



## Access Statement

At Cherry Blossom Preschool we are committed to providing a setting where everyone is included and feels part of the setting.

### **Aims:**

We aim to ensure that all our policies, practices and activities allow everyone to be included and made to feel welcome in the setting.

### **Methods:**

- We designate a member of staff with special responsibility for inclusion:  
Inclusion Co-ordinator: **CHERYL ORAM**
- Everyone is welcomed on arrival and wished well on departure in a way that suits them
- Resources, pictures and displays reflect disabled people's lives as part of a wide representation of children's differing backgrounds and experience
- Staff attitudes and behaviour demonstrate and help to inform parents and children, how unremarkable it is that disabled children are part of a wide cross-section of the local community using the service
- The preschool manager is committed to the active participation of children, parents/carers, team members and others to ensure good quality provision and to ensure each individual's needs are met
- Links are built with families/schools/services for children with SEND as part of a commitment to give all local children and families a genuine choice to be part of the setting
- Every effort will be made, in consultation with parents/carer, to overcome any difficulties presented by the physical environment within the setting to ensure that our policy of inclusion is implemented in all cases
- All staff have or are developing necessary skills to communicate effectively with each child and encourage all children to develop ways of communicating with each other
- Children are given opportunities for formal and informal consultation and their views and opinions acted upon
- Activities are centred around the needs and interests of the children and the daily timetable adapted according to their interest



- Each parent/carer is made to feel welcome and valued as an expert on their child, with a continuing key role in helping staff enable their child to take a full part in the setting
- The setting is actively involved in events taking place within the local community and seeks opportunities to use the local environment and its community when planning activities
- Members of the local community are regularly invited into the setting to take part in activities

### **Information for parents and carers**

Cherry Blossom Preschool share the following information with parents and/or carers:

- How the EYFS is being delivered at Cherry Blossom Preschool, and how our parents and/or carers can access more information.
- The range and type of activities and experiences provided for children, the daily routines of our setting, and how our parents and carers can share learning at home.
- How we support children with special educational needs and disabilities.
- Food and drinks provided and available for our children.
- Details of our policies and procedures - copies available on request. This includes the procedure to be followed in the event of a parent and/or carer fails to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting.
- How our staffing within the setting is organised.
- The name of their child's key person and their role.
- A telephone number for parents and/or carers to contact the provider in an emergency.

The setting is committed to a process of regular review and reflection to ensure all policies, systems and procedures truly reflect an all-inclusive approach and in its ongoing commitment to continuous improvement.



## Accident and Incident Policy

At Cherry Blossom Preschool we understand that the recording of accidents and incidents is a statutory requirement, and the records are stored securely. We aim to ensure adherence to the statutory obligation.

### **First Aid**

- At least one practitioner who has a current paediatric first aid certificate will be always at the setting.
- We consider the number of children, staff, and layout of our setting to ensure that our paediatric first aider can respond to any emergencies quickly.
- We display information for parents in the form of “Staff details” list which is available to see in the entrance area of preschool.
- A correctly stocked first aid box is always available.
- We will undertake training every 3 years to ensure that they hold a current nationally approved and accredited paediatric first aid training qualification.
- We will ensure that the procedures for first aid are discussed with the parent/s and consent to administer first aid to a child is signed. We keep a written record of accidents or injuries and first aid treatment
- Parents will be encouraged to discuss any health and safety concerns with us.
- Emergency contact details are up-dated every six months.
- Parent/s are advised of their responsibility to inform us of any changes to the emergency contact details in the intervening period, in the welcome pack they are given during a child’s settling in period.
- All records pertaining to accident and health issues are subject to the Business Practice and Confidentiality Policy.
- Accident records are monitored monthly and will be reviewed annually to identify any patterns or trends of recurring injuries.

### **Risk Assessments**

Cherry Blossom Preschool ensure that all reasonable steps to ensure staff and children in their care are not exposed to risks and are able to demonstrate how they are managing risks.

When there are changes to the setting environment, a potential risk is identified or action is required and taken to improve the safety of the environment, we will review and amend risk assessments accordingly.

Risk assessments will be undertaken for specific activities, (including off site activities) where they are not adequately covered by the settings risk assessments. These assessments should form part of any review of the planned activity / off site activity.

We hold records of risk assessment in writing, but our staff team are expected to manage risk daily to inform good practice and will ensure a balance between protecting children



from harm, exposure to danger by maintaining a safe environment as well as consider good practice in risky play. Our risk assessments identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

- Full risk assessments are carried out termly and action plans implemented where necessary
- Safety checks are conducted daily and more detailed checks on a weekly basis and remedial action taken promptly
- Staff are aware that faulty equipment must be taken out of use immediately and reported to the Manager
- Potential hazards and risks, both indoors and outdoors and in our activities and procedures are identified and action taken to minimise these
- Staff are vigilant to any potential risks that may occur within the course of a session
- Risk assessments identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

**Accident Prevention** will take all reasonable steps for keeping the setting environment safe.

- Risk assessments are undertaken for each area of the setting environment and will be reviewed annually. Where risks are identified between the review period, we will record the identified risk /action taken on the relevant assessment sheet.
- Staff will supervise children in the setting environment and when on an excursion.
- Where appropriate risk assessments will be undertaken by the staff for planned activities and off-site activities
- Hazardous materials or substances are stored in locked cupboards/cabinets
- Fire safety equipment has been installed and is regularly checked by the Manager.
- We will regularly practice fire safety procedures with the children in their care
- We will use safety equipment appropriate to the age of the children in their care.
- Smoking or vaping is not permitted on the premises or setting boundaries.
- We will ensure that equipment including toys and play resources are checked and cleaned regularly and safely stored when not in use. Any broken resources are removed and replaced. Where appropriate equipment will be fitted with the correct safety harness.
- Children will be offered toys and play resources appropriate to their age and stage of development
- We will stop children from playing in doorways, climbing furniture or using toys and equipment other than for its intended purpose.
- We will ensure that the main door is bolted so that children cannot leave undetected. The bolt installed can be opened easily by an adult in the event of an emergency. The children will be taught to not cross the door threshold, unless a staff member is present.



- We will ensure that the outdoor space is securely fenced, locked and checked before and after children play in that environment.
- We will encourage anyone in the setting environment to be safety aware and to use safety equipment correctly when appropriate.
- Where practicable, we will adhere to a child's normal sleep routine. Sleeping children must be visually checked at regular intervals.

#### **In the event of an accident or incident, we plan to;**

- Assess the accident to establish the required first aid/response at all times.
- Treat any injuries promptly and provide comfort and reassurance as appropriate
- Use protective equipment and dispose of used first aid items safely.
- Seek appropriate medical advice or assistance where required.
- Record the accident/incident on an accident or incident form using our NIAB system and print a copy for children's files. Notify the parent/s on the day of the accident and ensure that the record is countersigned when the child is collected.
- Monitor the child for the duration of the session.
- Clean the first aid kit if necessary and restock any first aid items used
- Clean down environment if needed.
- Review any relevant risk assessment and take any reasonable action to prevent reoccurrence of accident/incident.

#### **In the Event of a Serious Injury or Illness**

In the event that any child, staff member, volunteer, parent or visitor sustains a serious injury/illness requiring medical attention the following procedure applies.

- Assess the environment for hazards to prevent further injury to anyone
- Assess the injured/sick person to establish the required emergency first aid response
- Ensure the safety and well-being of the children and any others present when responding to the situation.
- Seek appropriate advice and/or assistance from health or emergency services
- Maintain the dignity and comfort of the person injured/sick whilst awaiting medical assistance and observe any reasonable instructions that are given by health/emergency services.
- Contact the parents if the injured person is a child in their care at the earliest opportunity to notify them of the accident/ill health.
- Maintain the adult: child ratios within the setting.
- Parents will be advised to meet the child at hospital if they cannot reach the premises prior to emergency services transporting the child to hospital. The Emergency Plan Policy will be actioned if required.
- Record the accident/incident on an accident or incident form using our NIAB system and print a copy for children's files and ensure that the record is countersigned.



- **Notify OFSTED** of any serious accident/illness, in writing and **within 14 days** of the accident/illness occurring and comply with any requirements made by Ofsted.
- Inform the local Child Protection Authority of any serious injury or death of a child and comply with any advice or action given by that authority.
- Report the incident to the Reporting of Injuries, Diseases and Dangerous Occurrence (RIDDOR).
- May seek relevant support from other services or professionals to manage distress resulting from serious accident.
- **Staff WILL NOT** attempt to transport the sick child in their own vehicles UNLESS an Ambulance, Parent/guardian and Emergency contact (s) delay could lead to a possible fatality.

Such incidents affecting any person attending the setting include but are not limited to:-

- Accidents where no obvious injury can be seen.
- Using hurtful behaviour
- A child deliberately inflicting harm on another child
- Verbal/physical abuse
- Any allegations of serious harm or abuse by anyone living, working, or looking after children at the premises.
- Lost child from setting- See Lost Child Policy

Other Incidents will be recorded include but are not limited to:-

- In the event of burglary or vandalism at the property
- Causing damage to the property
- Failing to comply with the settings ground rules

In the event of heating failure or burst water pipes at the premises

- Following a fire the Manager will record the time, location, details of who was involved / witnessed the incident. We will accurately record the nature of the incident and detail the action that was taken, (including any physical intervention or possible triggers for behaviour).
- Any injury resulting from an incident must be recorded.
- Parent/s will be informed either after the incident has been managed, (serious incident) or at the time of collecting their child.
- We will maintain confidentiality and endeavour to discuss the incident with parent/s in a respectful and sensitive manner.
- The incident record must be countersigned by the parent/s on the day of the incident.



## Serious Incidents

In the event a serious incident occurs, we will take all reasonable steps to maintain and safeguard the well-being and safety of all persons on the premises. Depending on the nature and severity of the incident we will,

- **Notify Ofsted** of any serious incident, in writing and **within 14 days** of the incident occurring and comply with any requirements made by them
- Inform the local Child Protection Authority of any serious injury or death of a child and comply with any advice or instruction given by that authority.
- Report the incident to the, Reporting of Injuries, Diseases and Dangerous Occurrence (RIDDOR).
- Under all reasonable circumstances we endeavour to keep the setting operating. If an incident leads to the closure of the setting parents should be notified at the earliest opportunity to arrange collection of their child/ren. Please refer to the Evacuation Policy.

## Reporting children's accidents and injuries

We understand that we don't need to report a minor accident, injury or illness suffered by a child in your care.

## Serious injuries, accidents and illnesses

**We will inform OFSTED** about any of the following:

- anything that requires resuscitation.
- admittance to hospital for more than 24 hours
- a broken bone or fracture
- dislocation of any major joint, such as the shoulder, knee, hip or elbow
- any loss of consciousness
- severe breathing difficulties, including asphyxia.
- anything leading to hypothermia or heat-induced illness.

## Eyes

**We WILL inform OFSTED** if a child suffers any loss of sight, whether it is temporary or permanent. In addition we will report:

- penetrating injury to the child's eye
- chemical or hot metal burn to the child's eye



## Substances and electricity

If a child in your care suffers any injury from, or requires medical treatment for, any of the following situations We WILL inform OFSTED:

- |   |   |
|---|---|
| From absorption of any substance  | It is believed to be due to exposure from:  |
| <ul style="list-style-type: none"><li>• by inhalation</li><li>• by ingestion</li><li>• through the skin</li><li>• from an electric shock or electrical burn</li></ul> | <ul style="list-style-type: none"><li>• a harmful substance</li><li>• a biological agent</li><li>• a toxin</li><li>• an infected material</li></ul> |

We will **NOT NEED** to notify OFSTED about minor injuries, even if treated at a hospital (for less than 24 hours). These include:

- animal and insect bites, such as a bee sting that doesn't cause an allergic reaction
- sprains, strains and bruising, for example if a child sprains their wrist tripping over their shoelaces
- cuts and grazes
- minor burns and scalds
- dislocation of minor joints, such as a finger or toe
- wound infections

The setting operates within a locked building that cannot be entered without the necessary key. Should burglary or vandalism occur such that it impacts on the normal day to day running of the setting parents will be informed at the earliest opportunity of any changes to their childcare arrangements.

Verbal /Physical Abuse Verbal/ physical abuse towards us, children, parent's, volunteer or visitor will not be tolerated under any circumstances.

- Should a person become abusive we will attempt to calm the situation.
- We will ensure that the children in their care are in an appropriate safe place away from the incident
- We reserve the right to ask any adult who is verbally / physically abusive to leave the premises
- We will contact the police for assistance when a person refuses to leave the premises
- In the event of assault, the police will be contacted for assistance and will follow any direction's that they give.
- Ofsted will be notified at the earliest opportunity and we will comply with any requirements made by them.





- In the event that a child has sustained an injury then the we will follow the procedures outlined in the Safeguarding Policy
- In the event of any injury, we will follow the Accident, Incident and Emergency policy



## Admissions Policy

At Cherry Blossom Preschool it is our intention to make the provision accessible to children and families from all sections of the local community.

### **Aim:**

We ensure that all sections of our community have access to the provision through open, fair and clearly communicated procedures.

### **Methods:**

To achieve this aim, we operate the following admissions policy:

- We ensure that the existence of the preschool is widely advertised in places accessible to all sections of the community.
- We ensure that information about our preschool is accessible.
- We arrange our waiting list according to date of registration.
- We describe our preschool and its practices in terms which make it clear that we welcome both fathers and mothers, other relations and other carers, including childminders or nannies.
- We describe our preschool and its practices in terms of how it treats individuals regardless of their gender, special educational needs, disabilities, background, religion, race or ethnic origin.
- We monitor the gender and ethnic background of children joining the preschool to ensure that no inadvertent discrimination is taking place.
- We make our equal opportunities policy widely known.
- We consult with families about the opening times of the preschool and are flexible about attendance patterns to accommodate the needs of individual children and families.

### Early Education Funding

We offer the following examples of funded Preschool sessions to parents:

1. Full day session from 8:00am to 6:00pm (10 hours)
2. Full day session from 9:00am to 5:00 pm (8 hours)
3. School day session from 9:00am to 3:00 pm (6 hours) and an extended school day session from 8:45-3.15 pm)



4. Morning session from 8.00 to 1.00pm (5 hours)
5. Afternoon session from 1.00pm to 6.00pm (5 hours)
6. Fully Funded sessions are limited and offered 9.00am-12.00pm and or 1.00pm-3.00pm term time only (38 weeks per year)
7. Additional booking patterns such as 9.00am to 1.00pm (4 hours) are also available.

All booking patterns are based on ratio allowance.

- We can offer a maximum of 10 hours funding in one day due to government restrictions. We allow for term time contracts which allows our families to use either 15 or 30 hours per week term time only or we offer a stretched funding option which allows for approx. 11 or 22 hours per week over a 51-week period.
- We offer our families funding to cover up to 10 hours per day from Monday – Friday and allow this to cover whole session time until funding hours is used, i.e. Monday 8:00-6.00 pm equates to 10 hours, Tuesday 8:00-6.00 pm equates to 10 hours, Wednesday 8:00-6.00 pm equates to 10 hours totalling 30 funded hours between Monday and Wednesday. If a child continues their week to attend Thursday 8:00-6.00 pm and Friday 8:00-6.00 pm, these 20 additional hours will be charged at normal Preschool fees. We apply the same ruling for other booking patterns i.e. Families could also have the option of using the full 30 hours over 5 days if a child is attending school hour sessions equating to 6 hours per day and therefore could either use 30 hours each week if on term time contract or 22 hours if stretched paying full preschool rates for additional 8 hours.

### **Additional Supplement Charges**

The UK government Statutory Guidance to Local Authorities and childcare providers states *“Government funding is intended to cover the cost to deliver 15 or 30 hours a week of free, high quality, flexible childcare. It is not intended to cover the cost of meals, consumables, additional hours or additional services”*.

For this reason: We offer all meals, consumables and additional services (including, but not limited to, the cost of breakfast, lunch, tea, snacks, Forest School sessions, Yoga, suncream, wipes and other consumables) for an additional cost on all funded hours.

- Parents who prefer not to pay for meals and additional services are free not to and made aware of this. Instead, they will need to arrange for their child to be collected at all mealtimes (lunch and teatime), and provide drinks, snacks (fruit and/or vegetables only) as well as any consumables needed. Due to allergy and intolerances within the setting, as well as no storage facilities we do not allow packed lunches.

Note: the “additional services” charges apply to funded hours only – either funded only children or the funded part of full-time sessions; any additional sessions at “paid for” Preschool rates will include all meals and consumables. In the event of illness or holiday (including bank holidays) the additional services charge is still payable.



## Allergy Policy

“Allergy is the response of the body’s immune system to normally harmless substances such as foods, pollen and house dust mites. Whilst these substances (allergens) may not cause any problems in most people, in allergic individuals their immune system identifies them as a ‘threat’ and produces an inappropriate response. This can be relatively minor, such as localised itching, but it can be much more severe causing anaphylaxis which can lead to upper respiratory obstruction and collapse. Common triggers are nuts and other foods, venom (bee and wasp stings), drugs, latex, and hair dye. Symptoms often appear quickly and the ‘first line’ emergency treatment for anaphylaxis is adrenaline which is administered with an Adrenaline Auto-Injector (AAI)” ([www.allergyuk.org](http://www.allergyuk.org)).

### Aim

At Cherry Blossom Preschool, we are aware that children and adults can have allergies which may cause allergic reactions. This policy has been created to ensure allergic reactions are prevented where possible and minimised. All staff will be aware of any individual (child or staff member) with an allergy and how to support them if they have an allergic reaction. This Policy recognises that it is important that individuals are not stigmatised or discriminated against in any way at Cherry Blossom Preschool due to their allergy. For example, they should not be separated at mealtimes or excluded from activities (unless this has been specified in an Individual Healthcare Plan). Drawing attention to the allergy in this way could result in allergy bullying from others, so inclusivity and overall awareness amongst individuals is vital.

### Working in Partnership with Parents

- Information will be passed on by parents from the registration form regarding allergic reactions and allergies and must be shared with all staff at Cherry Blossom Preschool.
- The setting manager must carry out a full Allergy Risk Assessment Procedure with the parent prior to the child starting Cherry Blossom Preschool. The information must then be shared with all staff.
- The manager, kitchen staff and parents will work together to ensure a child with specific food allergies receives no food at Cherry Blossom Preschool, that may harm them. This may include designing an appropriate menu or substituting specific meals on the current menu.
- **Parents will need to provide two labelled**, in-date AAIs and details of how this medication should be stored
- It is the parents’ responsibility to inform Cherry Blossom Preschool of any medication expiry date, however staff will ensure they are aware of the expiry date, and this information will be on the allergy register
- Cherry Blossom Preschool, will return all expired allergy medication to parents for safe disposal



- The manager will inform parents of the name of their child's key person
- We do not allow packed lunches due to allergies within the setting

### Manager responsibilities

- An allergy register will be kept in the manager's office and kitchen and updated accordingly
- An allergy/medical list (with photographs of the individual's so they can be identified) will be displayed in and outside of the kitchen or eating area
- Create and invite parents to contribute to a child's Individual Healthcare Plan. Discuss whether children can have ingredients such as **"May Contain"** and include this on the plan.
- Ask for parental written agreement in administering medication
- Liaise with staff on any updates or changes to an allergy communicated from parents, or the Individual Healthcare Plan
- Ensure staff are made aware of the signs and symptoms of a possible allergic reaction in case of an unknown or first reaction in a child or individual. These may include a rash or hives, nausea, stomach pain, diarrhoea, itchy skin, runny eyes, shortness of breath, chest pain, swelling of the mouth or tongue, swelling to the airways to the lungs, wheezing and anaphylaxis
- Ensure staff are aware of any associated conditions of the allergy, e.g. asthma
- Ensure more than one staff member is Paediatric First Aid trained and that there is always a PFA trained member of staff on-site. A list of PFA trained staff should be displayed.
- Ensure at least two staff members have Allergy training (in AAI)
- Keep a record of staff training in administering medication
- Communicate with staff on allergy responsibilities (designated staff)
- Communicate to staff on measures to reduce the risk of an allergic reaction (allergy avoidance)
- Ensure that the setting kitchen staff are in contact with food suppliers as ingredients may change
- Inform staff if you have an allergy that will cause an allergic reaction, or require medication and that any medication you require is labelled, stored correctly and in-date

### Staff responsibilities



- Liaise with setting manager on any updates or changes to an allergy communicated from parents
- All food prepared for an individual with a specific allergy will be prepared in an area where there is no chance of contamination and served on equipment that has not been in contact with this specific food type, e.g., nuts.
- Adults supervising activities must ensure that suitable medication, including AAIs, is always on hand for the management of anaphylaxis. This includes activities at Cherry Blossom Preschool, sporting events, trips and excursions outside of Cherry Blossom Preschool. If the child has been prescribed AAIs, at least one person trained in administering the device must accompany the setting party.
- Insect sting allergy causes a lot of anxiety and needs careful management. Children need to take special care outdoors, wearing shoes at all times and making sure any food or drink is covered.
- Inform staff and setting manager if you have an allergy that will cause an allergic reaction, or require medication and that any medication you require is labelled, stored correctly and in-date
- The key person must ensure that every child's care is tailored to meet their individual needs to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents

#### Procedure in the event of an allergic reaction

- If a child has an allergic reaction to food, a bee sting, plant etc a first aid trained member of staff will act promptly and administer the appropriate treatment. **Parents will be contacted**, and it must be recorded as an incident. If this treatment requires specialist treatment, e.g., an EpiPen, then at least two members of staff working directly with the child and the manager will receive specific medical training to be able to administer the treatment to each individual child.
- The setting will carry out EMERGENCY MEDICATION ADMINISTRATION for liquid antihistamines in line with medication policy if/when necessary to safeguard the child(ren).
- If the allergic reaction is severe a member of staff will summon an ambulance immediately. (An ambulance should always be called if an EpiPen, or similar has been administered). Staff WILL NOT attempt to transport the sick child in their own vehicles UNLESS an Ambulance, Parent/guardian and Emergency contact (s) delay could lead to a risk of death.
- A sick child needs their family; therefore, every effort should be made to contact an emergency parental contact as soon as possible and arrange to meet them at the hospital



- Staff must remain calm always; other children who witness an allergic reaction may be affected by it and may need lots of reassurance and comfort
- A member of staff must accompany the child and take the relevant registration/medication forms, medication and the child's comforter as required
- All incidents will be recorded, shared and signed by parents as soon as possible
- If an adult has an allergic reaction, they must inform the nearest colleague where their medication is and administer it themselves where necessary. An ambulance will need to be called and next of kin informed. All other staff must remain calm and offer reassurance

Please see below for further information:

[www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions-3](http://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions-3)

[www.allergyuk.org](http://www.allergyuk.org)



## Biting Policy

Biting is a common behaviour among children and can be a concern for parents and staff. Biting can often be painful and frightening for the child who has been bitten and frightening for the child who bites. Biting happens for different reasons with different children and under different circumstances. This is part of some children's development and can be triggered when they do not yet have the words to communicate their anger, frustration or need.

