letter, personal contact or telephone between parents/guardians and the member of staff concerned.

We will ensure that all staff are familiar with the normal precautions for avoiding infection and that they are aware of our hygiene policy and procedure.

We will encourage our staff to take part in any appropriate training whether that be internal or external training, and we will endeavour to provide supervision and induction of all staff.

We will endeavour to ensure privacy appropriate to the child's age and situation when carrying out intimate care.

We will allow the child to care for themselves as far as they are able to, and encourage our staff to promote appropriate use of toilets and associated skills.

We will be aware of and responsive to the child's reactions, and provide reassurance whenever this is required.

It is not normally practical from the point of view of staffing resources, for there to be two members of staff involved in intimate care of one child, and also this will not assist the privacy of the child. We will wherever possible though, advise our staff to inform another member of staff

when they are going to undertake intimate care of a child. We will also ensure that all of our staff are aware of our child protection policy and DBS checked.

The above policy will be reviewed regularly and the procedure monitored and evaluated.

Selection of Toys and Equipment

The Equipment of toys and equipment and toys provided give children the opportunity to explore, play, learn and extend through experimenting.

The equipment we provide;

- Is appropriate for the age and stage of the children.
- Offers challenges to develop physical social, personal and intellectual skills.
- Features provide images of both male and female from a range of ethnic and cultural groups with and without disabilities.
- Include a range of raw materials which can be used in a variety of ways and encourages an open ended approach to creativity and problem solving.
- Will enable children, with adult support, to develop individual potential and move towards required EYFS standards for learning.
- Conforms to relevant safety regulations and is sound and well made.

Student placement and Volunteers policy

We recognize the need for student placements to enable them to gain experience in child care, in co-operation with the educational provider, we welcome students into our setting on the following conditions.

- The needs of the children are paramount
- Students will not be admitted in numbers that may hinder the work of the setting.
- Students adhere to the confidentiality policy
- Students are engaged in a bona-fide early years training program and have an understanding of child development and activities.

- Students are to be registered DBS within their training body.
- Young students on work experience will only have restricted access and be accompanied at all relevant times.
- All students will be requires to complete a full induction.
- All students under the age of eighteen will need written parental consent.

Key Person Policy

The nursery has a key-person system in operation. Each child will be allocated a member of staff and a key person Buddy with a who will be responsible for their initial settling-in period; this will enable your child to form a bond with his/her key-persons. If the child relates better to another member of staff, then they can take over the role as key-person. Each child's key-persons will also be responsible for keeping a developmental record and writing out your child's report. However, please note that the key-person does not have sole charge of your child throughout the day, and at times they will not be the person giving you feedback at the end of each day. A list displaying each child's key-person is shown in the reception area and placed on the bottom of the monthly account.

Payment / Fee charging policy

Fees are index linked and reviewed each September

- Funded places are accessible to suit the needs of the parent.
- Funding is exchanged for hourly equivalency with no top up charge.
- Extra charges are taken for wrap around care extended hours.
- Extra charges are made for all year round care (provision for non-term time care).
- Annual fees set on an average calendar month to assist parents budgeting.
- **Fees are paid monthly in advance within 7 days of receipt of bill.**
- Parents experiencing hardship can make arrangements for weekly payments if needed.
- We are registered with the majority of Child care schemes to assist parents in payments.

(we are able to meet the requirements of the individual schemes on method of payment i.e. Hmrc, Bac, standing order, cheque)

- Payments falling into areas after the second month, a place will no longer be reserved and proceedings will be taken to recover the outstanding amounts. This may also incur extra costs and charges. One months' notice is required to terminate a contract of placement in our nursery or preschool.

Photography policy

From time to time we like to take photographs of our nursery in action and make displays inside the nursery buildings. Under no circumstances will these Photographs be circulated outside the nursery, used for promotional purposes or posted on the website unless express permission is received in writing from parents/carers beforehand.

No member of staff are permitted to have or use a personal camera /camera phone / camcorder at any time during working hours or within in the nursery setting.

Parent guide to the Early Years Foundation Stage

What is the Early Years Foundation Stage?

The early years foundation stage (EYFS) is a stage of development from birth to the end of the child's first year in school (reception year). These years see the greatest growth and learning for all children. The EYFS is based on 4 important themes which are underpinned by a principle. These are –

- o **A unique child** o Principle – every child is a competent learner from birth who can be resilient, capable, confident and self-assured
- o **Positive relationships** o Principle – children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person

- o **Enabling environments** o Principle – the environment plays a key role in supporting and extending children's development and learning

- o **Learning and development** o Principle – children develop and learn in different ways and at different rates in all areas of learning and development are equally important and interconnected

So what does this mean for you and your child?

For all children learning begins at birth. The EYFS will help practitioners provide appropriate play experiences to enable your child to develop in all areas. It will enable practitioners to recognise your child's strengths and areas they need more support to develop new skills. For young children it is important that they are made to feel safe and secure in their surroundings, this is aided by having a 'Key Person' within the setting who gets to know you and your child well and builds a positive relationship with you both.

The EYFS means that wherever your child is being cared for or educated between 0-5 years they will be following the same set of principles, they will be offered a 'principled play based approach to learning and development'. Young children learn best through play and Early Years

Practitioners will be able to provide your child with appropriate play and learning experiences for their stage of development and help them develop new skills.

Activities that are provided for young children will underpin the skills they need to work towards the Early Learning Goals in the following areas -

- o Personal, social and emotional development
- o Physical development

- o Communication, language

- o Literacy
 - o Mathematics

- o Expressive Arts and design

- o Understanding of the world

All areas are of equal importance and many activities will cover many of the areas. Each area is divided up into stages of development and practitioners are able to identify resources and learning opportunities for individual children dependent on their developmental needs.

At Christchurch Montessori Nurseries we feel that parents are their child's first educators and it is important to work together to help children develop to their full potential. For you this means, the opportunity for you to input information about your child's development, also if your child attends more than one setting, for example, a childminder and an Early Years setting they are encouraged to discuss your child's development and work together to provide a cohesive care package for you and your child.

If your child has a Special Educational Need and/or disability additional information is imbedded in the EYFS to enable practitioners to target work specifically and help children to progress. If you have any further questions about early education or the Early Years Foundation Stage (EYFS) please talk to your child's key person who will be able to offer further information.

Policies and Procedures for Christchurch Montessori Updated 01.04.19

Link for **EARLY YEARS FOUNDATION STAGE INFORMATION FOR PARENT'S**
www.foundationyears.org.uk/wp-content/uploads/2012/06

Outside, play and outside learning Policy

Outdoor play is essential for all aspects of a child's development. It can provide children with experiences which enable them to develop intellectually, emotionally, socially and physically. In doing so it provides a rich context for the development of their Language and encourages positive attitudes towards a healthy lifestyle.

Outdoor play should be seen as an integral part of early year's provision. At Christchurch Montessori Nursery School the aim of both indoor and outdoor play is to provide a stimulating environment for children's learning in all areas of the nursery

Curriculum. Close observation is essential in order to assess children's ability and to ensure appropriate planning and continuity for the outdoor curriculum.

The provision and planning for outdoor play, just as indoor play, must reflect the diversity and richness of the experience and developing interests of the children.

Some opportunities for learning can only happen outside. The experience of a change in the weather, finding a colony of ants under a big stone, making a large-scale construction with huge cardboard cartons or painting on great long strips of wallpaper

-

All of these motivate children into mental and physical engagement, and can only be done Outside.

The outdoor space must be viewed as an essential teaching and learning environment which is linked with the learning that goes on inside, but with even greater status because it allows for children to learn through movement.

The Outdoor Area

The outdoor area is well laid out and provides for

- challenging and exciting play.
- safety.
- grassed, hard and safety surfaced areas.
- shady areas.
- growing/digging areas - garden soil, compost, tubs, vegetable and flower beds.
planting tubs – gardening for different seasons, sowing seeds, harvesting vegetables, providing opportunities for environmental science, caring and responsibility.

Policies and Procedures for Christchurch Montessori Updated 01.04.19

- exploring area with trees, shrubs to attract insects, bark and log piles to provide opportunities for finding mini-beasts.
- a covered sandpit which protects the sand from animals.
- quiet, reflective areas and busy, moving play areas.
- developing exploration and imagination.
- Opportunities for large scale experiences. **Planning Outdoor Play**

Adults must consider the following points • the specific purpose of the outdoor play.

- Individual, co-operative and parallel play.
- Skills, knowledge, concepts and attitudes to be acquired/developed by the children.
- Appropriate use of resources.
- Staff interaction, guidance and support.
- Balance/breadth of curriculum provision.
- Alteration, addition or removal of resources.
- Quality play.

To ensure balance and breadth of provision, adults planning an outdoor activity need to think carefully about what it should include and why. They need to have clear goals for children's learning, at the same time they need to be responsive to children's enthusiasm and their interests. Within the planning there should be flexibility to meet individual children's needs as they arise during the session. Resources should be available to enhance and extend their play. Staff will make notes of children's' achievements (through observation, wow observations, photos and video) to record in individual profiles/ learning journeys.

The Role of the Adult Outdoors

Adults should be actively involved with children in their games and activities where appropriate and should not be solely in a supervisory role. Adults should be

- Talking with children in a variety of ways (conversing, discussing, questioning, modelling and commentating).
- Helping children to find solutions to problems.
- Supporting, encouraging.
- Extending their activities by making extra resources available and providing new ideas.
- Initiating games and activities.
- Joining in games and activities when invited by children.
- Observing, assessing and recording.
- Being aware of safety issues.
- Being aware of every child's equal right of access to a full outdoor curriculum which is broad, balanced, relevant and differentiated regardless of race, culture, religion, gender or disability.
- Evaluating observations in order to plan appropriate resources and experiences for the children and the individual child.

Policies and Procedures for Christchurch Montessori Updated 01.04.19

In these ways adults are making positive contributions to the children's play and setting up challenging situations for children to experience.

Learning Opportunities in the Outdoors

There are many opportunities for the following developmental areas to be enhanced outdoors in varied and challenging ways:

- Personal, Social and Emotional Development (sharing, forming relationships, working together)
- Communication, Language and Literacy (listening, developing new language)
- Mathematical Development (Quantifying, measuring, problem solving)
- Knowledge and Understanding of the World (experimenting, investigating)
- Physical Development (risk taking, developing physical skills)
- Creative Development (mark making, messy play)

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

“Successful personal, social and emotional development is critical for very young children in all aspects of their lives and gives them the best opportunity for success in all areas of learning.”

‘Curriculum Guidance for the Early Foundation Stage’, 2014

For children to develop in this area many experiences are necessary. The outdoor area can contribute immensely to development in this area.

- space to play, following their own interests, for extended periods of time e.g. making an obstacle course, dens and role play
- freedom to use a wide variety of large equipment e.g. climbing frame/slide self-confidence and self-esteem
- children plant own vegetables/flowers plants and take care of them
- put away equipment at end of free play session/finding ways to move heavy equipment
- listen to the birds singing
- opportunity to develop an awareness of nature
- reflecting/a chance to be thoughtful making relationships
- can choose to work/play with a variety of children/adults in the nursery from any group
- freedom of movement between outdoor areas for all children at the same time enables children to build a variety of friendships behaviour and self-control
- share tricycles/scooters with others
- take care of growing plants - watering them in the dry weather **Self-care**

Policies and Procedures for Christchurch Montessori Updated 01.04.19

- wash hands independently after gardening
- put on Wellingtons to play in sand pit or work in the garden
- change wet clothes if necessary gardening, car wash etc. a sense of community
- opportunity to talk about real life experiences in the garden e.g. gardening at home, trips to the shop with their families
- observe events in the immediate area e.g. sound of a police car, ambulance passing aeroplanes overhead

Learning Opportunities in the Outdoors

There are many opportunities for the following developmental areas to be enhanced outdoors in varied and challenging ways:

- Personal, Social and Emotional Development (sharing, forming relationships, working together)
- Communication, Language and Literacy (listening, developing new language)
- Mathematical Development (Quantifying, measuring, problem solving)
- Knowledge and Understanding of the World (experimenting, investigating)
- Physical Development (risk taking, developing physical skills)
- Creative Development (mark making, messy play)

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

“Successful personal, social and emotional development is critical for very young children in all aspects of their lives and gives them the best opportunity for success in all areas of learning.”

‘Curriculum Guidance for the Early Foundation Stage’, 2014

For children to develop in this area many experiences are necessary. The outdoor area can contribute immensely to development in this area.