We follow our Understanding and supporting behaviour policy to always promote positive behaviour.

We aim to act quickly and efficiently when dealing with any case of biting. The Preschool uses the following strategies to prevent biting: fidget toys, sensory activities, biting rings, adequate resources and staff who recognise when children need more stimulation or quiet times. We will treat each incident with care and patience, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

### **Procedure**

*In the event of a biting incident: -*

1. The child who has been bitten will be the priority and should be comforted and given reassurance.
2. Once the child is calm staff should check for any visual injury. If there is a bite mark, this should then be washed with warm water and wiped with an antiseptic wipe. Staff will explain to the child what is happening and support the child as this process may be painful.
3. If the skin is broken: -
  - If the wound is bleeding it should be allowed to bleed as covering the wound can increase the risk of infection.
  - Staff should wear gloves when dealing with bodily fluids.
  - In cases where the bite has broken the child's skin, a senior member of staff must contact the parent/carer of the child immediately. This phone call should be sensitive and give reassurance to the parent/carer and offer an explanation of the procedure which has been followed.
  - You will need to advise the parents/carers to contact the child's GP. If the skin has been severely broken the child should be taken to Accident and Emergency immediately by staff.





If further guidance is required staff will contact 111

4. If the skin is not broken (we do not want to worry parents/carers unnecessarily):

- Staff should wait 45/60 minutes and then check if there is bruising or a bite mark still present. If there is no obvious mark or bruising this can then be discussed with the parents/carers at collection time.
- If after 45/60 mins the bite has left the child with a bite mark or bruising, then a senior member of staff should contact the parents of the child to inform them of the incident.

5. The staff member who witnessed the incident should complete an Incident form for all children involved.

**6. The Preschool Manager must be informed of all biting incidents.**

7. Wherever possible the child who has bitten should have their behaviour managed by their key person and the consequence of this behaviour should be explained in a way which is appropriate to the child's age and stage of development.

- The child who has caused the bite will be told in terms that they understand that biting (the behaviour and not the child) is unkind and will be shown that it makes staff and the child who has been bitten sad.
- The child will be asked to say sorry if developmentally appropriate or develop their empathy skills by giving the child who has been bitten a favourite book or comforter.
- If a child continues to bite, observations will be carried out to try to distinguish a cause, e.g., tiredness or frustration.
- Meetings will be held with the child's parents to develop strategies to prevent the biting behaviour.
- Parents will be reassured that it is part of a child's development and not made to feel that it is their fault.

8. The parents/carers of the child who has bitten another person should be informed at collection time; this must be handled in a sensitive and confidential manner and not discussed openly in front of other parents/carers and children. Parents/carers may ask you the name of the child who has bitten or been bit. Staff must explain that they cannot disclose this information as confidentiality must be maintained.

9. Where a child may repeatedly bite and/or if they have a particular special educational need or disability that lends itself to increased biting, e.g., in some cases of autism where a child doesn't have the communication skills, the Preschool will carry out a risk assessment



## Arrangements to Support this Policy

### 1. Key messages

- Staff should acknowledge that biting incidents can cause parents a great deal of distress and worry, and staff need to be sensitive and supportive at all times.
- Working in partnership with parents/carers is a key factor of any successful Behaviour Management Strategy. Staff should involve parents/carers every step of the way and explain that this should be
- implemented in the home as well as in the Preschool.
- Staff should be aware that these are a range of triggers which can cause children to bite and should work as a team to identify these and reduce them.

### 2. Potential triggers for biting

- Exploration – babies and young children explore the world around them using their senses, young children do not always know the difference between gnawing on a toy and biting someone.
- Teething – swelling gums can be painful and cause discomfort; this can be relieved by biting or chewing on something.
- Cause and effect – at around one year old, children become interested in what happens when they do something. For example, they may bang a spoon on a table and discover it makes a noise. This behaviour may be repeated again and again to support their learning and development. This could be the case with biting as the child explores the reaction to biting someone.
- Attention – when children are in a situation where they feel they are not receiving enough attention biting is a quick way of becoming the centre of attention.
- Independence – toddlers are trying very hard to be independent using phrases such as “me do it” and “mine”. If a child wants a toy, or wants another child to do something this could lead to a biting incident.
- Frustration – children can be frustrated by a number of things, such as long waiting times before or after transitions times. Wanting to do something independently, but not quite being able to manage the task. Also not having the vocabulary to express themselves clearly. This can lead to biting as a way of dealing with this frustration.
- Environment – an environment that does not provide challenge, or allows children to become uninterested can lead to displays of negative behaviour such as biting.
- Not having their needs met – children who are tired, hungry or uncomfortable may bite others as a way of expressing their emotions. All these triggers should be considered – it could be one of these factors or a combination of them.



### 3. Strategies to support the management of biting incidents

- Staff may need to increase the supervision of a child who is biting; this does not necessarily need to be one to one. It could be during particular times of the day, or by simply reducing the number of large group activities provided.
- Staff should make sure a child who is biting received significant encouragement when displaying positive behaviour and avoid excessive attention following an incident.
- Staff should evaluate the routine and judge whether it is meeting the needs of the child. A good quality routine should provide experiences and activities both indoors and outdoors that have no waiting times. Whilst group activities should be for the benefit of the children and not as a holding exercise.
- Staff should plan activities which help release frustration such as physical outdoor play and malleable experiences like play dough, gloop etc.
- Staff should provide cosy areas for children to relax in and activities which release tension such as splashing in water, digging in sand, and using sensory equipment.

### 4. Safeguarding Arrangements

Keeping Children Safe in Education 2023 states that *'Governing bodies and proprietors should ensure that their child protection policy includes procedures to minimise the risk of child-on-child abuse'*. Staff are trained in safeguarding and understand how to recognise different types of abuse.

Due to the age of children in attendance within the Preschool, staff will take into consideration the children's age, level of understanding, circumstances of any incidents, levels of repetition to manage outcomes based on local threshold guidance. The Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) is always available will work with staff to manage incidents and assess cases. If staff have any concerns about a child's welfare, they should act on them immediately and always act in the best interest of the children.



## Fundamental British Values Policy

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are embedded within the Early Years Foundation Stage (EYFS).

As part of government plans, Cherry Blossom Preschool aim to teach children in an age-appropriate way to protect them from religious radicals. The Preschool setting will ensure the following is embedded during day-to-day events.

- Enable children to develop their self-knowledge, self-esteem and self-confidence.
- Enable children to distinguish right from wrong.
- Encourage children to accept responsibility for their behaviour, show initiative.
- Enable children to acquire a broad general knowledge of respect for public institutions and service in England.
- Enable children to acquire an appreciation of and respect their own and other cultures.
- Encourage respect for other people.

At Cherry Blossom Preschool we understand that it is our duty as practitioners to demonstrate what this means in practice. We can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings. We encourage children to show views by a show of hands to choose or by using their own themes for role play and areas of learning.

We can provide activities that support decisions, turn taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Children need to learn and understand their own and other's behaviour and its consequences and learn to distinguish right from wrong. This can be established with codes of behaviour, our positive posters, using kind hands etc. ensuring these rules apply to everyone and the rules are understood by all.

We will encourage children to take challenges big or small to develop self-esteem, self-knowledge and increase confidence and abilities. We will provide obstacle courses, experiments where we debate and talk about events that children have experienced. We intend to promote small group discussions; these could be a reflection on an activity or a discussion on how children are feeling about going to school. Such activities help children to develop a language of feelings, responsibility, reflect on differences and understand we are free to have different opinions.



All who attend need to understand our ethos of inclusiveness and tolerance where views, faiths, cultures and races are valued in all aspects. The setting will engage the children in the wider community by extending their knowledge and understanding to respect their own faith and other cultures. We will embrace festivals, celebrate through world days, allow children the opportunity to discuss the difference, seek information from questioning while explaining the importance of tolerant behaviour such as sharing and respecting other's opinions.

We will promote diverse attitudes and challenge stereotypes, share stories with children that can reflect, value diversity of children's experiences, use resources to show that some children as young as 5 may have to work in other countries and show children examples of how other children live in the world. We must challenge gender, cultural and racial stereotyping.

We, as early years educators, we have a duty to ensure these fundamental values are maintained to demonstrate an awareness and understanding of the risk of radicalisation in their area, institution, or body. It is our duty to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. We have a duty as part of the education sector, along with other authorities such as the police, to have regard to the need to prevent people becoming drawn into terrorism.



## Child Attendance Policy

At Cherry Blossom Preschool we promote the good health of all children attending. To help keep children healthy and minimise infection, we do not expect children to attend Preschool if they are unwell. If a child is unwell, it is in their best interest to be in a home environment with adults, they know well rather than at Preschool with their peers.

We aim to ensure that through good communication processes between parents and the Preschool we safeguard the health, safety and welfare of all children in our setting. We will be responsible for establishing the nature and reason for the absence in case this may affect the safeguarding of all children in our care.

### **Methods:**

- Parents are asked to keep their children at home if they are unwell and to inform the setting as to the nature of the illness.
- We ask that all sickness absences are notified to us by ringing or emailing the Preschool on the first day.
- We ask that holidays or occasional days off are also advised (if possible) prior to the first day of absence.
- Parents are made aware of procedures relating to infectious, notifiable and communicable diseases if they advise staff of their child displaying such symptoms.
- Parents will be notified of outbreaks of the above by notice or email/NIAB Notification.

### **Monitoring Attendance of Children**

To safeguard children, we monitor children's attendance and patterns of absence. We do this by:

- If a child is not going to attend a session, we ask parents/carers to share the length and reason for the absence.
- Where no notification of absence has been received, we telephone the parent to establish a reason for the absence and likely return date.
- Logging all absences with the number and types of absences are recorded on the Nursery in a Box (NIAB) system and a Safeguarding overview file and reviewed by the Manager monthly. This information will enable us to monitor illnesses and unexplained absence that may occur across the setting in line with safeguarding policies.
- Concerns or unexplained absences that give cause for concern are followed up in line with our Safeguarding Policies and Procedures.



## Communication with Parents Policy

At Cherry Blossom Preschool, we believe that for children to receive quality care and early learning that suits their individual need, parents/carers and practitioners need to work together in a close partnership. The two-way sharing of information is key to this. The nursery team welcomes parents/carers as partners and this relationship requires trust and understanding. It is important that we, as practitioners can support parents/carers in an open and sensitive manner.

We believe that effective, regular, transparent communication is at the heart of any personal or professional relationship. In fact, it will make all the difference to a parent of a child in an Early Years setting. It will reassure, inform, and build long term parental engagement.

Parents and staff have a responsibility to share information as they arrive and leave the setting, with reference to any specific information relating to the child, also discussing any key event information and incident / accident which has occurred during the day.

**Parents must inform us of any third-party involvement at any time for example, social services, the police, or a hospital visit. It is imperative that we have all the information regarding children in our care.**

### **Sharing information with Parents**

As part of our familiarisation process, parents WILL be informed of who their child's keyperson will be and their role. Parents will be kept inform if this changes for any reason throughout their child's time with us. Key Persons should build 'relationships' with parents, keep them up to date with their child's progress, respond to observations that they share, involve them in assessments and support them to guide their child's development at home.

- Parents can be encouraged to discuss issues, talk about any concerns, and get advice from their child's Key person/Management team, that have a broad & deep knowledge of child development as well as professional experience.
- Parents can be engaged in the learning process.
- Parents should wherever possible be kept within a nursery's policy and information loop.

At Cherry Blossom preschool we use Nursery in A Box (NIAB), as we believe it provides an effective way for parents to keep up to date with information and announcements.

### **Parents sharing information**

At Cherry Blossom Preschool, we ask that parents do the following to keep us informed:

- Complete the registration and admissions forms
- Ensure personal details are kept up to date on the admissions form
- Inform us of any medical needs and medication required
- Complete the necessary medical administration forms



- Inform us of any changes to medication for your child
- Share information about your child during meetings
- Inform us of any hospital/medical appointments, absences on the day of absence by either telephone, email, or communicating the details on NIAB.

#### **Further ways in which we will communicate with and involve parents**

- Telephone communication
- Face to face conversations
- Emails to individuals
- Annual Parent Questionnaire/Survey
- Parent / Child Review Meetings
- Social Events, such as Christmas fair, Easter parade, May Day celebration, summer fete, end of year events
- Parent board and information posters outside the setting
- Parent Training / Information Sessions - A range of sessions are held for parents to support and inform on several topics, for examples Parent workshops on the EYFS or Oral Health and phonics.

#### Links with other Policies/Documents

Admissions Policy	Health and Safety Policy
Allergy Policy	Medicine and Illness Policy
Child Protection Policy	Safeguarding Policy
Code of Conduct	Working with Parents Policy
Complaints Procedure	Key-person Policy





## Complaints Policy

At Cherry Blossoms Preschool, we believe that children and their families are entitled to expect courtesy and prompt careful attention to their needs and wishes. We welcome suggestions on how to improve our preschool and will give prompt and serious attention to any concerns about the running of the preschool. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff but where this does not achieve the desired result, we have a set of procedures for dealing with concerns.

As a provider we have a written procedure (detailed below) in place for dealing with concerns and complaints from parents and/or carers, and we will keep a written record of any complaints, and their outcome.

We will:

- Investigate written complaints relating to how they are fulfilling the EYFS requirements.
- Notify the person who made the complaint of the outcome of the investigation within 28 days of having received the complaint.
- Make a record of complaints available to Ofsted on request.

We will make available to parents and/or carers or staff the details about how to contact Ofsted, and this is displayed on entrance door and around setting, if they believe that we as a provider are NOT meeting the EYFS requirements. We aim to bring all concerns regarding the quality of care and education of the children or the general running of the preschool, to a satisfactory conclusion for all parties involved.

To achieve this, we operate the following complaints procedure:

### **How to complain**

#### Stage 1

- Any concern should in the first instance be raised verbally with the Preschool Manager or Deputy Manager. The concern will be discussed and wherever possible resolved at this stage..

#### Stage 2

- Where a satisfactory outcome has not been achieved at Stage 1 or if the problem reoccurs, the concern or complaint should be put in writing to the Preschool Manager. The concern will be fully investigated by the Preschool Manager and an informal meeting held to resolve the complaint.

Most complaints should be able to be resolved informally at Stage 1 or Stage 2



### Stage 3

- The parent/carer requests a formal meeting with the Preschool Manager. Both parties should have someone present if required. An agreed written record of the discussion will be made and all parties required to sign the record and receive a copy of it. The signed record signifies that the procedure has been concluded

### Stage 4

- If at the Stage 3 meeting agreement cannot be reached, an external mediator from Wiltshire Early Years will be invited to help settle the complaint. The mediator will have no legal powers but will provide an impartial viewpoint and offer objective advice to resolve the complaint. The mediator can hold separate meetings with both parties, if this is decided to be helpful and will keep an agreed written record of meetings held and advice given.
- When the mediator has concluded their investigations a final meeting with both parties will be held the purpose of which will be to reach a final decision on the action to be taken to resolve the complaint. The mediator's advice will be used to reach this decision. A record of the meeting, including the decision on the action to be taken will be made and all parties present will sign it and receive a copy within 28 days of having received the complaint. This signed record signifies that the procedure has concluded.
- Parents and carers may approach the Office for Standards in Education, Early Years Directorate (Ofsted) at any stage of this complaint's procedure. The address and telephone number of our Ofsted Regional Centre is:

Ofsted  
South West Regional Centre  
Freshford House  
Redcliffe Way  
Bristol  
BS1 6NL

08456 404040

Further information regarding Ofsted's role as the regulatory body can be obtained from their website:

[www.ofsted.gov.uk/childcare](http://www.ofsted.gov.uk/childcare)



- A written record of all complaints will be kept and a summary of such information shared with parents upon request. Full details of complaints and their outcomes will be made available for inspection by Ofsted as required.

The following will be recorded:

1. Name of the person making the complaint.
2. The EYFS Statutory Framework to which the complaint relates.
3. The nature of the complaint.
4. Date and time of the complaint.
5. Action taken in response to the complaint.
6. The outcome of the complaint investigation
7. Details of the information and findings that were given to the person making the complaint (which should have been provided to them within 28 days), including any action taken. Cherry Blossom Preschool will also keep a summary of the complaint to provide on request to any parent of a child for whom is in the care of the setting and Ofsted. This summary will not include the name of the person making the complaint.

Records will be kept for 10 years.



## Confidentiality and Privacy Policy

At Cherry Blossom Preschool, we respect the privacy of children, their families and our staff team and always ensure confidentiality.

### **Organising premises for confidentiality and safeguarding**

Cherry Blossom Preschool ensure:

- There is an area where staff may talk to parents and/or carers confidentially.
- There is an area for staff to take breaks away from areas being used by children.
- Children are only released into the care of individuals of whom the parent has explicitly notified the provider.
- Children do not leave the premises unsupervised.
- They take all reasonable steps to prevent unauthorised persons entering the premises and have an agreed procedure for checking the identity of visitors.

We aim to ensure that all parents and carers can share information with us in the confidence that it will be used only to enhance the welfare of the child. We expect that all users of our setting will also respect and maintain the confidentiality of our setting and the children and staff within it.

### **Methods:**

- Parents and guardians have the right to access files and information held on their own children but do not have access to information about any other child
- Storing confidential records in a locked filing cabinet
- Staff will not discuss personal information given by parents or carers with other members of staff, except where it affects planning for the child's needs
- Staff induction includes an awareness of the importance of confidentiality
- Staff will not discuss any information gained in the course of their work with any persons outside of the setting or comment on children's development with any person not involved in the child's care. If staff breach any confidentiality provisions, this may result in disciplinary action, and in serious cases, dismissal. Students on placement in the preschool are advised of our confidentiality policy and required to respect it.
- Ensuring that all staff, volunteers and students are aware that this information is confidential and only for use within the Preschool.
- Personal details relating to children and their families are kept in a secure filing cabinet and are only accessed by authorised members of staff.
- Any concerns/evidence relating to a child's safety are kept in a secure, confidential file and are shared with only those people directly involved in the care of the child.
- Ensuring any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a "need-to-



know" basis. If, however, a child is considered at risk, our safeguarding policy will override confidentiality.

- In cases of child protection and safeguarding concerns, where reference has been made to Social Services, Cherry Blossom Preschool is required to share all information relating to the child upon request from the statutory authorities including OFSTED.

### User Responsibilities

- Users of the setting may not engage in any on-line activity that may compromise the reputation of the setting or the safety and well-being of staff or children

### Social media

- staff, Parents/carer (s), students and volunteers are made aware of and follow our social networking policy in relation to confidentiality.
- Users of the setting will not share any photos or videos taken at nursery and posted on private social media pages e.g., Parents Private Facebook page.
- Only parents who have children in attendance at the setting can be part of this page
- Parents will be removed from private Facebook page, when their child leaves the setting

### Preschool Performances or events

- Users of the setting will not share any photos or videos taken at nursery performances on-line and are only given permission to take photos or videos for personal use and assuming that no objection has been raised prior to the performance.

### Leaving the setting:

- When a child leaves the setting, information will be kept for as long as the relevant retention period. All information which does not require a retention period will be shredded or deleted.

### Consent:

By providing your personal data to us you consent to the processing of such data.

*In accordance with the:*

*The National Standards EYFS 2024*

*Human Rights Act 1998*

*The Children's Act 2004,*

*General Data Protection regulations (GDPR)  
2018*

*The Data Protection Act 2018,*



## E-Safety Policy

The requirement to ensure that children can use the internet and related communications technologies appropriately and safely is addressed as part of the wider duty of care to which all who work with children are bound.

**ALL staff** working at Cherry Blossom Preschool play an essential role in helping young children learn the foundations of safe online behaviour. Even if children don't have access to technology within our setting, they may be using it at home, with their friends or in other public spaces. Children are naturally curious in understanding the world we live in; it is our responsibility to enable them to do so, including helping them to recognise the value of technology and use it safely.

Role modelling safe use of the internet should become part of our everyday practice.

*Early years children could be at risk of..*

### **Content (what they may see)**

- Exposure to inappropriate videos, pictures or messages which might upset, worry or frighten them
- Imitating harmful or inappropriate behaviour they see online
- Searching for inappropriate content on purpose or stumbling upon it by accident. This would include using voice activated tools to search for content
- Inadvertently giving apps or websites permission to share their location or other personal information
- Spending real money via in-app or in-game purchases

### **Contact (who might communicate with them):**

- Being abused online (including sexually) by people they don't know, such as when gaming or using video chat
- Being abused online (including sexually) by people they know, such as friends and family members
- Sending images or information to people on the device's contact list

### **Conduct (how they might behave):**

- Exhibiting unhealthy behaviours and boundaries around their use of screens
- Being unkind to each other online as well as offline; this could be using mean words or by excluding others from their games
- Using words or terminology which are not appropriate for their age
- Engaging in unhealthy relationships



- As part of natural development, early years children may exhibit curiosity about their own and others' private body parts; if this occurs via technology children may be at risk of taking inappropriate or indecent images and videos of themselves – the Brook traffic light tool can help practitioners to determine whether sexual behaviour is normal healthy sexual development or harmful behaviour which is a cause for concern.

### **The use of these new technologies can put users at risk including:**

- Access to illegal, harmful, or inappropriate images or other content
- Loss of privacy / control of personal information
- Grooming by those with whom they make contact on the internet.
- The sharing / distribution of personal images without an individual's consent or knowledge
- Inappropriate communication / contact with others, including strangers.
- Online-bullying
- Access to unsuitable video / internet games
- An inability to evaluate the quality, accuracy, and relevance of information on the internet
- Plagiarism and copyright infringement
- Illegal downloading of music or video files
- Hacking, viruses, and system security
- The potential for excessive use which may impact on children's social and emotional development and learning.

### **EYFS**

- If we have concerns about children's safety or welfare, we will notify agencies with statutory responsibilities without delay
- Our setting's safeguarding policy and procedures covers the use of mobile phones and cameras in the setting.
- There is an expectation that children can access technology and use it safely.

### **Ofsted 'Inspecting Safeguarding'**

- Leaders oversee the safe use of technology when children and learners are in our care and act immediately if we are concerned about bullying or child/children's well-being.
- Leaders implement the required policies regarding the safe use of mobile phones and cameras in settings.

At Cherry Blossom Preschool **ALL STAFF** (including staff/volunteers, children, parents/carers, visitors, community users) who have access to and are users of communications technologies (whether these belong to the setting or to the users themselves) are responsible for E-Safety.



The use of technology is managed at the setting through:

- Supervision of children when online and or using devices that have any online access
- When internet is used, we manage access to online content through appropriate filtering and security software i.e., Norton
- Appropriate monitoring of system use
- Children will receive help and support to recognise and avoid online safety risks and build their resilience.
- online safety issues will be discussed, when possible, in informal conversations with children and if/when the opportunity arises, children will be guided to understand that not everything on the internet is true or accurate staff will act as good role models in their use of online technologies

We will provide online safety information and awareness to parents and carers through:

- letters, newsletters, website.
- meetings with parents/carers (formal and informal).
- providing links to relevant good practice information/websites for parents/carers
- involving families in celebrating online safety events e.g., Safer Internet Day
- making the setting's policies and resources accessible to parents/carers to encourage safe and responsible practice at home

### **Personal Data and Data Protection**

Personal data at Cherry Blossom Preschool is recorded, processed, transferred, and made available according to the current data protection legislation. Cherry Blossom Preschool conform to a GDPR Privacy notice.

### **Technology Devices**

We use:

- administrative computers
- Setting mobile phone (no landline)
- Tablets
- Echo Dot (adult use only)

We issue clear guidance for staff/volunteers and visitors on the use of personal mobile devices within Cherry Blossom Preschool through:

- Clear acceptable use agreements acknowledged by staff/volunteers
- Clear rules and guidance for visitors on the use of personal mobile devices within our setting
- Rules and guidance on the use of devices displayed at sign in for visitors
- Clear signage in mobile-free areas of our setting





Cherry Blossom Preschool has effective systems in place to ensure the security of devices, systems, images, and personal devices. These are regularly reviewed and updated, in the light of constantly changing technology and new online security threats.

We have identified those devices and networks that are vulnerable to theft or their contents being compromised and have ensured they are both secure and protected, both physically and technically. We do this through:

- Having the latest operating system security updates installed
- Regularly updated antivirus and malware protection on all devices
- Protection from theft, loss or physical attack and locking devices away at the end of the day i.e., mobile phone and tablets
- Data being regularly and securely backed up
- Any removable media containing personal or sensitive data (e.g., USB sticks or devices that leave our setting) is secured through password or security code.
- We recognise the benefits of voice recognisable devices but also the potential dangers. At Cherry Blossom Preschool, we use an Echo dot to play music and is set up with restrictions. Parental control is enabled and adults manage throughout use, turning off device when not in use. Children are not allowed to use the device.

All devices and networks used professionally can only be accessed through secure passwords assigned to individual appropriate users. This allows us to manage and identify who has access to our systems.

### **Digital Images**

Cherry Blossom Preschool use digital images and video as a tool to record and inform families/parents/carers of the progress and activities of their children. The devices we use for recording images of children are provided by the setting for staff to use professionally.

We gain written permission from parents/carers/families to record and use digital image and video of their children. Through this process, we respect their rights under the Data Protection Act 2018.

We share images with parents/carers and families through secure routes that include:

- Secure parental sites such as Nursery in a Box
- Password-protected media – Private Facebook page that is monitored by the designated Safeguarding Lead (DSL) and Owner/Manager

We ensure:

- care is taken that children are appropriately dressed in images.
- that they are not participating in activities that bring the setting or its individuals into disrepute



- that full names of children are not shared on any public-facing media, social media or communications.

Cherry Blossom Preschool uses a range of online services to communicate with our community, that include:

- Website
- Social media pages
- Online portal pages e.g., Nursery in a Box.
- Email

Use of mobile phones, cameras, and other electronic devices with and sharing capabilities used in the setting.

- Staff are **NOT ALLOWED** to use mobile phones within the Preschool environment and will be stored in personal drawer within staff room area. Staff are permitted to use their mobile phones within the designated break area only.
- Staff are **NOT PERMITTED** to wear any smart device/watch that can take or receive images within the setting. Staff are allowed to wear tracker watches for fitness or health reasons but are **NOT PERMITTED** to use for receiving notifications whilst working directly with children.



## English as an Additional Language (EAL) Policy

Cherry Blossom Preschool celebrate diversity and aim to ensure all children and their families who have EAL (or are bilingual or multi-lingual) have their needs met. For children whose home language is not English, we take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.

We recognise the fact that a child may enter our setting who is already developing one or more language and is now adding English to the list. We therefore ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Key Stage 1.

When assessing communication, language, and literacy skills, our practitioners will assess children's skills in English. If a child is recognised as not having a strong grasp of the English language, practitioners will explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

We aim to ensure that;

- We always allow these children extra space and time, patience and support.
- We acknowledge and celebrate the skills they have in their home language for we believe this promotes confidence in their own abilities and raises their self-esteem.
- We recognise and reassure parents that their children will benefit if they use, maintain and develop their 'home' language, and we encourage them to spend time in this interaction with their child.
- We invite parents to share their home language and cultural background with staff and other children in the nursery through visits and the participation in activities. Parents are invited to provide a list of key words and phrases (or translations of these), to assist the child's transition into Preschool.
- Resources are gathered and kept of key words, phrases and favourite stories, told in the child's home language.

### Promoting social Skills

- Children who share the same home language are encouraged and enabled to spend time together in the nursery to communicate.



- Staff ensure that they make their teaching as visual as possible through the provision of pictorial and additional resources to assist EAL children, and to enable them to fully access the inclusive learning environment.
- Staff ensure that they use gestures, facial expressions and explanatory actions, together with the use of objects to explain each part of an activity.

### Settling in at Cherry Blossom Preschool for EAL children and families

- Upon entry to the preschool the family is welcomed by the child's Key Person, who seeks to find out as much as possible about the child and their individual needs.
- The Key Person offers support and assistance in completing the setting's Registration Form. The Key Person continues to liaise with the family and ensures that they receive information and newsletters in a form that is accessible to them, and that they can communicate their views and concerns to the staff without difficulty. Staff seek the advice and support of any appropriate outside agencies in order to provide translation solutions.
- Parents note the languages spoken at home on their Registration Form.

### Language Development

- Staff use a range of documents and books to help them assess the EAL child's language development. When assessing communication, language, and literacy skills, our practitioners will assess children's skills in English. If a child is recognised as not having a strong grasp of the English language, practitioners will explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.
- We differentiate between those children who speak English as an Additional Language, or those who are Bilingual, by using the following definitions as provided by the Department of Education. *EAL stands for English as an Additional Language and recognises the fact that many children learning English in schools in this country already know one or more other languages and are adding English to that repertoire. Bilingual is used to refer to those children who have access to more than one language at home and at school. It does not necessarily imply full fluency in both or all of their languages.*
- Should a child start Cherry Blossom Preschool as either an EAL or Bilingual speaker we will add their name to our EAL Register, and monitor and track their progress during their Baseline, and other assessment/development checks throughout their time with the setting. This is to monitor progress and to ensure that children do not have other problems which may need additional help.



- Children who require additional support in language, whether due to a Speech and Language delay, or due to language barriers, will be supported. We endeavour to support our EAL children with a view to helping them achieve a level of independence that allows them to access the curriculum to the best of their ability.
- The support we provide varies depending on the child, and our approach is child-centred and individualised.

### **Staff with English as an additional Language (EAL)**

Cherry Blossom Preschool ensure that staff have sufficient understanding and use of English to ensure the well-being of children in their care.

As a setting we;

- Keep records in English.
- Liaise with other agencies in English.
- Summon emergency help.
- Understand instructions. For example, about the safety of medicines or food hygiene.

### **Statement of Commitment**

At Cherry Blossom Preschool, we are committed to ensuring that every child makes good progress throughout their time at our setting, can reach their potential, and has an enriching and valuable experience whilst attending. We are dedicated to ensuring that our EAL pupils have a positive, supportive and safe learning environment.

The key person will build positive home-setting links. We will assess and monitor the needs of our EAL children regularly and celebrate the skills the child brings to the setting.



## Early Years Policy

### Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the academic year in which a child has their fifth birthday. The EYFS is statutory and is detailed under the *Statutory Framework for the Early Years Foundation Stage* and the *Practical Guidance for the Early Years Foundation Stage*.

At Cherry Blossom Preschool we understand that children learn through play and by adults modelling, through observing each other and through adult guided learning. To shape our practice, we are guided by the overarching principles of the Early Years Foundation Stage (EYFS)

These are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- The importance of **learning and development**, we understand that children develop and learn at different rates, and we use the characteristics of effective teaching and learning within the EYFS to support this further.

### INTENT

We follow the statutory framework and guidance detailed in the EYFS using our extensive experience we observe, plan and teach children in early years.

We provide a broad and balanced Early Years curriculum:

- based on first hand experiences and purposeful interactions
- through 'in the moment planning' opportunities and carefully planned adult or child-initiated activities

Cherry Blossom Preschool aim to

- make the child's first experience of learning happy, positive and fun.
- foster a love of learning and develop enquiring minds through promoting
- instil the Characteristics of Effective Learning such as independence, resilience and confidence by creating opportunities for active learning, creating and thinking critically and through play and exploration.
- promote emotional well-being



- We aim to build positive relationships and work in partnership with families (recognising that parents are their child's first and foremost educator), carers and professionals to support every child to develop and learn.

We use the 3 I's; Intent, Implementation, and Impact during periods of reflection, this enables us to evaluate our aims, the quality of our education, and understand how we can support positive behaviour and attitudes of children, personal development of children and our own leadership and management.

## IMPLEMENTATION

### Teaching and Learning Style

Within the EYFS, the development of a holistic learner is recognised based on the premise that each person finds identity, meaning, and purpose in life through connections to the community, to the natural world, and to humanitarian values such as compassion.

### Implementing the EYFS

Cherry Blossom Preschool:

- Has a carefully planned and ambitious curriculum which aims for all children to achieve the Early Learning Goals by the end of the EYFS.
- Involves creating adult and child-initiated opportunities that will encourage children to explore, create, investigate, rehearse, practise, repeat and discover
- Involves developing Characteristics of Effective Learning
- Uses a multi-sensory, fun play-based approach
- Shows awareness of the different ways and rates by which children develop and learn; that there are many factors affecting achievement including ability, emotional state, age and maturity, and how this informs teaching strategies.
- Has a high expectation of children's behaviour and attainment.
- Recognises the importance of emotional well-being.
- Is outside as much as possible ensuring children take ownership of their learning

### Learning in the EYFS

In the EYFS children are learning when they: -

- Collaborate and learn from one another through shared experiences
- Are supported to set their own challenges in their physical environment and in their learning
- Access resources independently
- Use their senses to explore and investigate



- Develop persistence and positive attitudes to learning as detailed in the Characteristics of Effective Learning

### **Play in the EYFS**

We highly value play and the learning it brings in itself. Anyone who has observed play for any length of time will recognise that, for young children, play is a tool for learning.

Through play children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules thereby developing emotional resilience and self-regulation.

Children have the opportunity to think creatively and problem solve alongside others. They express fears or relive anxious experiences in controlled and safe situations as well as re-enact positive experiences building self-awareness and self-esteem.

### **Inclusion in the EYFS**

In consultation and working collaboratively with parents/guardians the settings Special Educational Needs Co-ordinator (SENDCo) will lead on provision for children who may experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development in line with the Special Educational Needs and Disabilities (SEND) Code of Practice (2014) and the settings SEND/Inclusion Policy.

We aim to meet the needs of all our children by:

- Setting realistic and challenging expectations. We aim for all children to achieve the Early Learning Goals by the end of the EYFS. We achieve this by planning for different learning styles, children with special educational needs, children who are more able, children with disabilities or medical needs, children from all social and cultural backgrounds as well as children with diverse linguistic backgrounds.
- Providing a safe and supportive learning environment in which the contributions of all children are valued.
- Using resources, which reflect diversity and are free from discrimination and stereotyping which all children have equal access to.
- Monitoring children's progress and providing support where necessary, within the resources available to the school. This may include a phased transition programme dependant on a child's specific SEND needs.
- Providing specific targets detailed in My Support Plan (MSP), Individual Support Plans (ISP) and following external therapy or support programmes of work such as Speech and Language
- Working collaboratively with families or carers, the SENCo and other professionals such as Speech and Language Therapists, Educational Psychologists and Parent Support Advisor.
- Ensuring a balance across classes, within each cohort, of gender, ability, children with additional learning or medical needs and summer born children.





- Acknowledging the wishes of parents and carers of twins and multiple birth siblings regarding individualism in the EYFS.

### The EYFS Curriculum

The EYFS is statutory and is important in its own right as a basis for developing essential skills such as listening, speaking, persistence and collaborating with each other. The three prime areas cover the knowledge and skills which are the foundations for future progress, and which are applied and reinforced by the specific areas. All areas of learning are equally important and are interlinked.

The Development Matters and the Early Learning Goals guide our long-term planning together with the termly topics/focus'. At Cherry Blossom Preschool, activities are planned around the children's current needs, schemas and interests to ensure all areas of the EYFS curriculum are embraced.

Medium term planning is completed termly and identifies the intended learning outcomes and takes into account children working at the exceeding level, or in need of additional support.

Weekly Planning focuses on day-to-day organisation of activities. It takes into account that children's learning is not necessarily sequential and that they may need time to consolidate, repeat and extend their

learning in their own way. All planning is evaluated on an on-going basis and adapted in response to the children's needs and interests.

At Cherry Blossom Preschool we use the phrase *"It's a plan, not a promise"* and will plan for the moment, remain flexible and work to support children in their learning.

### Assessment in the EYFS

At Cherry Blossom Preschool, we recognise the practitioners as professionals who are capable of using their professional judgement to observe, monitor and assess our children. We aim to reduce paperwork, supporting practitioners to observe children without fixed agendas and build in time for quality reflection about children's learning, through shared sustained thinking.

Cherry Blossom Preschool staff are ongoing assessors who regularly review children's progress, using the Development Matters Framework EYFS curriculum guidance to monitor children's development. In addition, we will reference other useful sources to support children in their learning i.e. Letters and Sounds Language programme, BLAST as well as approaches to Early years practice i.e. Reggio, Montessori. We understand that not all children will have 'typical' development. We are confident that our approach allows us to tell and celebrate each child's story and focus on the support they need from us.



Within 6 weeks of joining our preschool, we complete a 'Baseline assessment, looking at the seven areas of learning and development and observation checkpoints of the EYFS Development Matters. A critical part of this baseline assessment is the use of "All about me" forms completed by the child's parents/carers through our familiarisation process, this might also include any relevant professional reports i.e. physiotherapist or speech and language, or other settings the child might attend. We will then monitor and assess our children on a 6-monthly cycle and provide summative assessments for parents/carers which they can comment on themselves, and keypersons will be available to discuss assessments.

### **Observations**

We observe children's innovation, their creativity, their ideas, their intents, and feelings. The insight that we gain enables us to discuss, reflect and plan our environment to support and shape future learning. We don't want to plan a next step to tick a statement off a list. We want to plan learning that will be meaningful and memorable for that child.

Our 6-monthly assessments are our opportunity to look at whether a child is meeting their age-related milestones and if not, having discussions, thinking about why and planning what to do. When children are meeting milestones, we can think about their individual development holistically, thinking about what we can do to inspire and challenge them further.

### **Progress Check at Age Two**

When a child is aged between two and three, our practitioners will review their progress, and provide parents and/or carers with a written summary of their child's development in the prime areas.

Practitioners will use their professional judgement to decide whether to extend this beyond the prime areas, reflecting on the development level and needs of the individual child.

The summary will:

- Highlight areas in which a child is progressing well.
- Highlight areas in which some additional support might be needed.
- Focus particularly on any areas where there is a concern that a child may have a developmental delay, which may indicate a special educational need or disability.
- Describe the activities and strategies that we intend to adopt to address any issues or concerns. This plan will involve parents and carers and other professionals (E.g. the provider's Special Educational Needs Co-ordinator (SENCO) or health professionals) as appropriate.

We will discuss with parents and/or carers how the summary of development can be used to support learning at home and encourage parents and/or carers to share information from the progress check with other relevant professionals, including their health visitor and the staff of any other provision the child may attend or move to.



Where possible, the progress check and the Healthy Child Programme health and development review at age two (when health visitors gather information on a child's health and development) should inform each other and support integrated working. We recognise the importance of this and how it will allow health and education professionals to work together to identify strengths as well as any developmental delay and any support from which they think the child/family might benefit.

We will gain consent from parents and/or carers to share information directly with other relevant professionals.

### **Working with parents**

Children's learning is closely monitored in close collaboration with parents to ensure that all children are supported to reach significant milestones for their age. We ensure parents are informed of:

- How the EYFS is being delivered within our setting, and how parents and/or carers can access more information.
- The range and type of activities and experiences provided for children, the daily routines of our setting, and how parents and carers can share learning at home.
- How the setting supports children with special educational needs and disabilities.
- How staffing in the setting is organised
- The name of their child's key person and their role.

### **Review**

After children have been assessed by their keyperson, we review as a whole team, through regular discussions. At this time, we reflect on the child's progress so far and what we have achieved. We find this to be best practice for creating informed, professional decisions on the children's progress as well as informing improvements that may need to be made to our provision or practice within the setting. Practitioners will question: Have the learning opportunities and experiences planned taken place? Have they had a positive impact? This again gives us the opportunity to think, to review, to tell the child's story.

### **Acting on Concerns**

If we are worried about a child's progress in any prime area, our practitioners will discuss this with the child's parents and/or carers and agree how to support the child. At this stage we will begin further observations and will consider whether a child needs any additional support, including whether they may have a special educational need or disability which requires specialist support.

### **Assessment of our own practice is key**

The structures that we have in place mean that we have lots of opportunities to talk about children, to think about children, to reflect. This allows us to draw out and reflect upon any



key observations or information from the day and use it to adapt what we need to do for tomorrow.

### **Working with Parents/ carers and other significant adults i.e., childminders**

We recognise the importance of working alongside parents and other significant adults during a child's education. We do this through:

- Inviting all parents to familiarisation visits before their child starts at the setting.
- Providing formal meetings for parents during the academic year to discuss children's progress.
- Welcoming parents to discuss any concerns with the management and/or keyperson.
- Working to build good relationships with families to promote a regular two-way flow of information.
- Sending out questionnaires to parents

### **The Environment and Resources in the EYFS**

A rich and varied 'enabling' environment is actively planned for and continuously developed with varied multi-cultural and inclusive resources to encourage exploratory play-based learning and challenge. The learning environment encompasses both indoor and outdoor provision, which are of equal importance. Children are encouraged to experience all areas of the learning environment in all weathers. We encourage children to plan their own selection of activities balanced with adult initiated activities.

### **IMPACT**

- Children develop the characteristics of effective learning
- Children develop the ability to manage risks
- Children enjoy being independent in managing themselves and their learning
- Parents are happy with their child's progress
- Parents feel part of the Cherry Blossom community
- Practise is improved year on year
- Everyone is included
- Children have high levels of wellbeing and involvement



## Emergency Policy

In the event of an emergency, depending upon the nature of the incident the following procedures will apply:

- In some cases of emergency necessitating the hospital treatment of a child or a member of staff, the ratio of children to staff may be temporarily increased over the laid down guidelines.
- In this event relief staff will be contacted to attend work as soon as possible, otherwise a parent helper will be contacted to cover.
- OFSTED will be advised that the Preschool is temporarily not conforming to child/adult ratios and notified as to the reasons for this.
- Where suitable cover cannot be arranged, non-working parents will be contacted to collect their children to reduce the number of children present in the setting to return to appropriate child/adult ratios.
- In cases of emergency which result in the provision being unsuitable for the purpose of caring for children e.g., heating failure, prolonged power failure, etc, parents or carers will be contacted to collect their children. Where the parents or main carers cannot be contacted, authorised emergency contact persons will be contacted instead. The children will be made comfortable whilst collection takes place. Staff will remain with the children until all have been collected.
- In cases of emergency which result in prolonged evacuation from the building parents or carers will be contacted to collect their children. The children will be taken to an appropriate place of safety, if this is necessary and parents or carers will be advised of where to collect them from. Staff will always remain with the children, until they are all collected by an authorised person.
- What practitioners know, plan for, and do matters for children's learning, development, safety, and happiness in settings. Providers must ensure that all staff receive induction training to help them understand their roles and responsibilities. Induction training must include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues. Providers must support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.
- We take reasonable steps to ensure the safety of children, staff, and others on the premises in the case of fire or any other emergency including a lockdown policy.  
*Cherry Blossom Preschool has:*
  1. An emergency evacuation procedure.
  2. Appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, fire blankets and/or fire extinguishers) which is in working order.
  3. Fire exits must be clearly identifiable, and fire doors free of obstruction and easily opened from the inside.
  4. Emergency contact details for parents and/or carers



## Equal Opportunities and Diversity Policy

At Cherry Blossom Preschool we are committed to providing equality of opportunity and anti-discriminatory practice for all children and families. We do not discriminate or treat people less favorably on the grounds of gender, race, colour, ethnic or national origins, religious beliefs, family background, age, disability or marital status.

We aim to:

- Provide a secure indoor and outdoor environment in which all children can flourish and in which all contributions are valued. We ensure that we provide access to an outdoor play area. We ensure that outdoor activities are planned and taken on a daily basis (unless circumstances make this inappropriate, for example unsafe weather conditions).
- Cherry Blossom Preschool follow our legal responsibilities under the Equality Act 2010
- Include and value the contributions of all families to increase our understanding of equality and diversity
- Provide positive non-stereotyping information about different ethnic groups and people with disabilities
- Respect all children and recognise and value their individuality and potential
- Make inclusion a thread which runs through all the activities within the setting
- Ensure that our Equal Opportunities Policy is widely known and take positive steps to educate everyone using our services to ensure that our approach is upheld
- To challenge any discriminatory views or practices evidenced by users of our setting through initial discussions with the Preschool Manager who will refer the matter to the Preschool Director who will take action as deemed appropriate if the matter is not resolved.