- space to play, following their own interests, for extended periods of time e.g. making an obstacle course, dens and role play
- freedom to use a wide variety of large equipment e.g. climbing frame/slide self-confidence and self-esteem
- children plant own vegetables/flowers plants and take care of them
- put away equipment at end of free play session/finding ways to move heavy equipment
- listen to the birds singing
- opportunity to develop an awareness of nature
- reflecting/a chance to be thoughtful making relationships
- can choose to work/play with a variety of children/adults in the nursery from any group

Policies and Procedures for Christchurch Montessori Updated 01.04.19

- freedom of movement between outdoor areas for all children at the same time enables children to build a variety of friendships behaviour and self-control
- share tricycles/scooters with others
- take care of growing plants - watering them in the dry weather **Self-care**
- wash hands independently after gardening
- put on Wellingtons to play in sand pit or work in the garden
- change wet clothes if necessary gardening, car wash etc. a sense of community
- opportunity to talk about real life experiences in the garden e.g. gardening at home, trips to the shop with their families
- observe events in the immediate area e.g. sound of a police car, ambulance passing aeroplanes overhead

COMMUNICATION, LANGUAGE AND LITERACY

Children are able to try out a lot of the pre-writing skills in the outdoor area, by building up first their gross and then their fine motor skills. Opportunities for large scale drawings are numerous e.g. chalking on ground, fences and boards, using water and brush, and painting on a large scale.

Children can retell familiar stories, and take part as one of the characters. They can enrich their vocabulary by listening to others and by exploring, investigating and interacting with peers and adults.

Language for Communication and Thinking

- Children talking together in co-operative play situations e.g. on the climbing frames, when making play dens.
- Adult/child conversations where adult may extend or introduce new vocabulary.
- Children negotiating for turn or object e.g. "Can I come in the boat with you?"
- Children recalling particular processes and events they experienced during the session e.g. "I played with Gemma.
- Children listening to and solving problems with language support as necessary e.g. "I'll get the sand-timer to have a go on the bike."
- Inviting others to join in collaborative games e.g. "Let's play Goldilocks together."
- Describing particular objects or actions e.g. "It's soft, I can jump."
- Talking about activities they are engaged in e.g. water, sound, wheeled toys, and using appropriate vocabulary e.g. prepositions and speed adverbs.
- In all practical activities the adult needs to give children the time and space to describe what they are doing and what is happening and to use opportunities for recalling, questioning, prediction, estimating and discussing cause and effect.
- Children using non-verbal communication, particularly body gestures, facial expressions and glancing at things in order to communicate and respond to events and other people.

Policies and Procedures for Christchurch Montessori Updated 01.04.19

- Learning nouns and adjectives around objects e.g. the Wave drum, the two minute sand-timer.
- Listening to natural and manmade sounds e.g. thunder, chime bars.
- Listening to instructions, conversations and explanations.
- Listening to rhymes, poems, songs and chants.

Reading

Looking at books e.g. sitting on the cushions, a rug or on the sandpit (platform) with book, 'reading' to or with a friend.

- Enjoy rhyming and rhythmic activities e.g. traditional rhymes and simple poems.
- Chalked, pencil or water marking.
- Decoding visual information to complete puzzles e.g. looking at shape carefully
- Making role-play signs and displaying these around the garden e.g. café
- Reference books placed near objects e.g. near mini-beast tray, fictional books near puppet box

Writing

- Imitating adults by 'jotting down notes' e.g. using a notebook and pencil to scribble and draw • Writing in sand trays
- On the large blackboard, or on the fences using both fine and chunky chalks • On the ground using giant chalks

MATHEMATICAL DEVELOPMENT

A carefully planned outdoor provision offers children opportunities to experience mathematical activities which extend/contrast with those provided indoors and so extend the scope of the curriculum.

Children should have opportunities to experience:- • mathematical language measurement

- sorting and matching number
- classifying and sequencing
- spatial/positional awareness estimation
- directions problem solving
- time

Mathematical Language should be encouraged when appropriate. Opportunities could include discussion, questioning, predicting, estimating through working with materials and observation.

Songs, rhymes and 'playground' games are a rich context in which to build a child's language and vocabulary, in addition to those areas of development.

Numbers for Labels and for Counting

- Counting buckets in the sand, throwing bean bags into a bucket, planting seeds

Policies and Procedures for Christchurch Montessori Updated 01.04.19

- Ordering First, second and third with cars, skittles, tubes in the sand
- Cooking in the sand e.g. 1 : 1 correspondence with bun tins
- Picnics

- counting scores when knocking skittles over, throwing bean bags into buckets
- Reading numbers on objects – skittles, cars
- Writing numbers on chalkboard on path with big chalks, puzzles Calculating
- buckets in the sand
- counting cars - how many? are they the same?
- tidy-up time - solving problems, are they all there?
- lining up cars - more than, less than

Shape, Space and Measure

Use of indoor table-top activities e.g. wild/farm animals

- role play (dolls' bedding, laying tables, sorting cutlery, cups and saucers)
- wooden block play (large and small)
- throwing coloured beanbags or balls into buckets
- sorting seeds by colour, shape and size
- making collections of natural objects
- making patterns with natural objects
- sequencing found natural objects
- obstacle courses (hoops, tunnels, boxes, barrels, planks and logs) giving opportunities for positional language e.g. high/low, under/over, through, along, upside-down, in/out
- setting up the train track
- assorted puzzles
- volume and capacity in sandpit and water tray
- lengths of ribbon/crepe paper on windy days
- weaving
- using tape measures
- sand timers
- noticing how long plants/seeds take to grow
- changes to garden
- seasonal change
- use of speed on/in wheeled toys

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

In this area children are given opportunities to make sense of their world. The outdoor area provides many opportunities for real experiences including exploring the weather, the natural environment and building on a large scale.

Children should have opportunities to develop the following knowledge/skills:

Exploration and investigation

Noticing different weather conditions and impact of the weather on them

- noticing the plants in the garden/taking care of them
- planting seeds and bulbs
- exploring mini-beasts
- identifying objects that float/sink
- exploring different speeds cars go down a ramp

Designing and Making Skills

A variety of constructional toys

- large wooden blocks
- a variety of large equipment e.g. planks, slides, climbing frames.
- wet sand
- woodwork bench and tools
- den making equipment

Information and communication technology

- highlight technology in the local environment e.g. pedestrian crossings
- telephones in the house

A sense of time

- notice changes in the garden through the seasons
- talk about when different things happen in the garden e.g. planting vegetables, raking leaves,

A sense of place

- talk about different parts of the nursery outdoor e.g. garden area, steps, outside classroom front and side playgrounds
- notice features of local area when walking to the post box, other schools

Cultures and beliefs

- role play resources from a variety of cultures

PHYSICAL DEVELOPMENT

Policies and Procedures for Christchurch Montessori Updated 01.04.19

"Young children's physical development is inseparable from all other aspects of development because they learn from being active and interactive" Curriculum Guidance for the Foundation Stage, QCA and DFE, 2000.

Daily opportunities are planned to develop children's gross and fine motor skills. Some examples of appropriate activities are as follows:

Movement with confidence, imagination and in safety

- Pulling/pushing wooden trucks in role play games
- Carrying house equipment to set up in a different location
- Playing musical instruments

With control and co-ordination

- Riding scooters and tricycles, prams and pushchairs
- Large scale painting and drawing • Climbing scramble nets.
- Travel around, under, over and through balancing and climbing equipment
- Obstacle course constructed with planks and boxes
- Large fixed climbing frame
- Small wooden climbing frame and attachments

Sense of Space

- Movement/dance
- Running around garden area, swinging from climbing frame
- Building and climbing inside dens and hidey holes

Health and Bodily Awareness

Adults communicating and explaining, describing and feeding back to children as they access health promoting activities in the nursery environment

- Healthy eating café /shop (role play)
- Vegetable gardening
- Noticing breathlessness, increased heat and perspiration after exercise
- Noticing tiredness in body, legs and arms, feet and fingers after exercise

Using Equipment

Aiming beanbags into buckets and large ball into basketball net

- Bat and ball games, throwing/catching balls, kicking balls
- Range of gardening tools

Policies and Procedures for Christchurch Montessori

Updated 01.04.19

- Painting with water and paint, large chalking
- Skittles

Using Tools and Equipment

- Woodworking, clay, cooking tools, joining and cutting tools
- Stickle-bricks, Lego, small and large wooden blocks
- 10 green bottles
- Using broom, scrubbing brushes and dustpan and brush

CREATIVE DEVELOPMENT

Exploring Media and Materials

- looking at colours of leaves and flowers
- building obstacle courses, towers, bridges, sculptures
- describing texture of grass, wood, sand, soil, worms, snails, snow ice
- mixing sand and water
- playing with cardboard boxes
- large scale painting, weaving, chalking

Music

- playing a wide variety of musical instruments
- singing songs i.e. songs inspired by the things outdoors like worms, snails, the weather, plants and trees
- playing ring games
- making up dances to music made by children on the instruments
- marching and being a band Imagination

Policies and Procedures for Christchurch Montessori Updated 01.04.19

- large scale painting
- drawing with large chalks/pastels
- mark making with large paint brushes and rollers
- pattern making with found objects
- designing and building dens, sand castles, sculptures, collages, weaving,
- obstacle course, props for role play (boats)
- large block building
- dens
- hospital
- pirate ship, car train
- dressing up
- café
- builders and workmen (in sand using bricks and trowels)
- fire-fighter clothes

Responding to Experiences, and Expressing and Communicating Ideas

- Noticing weather, vegetable garden. Mini-beasts
- smelling herbs
- listening to bird song, sirens
- making maps
- painting from observation
- drawing on chalkboard

SAFETY IN THE OUTDOOR AREA

- When setting out the equipment each day and during sessions, staff must look out for safety and remove any objects such as cans, bottles etc. which may have been left by others. Before children go outside a member of staff must check the main gate is closed.
- Staff on duty outdoors must always be aware of the safety of the children in their care, be vigilant at all times and never leave the play area for any reason unless another member of staff has taken over responsibility.
- There must be at least two members of staff on duty in each of the Playground.
- It is most important for staff to move around the area constantly so that all areas are adequately supervised. Each person should position him/herself in separate areas so that no area is unsupervised.
- At the end of the session the areas should be scanned carefully to ensure that children are not left outside unsupervised.
- Hot drinks should not be taken into the outdoor areas.

Policies and Procedures for Christchurch Montessori Updated 01.04.19

- Parents and students helping outdoors must never be left in charge of any area.
- All equipment should be stored away sensibly and carefully, to allow for safe and easy removal next day.
- If a child is injured they should be taken indoors for treatment quickly as possible if necessary;. Both child and staff member should remain within sight of another member of staff while treatment takes place, The floating staff member or the member in the garden should replace the staff member treating the child so that supervision of the areas is interrupted for as short a period of time as possible.
- Details of the accident must be written up as soon as possible in the first aid book. The child's parent must be informed of the accident and treatment.
- Students/volunteers may not administer first aid.
- Climbing apparatus should only be set out on the safety surface.
- Children's clothing should be monitored carefully e.g. unfastened shoelaces and buckles, scarves and ties on anoraks which are too long can easily cause accidents, particularly on wheeled toys and climbing equipment.
- Wheeled toys should only be used in the front play area unless as part of a specific activity in the rear playground. Wheeled toys other than prams or wheelbarrows should never be used in the garden area.
- If it is necessary for an adult to put toys away whilst children are still in the play areas, there must always be at least one other member of staff supervising remaining children in the area.
- Encourage children always to look before they move on the slide, or when jumping off apparatus; also encourage children to leave space between themselves and the child in front when crossing planks or climbing up/down apparatus.
- When children are climbing on climbing frames, staff must be continually aware of any risks (e.g. objects left underneath).
- Whenever children carry equipment (clearing away or carrying planks etc.) they should be taught how to do it and adults should be aware of the risks involved and minimise them to ensure safety.

FIRE AND INCIDENT EMERGENCY PLAN FOR NURSERY

Control of visitors/contractors:

All visitors/contractors to the premises sign in/out at the main entrance and remain under the supervision of staff at all times.

Call to the Fire Service and Organisation of Roll Call:

In the event of a fire being located the alarm will be raised immediately by actuating a fire alarm manual break glass call point. The Deputy will place a 999 emergency call to the fire service immediately.

Procedures as set out below will commence.

Policies and Procedures for Christchurch Montessori Updated 01.04.19

In the event of an actuation of the fire alarm with no immediate indication of the cause the following procedures will apply.

A nominated person will immediately investigate the cause of the alarm by checking all areas.

Ground Floor

a) The Manager will collect the register and with the assistance of staff will escort the children from the building to the designated FIRE ASSEMBLY POINT

a) The Deputy will collect the telephone and proceed to the FIRE ASSEMBLY POINT.

First Floor

b) Room Supervisors will with the assistance Assistants and ground floor staff escort the children to the FIRE ASSEMBLY POINT. Once at the FIRE ASSEMBLY POINT a roll call will be carried out taking account of staff, children and any visitors.

If a confirmed fire all parents will be contacted and asked to collect their child. If safe to do so trained members of staff will tackle any small fire however the safety of the children and personal safety is paramount. **Procedure for liaison with the Fire Service:**

In the event of an incident a member of staff will liaise with the fire service on their arrival and pass any relevant information.

Procedure for dealing with occupants that require special arrangements in a fire alarm situation:

All staff are trained to evacuate the children quickly and safely out of the premises. Regular fire drills are carried out to practise the procedures.