Method

- We designate a member of staff with special responsibility for equality and diversity:  
Equality and Diversity Co-ordinator: **CHERYL ORAM**

Admissions

- Our Preschool is open to all members of the community
- We advertise our service widely
- We base our admissions policy on a fair system
- Our policies and procedures allow for flexibility to ensure that all families are able to access our services
- We do not discriminate against a child with a disability or refuse a child entry to our Preschool because of any disability
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the Preschool and in the curriculum offered



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

We do this by:

- Caring for all children with equal concern and ensure that they can play and develop in an environment free from prejudice and discrimination
- Providing appropriate opportunities for children to explore, acknowledge and value similarities and differences between themselves and others
- Making children feel valued and good about themselves
- Reflecting a wide range of communities in the choice of resources
- Avoiding stereotypes or derogatory images in the election of materials
- Celebrating a wide range of festivals
- Creating an environment of mutual respect and tolerance
- Helping children to understand that that discriminatory behaviour and remarks are unacceptable
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities
- Ensuring that children whose first language is not English have full access to the curriculum and are supported in their learning

Employment

- We adhere to a safer recruitment policy
- We advertise our vacancies widely, both within the local community and within the travel to work area
- All applicants are required to complete a standard application form
- Applicants are judged against explicit and fair criteria as laid down in the person specification
- All applicants follow the same selection procedure and interviews are recorded on an interview report form
- We monitor our recruitment and selection process to ensure that it is fair and accessible

Training

- New staff adhere to our Staff Induction policy and Staff Training and Development Policy
- All staff are fully trained on our approach towards equal opportunities and all job descriptions include a commitment to equality and diversity as part of their specifications
- We seek out training opportunities for staff to enable them to develop practices which enable children to flourish
- We review our practices to ensure that we are fully implementing our policy for equality and diversity



## Equal Opportunities Statement

Our pre-school promotes a positive self-image to all children and their families and respects their individuality, planning for all children according to their needs, irrespective of their gender, race, religion or ability. We ensure we have non stereotypical images to help overcome preconceived ideas of gender, ethnic origin, culture or religion.

Every child is included and not disadvantaged because of home language, culture or religion, family background, learning difficulties or disability. We provide books, materials and equipment that are multicultural and non-sexist, and positive images of all groups including the disabled.

We provide a welcoming environment that will offer support and guidance for every child and their carer. We aim to develop children's positive self-esteem and the esteem of others and will set a good example by treating one another and the children with respect.

At Cherry Blossom Preschool:

- We will make sure that we actively promote equality of opportunity and anti-discriminatory practices for all children.
- We ensure equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.
- We will make sure that we treat all children with equal concern and respect.
- We recognise and welcome all legislation and existing codes of practice, produced by appropriate commissions, for example the Equal Opportunities Commission.
- We value and respect the different racial origins, religions, cultures and languages in a multi-ethnic society so that each child is valued as an individual without racial or gender stereotyping.
- We will also not discriminate against children on the grounds of disability, sexual orientation, age, class, family status, and HIV/Aids status.
- We provide equal chances for each child to learn and develop to their full potential, considering each child's age and stage of development, gender, ethnicity, home language, and ability.
- We provide and make sure that all children have access to a range of books, puzzles and other toys which provide positive images and examples of the diversity of life in our society.
- We challenge racist and discriminatory remarks, attitudes and behaviour from the children in my care and adults.
- We will always help children to feel good about themselves and others, by celebrating the differences which make us all unique individuals.





## Fire Policy

Cherry Blossom Preschool understands the importance of taking reasonable steps to ensure the safety of children, staff, and others on the premises in the case of fire or any other emergency.

We have:

- An emergency evacuation procedure.
- Appropriate fire detection and control equipment which is in working order.
- Fire exits must be clearly identifiable, and fire doors free of obstruction and easily opened from the inside.

Cherry Blossom Preschool understands the importance of vigilance to fire safety hazards.

**Method:**

- All staff, students, volunteers, and children are aware of the fire safety procedures set out in this policy.
- The designated Fire Safety Officer: **CHERYL ORAM** who will be responsible for arranging fire drills and tests. In absence, Deputy manager: **JOANNA SAY**
- All staff are aware of the location of all fire exits, the fire assembly point and where fire safety equipment is stored. Particular attention is paid to distinguishing between the various types of fire extinguisher and their methods of operation.
- Children will be made aware of the fire safety procedures during their settling in period and on regular occasions from then on. All children will be made aware of the location of fire exits and the fire assembly point.
- Fire doors and fire exits are clearly marked, are not obstructed at any times, and are easily opened from the inside.
- Fire exits are kept closed at all times but never locked, during the session. Fire extinguishers and fire alarm systems are regularly tested in accordance with manufacturers' guidance.
- Fire drills will take place periodically and staff will be informed of when these will occur.
- The Preschool will hold fire drills without prior warning and the frequency will be identified in the Fire Risk Assessment.
- All fire drills, fire incidents and equipment checks will be recorded.

### **Fire Prevention**

The Preschool will take all steps possible to prevent fires from occurring. As such, the Management and the staff team are responsible for:

- Ensuring that power points are not overloaded with adaptors.
- Ensuring that the setting's Smoking, Alcohol and Drugs policy is always observed.
- Checking for frayed or trailing wires.
- Checking that fuses are replaced safely.
- Unplugging all equipment before leaving the premises.



- Storing any potentially flammable materials safely.

The Supervisor will explain fire safety procedures to new staff, students and volunteers, as part of the induction process.

### **In the event of a fire**

A member of staff will raise the alarm immediately and the emergency services will be called at the earliest possible opportunity.

### **The fire safety Evacuation policy will be followed**

- All children will immediately be escorted out of the building and to the assembly point in the car park of the Ship public house, using the nearest marked exit.
- No attempt will be made to collect personal belongings, or to re-enter the building after evacuation.
- The premises will be checked by the designated Fire Safety Officer and the register will be collected, providing that this does not put anyone at risk. On exiting the building, the Fire Safety Officer will close all accessible doors and windows to prevent the spread of fire, providing this does not put themselves or others at risk.
- The register will be taken, and all children, staff and visitors accounted for. If any person is missing from the register, the emergency services will be informed immediately. If for any reason the register is not to hand, the Supervisor should access the emergency contacts list that is kept off the premises.
- If for any reason the designated Fire Safety Officer is absent at the time of an incident, the Supervisor will assume responsibility or nominate a replacement member of staff.
- Ofsted will be notified about any significant changes or events.



## Fire Evacuation Policy

In the event of a fire being detected in the building the following procedure will be followed:

1. Leave the building immediately via the nearest fire exit – Managers/deputy manager will take mobile phone for emergency contacts and roll call (NIAB Fire Registers).
2. Staff will guide the children to the appropriate exit and ensure that all leave the building safely. Staff are expected to know the number of children attending throughout the daily session to ensure no child is accounted for.
3. Do not stop for any belongings, coats or outdoor shoes
4. Do not attempt to extinguish the fire
5. Go straight to the fire assembly point which is the **Old Royal Ship Car Park** where a roll call will be taken

**Call the fire brigade dialling 999 and giving the address of the building**

The Pratten building  
The Green  
Luckington  
Chippenham  
SN146NU

6. Do not return to the building until advised to do so by the fire brigade
7. This fire drill will be practised every half term in a way that will not alarm or frighten the children. This will be done alongside Luckington Community School when the school fire alarm system are tested. In addition, we will randomly use fire alarm to practice for ourselves.
8. Staff are trained in fire evacuation procedures and understand their duties and responsibilities in ensuring that everyone is safely evacuated
9. Checks of fire safety equipment and fire evacuation procedures are made regularly and in line with guidelines provided by the Dorset and Wiltshire Fire Service.



## Food Hygiene and Healthy Eating Policy

### **Food and Drink**

Our children are provided with meals, snacks, and drinks, and we understand that these must be healthy, balanced, and nutritious. Before a child is admitted to our Preschool, we will actively work with parents/carers to obtain information about any special dietary requirements, preferences, and food allergies that the child may have, and any special health requirements.

We ensure that fresh drinking water will always be available and accessible to all our children. Cherry Blossom Preschool understand the requirement to record and act on information from parents and carers about their child's dietary needs.

### **Food and drink facilities**

We have a kitchen space/area adequately equipped to provide healthy meals, snacks, and drinks for children as necessary. Our kitchen space is a suitable facility for the hygienic preparation of food for children, and we are confident that our staff members who are responsible for preparing and handling food are competent to do so. All staff involved in preparing and handling food will have received appropriate training in food hygiene, food safety, managing food allergies and reading food labels, to ensure that children are kept safe. Our menus are planned in line with guidance set by The Childrens Food Trust for Public Health England (2017), Menus for Early Years Settings in England: Guidance. Our menus focus on;

- Eating well for children aged two to four years
- Portion control.
- Minimising food waste
- Allergen awareness
- Quality ingredients

### **Food poisoning**

We understand that we must notify Ofsted, if any food poisoning affecting two or more children cared for on the premises. This must be done as soon as is reasonably practical, but, in any event, within 14 days of the incident. At Cherry Blossom Preschool, we use the following procedures to ensure we comply with regulations of food safety:

### **Food safety officer: JANE PACKER**

- Keep up-to-date documents and records relating to their procedures in accordance with Environmental Health and hygiene. All our kitchen staff follow the guidelines of Safer Food, Better Business.
- Review procedures, if they change what they produce or how they work



- We have different coloured chopping boards for different foods. We use clean equipment when cooking and any knives used are then washed straight away.
- We keep surfaces clean with antibacterial spray before and after cooking or serving food. We wash hands before cooking and before eating.
- The fridge and freezer temperatures are checked and recorded daily.
- Drying hands - Hand towels – either (kitchen) paper towels or blue kitchen roll are used to dry hands.
- Buy food from reputable sources.
- Check the 'use by' or 'best before' dates.
- Make sure your refrigerator and freezer are cold enough for safe food storage. Regularly check the thermometer in your fridge and aim to keep the temperature between 2°C and 5°C or the freezer -18°C to -25°C.
- Thoroughly wash knives, chopping boards, surfaces, and hands immediately after food preparation.
- Do not serve unpasteurised milk or unpasteurised dairy products.
- Keep our kitchen clean and tidy. Wash worktops and utensils often with hot water and Milton or use a bactericidal cleaner. Cloths are disposed of daily or washed and disinfected if able.
- Wash hands with hot water and soap and thoroughly dry them, after going to the toilet or touching animals. We always wash hands before starting any preparation of food, and after fruits and vegetables.

Cherry Blossom preschool will provide and/or serve food for children on the following basis;

- Snacks.
- Meals.

Cherry Blossom Preschool is registered as a food provider with the local authority Environmental Health Department. It is the responsibility of the Preschool Cook: **JANE PACKER** to ensure that all food brought on to the preschool premises, complies with the Food Safety (1990) Act and that only reputable suppliers are used.

The Manager and Deputy manager ensure that food handlers are trained in food hygiene matters as required by the Food Safety (General Food Hygiene) Regulations 1995. Training records are available for Environmental Health Inspections. It is the responsibility of the Nursery Manager to ensure that the necessary equipment (including uniforms and Personal Protective Equipment) is available and used to enable good hygiene practice is always followed. Risk assessments are in place to minimise any possible risk of food contamination and are reviewed annually.

It is the Preschool Cook's responsibility to ensure that all premises and equipment used for the preparation, serving or storage of food shall be in an appropriate sanitary state. All food handlers must be medically fit for the purpose of handling food.

### Meal times



Lunch time meals and tea meals;

- are prepared with fresh, ingredients with a nutritionally balanced home cooked meals approach, which will aim to help our children grow healthy and aid their mental development.
- use local, unprocessed and organic seasonal produce
- menus are changed seasonally
- parents have access to menus
- dietary needs are attended to with good communication between the setting and admin team/delivery team.

### Food service

- Food is probed to check temperature is above 63°C
- Food is served only by staff with an appropriate level 2 award in food safety
- Any food that is not at regulation temperature will not be served

**All members of staff handling or serving food hold an appropriate Level 2 award in Food Safety and Food Allergy and Intolerance training through the Food Standard Agency.**

We provide information to parents on healthy eating. Menus are updated on a seasonal basis and shared with parents. We adapt our meal plans where necessary to meet the needs of children who have dietary requirements, allergies or intolerances.

When children take part in cooking activities, they:

- are supervised at all times;
- understand the importance of hand-washing and simple hygiene rules;
- are kept away from hot surfaces and hot water; and
- do not have unsupervised access to electrical equipment, such as blenders etc.

### Reporting Food Poisoning

Food poisoning can occur for several reasons; not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable. Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within our nursery, the manager will contact the Environmental Health Department to report the outbreak and will comply with any investigation.

The Preschool manager will notify OFSTED as soon as reasonably practicable of any confirmed cases of food poisoning affecting two or more children looked after on the premises, and **always within 14 days** of the incident.



## Forest School Policy

At Cherry Blossom Preschool we recognise the importance of play and forest school provides a rich and wide varied range of opportunities that stimulate and support the process of learning and development. We ensure that play opportunities are created that allow children to explore, manipulate, experience, and affect their environment in a setting that is free from unacceptable levels of risk.

### Aims

At Cherry Blossom Preschool we aim to support children's learning and development by providing play opportunities that are essential for;

- Physical emotional and spiritual growth
- Intellectual and educational development
- Acquiring social and behavioural skills
- Developing self-confidence and self esteem

Forest School Leaders: **CHERYL ORAM** and **MICHAELA KNIGHT**

### Forest Play

We believe that the outdoor environment is equally, if not more important in facilitating children's learning. Children benefit from experiencing the natural elements as well as from the increased space that the outdoors allows. We exploit the woodlands around us when planning for learning, making full use of the wide and varied natural resources around the setting. We plan for literacy and numeracy activities in the outdoor environment by providing opportunities for refining gross motor skills, creating mud models, building dens incorporating problem solving, thinking & reasoning, mark making and drawing in the soil, which form the basis of skills required for later handwriting. We explore mathematical concepts in the natural world e.g. shape, measurements, quantity, position where children can work and play on a larger scale.

Although all of this is available, the main planning revolves around the individual child's interests. An essential part of exploratory play involves an element of risk. Allowing children to take acceptable risks enables them to develop new skills and increases their ability to independently judge risks. Without such an opportunity they will lack the experience and skills to distinguish between levels of risk or fail to develop the necessary skills to perform tasks competently.

At Cherry Blossom we provide challenging play opportunities for children to develop skills and confidence and through thorough risk assessment of activities provide a safe environment in which they can take an acceptable level of risk. We support children in learning how to use equipment competently and safely. Rather than eliminating all risks we



ensure that children do not take unnecessary risks and through close supervision manage any potential risk.

## Procedures

Prior to departure for Forest School site

- Daily risk assessment will be carried out before visit to forest site. When this cannot be done, staff will wait with children in designated area to allow member of staff to check Forest school is safe. When exploring the other areas of the village as part of Forest school sessions, the same procedure will be carried out.
- Staff will explain routine to children and encourage toileting
- Children will be dressed in appropriate clothing – water proofs, wellies, sun cream, sun hats. Forest school consent forms are completed by parents to ensure children arrive with long sleeves and trousers/tights.
- Head counts will take place and ratios will be adequate
- Forest leader will be in charge and staff will be allocated small groups of children

On Departure

- Mobile phone will be carried in case of an emergency incident
- Forest school leader will carry and use a whistle in the event of an emergency
- Children will leave the building walking in pairs to the site
- Documentation will be carried to the forest site – emergency contact numbers, risk assessment, medication, first aid kit,
- Resources will be transported to the site via trolleys these will include; den making equipment, mark making equipment, plastic posts, drinks and snacks, tools, water, towels, soap, bucket

At Forest School site

- Children will be encouraged to initially sit in a circle head count will take place
- Staff will discuss safety issues, always being able to see an adult, or log circle and nothing to be put in the mouth. This is supported using the Forest school song, which incorporates these rules.
- A designated area will be allocated for urinating however staff ratios allow for a child to return to the Preschool to use toilet if necessary.
- Good hygiene practices will continue in the forest
- Staff will ensure safe use and storage of all tools used

On leaving Forest Site

- Site will be returned to natural, any disturbance to area will be made good
- Head counts will take place





- All resources will be repacked and returned to setting, stored, cleaned, maintained as necessary

All other Cherry Blossom Preschool policies continue to be implemented during Forest School activities



## Health and Hygiene Policy

Under the Health and Safety Act 1974, the organisation has a duty to maintain the health, safety, and welfare standards.

The EYFS sets the standards that all early year's providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the right foundation for good future progress through school and life.

At Cherry Blossom Preschool, we promote a healthy lifestyle and a high standard of hygiene in our day-to-day work with children and adults. Through adult modelling and guidance, our children will learn how to look after their bodies, including healthy eating, and manage personal needs independently.

### **Aim:**

We aim to create a healthy environment through increasing the awareness of both children and adults, of safe practices and procedures that reduce the spread of infection.

### **Our statement of general policy is:**

- To provide adequate control of health and safety risks arising from our work activities;
- To consult with our employees on matters affecting their health and safety;
- To ensure the safe handling and use of substances;
- To provide information, instruction and supervision for employees;
- To ensure all employees are competent to do their tasks, and to give them adequate training;
- To prevent accidents and cases of work-related ill health for children and staff;
- To maintain safe and healthy working conditions; and
- To review and revise this policy as necessary at regular intervals.

### **Procedures:**

- There is a designated member of staff responsible for health and safety, who is competent to carry out these responsibilities and regularly, updates their knowledge:  
Nominated staff Member for Hygiene: **CHERYL ORAM**  
Nominated staff Member for Food Safety: **CHERYL ORAM** and **JANE PACKER**
- Parents are made aware of procedures relating to infectious, notifiable and communicable diseases
- Parents will be notified of outbreaks of the above by notice or letter
- Parents are asked to keep their children at home if they are unwell and to inform the setting as to the nature of the illness
- Our daily routines encourage children to learn about personal hygiene



- Daily cleaning routines are in place for all areas within the setting
- We implement good hygiene practices by:
  - Cleaning tables between activities
  - Cleaning toilets regularly
  - Wearing protective clothing i.e., aprons/gloves as appropriate
  - Providing change of clothes for children
  - Providing tissues and wipes
  - Providing paper towels for hand washing
  - The setting operates a no smoking or vaping policy

## **Food and Drink**

Cherry Blossom preschool has an area adequately equipped to provide healthy meals, snacks and drinks for children as necessary. This is a suitable facilities for the hygienic preparation of food for children and we are confident that those responsible for preparing and handling food are trained and competent to do so.

All staff involved in preparing and handling food will have received appropriate training in food hygiene, food safety, managing food allergies and reading food labels, to ensure the children are kept safe.

- All food and drink are stored appropriately.
- Staff involved in food preparation hold a current certificate in basic food hygiene
- The setting does not allow packed lunches due to allergies and lack of food storage availability.
- Children are encouraged to make healthy choices regarding food and drink and are offered a variety of healthy snacks
- Milk or water are offered to drink
- Records are kept and strict practices maintained for children with particular food allergies
- Staff use colour coded system for plates, bowls, and cups to ensure allergies and tolerances are known. In addition, children have individual name labels that highlight allergies or intolerances and by extension parental preferences.

## **Staff Expectations**

All employees must:

- Co-operate with managers on health and safety matters;
- Not interfere with anything provided to safeguard their health and safety;
- Take reasonable care of their own health and safety; and
- Report all health and safety concerns to an appropriate person (as detailed in this policy statement).



### **Day to day responsibilities:**

- Daily risk assessment of environment
- Lock front door and windows with key on hook
- Lock substances and medications away
- Lock unused rooms
- Follow strict hygiene in food preparation
- Use gloves for nappy changing
- Wash hands regularly
- Dispose of any tissues immediately
- Ensure children are always safe including during sleep times by checking every 10 minutes

### **Health and safety risks arising from our work activities**

Any written risk assessments will be undertaken and or reviewed by: **CHERYL ORAM** and Deputy Manager: **JOANNA SAY**

- Action required to remove/control risks will be approved by the Health and Safety Representative for the organisation.
- **CHERYL ORAM** (Manager) will be responsible for ensuring the action required is implemented.
- Assessments will be reviewed every 12 months or when the work activity changes, whichever is soonest.

**ALL STAFF ARE EXPECTED TO RAISE CONCERNS OVER HEALTH AND SAFETY AND REPORT TO THE MANAGEMENT TEAM TO RISK ASSESS.**

### **Safe handling and use of substances**

- Locked away in cupboard and medicine cabinet/box
- Cleaning products used on toys will be natural and Milton.

### **Information, instruction, and supervision**

- The health and safety law poster is displayed on main preschool storage door.
- Health and safety advice is available from **CHERYL ORAM**
- Supervision of new employees/ trainees will be arranged/ undertaken/ monitored by **CHERYL ORAM** or **JOANNA SAY** (Deputy)

### **Competency for tasks and Training**

- Induction training will be provided by **CHERYL ORAM**
- Training records are kept by **CHERYL ORAM**



- Training will be identified, arranged and monitored by **CHERYL ORAM**

### **Monitoring**

To check our working conditions and ensure our safe working practices are being followed, unannounced audits will be undertaken by the Health and Safety Representative. **CHERYL ORAM** is responsible for investigating accidents.



## Inclusion Policy

At Cherry Blossom Preschool it is our intention to make the facilities of the preschool available to all sections of the community, both children and their families and visitors, regardless of disability.

All applications for places at our preschool will be treated fairly. No child will be refused a place in the preschool because of their special need, disability, race, gender or background. This policy helps to ensure that the preschool promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

We believe every child has a fundamental right to be cared for in a loving environment and educated by being given the opportunity to achieve and maintain their learning at the highest level possible. Every child has unique characteristics, interests, abilities and learning needs and through a holistic approach to learning we endeavour to meet them. We believe every child has a right to be included. We consider all children, adults and families should feel welcome and should have an equal chance to benefit from our preschool and everything it provides. We are committed to providing all of our children every opportunity to achieve the highest of standards including those with diverse needs. We offer a broad, balanced and flexible curriculum which is accessible to all children and ensures that they are fully included in all aspects of preschool life. We plan our curriculum to extend our children's knowledge and experience of other cultures, language and celebrations. We ensure that our curriculum reflects the diversity of our society, and not just our group. and seek to combat all forms of discrimination. Cherry Blossom Inclusion Policy.

We understand that Inclusion is meant in the widest sense. It incorporates children and young people as well as the rights of parents/carers, students and all staff. It includes individual children with special educational needs and / or disability, as well as those from minority groups; Travellers; and any other diverse cultural groups. It also includes those with English as an additional language and Children in Public Care (looked after children). Those with specific medical needs; suffering from low self-esteem: or experiencing mental health difficulties are also included. It also incorporates the rights of the child and equal opportunities, as well as any other groups at risk of exclusion or social exclusion.

### **Aim**

We aim at all times to comply with the Disability Discrimination Act 1995 and where the physical features of the building prevent or make this difficult aim to make reasonable adjustments to overcome these difficulties to ensure everyone has access to the preschool, regardless of disability. We aim to work with people with disabilities to resolve potential difficulties and encourage feedback and suggestions to achieve this.