FIRE AND INCIDENT EMERGENCY PLAN FOR PRESCHOOL

- *Control of visitors/contractors:*

All visitors/contractors to the premises sign in/out at the main entrance and remain under the supervision of staff at all times.

- *Call to the Fire Service and Organisation of Roll Call:*

Policies and Procedures for Christchurch Montessori Updated 01.04.19

In the event of a fire being located the alarm will be raised immediately by actuating a fire alarm manual break glass call point. The Deputy will place a 999 emergency call to the fire service immediately.

Procedures as set out below will commence.

In the event of an actuation of the fire alarm with no immediate indication of the cause the following procedures will apply.

A nominated person will immediately investigate the cause of the alarm by checking all areas.

Ground Floor

- b) The Manager will collect the register and with the assistance of staff will escort the children from the building to the designated FIRE ASSEMBLY POINT
- c) The Deputy will collect the telephone and proceed to the FIRE ASSEMBLY POINT.

If a confirmed fire all parents will be contacted and asked to collect their child. If safe to do so trained members of staff will tackle any small fire however the safety of the children and personal safety is paramount. **Procedure for liaison with the Fire Service:**

In the event of an incident a member of staff will liaise with the fire service on their arrival and pass any relevant information.

Procedure for dealing with occupants that require special arrangements in a fire alarm situation:

All staff is trained to evacuate the children quickly and safely out of the premises. Regular fire drills are carried out to practise the procedures.

FIRE INCIDENT AND EMERGENCY DRILL RECORD

Policies and Procedures for Christchurch Montessori Updated 01.04.19

A minimum of 2 (two) fire evacuation drills should be carried out every year.
Each member of staff should take part in at least 1 (one) fire evacuation drill a year.

:

OnChristchurch
Montessori Nursery undertook a fire drill with the children and staff, Staff taking part;

Date:	
Type of drill:	
Number of staff involved	
Optimum evacuation time:	
Actual evacuation time:	
Time to complete roll call:	
Assessment of drill:	
Remedial action necessary:	
Person responsible for drill (print name):	
Fire Safety Officer's comments:	
Remedial action necessary:	
Person responsible for drill (print name):	
Fire Safety Officer's comments	
Name: Signature::	Date

Childcare Fees for 2018/2019

Fees for the year starting 1 September 2017 are as follows

For children over the age of 3 years Hourly rate£5.10

For children under the age of 3 years Hourly rate£5.25

Fees and charging policy

- Fees are charged on a session and hourly basis.
- Fees are reviewed annually and any change will be notified to parents 2 months in advance.
- A £100.00 deposit is charged in advance to secure a place (this is not required for funded only placements). This is refunded against the final month's fees, unless the parent fails to take up the place. N/A for funded only placements.
- All nursery fees are due 4 weeks in advance.
- Any payment that is more than 4 weeks overdue will be passed to the finance term, who will take the necessary steps to recover the outstanding monies.
- Full fees are charged if your child is absent, unless your child is hospitalised, then half fees will be applied.
- Parents/carers are expected to give us 4 weeks' notice to cancel their place.
- If a child doesn't attend and the nursery manager is unable to contact the parent/ carer their place will be terminated and they will be charged all outstanding fees plus the 4 weeks' notice period.
- Nursery fees do not include nappies or lunches. We ask parents/carers to bring a packed lunch if their child stays over the lunch period and is not taking the option of nursery lunch.
- Parents/carers who access their nursery education funding (NEF) entitlement will only be charged childcare fees if they use additional services, or if they fail to attend the contracted hours on a regular basis as outlined in the NEF contract.
- NEF hours lost due to nursery closure will be credited to the child to take at another time.
- Parents/carers who apply for funding to pay for their childcare fees. e.g. Learner support funds, Care to Learn, etc. are expected to have this funding in place before their child starts at the nursery, or provide the nursery manager with evidence of their entitlement.
- If at any time a parent/carer go into arrears with their nursery fees we reserve the right to withdraw the place and invoice them for the full amount owing.

Equality, Inclusion and Valuing Diversity policy

Statement of intent

We will ensure that our service is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability.

Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

Aim We aim to:

- provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued
- include and value the contribution of all families to our understanding of equality and diversity
- provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity
- make inclusion a thread that runs through all of the activities of the setting

The legal framework for this policy is:

- The Equality Act 2010
- Children's and Families act 2014
- Working together to safeguard children 2015
- Children's ACT 1989

Method

In order to meet our legal duties, promote equality and inclusion in our setting and value diversity we follow these procedures: *Admissions*

- Our setting is open to all members of the community.
- We advertise our service widely.
- We provide information in clear, concise language, whether in spoken or written form.
- We base our admissions policy on a fair system.

We ensure that all parents are made aware of our equality and diversity policy and all other relevant policies.

- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background, such as being a member of a Travelling community or an asylum seeker.
- We do not discriminate against a disabled child or refuse a child entry to our setting for reasons relating to disability.

Policies and Procedures for Christchurch Montessori Updated 01.04.19

- We ensure wherever possible that we have a balanced intake of boys and girls in the setting.
- We take action against any discriminatory behaviour by staff or parents. Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau. This ensures fairness in the selection process.
- All job descriptions include a commitment to valuing equality and recognising and respecting diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

Training

- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures.
- We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

Curriculum and environment

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

The environment should be accessible for all visitors and service users. If access to the settings is found to treat disabled children or adults less favourably than reasonable adjustments should be made to accommodate the needs of disabled children and adults.

We do this by:

- making children feel valued and good about themselves
- making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities; e.g. recognising the different learning styles of girls and boys
- positively reflecting the widest possible range of communities in the choice of resources
- avoiding stereotypes or derogatory images in the selection of books or other visual materials
- celebrating a wide range of festivals
- creating an environment of mutual respect and tolerance
- differentiating the curriculum to meet children's special educational needs

Policies and Procedures for Christchurch Montessori Updated 01.04.19

- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families. • We encourage children to contribute stories of their everyday life to the setting.
- We encourage parents/carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

Food

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

Meetings

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.

Monitoring and reviewing

- To ensure our policy and procedures remain effective we will monitor and review them annually to ensure our strategies meet the overall aims to promote equality, inclusion and valuing diversity.
- We provide a complaints procedure.

Nappy changing and intimate care Policy

POLICY STATEMENT

Christchurch Montessori Nurseries we are committed to ensuring that all staff responsible for the intimate care of children will understand their duties in a professional manner at all times. We recognize that there is a need to treat all children with respect when intimate care is given. No child should be attended to in a way that causes distress, embarrassment or pain. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time. Our bathroom provision and hygiene practice in order to accommodate children who are not yet toilet trained. We see toilet training as a self-care skill that children should learn with the full support and non-judgmental concern of adults.

BEST PRACTICE

The management of all children with intimate care needs will be carefully planned and should be a positive experience for all involved. We will treat the child who requires intimate care with respect at all times, the child's welfare and dignity is of paramount importance. Staff are trained to do so and are fully aware of best practice. We will provide suitable equipment and facilities to assist with children who need special arrangements.

PROCEDURES

☐☐ Key persons undertake changing young children in their key groups; back up key persons change them if the key person is not available.

☐☐ Changing areas are warm and there are safe areas to lay young children if they need to have their bottoms cleaned.

Each young child has their own nappy box with their nappies or pull ups.

Gloves and aprons are put on before changing starts and the areas are prepared

Staff will have regard to strict hygiene procedures by wearing disposable gloves and aprons and

Appropriate cleaning equipment.

Babies should have their bottoms thoroughly cleaned from front to back and any soiled clothes should be changed.

Policies and Procedures for Christchurch Montessori Updated 01.04.19

All staff are familiar with the hygiene procedures and carry these out when changing nappies.

In addition, key persons ensure that nappy changing is relaxed and a time to promote

Independence in young children.

We encourage young children to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.

At Christchurch Montessori Nursery

□□ We encourage children to wash their hands and have soap and towels to hand. Children will be allowed time for some play as they explore the water and soap.

□□ Key persons are gentle when changing; they avoid pulling faces and making negative comment about ‘nappy contents’.

□□ Key persons do not make inappropriate comments about young children’s genitals when changing their nappies.

□□ Older children access the toilet when they have the need to and are encouraged to be independent, for example washing themselves etc.

□□ Children will be asked if they need assistance so not to invade on their privacy or personnel rights.

□□ Nappies and pull ups are disposed of hygienically. The nappy or pull up is bagged and put in the clinical waste bin. Cloth nappies, trainer pants and ordinary pants that have been wet or soiled are rinsed and bagged for the parent to take home.

□□ It constitutes neglect to leave young children in wet or soiled nappies/pull ups and will be a disciplinary matter.

The nursery has ‘duty of care’ towards children’s personal needs.

Procedure for putting babies to sleep

Staff will follow the baby’s individual routine with regard to sleep times and routines. Each child will have their own sheet which is laundered weekly.

The nursery follows the recommendations of the ‘Back to Sleep’ campaign and babies under 1 year of age are put down to sleep on their back with their feet to the foot of the cot. Where there are exceptional circumstances, parents who sign consent may request for their child to sleep on their front, as long as they are aware of the recommendations.

When leaving babies to sleep in the sleep room, staff will make a record of the time they fall asleep. Then check at 10 minute intervals, recording each check on the sheet. Staff will also record the time that the baby awakes.

Spillages, breakages and sharp objects policy

Within the setting it is understood that spillages and breakages will occur, we aim to ensure that any spillages or breakages are dealt with quickly and appropriately in order to protect all children and staff.

- Any spillage or breakage that occurs must be cleared from the setting as quickly and safely as possible.
- If a spillage or breakage cannot be cleared immediately, the area must be contained and the children escorted into a safe environment until the situation has been dealt with and the environment is safe for all children and staff.
- Any breakages which result in sharp objects must be placed into a sealed container or wrapped in paper and removed to an outside bin immediately, to minimise the risk of anyone coming into contact with it.

Sharp objects

There are sharp objects which are kept on the premises of the setting, it is important to store these appropriately to ensure that both children and staff are kept safe within the environment.

- Sharp objects (Knives and scissors etc) should be kept out of reach of children at all times.
- Knives and other sharp objects should be washed immediately and put away in a secure location.
- Knives and other sharp objects should be stored in a secure location in which children do not have any access to.

Policies and Procedures for Christchurch Montessori Updated 01.04.19

Online learning journeys (Tapestry)

From September 2015 we aim to provide all parents with an on line learning journey for their child, this we hope will provide parents with

- More accessible information on their child/ren.
- Freedom to access information about their child
- Opportunity share information about their child with the nursery

Due to the ease of the APP we have purchased and the time we hope to save not completing and writing observations and assessments, therefore we hope that we can

- Share and receive more information with parents
- Have more time work and play with the children
- Have the opportunity to record and assess the children more often.

Please see policy and registration forms on next pages for more information

Policies and Procedures for Christchurch Montessori

Updated 01.04.19

Dear Parents

RE: Tapestry

Welcome to our new assessment tool for all our early years children. Using Tapestry we can take pictures of your child, add a comment and then e-mail them to you. You in turn can then see the pictures and comments and add your own comment if you wish. Over the course of the year we can build up a record of their activities and share them with you.

In order for us to set you up as a user we will need some information. Could you please fill in the table below?

PARENT 1 PLEASE PRINT

Child's Name	Your First Name	Your Surname
E Mail Address		
PASSWORD	Parent's consent please sign	

Policies and Procedures for Christchurch Montessori Updated 01.04.19

(Password: Please use your child's initials and a memorable 4 digit number e.g. wj1966 all lower case)

PARENT 2 PLEASE PRINT

Child's Name	Your First Name	Your Surname
E Mail Address		
PASSWORD	Parent's consent please sign	

(Password: Please use your child's initials and a memorable 4 digit number e.g. wj1966 all lower case)

Thanks for your help once all the information is returned we will let you know when the system goes live.

Dear Parents,

Christchurch Montessori are pleased to announce that we are now completing our online children's journals on TAPESTRY

Tapestry is an online app which enables us to record your child's progress by photos, videos and written observations that will be assessed and tracked using the EYFS . All parents will be offered access to their child's journal via a personnel secure log in that can be accessed in their own time or in preschool or nursery.

This will keep you informed of the areas of learning in which your child is achieving, also, the age band they were working in for the observed activity.

We know how much your children like to bring home their work to show you.

Therefore, any work to be included on their learning journal will be photographed and added with an explanation of the learning that took place.

Tapestry is also a two way tool so parents and careers can use the APP to record special events that happen at home or in another setting, by uploading photographs of your own as well as share your comments. We love to hear about learning and WOW moments from home to share with your child.

Policies and Procedures for Christchurch Montessori
Updated 01.04.19

As children often play in close proximity with their friends there may be times when other children may appear in the photographs, therefore we would like to insure that no pictures can be shared on social media of any kind.

Therefore as we consider E-safety to be extremely important to us we ask you to provide us with the following information and to sign the agreement to show that you have read, understood and agree with our guidelines.