### **Methods**

The preschool is located in the Pratten building behind Luckington school accessed by 2 small steps. To assist wheelchair users the following measures have been put in place:



- A bell is located at the entrance to the preschool which can be used if assistance from a member of staff is required
- Assistance from a member of staff will be provided for anyone who needs help to negotiate steps
- Children who are unable to negotiate steps will be carried by a member of staff
- Children's wheelchairs will be carried up the steps where they can then be used.
- If parents/carers are wheelchair users, children will be collected from them at the entrance
- Every effort will be made to include parents/carers who are wheelchair users in the daily life of the preschool.
- Activities and space within the preschool are organised, taking into account children's additional needs.
- We operate an inclusive approach to all activities within the preschool and encourage and support all children to take part in all activities.

#### Links with support services and other agencies

The preschool recognises that to provide a fully inclusive and supportive environment there is a need when considering SEN to work closely with the full range of support services and external agencies. Agencies are called upon when support is required for a specific need.

The preschool also works closely with agencies when information is requested to support a child. Agencies accessed by the preschool:

- Speech and Language Therapy
- Educational Psychologist
- Family Support Service
- Health Visitor
- Children's Development Centre



## Intimate and Personal Care Policy

There are times when children need nappy changes, help with toileting and changing clothes at Nursery. This policy provides clear guidelines for providing the intimate care of children. These guidelines are designed to promote good practice and safeguard children and practitioners.

### **Aims**

- To include all children in activities regardless of their ability to manage their own personal care
- To safeguard the rights and promote the welfare of children
- To provide guidance for staff
- To reassure parents

### **Definition of intimate care**

“Care tasks of an intimate nature, associated with bodily functions, bodily products and personal hygiene, which demands direct or indirect contact with or exposure of sexual parts of the body”

These tasks include: dressing and undressing, helping to use the toilet, cleaning, wiping intimate parts of the body, apply medical cream or nappy cream

### **Definition of personal care**

“Although it may not involve touching another person, it is less intimate and usually has the function of helping with personal presentation”

- Tasks include: Feeding, medication, hair, dressing, washing and prompting and supervising going to the toilet
- We encourage children to participate in their own intimate and personal care as an approach towards facilitating participation in daily life and develop their personal and physical skills.
- All children have the right to be safe, feel comfortable and be treated with dignity and respect. Staff will be sensitive to individual needs.

### **Procedures:**

Children will have their nappies changed in the privacy of the hallway area with the door open, staff will wear gloves and an apron. Where possible staff will be supervised by each other by sight or sound. Staff will ask children if they can change their nappy first no matter how old they are and ask them to volunteer to lie on their own changing mat which will be placed on the ground to allow independence.

- Each child will have their own labelled box with nappies, wipes, sacks, change of clothes stored in the bathroom area.
- While changing underwear children will also need to be in the privacy of the bathroom area. For other clothing children can be changed elsewhere in the setting





as long as the child feels comfortable. Children will be asked to help change and if staff can help them too.

- Should staff observe any unusual markings, discolouration's or swelling these will be reported to the DSL immediately.
- If during the intimate care of a child a staff member accidentally hurts the child the child will be reassured and report to the DSL.
- All staff working on site will hold a DBS and be up to date with Safeguarding Training.

### **Toilets and intimate hygiene**

Cherry Blossom Preschool ensure:

- There is an adequate number of toilets and hand basins available. There is also a separate toilet facility for adults.
- There are suitable hygienic changing facilities for changing any children who are in nappies and appropriate disposal systems in place by licenced waste disposal carriers.
- There is an adequate supply of clean bedding, towels, spare clothes, and any other necessary items.

### **Useful Resources**

- Working together to safeguard children 2023
- Keeping children safe in education 2023
- NSPCC



## Key Person Policy

All children deserve high quality early education and care. At Cherry Blossom Preschool we understand that this requires a quality workforce, where staff are well-trained, skilled practitioners that help every child achieve the best possible educational outcomes.

We believe that children settle best when they have a key person to relate to, who knows them and their parents well and who can meet their individual needs. Each child attending Cherry Blossom Preschool is assigned a keyperson and parents are informed of who this will be as part of a families familiarisation process and updated throughout their time with us accordingly.

### **The role of a keyperson**

A key person approach benefits the child, the parents, the staff, and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed, and the setting is a happy and dedicated place to attend or work in. Children need to build an attachment with their key person for their confidence and well-being. The key person also promotes children's learning by developing a deep understanding of their individual needs and children can particularly benefit from their modelling and support, but they are equally important for children's learning and development as they are for their safety and welfare.

### **Aims**

- To ensure that every child feels safe, stimulated and happy in the setting and feels secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the setting.
- We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

### **Methods**

- We allocate a key person before the child starts and advise the parents of their name and role when the child starts attending the setting
- The key person is responsible for introducing themselves by telephone prior to the familiarisation visit and ensuring that all arrangements for the visit are in place
- Families are encouraged to bring their child in for familiarisation visits prior to their child starting and the key person is responsible for the induction of the family and for settling the child into the setting
- The Key person is responsible for creating a personal relationship with you and your child and helping them to feel safe and secure, giving them the confidence to thrive.
- The key person is central to the beginning of the relationship and will be responsible for helping your child settle and providing continued support for you and your child.
- The key person offers unconditional regard for the child and is non-judgemental.



- The key person works with the parent to plan and deliver a personalised plan for the child's well-being and care.
- The key person acts as the key contact for the parents and can form links and share appropriate information with other carers involved with the child if the parents wish them to do so.
- We provide a 'buddy' key person so the child and the parents have a key contact in the absence of the child's key person.
  
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other staff and children. We are a small setting with some part time staff. Where possible we ensure that a child's primary relationship will be with their key person but this is not always the case. A key person will still have responsibility for each child's progress and updating their file but children are free to form their most important relationships with the members of staff that they choose. The key person may be changed if appropriate

### **Role of the Key Person**

- A key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home
- The key person is responsible for ensuring that their children's learning and care is tailored to meet their individual needs
- The Key Person is responsible for identifying the child's next steps in learning and for planning play opportunities to meet these needs
- The Key Person should allocate time daily to engage with their key children
- The Key Person must seek to engage and support parents and/or carers in guiding their child's development at home
- The Key Person is responsible for helping families engage with more specialist support if appropriate



## Lone Working Policy

At Cherry Blossom Preschool, we ensure that no member of the team is left alone working in either a room alone or within the building at any time. However, there may be occasions when staff work alone with an individual child in situations such as:

- Nappy changing
- Comforting a child that may be unwell in a quiet area
- Supporting children in the toilet area that may have had an accident
- Following a child's interest, as this may lead staff away with a child to explore an area
- The duties some team members have, e.g., management, opening and closing the setting, carrying out cleaning or maintenance at the settings and staff operating outside operating hours

In such circumstances staff are always in close proximity to other members of the team apart from if they are in the building outside of opening hours.

**We always ensure that our staff: child ratios are maintained at all times.**

It is the responsibility of both the employee and their manager to identify the hazards and minimise the risks of working alone.

Considerations when deciding on lone working include how lone workers manage with a variety of tasks such as talking to parents and supervising activities whilst maintaining the safety and welfare of children and ensuring that each member of staff required to work alone has the training and/or skills for the role; e.g., paediatric first aid certificate, child protection/safeguarding training and competency, food hygiene training and hold a level 3 qualification.

Employees/managers' responsibilities when left in a room alone include ensuring:

- a risk assessment is completed for staff working alone
- Ratios are maintained
- There is someone to call on in an emergency if required
- The member of staff and children are safeguarded at all times (relating to additional policies as above).

Employee's responsibilities when left in the building alone:

- To make a member of the management aware of when they are working and make plans to check in at their expected time of completion of the work
- To ensure they have access to a telephone at all times in order to call for help if they need it, or for management to check their safety if they are concerned
- Ensure that the building remains locked so no one can walk in unidentified
- Report any concerns for working alone to the management as soon as is practicably possible.



Management's responsibilities when left in the building alone:

- To ensure staff working alone are competent and confident to carry out any safety procedures e.g., fire evacuation
- To ensure that the employee has the ability to contact them or a member of the team event if their lone working is outside normal office hours (i.e., access to a phone, contact numbers of someone they can call)
- To check that the employee has someone they can contact in the event of an emergency, and the numbers to call
- To ensure that employees have the ability to access a telephone whilst lone working
- If reporting in arrangements have been made and the employee does not call in, to follow it up.

### **Risk Assessment**

Cherry Blossom Preschool assess potential risks or hazards for the children, and identify the steps to be taken to remove, minimise, and manage those risks and hazards and include consideration of adult to child ratios. We hold records of risk assessment in writing, but our staff team are expected to manage risk daily to inform good practice and will ensure a balance between protecting children from harm, exposure to danger by maintaining a safe environment as well as consider good practice in risky play.

- Full risk assessments are carried out termly and action plans implemented where necessary.
- Safety checks are conducted daily and more detailed checks on a weekly basis and remedial action taken promptly
- Staff are aware that faulty equipment must be taken out of use immediately and reported to the Manager
- Potential hazards and risks, both indoors and outdoors and in our activities and procedures are identified and action taken to minimise these
- Staff are vigilant to any potential risks that may occur within the course of a session
- Risk assessments identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.



## Lost Child Policy

Security systems are in place to ensure that children cannot leave the premises unnoticed, or visitors enter unauthorised. These include door lock, which cannot be opened from the inside by a child.

- All registers must be marked correctly electronically including children booked in for extra sessions at the start of each session.
- Staff must always remain vigilant to ensure that doors are closed particularly during pick up times. The gate offers additional security to stop children getting out during hand over times.
- A member of staff must always escort a visitor out and oversee the collection of children.
- If at any time a child is unaccounted for, stay calm and instigate a thorough search of the immediate environment i.e., the preschool room, staff room, kitchen, and hallway area, paying particular attention to toilets/corners and behind furniture where a small child may hide.

### **Procedure**

- Alert other staff immediately to assist in search.
- Check whether other children have seen child.
- Check signing in and out book to ensure that child has not been collected.
- Inform Preschool Manager of situation.
- Ensure that doors are securely shut-in order to establish whether the child could have left the premises.
- Check visitor record/ review recent entries into the preschool to establish whether the child could have left the premises with another adult.
- Assign member of staff to check outside play area and conduct a search of the perimeter of the hall and car park.
- Check the school building, front and back entrances. Speak to school staff to ensure no child has entered.
- Recheck behind all furniture thoroughly.
- Parents to be contacted at this stage by most senior member of staff.



- Contact any other person who sometimes may collect the child/friends to ensure that child has not left with them.
- Assign two or more members of staff to conduct full search of village particularly woods opposite/farm/surrounding roads and playing field/village shop.
- Inform Police
- Contact all adults who have recently left the premises.
- Re-check all venues and report as incident

### **Outside Play**

- Children are constantly supervised by at least two members of staff during outside play.
- Headcounts are conducted on leaving and entering premises to ensure all children are accounted.
- If at any time a child is unaccounted for, stay calm and initially check with staff inside the preschool via intercom that child has not re-entered premises.
- Assign member of staff to conduct a search of the perimeter of the garden, playground, car park and playing field.
- Take children inside and conduct full search of preschool room, hallway, kitchen, toilets and staff areas.
- Check whether other children have seen child.
- Parents to be contacted at this stage by most senior member of staff.
- Assign two or more members of staff to conduct full search of village particularly woods opposite/farm/surrounding roads and playing field/village shop.
- Inform Police
- Re-check all venues and report as incident

### **Trips and Outings**

- Security measures will be adopted as outlined in the Trips and Outings Procedure
- If at any time a child is unaccounted for, stay calm and initially check with other staff/ adults.
- Establish when child was last seen and check with other children if they have seen child.
- Assign at least one member of staff to check immediate area and advise venue staff of missing child.
- Telephone Preschool using mobile phone to ensure child has not been reported found.
- Instigate full search of venue.
- Parents to be contacted at this stage by most senior member of staff.
- Inform Police
- Re-check all venues and report as incident



## Low Level Concern Policy

At Cherry Blossom Preschool, we aim to create an open and transparent culture where all concerns about all adults involved with our preschool are dealt with promptly and appropriately.

We aim to identify any concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of our preschool are clear about professional boundaries and act within these boundaries, and in accordance with our preschool ethos.

### **Low Level Concerns**

The term 'low-level' concern (LLC) does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out in allegation segment (and on page 3 of this policy in the red box). It may be possible that a member of staff acts in a way that does not cause risk to children but is inappropriate. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in the Preschool may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the DOFA.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children.
- having favourites.
- taking photographs of children on their mobile phone.
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Cherry Blossom Preschool understand that such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

It is crucial that any such concerns, including those which do not meet the harm threshold, are shared responsibly and with the Designated Safeguarding Lead (DSL) or if concerns are against the DSL, the Deputy Designated Safeguarding Lead (DDSL), and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in the preschool from potential false allegations or misunderstandings.





A member of staff who has a concern about another member of staff should **Report to the person in charge CHERYL ORAM (DSL)**

Any concern or allegation against the person in charge will be reported to: **JOANNA SAY (DDSL) KATE PACKER (DDSL) MICHAELA KNIGHT (DDSL)**

If you become aware that a member of staff/volunteer/supply/contractor or bank staff MAY have:

- behaved in a way that has harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child, and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children



If you have any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ - that an adult working in or on behalf of the preschool may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the DOFA.

Examples of such behaviour could include, but are not limited to:

- Being over friendly with children
- Having favourites
- Taking photographs of children on their mobile phone, contrary to preschool policy
- Engaging with a child on a one-to-one basis in a scheduled area or behind a closed door; or,
- Humiliating pupils



Where a child also discloses abuse or neglect by a member of staff/volunteer/supply/contractor or bank staff:

- Listen; take their allegation seriously; reassure that you will take action to keep them safe.
- Inform them what you are going to do next.
- Do not promise confidentiality.
- Do not question further or approach/inform the person/ alleged abuser



Staff should self-refer to their line manager or Designated Safeguarding Lead where they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.



A low-level concern form should also be completed in all cases. The form are available from the DSL, DDSL, in the Safeguarding files, or the safeguarding desktop.

### Clarity around Allegation vs Low-Level Concern vs Appropriate Conduct

#### **Allegation**

Any adult linked to our preschool who has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

#### **Low Level Concern:**

Any adult linked to our preschool who has behaved in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the DOFA.

#### **Appropriate**

- Behaviour which is entirely consistent with our preschool's Code of Conduct, and the Law



## Allegations/concerns that do NOT meet the harm threshold ('low level' concerns) KCSIE 2023

### The person in charge will take the following actions:

- Reports about supply staff and contractors will be notified to their employers.
- Collect information to help them categorise the type of behaviour and determine what further action may need to be taken.
- If the concern has been raised via a third party, the person in charge (or a nominated deputy) should collect as much evidence as possible by speaking:
  - directly to the person who raised the concern, unless it has been raised anonymously, and
  - to the individual involved and any witnesses.
- All low-level concerns will be recorded in writing and will include details of the concern, the context in which the concern arose along with the rationale for decisions and action taken.
- Records will be kept confidential and held securely; it is recommended that it is retained at least until the individual leaves their employment.
- Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.
- Where a pattern of such behaviour is identified, the Preschool should decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a low-level concern to meeting the harm threshold, in which case it should be referred to the DOFA.
- Consideration should also be given to whether there are wider cultural issues within the preschool that enabled the behaviour to occur and where appropriate policies could be revised, or extra training delivered to minimise the risk of it happening again.
- The DSL or DDSL will seek advice from the DOFA.



## Medication and Illness Policy

We aim to provide an environment which is safe, healthy and which supports children to play and develop and is inclusive to all children. We promote the good health, including oral health, of the children we look after. **Whilst children who have an infectious disease or are feeling unwell should not attend Preschool**, we have procedures in place to support children who have short term medical needs or those requiring medicine in certain circumstances as well as those with long term medical needs.

Our medical policy and procedure is discussed with parents and/or carers, for taking appropriate action if children are ill or infectious. This procedure covers the necessary steps to prevent the spread of infection.

Medicine (both prescription and non-prescription) **WILL ONLY** be administered to a child where written permission for that medicine has been obtained from the child's parent and/or carer, except for Emergency circumstances. Cherry Blossom Preschool keep a written records each time a medicine is administered to a child and will always inform the child's parents and/or carers on the same day the medicine has been taken, or as soon as reasonably practicable.

### **Adminstrating Medication**

We implement a policy, and procedures, for administering medicines to children. It includes systems for obtaining information about a child's needs for medicines, and for keeping this information up to date. Staff will receive training if the administration of medicine requires medical or technical knowledge. Prescription medicines **WILL NOT BE** administered unless they have been prescribed for a child by a doctor, dentist, nurse, or pharmacist (medicines containing aspirin should only be given if prescribed by a doctor).

### **Procedure:**

#### 1. SHORT TERM MEDICAL NEEDS

Many children will need to take medicine during the day at some time during their time at Preschool in order to finish a course of treatment and thus minimise the time that they are absent. Such medicines should only be administered during the time the child attends the setting where it would be detrimental to a child's health if it were not administered during that time.

Staff will administer PRESCRIBED medication in strict accordance with the procedure below:

- Written medication record must be completed and signed by the parent before medication can be administered. This includes full details of the name of the medication, expiry date, dosage, method of administration, time at which or circumstances in which medication is to be administered.



- Medication must be in its original packaging clearly identifying who it has been prescribed for, name of medication, dosage instructions and expiry date.
- **Staff will not administer invasive medication such as eye drops/pessaries/oral gels etc**
- During outings or trips any necessary medication along with the appropriate medication record will be taken by the person in charge under safe keeping.

#### Non-prescribed medicines

- Non- prescribed medicines will not normally be administered.  
Where a child becomes unwell and in need of non-prescribed medication, the parents/carers will be contacted to collect the child early. Non-prescription medicines will **NEVER** be administered without prior written parental permission, Except under Emergency circumstances (see Emergency Medication Administration)
- Where it is agreed by the manager in advance that the child should be given non-prescribed medication it will be administered in accordance with the procedure outlined above for prescribed medication.
- In such circumstances only one dose of an oral non- prescribed medicine (such as Calpol) will be administered.
- Parents will also be asked to certify that the child has taken the medication in the past with no adverse effect
- If the child is in need of further medication or symptoms have not been relieved, the parents will be contacted to collect the child.
- No medication containing aspirin will be given unless prescribed by a doctor
- **Eye drops/Teething gels or any other type of invasive non prescribed medication will NOT be given**
- Creams in exposed parts of the body will be administered in accordance with the procedure outlined above and with written prior parental permission
- Parental permission for non-prescribed medication will be required on a DAILY basis.

### EMERGENCY MEDICATION ADMINISTRATION

#### Administering of Emergency Paracetamol

On registration, parents will be asked to sign an emergency medication consent for Paracetamol. If a child experiences a high temperature whilst at Preschool, staff will contact parents to collect the child, however if staff cannot contact parents or emergency contacts and feel that the child needs emergency paracetamol then this consent will allow us to administer this.

#### **Emergency paracetamol will be administered under the following conditions only:**

1. Temperature of above 39 degrees
2. completed permission consent at registration
3. Manager to make decision to administer to safeguard the wellbeing of the child.
4. Advised/Instructed by Emergency services such as paramedic to administer



5. Parents are reachable but not able to collect child/contact emergency contacts within safe time. Parents will need to give verbal consent (to 2 members of staff).

### Administering of Emergency Antihistamines

Antihistamine medication will be kept on site for emergencies only.

On registration, parents will be asked if they would sign the emergency medication consent for liquid antihistamine.

If a child experiences an allergic reaction/anaphylaxis whilst at preschool, staff will contact parents to collect the child. If staff cannot contact parents or emergency contacts, the Manager or Deputy Manager will make the decision as to whether Emergency Antihistamine is administered.

In any emergency medication administration circumstance, a written Emergency Medication Form will be completed by Preschool giving details of symptoms, circumstances, dosage, to be dated and signed by staff and parent/carer.

### 2. LONG TERM MEDICAL NEEDS

Some children may have long term medical needs which require medication in certain circumstances, such as those with allergies or asthma. Others may require regular medication on a long-term basis to help keep them well. In these circumstances

- a health care plan should be drawn up by the parents and staff which gives details of circumstances in which medication should be administered
- staff will receive training from the parent or other medical professional where applicable on how to administer the medication
- written consent must be received from the parent of the child for staff to administer medication

### 3. STORAGE OF MEDICINES

- Medicines must be handed to Preschool staff by the parent/carer
- Medication will be kept in a secure medicine cabinet in the staff room out of reach of children.
- Certain medicines will be kept in the fridge as instructed.
- **MEDICINES MUST NEVER BE SENT IN WITH CHILDREN OR LEFT IN THEIR BAGS**

### 4. ADMINISTRATION OF MEDICINES

- When administering medication staff will ensure that the dosage is checked and administration witnessed by another member of staff



- Parents will be required to sign the medication record upon collecting their child for each day the medication is administered

### Temperatures

If children have a fever over **37.8**, they will need to be collected from the setting and return home. Parent should NOT send their child/ren into the setting if they are aware of a high temperature prior to arriving or within 24 hours of attendance.

At Cherry Blossoms we expect parents/carers to notify staff if any medication has been administered to the child before arriving at Preschool.

### Refusing Medication/Medical Intervention

If a child refuses to take their medication/medical intervention, staff will not force them to do so. Refusal to take medication will be recorded and dated on the medication document. Reasons for refusal to take medications/medical intervention must also be recorded as well as the action then taken by the member of staff.

Parents/carers will be informed as soon as possible. Where the child is potentially placing themselves at risk by refusal, parents/carers will be informed immediately and asked to collect child and administer medication.

### Infectious Diseases or Illness

If children have any infectious disease they will also need to stay home until the disease is not contagious. There is a grid below about infectious disease.

Name	Policy	Notes/Guidance
Prescribed Antibiotics	24 hours from first dosage administered to ensure no side effects occur and child feeling better	
Immunisation, vaccination, injection	24 hours from injection/ nasal spray in case of possible allergic reaction or side effects	
Chickenpox	5 days exclusion from first sign of spots and then until all vesicles have crusted over	Vulnerable children and female staff – pregnancy
Conjunctivitis	Depending on severity if medication is required for infection: 24 hours from first dosage administered.	Parents are expected to follow our guidance on preventing the spread of conjunctivitis.