Christchurch Montessori's Parental Agreement for guidelines when accessing and using Tapestry 'Online Learning Journeys'

Parent's name

.....

Childs Name

.....

As a parent I will...

Not publish any of my child's observations or photographs on any social media site.

Keep the login details within my trusted family.

I accept that my child's photograph may appear on their friends learning journal account and I may see pictures of my child's friends on my child's personal account.

I will speak to a member of staff if I experience any difficulties accessing my child's learning journey.

I agree to the above guidelines and have read accompanying information sheets.

Childs Name _____

Parent's name _____

Policies and Procedures for Christchurch Montessori

Updated 01.04.19

Signature: _____ Date: _____

Email: _____

By signing and returning this form and providing us with an e mail address you agree to Poppets creating a Tapestry online learning journey for your child.

Online Learning Journey – Parents’ Guide

At Christchurch Montessori all parents are offered the service of accessing an on line journal for their child.

Their personal on-line Learning Journey will record photos, observations and comments, in line with the Early Years Foundation Stage, to build up a record of your child’s experiences during their time with us.

We use Tapestry, a system, which is hosted in the UK on secure servers. You will have secure access (via email address and password) to your child’s Learning Journey and, in addition to viewing our contributions; we encourage you to add to it by uploading photos and comments, or commenting on observations made by us.

Where do I start?

Once you have given us an email address, we will set up an account for you. Go to <https://eylj.org> on your computer, or if you have an iPhone or iPad, visit the iTunes store and download the Tapestry app from the Education section (search for Tapestry, Mobile). Login using your email address and the password we give you. We strongly recommend that you change your password on your first visit.

Changing your settings

On the computer At the top right of your screen you will see your name, and selecting this will give you the option to ‘Edit Preferences’. Choose this option and you will be presented with a screen giving you the option to change your email address and password. You also have the option to receive an email whenever a new observation is added to your child’s Learning Journey – just tick or untick the relevant box if you would like to change this setting.

On iphone/ipad. To change your settings on the iphone/ipad app, click the 'cog' button on the bottom right hand side of the application. This enables you to change password and/or email address.

Viewing my child’s Learning Journey

Once logged in, you will see your child’s observations on your home screen in a list – selecting any one of these will open up the observation for you to look at. You may add comments in the box at the bottom of the observation if you would like to - and we would love to receive such comments!

Adding an entry to my child’s Learning Journey

Choose the ‘Add Observation’ option (or the 'plus' icon on your iphone/ipad) and add the relevant information in the boxes on screen. Photos and videos may be uploaded by choosing the ‘add media’ option. When you have saved your observation, you may go back to the home screen at any time by choosing 'home'.

Code of Conduct policy

Policy statement

This document provides a clear framework within which staff, volunteers, visitors and families who use our preschool and nursery are expected to conduct themselves. Christchurch Montessori strives to maintain a work environment for its staff and a learning environment for its children in which honesty, integrity and respect for others, is constantly reflected in personal behaviour and standards of conduct.

Who must follow our code?

Our code of conduct applies to all staff, volunteers, visitors and families who attend Christchurch Montessori. A copy of our policies and procedures are kept in reception and are available on our website. You are expected to have regard for the impact of your personal behaviour on Christchurch Montessori staff, children, the environment and our community.

Standards of Personal Behaviour

Equality of Opportunity – we promote inclusivity and value diversity. CM seeks to ensure that both preschool and nursery setting is supportive, and one where individual respect is shown to all. All children will be encouraged to perform to their potential, regardless of their background. See Valuing Diversity and Promoting Equality policy. Harassment and Bullying C.M. are committed to ensuring that everyone is able to participate in the life of the preschool and nursery without concern for harassment, bullying or intimidation. Everyone in C.M. must ensure that their own behaviour (intentional or unintentional) does not constitute harassment. C.M. will take action against inappropriate behaviour. Health and Safety – all activities should be undertaken with the highest regard for the health and safety of those affected. You agree to have read and understood the Christchurch Montessori Policies & Procedures Health and Safety policy. Relationships with other members of staff or children:

Policies and Procedures for Christchurch Montessori Updated 01.04.19

C.M. does not concern itself with the private lives of its staff unless they affect its effective operation or its reputation. Performance: C.M. expects individuals to follow all reasonable rules and instructions given by those supervising or managing their activities and/or work areas. CM expects appropriate language and prohibits the use of swearing. Misuse of drugs and alcohol: It is a disciplinary offence to be on C.M. premises and/or carrying out official duties when under the influence of alcohol or non-medically prescribed drugs. Gambling: activities must not be conducted on CM premises, discretion may be used in relation to small raffles for charitable purposes or occasional sweepstakes etc. Conduct outside work: Unlawful, anti-social or other conduct which may jeopardise CM's reputation or position will be dealt with through the disciplinary procedure. Mobiles – see our policy on use of mobile phones Confidentiality – CM expects individuals to adhere to our Confidentiality policy and Record Keeping Policy. Dress code – staff wear uniform in preschool and volunteers and visitors are asked to dress appropriately for the tasks being undertaken. Clothing may reflect their ethnicity and lifestyle, but should not be provocative or cause offence to those with whom they have contact. Clothes should cover personal areas of the body and any tattoos or body piercings or similar, that could cause offence to others, should be covered. Appropriate footwear with solid bases that enclose the feet should be worn. Facebook and Social Networking

There are too many sites to mention them all by name. This policy covers them all.

It is important when using social networking sites such as Facebook or Twitter that staff maintain confidentiality and ensure proper practice at all times. This is to protect the children, parents & families of the setting along with the staff. It is also to guard the nursery reputation and the staff's own personal reputation.

Staff guidelines when using social media sites include but are not limited to

Staff must not mention any of the children from the nursery on their online profiles

Staff must not write direct or indirect suggestive comments about work on their online profiles

Staff must not publish photos of the children on their online profiles

Staff must not publish photos of other staff while in the nursery on their online profiles

Staff must not write anything about other staff members on their online profiles

Staff must not use mobile phones to take photos in the nursery or to access social networking sites during their working hours

Staff must not mention on any of the online profile companies that they work at Christchurch Montessori Nursery

In order to maintain professional boundaries staff should not accept personal invitations to be friends from parents of the nursery unless they know them in a personal capacity

Policies and Procedures for Christchurch Montessori Updated 01.04.19

Staff members are advised to set their online profiles to private so that only friends are able to see their information.

Staff are responsible for adhering to the terms of service of each site they use 98

Personal profiles should not contain any images or videos which may be perceived as inappropriate behaviour for a childcare professional

Staff will not have the nursery name anywhere in their personal profile.

Any breaches of the Facebook & social networking policy could result in disciplinary action.