	We reserve the right to exclude children with symptoms of conjunctivitis based on the severity of infection and treatment required.	If an outbreak occurs: Preschool will contact Duty room
Measles	Four days from onset of rash (as per “Green Book”)	Preventable by immunisation (MMR x 2 doses).  Vulnerable children and female staff – pregnancy
Ringworm	Exclusion only if treatment not given	
Hand, foot and mouth	Exclusion may be considered in some	Contact the Duty Room if a large number of children are affected.
Impetigo	Until lesions are crusted and healed, or 48 hours after commencing antibiotic treatment	Antibiotic treatment speeds healing and reduces the infectious period
Measles	Four days from onset of rash	Preventable by vaccination (MMR x 2).  See: Vulnerable children and female staff – pregnancy
Ringworm	Treatment is required  24 hours after commencing treatment	
Scabies	Treatment is required  24 hours after commencing treatment	
Scarlet fever	Child can return 48 hours after commencing appropriate antibiotic treatment	If more than one child has scarlet fever contact  PHA Duty Room for further advice
Slapped cheek (fifth disease or parvovirus B19)	Individual cases monitored by management team	Vulnerable children and female staff – pregnancy
Shingles	Exclude only if rash is weeping and cannot be covered	Can cause chickenpox in those who are not immune  i.e. have not had chickenpox. It is spread by very close contact and touch. If further information is required,  contact the Duty Room. SEE: Vulnerable Children and





		Female Staff – Pregnancy
Headlice	Treatment is recommended only in cases where live lice have been seen.  Exclusion if treatment NOT given	

If your child has vomiting or diarrhoea, they will need to stay home for at **least 48 hours after the last motion.**

Name	Policy	Notes/Guidance
Diarrhoea and vomiting illness	48 hours from last episode of diarrhoea or  Vomiting	
E. coli O157  VTEC Typhoid [and paratyphoid] (enteric fever)  Shigella (dysentery)	Should be excluded for 48 hours from the last episode of diarrhoea	Further exclusion may be required for some children until they are no longer excreting.  Further exclusion is required for young children under five and those who have difficulty in adhering to hygiene practices
Cryptosporidiosis	Exclude for 48 hours from the last episode of diarrhoea	Exclusion from swimming is advisable for two weeks after the diarrhoea has settled

### Respiratory infections

Name	Policy	Notes/Guidance
Flu (influenza)	Until recovered	
Tuberculosis		Always consult the Duty Room Requires prolonged close contact for spread
Whooping cough (pertussis)	48 hours from commencing antibiotic treatment, or 21 days from onset of illness if no antibiotic treatment	Preventable by vaccination. After treatment, non-infectious coughing may continue for many weeks. The



		Duty Room will organise any contact tracing necessary
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### Other Infections

Name	Policy	Notes/Guidance
Diphtheria	Exclusion is essential. Always consult with the Duty Room Family contacts must be excluded until cleared to return by the Duty Room.	Preventable by vaccination. The Duty Room will organise any contact tracing necessary
Glandular Fever	Individual cases monitored by management team	
Hepatitis A	Exclude until seven days after onset of jaundice (or seven days after symptom onset if no jaundice)	The duty room will advise on any vaccination or other control measure that are needed for close contacts of a single case of hepatitis A and for suspected outbreaks
Meningococcal meningitis/septicaemia	Until recovered	In case of an outbreak, it may be necessary to provide antibiotics with or without meningococcal vaccination to close contacts. The Duty Room will advise on any action needed
Meningitis (due to other bacteria)	Until recovered	
Mumps	Exclude child for five days after onset of swelling	Preventable by vaccination (MMR x 2 doses)

This is not an exhaustive list and additional illness/infectious diseases will be dealt with on a case-by-case basis.

### Vulnerable children

We have a duty to protect the children within our care and for that reason we follow the guidance on infection control in childcare settings as set out by Public Health Agency but we take further precautions as we see fit to keep vulnerable children safe within our care.

Some medical conditions make children vulnerable to infections that would rarely be serious in most children, these include those being treated for leukaemia or other cancers, on high doses of steroids and with conditions that seriously reduce immunity. **Cherry Blossom Preschool MUST be made aware of such conditions known in children.**

These children are particularly vulnerable to chickenpox, measles and parvovirus B19 and, if exposed to either of these, the parent/carer should be informed promptly and further medical advice sought. It may be advisable for these children to have additional



immunisations, for example pneumococcal and influenza. This guidance is designed to give general advice to schools and childcare settings.

Some vulnerable children may need further precautions to be taken, which should be discussed with the parent or carer in conjunction with their medical team and school health.

## **Animals**

Animals may carry infections, so wash hands after handling animals. Health and Safety Executive for Northern Ireland (HSENI) guidelines for protecting the health and safety of children should be followed.

### **Animals in the setting (permanent or visiting).**

- Ensure animals' living quarters are kept clean and away from food areas.
- Waste should be disposed of regularly, and litter boxes not accessible to children. Children should not play with animals unsupervised.
- Hand-hygiene should be supervised after contact with animals and the area where visiting animals have been kept should be thoroughly cleaned after use.
- Veterinary advice should be sought on animal welfare and animal health issues and the suitability of the animal as a pet.
- Reptiles are not suitable as pets in schools and nurseries, as all species carry salmonella.

## **Female staff – pregnancy**

(See Pregnancy Policy)

If a member of staff or parent who is pregnant, develops a rash or is in direct contact with someone with a potentially infectious rash, this should be investigated by a doctor who can contact the duty room for further advice.

- Chickenpox can affect the pregnancy if a woman has not already had the infection. Report exposure to midwife and GP at any stage of pregnancy.

The GP and antenatal carer will arrange a blood test to check for immunity. Shingles is caused by the same virus as chickenpox, so anyone who has not had chickenpox is potentially vulnerable to the infection if they have close contact with a case of shingles.

- German measles (rubella). If a pregnant woman comes into contact with German measles, she should inform her GP and antenatal carer immediately to ensure investigation. The infection may affect the developing baby if the woman is not immune and is exposed in early pregnancy.
- Slapped cheek disease (fifth disease or parvovirus B19) can occasionally affect an unborn child. If exposed early in pregnancy (before 20 weeks), inform whoever is giving antenatal care as this must be investigated promptly.



- Measles during pregnancy can result in early delivery or even loss of the baby. If a pregnant woman is exposed, she should immediately inform whoever is giving antenatal care to ensure investigation.
- All female staff born after 1970 working with young children are advised to ensure they have had two doses of MMR vaccine.
- The above advice also applies to pregnant students.

### Staff taking Medication

Our Staff members at Cherry Blossom Preschool must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If a practitioner is taking medication which may affect their ability to care for children, they **MUST** seek medical advice.

Practitioners must only work directly with children if the medical advice received confirms that the medication is unlikely to impair that person's ability to look after children properly.

All medication on the premises must be stored securely, and out of reach of children, always.



## Non-Smoking or Vaping Policy

Cherry Blossom Preschool Ltd is obliged under the Health and Safety at Work, etc Act 1974, the Management of Health and Safety at Work Regulations 1999 and the Workplace (Health, Safety and Welfare) Regulations 1992 to provide and maintain a safe working environment for employees without risk to health and accepts that 'passive smoking' does present a risk to non-smokers.

We also have a legal responsibility to provide a safe smoke free environment for the children in our care. Cherry Blossom Preschool **DO NOT allow** smoking in or on the premises when children are present or about to be present. Practitioners **DO NOT** vape or use e-cigarettes when children are present.

### Aims

- To promote the health protection of the children in our care
- To provide a safe smoke free environment for children, staff, and visitors

### Method

- Cherry Blossom Preschool, its premises and outside areas are a no smoking area.
- Staff and visitors to the setting are not permitted to smoke in any areas of the building or in the Preschool grounds.
- Staff will ensure that where shared facilities are used that there is no evidence of smoking having taken place previously.
- Staff are expected to remain on the premises during their break times and are therefore not permitted to smoke whilst they are at work. Staff are made aware of this policy prior to commencing employment with us.
- Advice and guidance on stopping smoking will be provided by the Preschool Owner/Director. Staff and parents in need of any support with this can be signposted to Public Health England advice on smoking as well as vapes and e-cigarettes and their use in public places and workplaces.



## Non-Collection of Child Policy

In the event that a child is not collected by an authorised adult at the end of the Preschool day, we will put into practice agreed procedures to ensure that the child is cared for safely by an experienced and qualified member of staff who is known to the child.

### **Aim**

In the event that a child is not collected by an authorised adult, we will ensure that the child continues to be cared for and is caused as little distress as possible.

### **Procedures:**

1. Parents/Guardians of children starting at the Preschool are asked to provide specific information which is recorded on our registration form, including:
  - Home address and telephone number
  - Place of work, address and telephone number for both parents/guardians
  - Mobile telephone numbers (if applicable)
  - Contact details for two additional persons authorised to be contacted in the event of an emergency
  - Information about any person who does not have legal access to the child
2. On occasions where parents/carers are aware that they are not contactable in the usual manner they are asked to record how they can be contacted
3. On occasions where different arrangements are to be made for the collection of the child, details are recorded by staff and the Preschool Manager will be notified. A password system operates to verify the identification of the person where they are not known to preschool staff.
4. Parents/carers are provided with the Preschool's telephone number and asked to advise staff if they are to be late. Where parents/carers are not able to collect their children before the preschool closes, they are asked to make arrangements for the collection of their children by another authorised person and to advise staff of these arrangements.
5. Children who are not collected at their normal collection time will continue to be cared for in the Preschool until the Preschool closing time. If no contact has been received from the child's parents/carers attempts will be made to contact them or the authorised emergency contacts on the registration form. Under no circumstances are staff to go to look for the parent, nor do they take the child home with them
6. In the event of no authorised person being able to collect the child and staff being unable to stay any longer to supervise the child we will apply our child protection



procedures as set out in our Child Protection Policy. We will contact the local authority Social Services Department on 01454 868501/2 and inform OFSTED 08456 404040

7. A full written report of the incident will be recorded
8. Depending on the circumstances we reserve the right to charge parents/guardians for the additional hours worked by our staff

### **Time frame guide when children not collected**

If you have not collected your child, we will do the following whilst still taking care of your child.

<b>Timeframe</b>	<b>Who we will call</b>
10 minutes	Call you
20 minutes	Call 2 emergency contacts
30 minutes	Call you and emergency contacts
1 hour	Call social services

We will make every attempt to call parents with any numbers you have provided before calling social services.



## Observation, Monitoring and Assessment Policy

### **Aim**

We ensure that all children attending the setting have a personal Learning Journey which records photos, observations, and comments, in line with the Early Years Foundation Stage, to build up a record of each child's achievements during their time at Cherry Blossom Preschool.

It will also show children's developmental progress through the different age bands of the EYFS.

### **EYFS key themes and commitments**

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
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### **Method**

#### Observation recording

- Each child will have an appointed keyperson allocated to them who will be responsible for the compilation of that child's Learning Journey.
- We use an online Learning Journey system through our Nursery in a Box software (NIAB), allowing staff and parents to access the information from any computer via a personal, password-protected login.
- Staff access allows input of new observations and photos or amendment of existing observations and photos.
- Parent access allows input of new observations and photos or the addition of comments on existing observations and photos – parent logins do not have the necessary permission to edit existing material.
- Observations input into the NIAB system are moderated by a senior member of staff before being added to the child's Learning Journey.
- Parents logging into the system are only able to see their own child's Learning Journey.
- Parents are asked to sign a consent form giving permission for their child's image to appear in other children's Learning Journeys, and to protect images of other children that may appear in any photos contained in their child's Learning Journey.
- Our staff aim to add a photo with comment weekly on each child.





- New observational entries to a child's Learning Journey will usually be uploaded within two weeks of the observation being made.
- Observations are written in the present tense.
- In all written observations, other children are referred to as 'C1', 'C2', etc. – and not by name.
- We will try wherever possible to allocate "NIAB time" per week to each member of staff to enable them to upload observations. Any overflow will have to be completed in staff's own time.
- NIAB is not used as a general communication tool between School and home. A child's learning journey is a document recording their learning and development and parents may add comments on observations or contribute photos, videos or information about activities they have been doing at home.
- Parents may contact us through the usual channels for any other day-to-day matters, e.g., absence, lost property, etc.

### Monitoring and Assessment

At Cherry Blossom Preschool, we recognise the practitioners as professionals who are capable of using their professional judgement to observe, monitor and assess our children. We aim to reduce paperwork, supporting practitioners to observe children without fixed agendas and build in time for quality reflection about children's learning, through shared sustained thinking.

Cherry Blossom Preschool staff are ongoing assessors who regularly review children's progress, using the Development Matters Framework EYFS curriculum guidance to monitor children's development. In addition, we will reference other useful sources to support children in their learning i.e. Letters and Sounds Language programme, BLAST as well as approaches to Early years practice i.e. Reggio, Montessori. We understand that not all children will have 'typical' development. We are confident that our approach allows us to tell and celebrate each child's story and focus on the support they need from us.

Within 6 weeks of joining our preschool, we complete a 'Baseline assessment, looking at the seven areas of learning and development and observation checkpoints of the EYFS Development Matters. A critical part of this baseline assessment is the use of "All about me" forms completed by the child's parents/carers through our familiarisation process, this might also include any relevant professional reports i.e. physiotherapist or speech and language, or other settings the child might attend. We will then monitor and assess our children on a 6-monthly cycle and provide summative assessments for parents/carers which they can comment on themselves, and keypersons will be available to discuss assessments.

### **Observations**



We observe children's innovation, their creativity, their ideas, their intents, and feelings. The insight that we gain enables us to discuss, reflect and plan our environment to support and shape future learning. We don't want to plan a next step to tick a statement off a list. We want to plan learning that will be meaningful and memorable for that child.

Our 6-monthly assessments are our opportunity to look at whether a child is meeting their age-related milestones and if not, having discussions, thinking about why and planning what to do. When children are meeting milestones, we can think about their individual development holistically, thinking about what we can do to inspire and challenge them further.

### **Progress Check at Age Two**

When a child is aged between two and three, our practitioners will review their progress, and provide parents and/or carers with a written summary of their child's development in the prime areas.

Practitioners will use their professional judgement to decide whether to extend this beyond the prime areas, reflecting on the development level and needs of the individual child.

The summary will:

- Highlight areas in which a child is progressing well.
- Highlight areas in which some additional support might be needed.
- Focus particularly on any areas where there is a concern that a child may have a developmental delay, which may indicate a special educational need or disability.
- Describe the activities and strategies that we intend to adopt to address any issues or concerns. This plan will involve parents and carers and other professionals (E.g. the provider's Special Educational Needs Co-ordinator (SENCO) or health professionals) as appropriate.

We will discuss with parents and/or carers how the summary of development can be used to support learning at home and encourage parents and/or carers to share information from the progress check with other relevant professionals, including their health visitor and the staff of any other provision the child may attend or move to.

Where possible, the progress check and the Healthy Child Programme health and development review at age two (when health visitors gather information on a child's health and development) should inform each other and support integrated working. We recognise the importance of this and how it will allow health and education professionals to work together to identify strengths as well as any developmental delay and any support from which they think the child/family might benefit.

We will gain consent from parents and/or carers to share information directly with other relevant professionals.



## **Working with parents**

Children's learning is closely monitored in close collaboration with parents to ensure that all children are supported to reach significant milestones for their age. We ensure parents are informed of:

- How the EYFS is being delivered within our setting, and how parents and/or carers can access more information.
- The range and type of activities and experiences provided for children, the daily routines of our setting, and how parents and carers can share learning at home.
- How the setting supports children with special educational needs and disabilities.
- How staffing in the setting is organised
- The name of their child's key person and their role.

## **Review**

After children have been assessed by their keyperson, we review as a whole team, through regular discussions. At this time, we reflect on the child's progress so far and what we have achieved. We find this to be best practice for creating informed, professional decisions on the children's progress as well as informing improvements that may need to be made to our provision or practice within the setting. Practitioners will question: Have the learning opportunities and experiences planned taken place? Have they had a positive impact? This again gives us the opportunity to think, to review, to tell the child's story.

## **Acting on Concerns**

If we are worried about a child's progress in any prime area, our practitioners will discuss this with the child's parents and/or carers and agree how to support the child. At this stage we will begin further observations and will consider whether a child needs any additional support, including whether they may have a special educational need or disability which requires specialist support.

## **Assessment of our own practice is key**

The structures that we have in place mean that we have lots of opportunities to talk about children, to think about children, to reflect. This allows us to draw out and reflect upon any key observations or information from the day and use it to adapt what we need to do for tomorrow.

## **Security**

- The NIAB on-line Learning journey system is hosted on secure dedicated servers based in the UK.
- Access to information stored on NIAB can only be gained by unique user id and password.
- Parents can only see their own child's information and are unable to login to view other children's Learning Journeys



## Oral Health Policy

Cherry Blossom Preschool promotes high levels of oral care and education linked to the importance of making good choices about what we should be eating/drinking. We understand that we must promote the good health, including the oral health, of the children we look after.

### **Oral health and in the EYFS framework**

At Cherry Blossom Preschool we recognise the importance of promoting oral health habits from the earliest age. Tooth decay is largely preventable but remains a serious problem among some young children.

We understand that research shows us that nearly a quarter of 5-year-olds in England have tooth decay, with 3 or 4 teeth affected on average. Tooth extraction is one of the most common procedures for children under 6 in hospital. Extraction is also the most common reason for hospital admission for children aged 6 to 10. Children from more deprived backgrounds are more likely to have tooth decay.

Children who have toothache, or need treatment, may have pain or infections. This can have a wider effect and lead to problems eating, sleeping, socialising, and learning.

Cherry Blossom Preschool aims to work in partnership with parents and carers to promote good oral hygiene practice both in the home and at nursery.

- We highlight the importance of consuming tooth friendly snacks.
- We have developed our own “Oral Health” resource Box, which contains numerous books promoting teeth health and care, including both fiction and factual text. A tooth model and individual tooth brushes, so the children can practice and explore how our teeth are positioned and mouths/jaw works. We have sand timers to highlight the importance of given appropriate time to brushing our teeth and other resources to take home such as “Brush your teeth” charts.
- Our children are encouraged to use their own labelled bottle of fresh water daily and can access this throughout the day.
- We promote regular dental appointments at least once every six months.
- We prompt parents by posting on our preschool website, Facebook page and newsletters as a reminder.
- We regularly draw attention to good oral health by practicing tooth brushing on dolls and toys
- Dentist role-play allows for good discussion about oral health as well as promoting positive views of the dentist and the importance of regular visits.
- Work closely with parents by encouraging them to Phone 111 for advice.
- Support parents in finding a dentist.
- We discuss the daily routines in school and at home including brushing our teeth at least twice a day.



## Working with parents

We share useful resources such as:

- The British Society of Paediatric Dentistry have created a series of [oral health videos for children](#), in partnership with Dr Ranj, Hey Duggee and CBeebies.
- Growing up with Healthy Teeth video [Growing up with healthy teeth | HENRY](#)
- The Singing Dentist [Q and A with The Singing Dentist - Brushing kids' teeth and taking children to the dentist - BBC Tiny Happy People](#)

We recognise that birthdays are a special time for young children, and we want to ensure it is celebrated in an enjoyable, healthy and tooth friendly way.

We do this by:

- singing 'Happy Birthday' to the child
  - letting the child choose today's story/song
  - displaying a photo of the child on the birthday wall
- We welcome tooth friendly treats such as fresh fruit and vegetable sticks.
  - We discourage parents from sending their children in with sweets to celebrate.

For any celebrations where we provide food or food-based activities, such as celebrating Christmas, Pancake Day, Easter, Eid, Chinese New Year etc., we ensure that the food and drink is tooth friendly. For example, fresh fruit and vegetables and savory items, with milk or water to drink.

- On the very rare occasion that less tooth friendly foods are provided/brought in, these are given alongside a healthy balanced meal or sent home for the children to eat with their tea, to limit any damage to a child's oral health.

In addition, we recognise Oral health is an important part of every child's wellbeing. It impacts on the ability for children to eat and sleep, to socialise with confidence and to concentrate at school. We actively promote good Oral health as part of our everyday practice.



## Parental Involvement Policy

At Cherry Blossom Preschool we believe that children benefit most from pre-school education and care where parents, carers and preschool staff work together in partnership.

At Cherry Blossom Preschool we aim to

- Support parents as their children's first and most important educators
- Involve parents and carers in the life of the Preschool and their children's education
- Support parents and carers in their own continuing learning and personal development

Methods

- We are committed to ongoing dialogue with parents and carers to improve our knowledge of the needs of their children and to support their families
- We encourage and welcome feedback from parents and carers regarding any aspect of the management of the Preschool
- We welcome parents and carers into the Preschool at the start and end of sessions in order that they may see for themselves the work that the children have been doing
- We encourage and welcome parents and carers to contribute their own knowledge, skills, experience or particular interests to the activities within the Preschool
- Through regular written correspondence and regular informal communication, we inform all parents and carers about what is happening within the Preschool
- We inform all parents or carers on a regular basis about their children's progress
- We involve parents and carers in the shared record keeping about their children and ensure that they have access to their children's written records
- We hold regular events for the children that parents and carers are invited to, in order to meet other parents on an informal, social basis
- We consult with parents as to the best times for extra-curricular events to avoid excluding anyone
- We advise all parents and carers of the systems for registering queries, complaints or suggestions. All parents have access to our written complaint's procedure
- We provide opportunities for parents and carers to learn about the pre-school curriculum and young children's learning and development, both in Preschool and at home



## Play Policy

At Cherry Blossom Preschool we provide challenging play opportunities for children to develop skills and confidence and through thorough risk assessment of activities provide a safe environment in which they can take an acceptable level of risk.

- We support children in learning how to use equipment competently and safely. We provide opportunities for children to develop their physical abilities through running, climbing, balancing etc.
- We help children to negotiate stairs independently. Rather than eliminating all risks we ensure that children do not take unnecessary risks and through close supervision manage any potential risk.

### **Outdoor Play**

At Cherry Blossom Preschool we believe that the outdoor environment is equally, if not more important in facilitating children's learning. We ensure outdoor access and outdoor activities daily (unless circumstances make this inappropriate e.g. due to extreme weather conditions), we follow our legal responsibilities under the Equality Act 2010 and make reasonable adjustments to allow all children to have outdoor access.

Children benefit from experiencing the natural elements as well as from the increased space that the outdoors allows. We exploit the countryside around us when planning for learning, making full use of the wide and varied natural resources around the setting.

- We plan for literacy and numeracy activities in the outdoor environment by providing opportunities for refining gross motor skills e.g., painting with decorator's brushes, chalking on the ground, which form the basis of the skills required for later handwriting.
- We explore mathematical concepts in the natural world e.g., shape, measurements, quantity, position where children can work and play on a larger scale.

### **Play Opportunities**

In providing a wide and varied range of play opportunities we consider the following criteria as outlined in "Best Play: What Play Provision Should Do for Children" (Children's Play Council)

- **A varied and interesting environment**

Examples: spaces of different sizes, places to hide, places to inspire imagination e.g., dens, tents, corners to sit, role play area

- **Challenge in relation to the physical environment**



Examples: sports and games, chase, rough and tumble, running/walking/crawling and risky play

- **Experiencing the Natural Elements- earth, water, air**

Examples: digging, planting, water play, flying kites/streamers, shelter making, splashing in puddles, making mud pies

- **Movement – e.g., running, jumping, rolling, climbing, balancing**

Examples: riding bikes and trikes, dance, climbing frame, slide, Physical programme's, stepping stones.

- **Manipulating natural and fabricated materials**

Examples: materials for art, cooking, making dens, making concoctions, play dough messy play e.g., gloop/jelly/spaghetti/slime/ice etc., using tools, access to bits and pieces of all kinds, sand, soil, leaves, conkers etc.

- **Stimulation of the five senses**

Examples: music making, places to let off steam and make a noise, quiet places, different colours and shapes, dark and bright places, a range of food and drink, using and manipulating objects of different sizes and textures, sensory garden area, messy play

- **Experiencing change in the natural and built environment**

Examples: experiencing the seasons outdoors, walks in the local environment, building and knocking down again, gardening, growing vegetables

- **Social Interactions**

Examples: choosing to play alone or with others, to negotiate, co-operate and share and resolve conflicts. Interacting with children of different ages, abilities, and cultures. Making friends and forming relationships.

- **Exploring identity**

Examples: dressing up, role play, performing, copying, and imitating adults, taking on roles of responsibility (special helper), conforming and challenging behaviours

- **Experiencing a range of emotions**

Examples: experiencing new situations, trying out new things.





## Privacy Policy

### **Introduction**

Cherry Blossom Preschool is committed to protecting the privacy and security of your personal information.

We ensure that any personal data we hold about you and your child is protected in accordance with data protection laws and is used in line with your expectations.

Cherry Blossom Preschool is a “data controller”.

This means that we are responsible for deciding how we hold and use personal information about you. This privacy notice explains what personal data we collect, why we collect it, how we use it and how we protect it.

### **DATA PROTECTION PRINCIPLES**

We will comply with data protection law. This says that the personal information we hold about you must be:

1. Used lawfully, fairly and in a transparent way.
2. Collected only for valid purposes that we have clearly explained to you and not used in any way that is incompatible with those purposes
3. Relevant to the purposes we have told you about and limited only to those purposes.
4. Accurate and kept up to date.
5. Kept only as long as necessary for the purposes we have told you about.
6. Kept securely.

### **Information and Record Keeping**

Cherry Blossom Preschool must maintain records, obtain and share relevant information (with parents and carers, other professionals working with the child, the police, social services and Ofsted or their CMA, as appropriate). This is to ensure their setting is safe and efficiently managed, and the needs of all children are met.

We will enable a regular two-way flow of information with parents and/or carers (and between other providers if a child is attending more than one setting). If requested, we will incorporate parents' and/or carers' comments into children's records.



## Privacy Policy

Confidential information and records about staff and children will be held securely and only accessible and available to those who have a right or professional need to see them.

We are aware of our responsibilities under the Data Protection Legislation and, where relevant, the Freedom of Information Act 2000. We will ensure that all staff understand the need to protect the privacy of the children in their care, as well the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality.

Parents and/or carers are given access to all records about their child, provided that no relevant exemptions apply to their disclosure under the Data Protection Act. Records relating to individual children must be retained for a reasonable period of time after they have left the provision.

### Information about the child

We collect personal data about you and your child to provide care and learning that is tailored to meet your child's individual needs. We also collect information in order to verify your eligibility for free childcare as applicable.

Cherry Blossom Preschool **must** record the following information for each child in their care:

- Full name.
- Date of birth.
- Name and address of every parent and/or carer who is known to the provider.
- Information about any other person who has parental responsibility for the child.
- Which parent(s) and/or carer(s) the child normally lives with.
- Emergency contact details for parents and/or carers.

### Additional Information collected will include:

- photographs of children for general display purposes attendance information (such as sessions attended, number of absences and absence reasons)
- observations and assessment information and tracking of progress (including photographs)
- information on special educational needs and disabilities (including if accessing Disability Living Allowance and entitled the Disability Access Fund)
- referrals to other relevant services
- dietary requirements
- We may also collect, store and use the following "special categories" of more sensitive personal information:
  - I. Information about a child's race or ethnicity, spoken language and nationality.



- II. Information about a child's health, including any medical condition, health and sickness records.
- III. Information about a child's accident or incident reports including reports of pre-existing injuries.
- IV. Information about a child's incident forms /child protection referral forms / child protection case details /reports.

## Parents

We will collect, store, and use the following categories of personal information about Parents:

- personal information (such as name, address, telephone numbers, and personal email addresses, National Insurance number, bank account details (where applicable))
- we will also ask for information about who has parental responsibility for your child and any court orders pertaining to your child

We may also collect, store and use the following "special categories" of more sensitive personal information:

- Information about a Parent's race or ethnicity, spoken language and nationality.
- Conversations with Parents where Employees of the Nursery deem it relevant to the safeguarding of children or the prevention of radicalisation or other aspects of the governments Prevent strategy.

## Why we collect this information and the legal basis for handling your data

We use personal data about children and parents in order to provide childcare services and fulfil the contractual arrangement you have entered into and in order for us to comply with our legal obligations.

This includes using your data to:

- contact you in case of an emergency
- to support your child's wellbeing and development
- to manage any special educational, health or medical needs of your child whilst at our setting
- to carry out regular assessment of your child's progress and to identify any areas of concern
- to maintain contact with you about your child's progress and respond to any questions you may have
- to process funding claims
- meet the requirements of the early years foundation stage (EYFS)
- grant access to Ofsted, our regulatory body, to access information in the course of an inspection to ensure we meet the needs of children
- to keep you updated with information about our service



With your consent, we will also record your child's activities for their individual learning record. This may include photographs and videos. You will have the opportunity to withdraw your consent at any time, for images taken by confirming so in writing.

We have a legal obligation to process safeguarding related data about your child should we have concerns about their welfare.

### **Who we share your data with**

In order for us to deliver childcare services we will also share your data as required with the following categories of recipients:

- Regulatory bodies – i.e., Ofsted for ensuring compliance and the safety and welfare of the children
- Local Authorities – for funding and monitoring reasons (e.g., equal opportunities and uptake of funded hours, or in special circumstances for SEND reasons)
- Schools – to provide a successful transition by ensuring information about the child's progress and current level of development and interests are shared
- Banking services to process direct debit payments (as applicable)
- the government's eligibility checker (for 30-hour funding purposes)
- our insurance underwriter (if applicable)
- our setting software management provider

We will also share your data if:

- We are legally required to do so, for example, by law or by a court
- to enforce or apply the terms and conditions of your contract with us
- to protect your child and other children; for example, by sharing information with social care or the police;
- it is necessary to protect our/or others' rights, property or safety
- We transfer the management of the setting; in which case we may disclose your personal data to the prospective buyer so they may continue the service in the same way.

**We will never share your data with any other organisation to use for their own purposes**

**How do we protect your data?**

We protect unauthorised access to your personal data and prevent it from being lost, accidentally destroyed, misused, or disclosed by:

- storing all paper records securely in a lockable filing cabinet
- ensuring that access to all personal data is restricted to those authorised to see them
- maintaining an archive system for paper records showing the date due for destruction
- ensuring electronic records are kept to a minimum and deleting any data that is not required



- ensuring computer, laptops and tablets are password protected and accessed by authorised persons only
- storing the tablets and memory sticks in a lockable filing cabinet
- checking the tablets and computer weekly and deleting all unnecessary photographs

### **How long do we retain your data?**

We are required to hold children's data for a reasonable period of time after children have left the provision (e.g., for 3 years or until after the next Ofsted inspection) as a requirement under the EYFS.

Medication records and accident records are kept for longer according to legal requirements. Your child's learning and development records are maintained by us and transferred to you when your child leaves.

In some instances (child protection, or other support service referrals) we are obliged to keep your data for longer, if it is necessary to comply with legal requirements (see our Retention of Records policy which is available from the manager)

Data will be securely retained at the Company's Registered Office address and destroyed securely through shredding.

### **Automated decision-making**

We do not make any decisions about your child based on automated decision-making.

## **RIGHTS OF ACCESS, CORRECTION, ERASURE, AND RESTRICTION**

### **Your duty to inform us of changes**

It is important that the personal information we hold about you and your child is accurate and current. Please keep us informed if your personal information changes during your contractual relationship with us. To assist this process, we will request an update of the registration process on an annual basis.

### **Your rights with respect to your data**

You have the right to:

- request access, amend or correct your/your child's personal data
- request that we delete or stop processing your/your child's personal data, for example where the data is no longer necessary for the purposes of processing; and
- request that we transfer your, and your child's personal data to another person

If you wish to exercise any of these rights at any time or if you have any questions, comments or concerns about this privacy notice, or how we handle your data please contact Cheryl Oram, Nursery Owner, in writing.



If you have continued to have concerns about the way your data is handled and remain dissatisfied after raising your concern with us, you have the right to complain to the Information Commissioner Office (ICO).

### Changes to this notice

We keep this notice under regular review. You will be notified of any changes where appropriate.

If you have any questions about this privacy notice, please contact:  
Data Protection Officer: **Cheryl Oram – PRESCHOOL OWNER**

## Cookies

Cherry Blossom Preschool is committed to protecting your privacy.

We aim to be as open and transparent as possible about the information we collect (when you visit our website) through the use of cookies.

This page explains what cookies are and how we use them on our website.

We hope that this page helps you understand – and feel more comfortable – about our use of cookies.

For detailed information on how we collect and store your information please see our [Privacy Policy](#).

### 1) What is a cookie

Cookies are small text files which are stored by your internet browser on your computer, tablet or mobile. They are used to make websites work better or more efficiently. Websites are able to read and write these text files, enabling them to recognise you and important information about you – such as your settings and preferences.

Most web browsers will automatically accept cookies, however if you wish to prevent this from happening there is a simple procedure for most browsers that allows you to deny the cookie feature. More information about this is included later.

There are two types of cookies that may be utilised by this website – ‘Session’ cookies and ‘Persistent’ cookies.

#### *Session Cookies*

A session cookie is used every time you visit our website to give each visitor a unique session ID. We use this type of cookie to track your actions on our website – such as which pages you visit and how long you stay. Session cookies only last for the duration of your browser



session – ie, from the time you open your browser to the time you close it. After you leave our website and close your browser all session cookies are deleted. Each time you visit our website you will be given a new, unique session ID.

## Persistent Cookies

A persistent cookie allows your preferences or actions to be remembered. It lasts longer than a session cookie and lasts for a period of time specified in the cookie, and will vary from cookie to cookie. This type of cookie is not deleted when you close your browser window but will be stored on your device and activated each time you revisit the website where the cookie was created.

### 2) Why do we use cookies on our website

The cookies we use on Cherry Blossom Preschool website allows us to analysis how our visitors interact with our website – for instance which pages are most popular / how you found our website / what type of device you used to view our website. We use this information to help us improve our website – for instance making the website more ‘mobile friendly’ or making sure popular information is easily available on each page.

We **Do Not** collect any personally identifiable data through the cookies on our website.

### 3) Managing Cookies

You (the website user) can control which cookies you get and store on your device. Unless you have already adjusted your browsers cookie settings to refuse cookies, our system will issue cookies when you visit our website.

Many popular web browsers can be configured to ask you for your consent before cookies are accepted and stored on your device. Whilst this will give you more control over the data that is collected about you, it may impact on your browsing experience as you will have to accept lots of individual cookie requests each time you load a web page.

You have the right to refuse to accept cookies at any time by configuring your web browser to block all or some of the cookie’s websites issue. Instructions for how to do this for the most popular web browsers are included below. Please note that by turning off future cookies you may be unable to access some features on the websites you visit or the website may not behave in the expected way.



## Safe Working Practice Policy

At Cherry Blossom Preschool we believe that children need to feel safe, secure and content. This involves preschool staff being responsive to children's needs, whilst maintaining professionalism.

We ensure that staffing arrangements meet the needs of all children and ensure their safety. We ensure that children are adequately supervised, including whilst eating, and staff understand the children's needs and how to meet them. We inform parents and/or carers about how staff are organised, and, when relevant and practical, aim to involve them in these decisions.

### **Aim**

We aim to safeguard children and reduce the risk of staff being falsely accused of improper or unprofessional conduct through promoting good practice and ensuring that staff understand the boundaries that distinguish professional behaviour from that which may be deemed inappropriate.

### **Underpinning Principles**

- The welfare of the child is paramount (Children Act 1989).
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Staff should work and be seen to work in an open and transparent way.
- Staff should discuss and/or take advice promptly from their line manager or another senior member of staff over any incident, which may give rise to concern.
- Records should be made of any such incident and of decisions made/further actions agreed. Cherry Blossom preschool use Nursery in a Box online software to record and store incidents and accidents.
- All staff should know the name of their designated person for child protection, be familiar with local child protection arrangements and understand their responsibilities to safeguard and protect children.
- Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

### **Methods**

- We recognise that young children frequently need cuddles and it is appropriate for staff to cuddle children when sought out by children needing comfort, in order to support their emotional development. Staff are advised to do this in view of other children and practitioners, whenever possible. We recognise that there may be occasions where it is appropriate for this to happen away from others, such as when a child is ill. In these circumstances, staff are advised to leave the door open. It is the





duty of all staff and the manager to ensure that children are appropriately comforted and to monitor practice.

- Our nappy changing areas are visible and when changing children's nappies or soiled/wet clothing, we leave the doors open, where appropriate
- We discourage inappropriate behaviour such as over tickling, over boisterous play or inappropriate questions such as asking children to tell them they love them, and we advise staff to report any such observed practice.
- Staff are respectful of each other and the children and families in the preschool and do not use inappropriate language or behaviour, including during breaks.
  
- All staff are aware of the whistleblowing procedures and the manager carries out random checks throughout the day to ensure safe practices.

### **Exercise of Professional Judgement**

- This guidance cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. It does highlight however, behaviour that is illegal, inappropriate or inadvisable. There will be occasions and circumstances in which staff have to make decisions or take action in the best interests of the child which could contravene this guidance or where no guidance exists. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the children in their charge and in so doing, will be seen to be acting reasonably.

### **Confidentiality**

- Members of staff may have access to confidential information about children and their families to undertake their everyday responsibilities. In some circumstances staff may be given additional highly sensitive or private information. They should never use confidential or personal information about a child or her/his family for their own, or others' advantage (including that of partners, friends, relatives or other organisations).
- Confidential information about a child should never be used casually in conversation or shared with any person other than on a need-to-know basis.
- In circumstances where the child's identity does not need to be disclosed the information should be used anonymously.

### **Propriety and Behaviour**

- All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children.
- They should adopt high standards of personal conduct to maintain the confidence and respect of their colleagues and parents and families.



- An individual's behaviour, either in or out of the workplace, should not compromise her/his position within the work setting. Consideration should be given as to how information or photographs posted on social networking sites may compromise the perception of members of staff by others or bring the reputation of the preschool into disrepute. In addition, colleagues could be compromised or embarrassed if they are unknowingly represented in photographs for which they have not given permission to be used. For this reason, staff are advised not to have clients of the preschool as 'friends' on social networking sites and to keep the relationship with parents strictly professional.

### Relationships with Parents and Families

- Relationships with Parents and Families should be kept professional to avoid accusations of over familiarity or favouritism with the preschool environment.
- Staff are contractually bound by a restrictive covenant for client retention and are restricted from working for any client of Cherry Blossom Preschool Ltd whilst in the company's employment unless express permission is granted by the company.
- Permission for babysitting or similar requests from parents must be sought from the Preschool Owner on EVERY occasion and prior to the request being affirmed.
- Staff are discouraged from regular babysitting arrangements and permission will not be granted if it is felt that the boundaries of the professional relationship are being crossed.
- Permission **WILL NOT BE** given for children to be cared for in the member of staff's own home or for overnight care.
- Permission **WILL NOT BE** given for children to be transported in a staff members vehicle unless under emergency circumstances. Any such occasion would be fully investigated.

### Dress and Appearance

- A person's dress and appearance are matters of personal choice and self-expression. However, staff should consider the manner of dress and appearance appropriate to their professional role which may be different to that adopted in their personal life.
- Staff are expected to adhere to the company dress code and wear the uniform supplied but should ensure they are dressed decently, safely and appropriately for the tasks they undertake. Those who dress or appear in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegation

### Gifts

- There are occasions when children or parents wish to pass small tokens of appreciation to staff e.g., at Christmas or as a thank-you and this is acceptable.



However, it is unacceptable to receive gifts on a regular basis or of any significant value. Similarly, it is inadvisable to give such personal gifts to children.



## Safeguarding Policy

At Cherry Blossom Preschool we want to work with children, parents, carers and the community to ensure the safety of children and to give them the very best start in life.

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

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

We understand that we have a duty to implement policies and procedures to keep children safe and meet EYFS requirements.

### Aims

In our care and education of the children we aim to

- Create an environment in our setting which encourages children to develop a positive self-image.
- Provide positive role models and develop a safe culture where staff are confident to raise concerns about professional conduct.
- Help children to develop and establish satisfying relationships within their families, with peers and with other adults.
- Encourage children to develop a sense of autonomy and independence in a way that is appropriate to their age and stage of development.
- Provide a safe and secure environment for all children.
- Help children understand how they can influence and participate in decision-making and how to promote British values through play, discussion and role modelling.
- Always listen to children

There is a designated member of staff responsible for co-ordinating child protection issues, who is competent to carry out these responsibilities and regularly updates their knowledge. The lead practitioner is responsible for liaison with local statutory children's services agencies, and with the LSP (Local Safeguarding Partners).

**ALL** practitioners must be alert to any issues of concern in the child's life at home or elsewhere.

Designated Safeguarding Lead (DSL): **CHERYL ORAM**

Deputy Designated Safeguarding Lead (DDSL): **JOANNA SAY**

Deputy Designated Safeguarding Lead (DDSL): **KATE PACKER**

Deputy Designated Safeguarding Lead (DDSL): **MICHAELA KNIGHT**

- If concerns about children's safety or welfare have been raised, the DSL or DDSL will immediately notify their local authority children's social care team, in line with local



reporting procedures, and, in emergencies, the police. The DSL and DDSL will also consider the government's statutory guidance 'Working Together to Safeguard Children' and 'Prevent duty guidance for England and Wales'.

- The designated Safeguard Lead will support a designated person to undertake their role adequately and offer advice, guidance, supervision and support.
- The designated person will inform the designated officer at the first opportunity of every significant safeguarding concern; however, this should not delay any referrals being made to the children's social care team, MASH, Local Safeguarding Partners (LSP), the DOFA, Ofsted or Riddor.

## Wiltshire Safeguarding Vulnerable People Partnership.

Immediate risk for a child dial 999

**MASH (Multi- Agency Safeguarding Hub) – 0300 4560108**

**Out of hours emergency duty service – 0300 456 0100** (5.00pm-9.00am weekdays, 4.00pm Friday – 9.00am Monday)

Allegations against a member of staff

**DOFA (Designated Officer for Allegations) – 0300 4560108** or [dofaservice@withsire.gov.uk](mailto:dofaservice@withsire.gov.uk)

At Cherry Blossom Preschool we comply with the procedures outlined by the Local Safeguarding Children Board, MASH (Muti-agency Safeguarding hub). We provide an environment in which children are safe from abuse and in which any suspicion is promptly and appropriately responded to.

To achieve this, we will ensure early intervention through effective staff training:

- All staff are trained to understand and look for family situations that may require an early intervention, examples of this may be:
  - Disabled and has specific additional needs.
  - Special Educational needs
  - Young carer
  - Signs of being drawn into anti-social or criminal behaviour
  - Frequently missing / goes missing from care or from home.
  - Risk of modern slavery, trafficking or exploitation
  - Risk of being radicalised or exploited.
  - Family drug and alcohol misuse, mental health, domestic issues
  - Misusing drugs or alcohol
  - Returned home to their family from care.
  - Privately fostered.
  - A parent / carer in custody
- All staff are aware of MASH and their role and advice services that are offered as part of Early Intervention. In addition, they understand where to find information to support with these services i.e. Safeguarding files and desktop documents.



- Staff are aware that they can share information about a child without the parental consent regarding seeking an Early Help Assessment however the parent would still need to be informed that we are doing it and why.
- Homelessness Duty - We ensure staff are aware of the significance of this new law and its capacity to support children's welfare and their role in early intervention to prevent homelessness. Further information can be obtained in the homelessness duty to refer and code of guidance <https://www.gov.uk/government/publications/homelessness-duty-to-refer>

### Staff training Procedures.

Cherry Blossom Preschool understands the paramount importance of training all staff to understand their safeguarding policy and procedures and we ensure that all staff have up to date knowledge of safeguarding issues.

Training is made available to enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way.

These may include:

- Significant changes in children's behaviour.
- A decline in children's general well-being.
- Unexplained bruising, marks or signs of possible abuse or neglect.
- Concerning comments from children.
- Inappropriate behaviour from practitioners, or any other person working with the children. This could include inappropriate sexual comments; excessive one to-one attention beyond what is required through their role; or inappropriate sharing of images.
- Any reasons to suspect neglect or abuse outside the setting, for example in the child's home or that a girl may have been subjected to (or is at risk of) female genital mutilation.

All staff are trained to understand our safeguarding policies and procedures and that parents are made aware of them too. Cherry Blossom Preschool ensures:

- All staff have an up-to-date knowledge of safeguarding issues, are alert to the signs and symptoms of abuse, and are aware of the different ways in which children can be harmed, including by other children through bullying or discriminatory behaviour.
- All staff understand their professional duty to ensure safeguarding concerns are reported to MASH and advice can be gained through the local authority (Wiltshire Safeguarding Vulnerable People Partnership) and Quality Assurance Officer (IQO): **MEL PEARCE.**
- All staff understand how to identify early indicators of potential radicalisation and terrorism threats and act on them appropriately in line with national and local procedures. Staff are required to complete PREVENT Training every 2 years.
- Staff are made aware of the practice of female genital mutilation, a type of physical abuse practised as a cultural ritual by certain ethnic groups and are aware of its



prevalence in some communities in England and have due regard for this when considering older siblings or older children at the out of school club. Staff are required to complete FGM Training every 2 years.

- Staff are aware of fabricated illness as a form of physical abuse.
- The Designated Safeguard Lead provides support, advice and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required.
- The Designated Safeguard Lead and any named Deputy Designated Safeguarding Leads will attend an Advanced Level child protection training course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect every 2 years.

### **Suitability of Staff**

- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Enhanced disclosure statements from the Disclosure and Barring Service are taken out for all staff and a central record of the disclosure reference number and date obtained is kept.
- Staff are not left to work unsupervised with the children, perform nappy changes or intimate care routines or take observational photos until this clearance has been obtained.
- Staff undergo a rigorous recruitment and selection procedure in which references are sought and verified (see Staff Recruitment Policy)
- All staff and volunteers are informed that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us).
- All staff and volunteers are required to notify us if anyone in their household (including family members, lodgers, partners etc.) has any relevant convictions, court orders, reprimands and warnings or has been barred from, or had registration refused or cancelled in relation to any childcare provision (see above questions), or have had orders made in relation to care of their children.
- We notify the Disclosure and Barring Service of any person who is dismissed from our employment or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern.