Breaches of this code

This code of conduct has been drawn up to provide a source of guidance to people involved in C.M. It is not a contractual document and can be amended at any time and published. All staff and volunteers must comply with both the provisions of this code and the full policies and procedures, breaches of which will be taken seriously and may result in disciplinary action up to and including dismissal. This policy was adopted on 27TH July 2016 and last update 15/08/2018 Signed

_____ (Managers/owners) Print

_____ (Managers/owners) Print

Privacy Notice

Christchurch Montessori LTD Privacy Notice

We record, process and keep personal information about you and your child in accordance with Article 6 of the General Data Protection Regulation (GDPR, May 2018): 'the rights of the data subjects'. It is a requirement of our registration with the Information Commissioners Office (ICO)* to provide you with information about the details we keep about you and your child/ren.

*ICO - <https://ico.org.uk/about-the-ico/what-we-do/register-of-data-controllers/>.

This requirement applies to information we collect in relation to:

- Online data processing
- Paper data processing

Records we hold about you and your child/ren

We hold 2 different types of records about you and your child:

Developmental records including:

- Information from you
- Details about your child's learning and development at home
- A copy of your child's statutory 2 year progress check
- Observations of your child's learning
- Assessments, individual planning and regular progress summaries.

Personal records including:

- Personal details required by the statutory frameworks and / or the Local Authority for funding purposes
- Contractual details including attendance registers and fees information.
- Emergency details including your contact details and records of your child's health and care needs.
- Safeguarding and child protection records.
- Any records required to support your child such as shared information from other agencies and professionals.

What information we need about you and your child/ren

We hold information about you and your child/ren to allow us to comply with the Early Years Foundation Stage (EYFS, 2017) and the Childcare Register (2016). Some of the data we process relates to the Early Years Inspection handbook (2018). Most of the information we collect about you and your child is statutory; when information is optional we will let you know that you have a choice whether to share it with us or not.

What we do with your data and with whom it is shared

We are required to ensure the information we collect about you and your child/ren is treated confidentially and only shared when there is a need for it to be shared, ideally with your permission in advance of sharing, for example –

- We share information with other settings or agencies involved in your child's care – We are required to do this by the EYFS (see ***Permission Form***);

Policies and Procedures for Christchurch Montessori Updated 01.04.19

- We are required to share a copy of your child's 2 year progress check with your health visitor – We are required to do this by the EYFS (see the EYFS for more information);
- We are required to share information with my Local Authority for the purposes of the 2, 3 and 4 year old funding offer and any extra funding I/we might claim for your child (see the Local Authority Privacy Notice for more details).
- We share information about income and expenses including, when requested, your invoices and payments with HMRC and Tax Credits.

Ensuring your data is accurate

Under the GDPR we are required to keep data about you and your child/ren up-to-date and to ensure it is accurate: We will do this regularly. You have the right to access personal data about you and your child/ren and we will share this information with you on request.

How long we keep your data

We are required to inform you how long we retain information about you and your child/ren. You will find this information in our Retention Policy which we will share with you before your child/ren starts in our care and further information about document retention will be clarified in the Contract Termination letter which we will give you when your child leaves the setting.

How we delete your data

Online deletion - files held in relation to child/ren and their families on the computer are deleted when no longer required by/using a computer cleaning device.

Paper deletion - files held in paper format, including photos of children, are either handed to parents when the child leaves or goes to school or shredded when no longer required.

*Please see the **Retention Policy** for more information.*

How you can make a complaint

We are required to inform you about how you can make a complaint relating to a data breach or if you think we are not processing your data appropriately.

Complaining to Ofsted - Ofsted can be contacted in the following ways: email – enquiries@ofsted.gov.uk; phone – 0300 123 1231; address – Piccadilly Gate, Store Street, Manchester M1 2WD.

*Please see our **Complaints Policy** for more information.*

Complaining to ICO - if you are concerned about a data breach, you can contact the Information Commissioners Office - <https://ico.org.uk/for-organisations/report-a-breach/>.

Online data processing

Our computer security includes regularly updated antivirus software clean up tool and inscription protection and secure password protection (regularly changed).

Electronic equipment – We have computers and iPads which are used for business purposes. Information is stored on the computers and accessed through the computer, all are pass word protected.

Visiting our website - when you visit my/our website to, for example, look up some information, Google Analytics collects internet log information and details of visitor behaviour patterns: We do not use this information.

Our website contains links to other websites: We cannot be held responsible for links that do not work or the accuracy of the information contained in the websites.



Policies and Procedures for Christchurch Montessori Updated 01.04.19

Email including e-newsletters, TAPESTRY and e-invoices – We use Windows Mail to process emails and our email provider is SKY.com. We keep a copy of your email address on our computer to allow the processing of emails quickly: We do not gather statistics or monitor any information.

Paper data processing

Paper documents relating to you and your child/ren are stored in a *locked cabinet in the setting*. Daily attendance registers are kept in in the reception *during working hours* these are transferred to a locked cabinet at the end of each day.

Paper data includes:

- Your child's learning and development information
- Attendance registers
- Documents for HMRC including invoices
- Parent – provider contracts
- Permission form
- Safeguarding forms relating to your child's health and safety · Emergency contact details

*Full details available in our **Data Audit**.*

Local Authority funding forms - parents who are eligible to claim 15 or 30 hours Government funded childcare are required to complete a Local Authority 'Free Early Education Entitlement Parent Declaration' form. This form includes identifiers such as parent names and National Insurance numbers and the child's personal details and characteristics such as ethnic group,

Changes to this privacy notice

The Privacy Notice is reviewed annually and as required.

The General Data Protection Regulation (GDPR, May 2018) is new EU legislation that replaces the Data Protection Act. It is wide-reaching legislation that aims to keep data secure.

I have been provided with information reference data protection as above
Policy and acknowledge the information.

Signed the owner Date

Gill Thomas and Nicola Dowling

Date:

Signed manager

Date:

Policies and Procedures for Christchurch Montessori Updated 01.04.19

Signed Deputy Manager	Date:
Signed Senior Practitioner	Date:
Signed Senior Practitioner	Date:
Signed Senior Practitioner	Date:
Signed Assistant Practitioner	Date:
Signed Assistant Practitioner	Date:
Signed Assistant Practitioner	Date:
Signed Assistant Practitioner	Date:
Signed Apprentice Practitioner	Date:
Signed Apprentice Practitioner	Date:
Signed Apprentice Practitioner	Date:

Parents Safeguarding

I have read and agree with the Settings Safeguarding Policy

Childs Name	Parents Name	Parents signature	Date