### **Security and Safety**

- Children are constantly supervised with appropriate security on all entrances/exits to prevent them leaving the premises (See Safety Policy)
- Entrance door is fitted with lock to prevent access by unauthorised persons.
- Children are closely supervised during outside play.
- Procedures are in place for recording details of visitors to the setting
- Visitors do not have unsupervised contact with the children.
- Steps are taken to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events



organised by us. Parents sign a consent form and have access to records holding visual images of their child.

- Any personal information is held securely and in line with data protection requirements and guidance from the ICO.
- The designated Safeguarding lead in the setting has responsibility for ensuring that there is an adequate e-safety policy in place.
- We keep a written record of all complaints and concerns including details of how they were responded to.
- We ensure that robust risk assessments are completed, that they are seen and signed by all relevant staff and that they are regularly reviewed and updated, in line with our health and safety policy.

### **Responding to suspicions of abuse**

The Preschool is aware that abuse does occur in our society, and we are vigilant in identifying signs of abuse and reporting concerns. Our practitioners have a duty to protect and promote the welfare of children.

Our prime responsibility is the welfare and well-being of each child in our care. As such we believe we have a duty to the children, parents and staff to act quickly and responsibly in any instance that may come to our attention. This includes sharing information with any relevant agencies such as local authority services

for children's social care, health professionals or the police. All staff will work with other agencies in the best interest of the child, including as part of a multi-agency team, where needed.

We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect. When children are suffering from physical, sexual or emotional abuse, or experiencing neglect, this may be demonstrated through:

- significant changes in their behaviour.
- deterioration in their general well-being.
- Failure to thrive and meet developmental milestones.
- Fearful or withdrawn tendencies
- Aggressive behaviour
- their comments which may give cause for concern, or the things they say (direct or indirect disclosure.
- Unexplained injuries to a child or conflicting reports from parents or staff
- Repeated injuries
- Unaddressed illnesses or injuries
- Significant changes to behaviour patterns.

We acknowledge that young children often sustain a variety of bumps and bruises through normal childhood activities. All injuries of this nature are discussed with the parents, logged, and kept on record. Preschool staff are trained in identifying injuries that are not deemed





usual or normal for children of this age, however repeated injuries or accidents may be an indication of neglect or a lack of supervision of the child or a developmental concern and as such need to be monitored.

## Procedure

- Staff will make a dated objective record of any observation or disclosure and discuss what to do with the member of staff who is acting as the 'designated person'. The information is stored on the child's personal file.
- Where it is considered necessary, we will refer concerns to the local authority children's social care department, MASH and co-operate fully in any subsequent investigation. In some cases, this may mean the police, or another agency identified by the Local Safeguarding Children Board, MASH.
- Apart from in cases where the child is deemed to be in significant harm and to do so would potentially risk their safety, the Designated Safeguarding Lead will always discuss concerns with the parents and advise them of the action we are taking/have taken.
- We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees, or young parents. Where abuse is suspected we follow the procedure for reporting any other child protection concerns.
- Cherry Blossom Preschool will inform Ofsted, of any allegations of serious harm or abuse by anyone living, working, or looking after children at the premises. We understand that this must happen whether the allegations of harm or abuse are alleged to have been committed on the premises or elsewhere, for example, on a visit.
- Cherry Blossom Preschool will also notify Ofsted of the action they have taken in response to the allegations. We understand that Ofsted must be notified as soon as is reasonably practicable, but in any event within 14 days of the allegations being made. It is understood that, without a reasonable excuse, failure to do this commits an offence.

## Monitoring Attendance of Children

Although it is not compulsory for children to attend the early years setting, regular or unexplained absence could indicate safeguarding concerns or at least warrant further investigation. Under our safeguarding responsibilities we monitor children's attendance and patterns of absence. We do this by:

- If a child is not going to attend a session, we ask parents/carers to share the length and reason for the absence.
- Where children no notification of absence has been received, we telephone the parent to establish a reason for the absence and likely return date.
- All absences are logged through registration system (Nursery in a Box)
- The number and types of absences are recorded through this system and are reviewed by the Manager and Owner monthly. This information will enable us to



monitor illnesses and unexplained absence that may occur across the setting. The management of the setting is required to monitor all absences to safeguard children and demonstrate this during inspections.

- Concerns or unexplained absences that give cause for concern are followed up in line with our Child Protection Procedures.

### Allegations against staff

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, which may include an allegation of abuse.
- We respond to any inappropriate behaviour displayed by members of staff or volunteer which includes:
  - inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities or inappropriate sharing of images.
- We follow the guidance of the Local Safeguarding Children Board the local authority (Wiltshire Safeguarding Vulnerable People Partnership) when responding to any complaint that a member of staff or volunteer within the setting has abused a child.
- We ensure that all staff or volunteer know how to raise concerns about a member of staff or volunteer within the setting.
- We respond to any concerns raised by staff and volunteers who know how to escalate their concerns if they are not satisfied with our response.

### Procedure

- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.
- **In the event that the allegation is made against the DSL of the setting, then staff are directed to DDSL JOANNA SAY, or DDSL KATE PACKER or MICHAELA KNIGHT or the DOFA (Designated Officer for Allegations)**
- We refer any such complaint immediately to the Designated Officer for Allegations (DOFA) to investigate.
- We report any such alleged incident to OFSTED, as well as what measures we have taken. We are aware that it is an offence not to do this.
- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
- Where the management team and children's social care agree it is appropriate in the circumstances, the member of staff or volunteer will be suspended for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff, as well as children and families throughout the process.
- Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the Disclosure and Barring Service (DBS) of relevant information, so



that individuals who pose a threat to children and vulnerable groups can be identified and barred from working with these groups.

- A Whistleblowing Policy is in place.

### Extremism – the Prevent Duty

- Under the Counterterrorism and Security Act 2015 we have a duty to refer any concerns of extremism to the police
- This may be a cause for concern relating to a change in behaviour of a child or family member, comments causing concern made to a member of the team (or other persons in the setting) or actions that lead staff to be worried about the safety of a child in their care.
- All staff will receive training in the Prevent Duty and will refer any concerns to the Designated Officer for Safeguarding.

### Female Genital Mutilation

- Staff are made aware of the practice of female genital mutilation, a type of physical abuse practised as a cultural ritual by certain ethnic groups and are aware of its prevalence in some communities in England and have due regard for this when considering older siblings or older children at the out of school club.
- The welfare of the child is paramount, and staff will act upon cases of suspected FGM of a child in out care.

### Procedure

- The Preschool has a designated Safeguarding Lead who all concerns are reported to. They have FGM and safeguarding training.
- All staff undergo FGM training and safeguarding training. All staff have a responsibility to safeguard children and to report any concerns to the Preschool manager/DSL.
- If a child makes a disclosure regarding FGM, the child protection policy regarding disclosure will be followed.
- If it is believed that a child is at risk from FGM (either in the country or outside of the country) then the DSL from the setting will contact relevant local safeguarding partners (LSP)
- **If there is physical evidence of a child undergoing FGM then the police MUST be called.**
- Cherry Blossom Preschool will inform Ofsted, of any allegations of serious harm or abuse by anyone living, working, or looking after children at the premises. We understand that this must happen whether the allegations of harm or abuse are alleged to have been committed on the premises or elsewhere, for example, on a visit.
- Cherry Blossom Preschool will also notify Ofsted of the action they have taken in response to the allegations. We understand that Ofsted must be notified as soon as is reasonably practicable, but in any event within 14 days of the allegations being



made. It is understood that, without a reasonable excuse, failure to do this commits an offence.

### **E-Safety, mobile phones, cameras, and other electronic devices with imaging and sharing capabilities used in the setting.**

We take steps to ensure that there are effective procedures in place to protect children from the unacceptable use of internet access, mobile phones, smart devices and cameras in the setting. In addition, we ensure that:

- The requirement to ensure that children can use the internet and related communications technologies appropriately and safely is addressed as part of the wider duty of care to which all who work with children are bound.
- Digital technologies are powerful tools that open opportunities for everyone and have become integral to our lives. Our setting has a significant role to play in keeping children safe and that includes online. (Please see separate online safety policy/ Statement on the acceptable use of technologies policy/ Use of mobile phones and cameras policy)

### **Child Sexual Exploitation**

Child trafficking and modern slavery are child abuse; children are recruited, moved or transported and then exploited, forced to work or sold. Many children are trafficked into the UK from abroad, but children can also be trafficked from one part of the United Kingdom to another.

Children are trafficked for:

- Child sexual exploitation – controlling and coercive behaviour
- Benefit fraud
- Forced marriage
- Domestic enslavement such as cleaning, cooking and childcare
- Forced labour in factories or on farms
- Criminal activity such as pickpocketing, bag theft., transporting drugs, working on cannabis farms, selling pirated DVDs and bag theft

### **Signs Symptoms and Indicators of Child Trafficking and Modern Slavery**

It can be difficult to spot a trafficked child, however they may show the following signs:

- Reluctant to talk to you or may have a prepared story to explain their life as taught by the traffickers.
- They don't understand that they are victims
- Find it too hard to talk about their experiences – often children may suffer from Post-Traumatic Stress Disorder
- Feel guilty and confused by the abuse they have suffered.



Legal framework	Associated Policies to be read in conjunction:
<ul style="list-style-type: none"><li>• Children Act 1989 and 2004</li><li>• Childcare Act 2006</li><li>• Safeguarding Vulnerable Groups Act 2006</li><li>• The Statutory Framework for the Early Years Foundation Stage (EYFS) 2024</li><li>• Working together to safeguard children 2023.</li><li>• What to do if you're worried a child is being abused 2015</li><li>• Counter-Terrorism and Security Act 2015.</li></ul>	<ul style="list-style-type: none"><li>• Special Educational Needs and Disabilities Policy</li><li>• Safety Policy</li><li>• E-Safety Policy</li><li>• Staff Recruitment Policy</li><li>• Safer Working Practice Policy</li><li>• Attendance Policy</li></ul>

# Wiltshire Council

## REPORTING PROCEDURES IN WILTSHIRE

Refer to MASH ( Multi- Agency Safeguarding Hub)

0300 4560108

Out of hours emergency duty service

0300 456 0100 (5.00pm-9.00am weekdays, 4.00pm Friday – 9.00am Monday)



## Child Protection Statement

### CHILD PROTECTION

As a registered day care provider with OFSTED, Cherry Blossom Preschool is required to follow the Area Child Protection procedures as agreed by the Local Safeguarding Children Board in Wiltshire, a copy of which is available for you to see upon request.

We will always try to share and discuss with you any concerns that we may have regarding the welfare of your child.

However as professional daycare involved in the care of your child, we have a duty to refer to Children's Social Care MASH (Multi-agency Safeguarding Hub) if we have concerns which give us reason to believe a child is or may be suffering from significant harm.

Our first concern will always be the welfare of your child.

# Wiltshire Council

### REPORTING PROCEDURES IN WILTSHIRE

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Out of hours emergency duty service

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## Safer Recruitment Policy

We operate a rigorous recruitment and selection procedure to ensure that our staff are able to provide the highest possible standards of care and education for the children at our setting. Our staff are appropriately qualified and fully vetted to ensure that they are of suitable character to work with children.

### **Aim**

To ensure that children and their families are offered high quality Preschool care and education by dedicated and caring professionals and to provide consistency in that care through a stable workforce. Cherry Blossom Preschool ensures that staff looking after children are suitable to fulfil the requirements of their roles.

### **Method**

#### *Recruitment*

We offer equality of opportunity by using non-discriminatory procedures for the recruitment, selection, promotion, and training of staff. We welcome applications from all sections of the community.

- Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, culture, race, religious beliefs, ethnic origin or family background. Applicants will not be placed at a disadvantage by us imposing conditions or requirements which are not justifiable
- All applicants are required to complete an application form
- Applicants are selected for interview on the basis of the criteria laid down in the person specification for the role
- Applicants will receive a practical interview where they will be observed and assessed working with the children against criteria laid down in the practical exercise report form. Applicants are asked to bring proof of identity in the form of driving licence, passport or birth certificate.
- Applicants will receive a face-to-face interview with the Preschool Manager and Owner
- An Interview Report Form will be used to ensure that all applicants receive a consistent and fair interview. A summary of the interview will be recorded on the Interview Report Form
- Applicants will be notified of the result of the interview, in writing and within 10 days of the interview.



- Offers of employment will be made in writing and form the statement of main terms and conditions of employment.
- The employment contract is made up of the appointment letter as well as the Preschool Policies and Procedures and Staff Handbook
- Offers of employment are made subject to receipt of an enhanced disclosure from the Disclosure and Barring Service (DBS) and receipt of two satisfactory references one being from the last employer
- All posts are exempt from the Rehabilitation of Offenders Act 1974
- Staff may not work unsupervised or left alone with a child until the DBS check has been confirmed.

### **Induction Training**

- All new staff will receive an induction on the first day of employment
- New staff will be provided with a job description which sets out their roles and responsibilities
- All new staff will be subject to a 3-month trial period during which time their performance and suitability for the post will be assessed
- During the probationary period staff will receive a training plan and their performance in their role will be assessed and discussed at monthly review meetings conducted by the Manager or Supervisor.

### **Retention**

- The importance of a happy and stable workforce is recognized as paramount in the delivery of high-quality childcare and education
- We respond to the needs of our staff and operate a listening culture where everyone's views are taken into consideration
- We recognize the importance of staff development and encourage and support all staff to supplement their knowledge and skills through in-service training and to progress their professional qualifications through on and off the job training schemes.
- All staff receive an annual appraisal review and have a development plan which is reviewed regularly





- Quarterly “supervision” meetings are held with the Preschool Manager or Supervisor to review the development plan and to provide a formal opportunity for staff to:
  - discuss any issues – particularly concerning children’s development or well-being;
  - identify solutions to address issues as they arise;
  - receive coaching to improve their personal effectiveness
- We recognise and acknowledge the contribution made by our staff through a termly staff recognition award scheme
- We recognise the importance of teamwork and support on the development of teamwork through staff training, regular full team meetings and social events
- We recognise the importance of communicating effectively with our staff to support the feeling of inclusion and involvement in the operation of the Preschool and do this through the daily “huddle”, staff newsletters and regular team meetings
- We operate a flexible approach to working hours taking into consideration the needs of our staff in balancing work and family life and wherever possible will seek to accommodate these needs into the rotas
- We regularly review terms and conditions of employment
- Exit interviews are conducted for all staff who decide to leave our service and appropriate action taken where possible to avoid their resignation from their position



## Safety Policy

At Cherry Blossom Preschool we believe that the safety of children is of paramount importance. We ensure that we provide a secure and safe environment in which children can play and develop and where staff, parents and visitors can also be safe.

### **Aim:**

We aim to make children, parents and staff aware of health and safety issues and through the process of regular risk assessment, minimise any hazards or risks to enable children to thrive in a safe and healthy environment.

### **Procedures:**

- There is a designated member of staff responsible for health and safety, who is competent to carry out these responsibilities and regularly updates their knowledge.

Nominated staff Member: **CHERYL ORAM**

### **Staff: Child Ratios**

At Cherry Blossom Preschool we ensure our staffing arrangements meet the needs of all children and ensure their safety. We ensure that children are adequately supervised, including whilst eating, and have well established safe working practices and staff knowledge on providing for each child's needs.

We inform parents and/or carers about how our staff are organised, and, where relevant and practical, always aim to involve parents/carers in these decisions.

We comply with the child ratio staffing arrangements set by the EYFS Statutory Framework 2024 and ensure that:

For children aged two:

- There must be at least one member of staff for every five children.
- At least one member of staff must hold an approved level 3 qualification.
- At least half of all other staff must hold an approved level 2 qualification.

For children aged three:

- There must be at least one member of staff for every eight children.
- At least one member of staff must hold an approved level 3 qualification.
- At least half of all other staff must hold an approved level 2 qualification.

### **Risk Assessment**

Cherry Blossom Preschool assess potential risks or hazards for the children, and identify the steps to be taken to remove, minimise, and manage those risks and hazards and include consideration of adult to child ratios. We hold records of risk assessment in writing, but our



staff team are expected to manage risk on a daily basis to inform good practice and will ensure a balance between protecting children from harm, exposure to danger by maintaining a safe environment as well as consider good practice in risky play.

- Full risk assessments are carried out termly and action plans implemented where necessary
- Safety checks are conducted daily and more detailed checks on a weekly basis and remedial action taken promptly
- Staff are aware that faulty equipment must be taken out of use immediately and reported to the Manager
- Potential hazards and risks, both indoors and outdoors and in our activities and procedures are identified and action taken to minimise these
- Staff are vigilant to any potential risks that may occur within the course of a session
- Risk assessments identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

### **Staff Training**

- Our induction training for staff includes health and safety training and staff are made aware of their duties and responsibilities with regard to safety matters
- Staff knowledge of health and safety is regularly updated and discussed regularly at staff meetings
- Staff are made aware of safe lifting practices and issues relating to employee well being

### **Safety of Premises**

Cherry Blossom Preschool ensure that the premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided within the setting. We comply with requirements of health and safety legislation, including fire safety and hygiene requirements. We take reasonable steps to ensure the safety of children, staff, and others on the premises in the case of fire or any other emergency including a lockdown policy.

*Cherry Blossom Preschool has:*

- An emergency evacuation procedure.
- Appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, fire blankets and/or fire extinguishers) which is in working order.
- Fire exits must be clearly identifiable, and fire doors free of obstruction and easily opened from the inside.

Our settings premises and equipment must be organised in a way that meets the needs of children. We meet the following indoor space requirements where indoor activity in a building(s) forms the main part of (or is integral) to the provision:



- Two-year-olds: 2.5m<sup>2</sup> per child.
- Children aged three to five years: 2.3m<sup>2</sup> per child.

### **Children's Safety**

- Only persons who have been checked for criminal records by an enhanced disclosure from the Disclosure and Barring Service (DBS) and are registered with OFSTED as child carers have unsupervised access to the children
- Adults do not normally supervise children on their own
- All children are supervised by adults at all times
- Whenever children are on the premises at least two adults are present
- Children do not have unsupervised access to the kitchen
- Sleeping children are regularly checked (see sleep policy)
- All toys and equipment conform to British safety standards and are well maintained and regularly checked to ensure their ongoing compliance with safety regulations
- All dangerous materials, including medicines are kept out of reach of children or in locked cupboards
- Sleeping children are frequently checked to ensure that they are safe.

### **Security**

- Systems are in place for the safe arrival and departure of children. The times of the children's arrivals and departures are recorded
- Authorisation is obtained if a child is to be collected by anyone other than the child's parents or normal carer and a password system in operation.
- The arrival and departure times of staff and visitors are recorded
- Our systems prevent unauthorised access to our premises
- Our systems prevent children from leaving our premises unnoticed
- Outdoor play is supervised at all times
- There is an area where staff may talk to parents and/or carers confidentially.
- There is an area for staff to take breaks away from areas being used by children.
- Children are only released into the care of individuals of whom the parent has explicitly notified the provider.
- Children do not leave the premises unsupervised.
- All reasonable steps to prevent unauthorised persons entering the premises and have an agreed procedure for checking the identity of visitors.

### **Accidents and Emergencies**

- Procedures are in place for emergencies or accidents and records kept of parental permission to take children to hospital for medical treatment if necessary.
- A correctly stocked first aid box is always available.
- A first aider who holds a current certificate in paediatric first aid is always present.



- Accidents are recorded via Nursery in a Box (NIAB) and reported to parents. The accident book is regularly reviewed about the ongoing completion of risk assessments.
- Appropriate records are kept on children with allergies or medical conditions (see Allergy Policy and Medication policy)

### **Safety on Outings**

We ensure that children are kept safe while on outings. We assess potential risks or hazards for the children, and identify the steps to be taken to remove, minimise, and manage those risks and hazards. The assessment must include consideration of adult to child ratios. We ensure that at least one person who has a current paediatric first aid (PFA) certificate must accompany children on outings.

### **First Aid**

At Cherry Blossom Preschool we ensure at least one person who has a current paediatric first aid (PFA) certificate is always on the premises and available when children are present. We consider the number of children, staff, and layout of our setting to ensure that our paediatric first aider can respond to any emergencies quickly. We display information for parents in the form of "Staff details" list which is available to see in the entrance area of preschool. A correctly stocked first aid box is always available.

### **Insurance**

Cherry Blossom Preschool is a registered Childcare provider, and we understand that we must hold appropriate public liability insurance to cover all premises from which we provide childcare. Our insurance certificate is renewed annually and displayed on our entrance noticeboard.



## Sleep and Rest Policy

We aim to ensure that children have enough rest/sleep, we promote best practice for all children and provide a safe environment. We have adopted a policy of practice recommended by The Cot Death Society to minimise the risk of sudden infant death syndrome. The child's safety is paramount, and we work in partnership with parents to ensure this.

Children are:

- put on their backs to sleep
- placed on a sleep mat
- sleep on the carpeted area of the Preschool room which is kept well ventilated and not too hot.
- given a comforter from home if needed
- not left with a bottle unattended on a sleep mat
- not left to cry
- supported to sleep by an adult

### Procedure

Children's individual sleep patterns/routines are recorded when they start at Cherry Blossom Preschool

The child's Key Worker will work closely with parents/carers to provide the best care for the children. We will explain our Sleep and Rest Policy to the parents to ensure they understand how we place the children to sleep.

All staff will be aware of each child's individual needs and how they like to be put to sleep.

Before the child is placed down to sleep, staff will ensure the following:

- the child is wearing a clean nappy
- outer clothing is removed if inside or wrapped up warm if outside
- the child has been fed or has had a drink
- bibs are removed
- the child has their comforter if needed
- the room is not too warm and the environment is peaceful and relaxing



## Daytime Rest Policy and Procedure

- Staff will prepare the child for bedtime by moving to a quieter carpet area, reading a story and giving the child a cuddle. Some children like to be patted off to sleep, so staff will sit next to the bed on the floor if child is on a sleep mat.
- If the child has not gone to sleep after 15 minutes, then staff may consider letting the child get up and then try them for a sleep later on. This will need to be discussed with the parent/carer from the start along with the length of time a child/baby is left to sleep. If a baby/child falls asleep in the arms of a staff member, they should be placed on a sleep mat as soon as possible.
- Clothing should be loosened if it cannot be removed, and other staff members need to be aware that the baby will need his or her nappy changing on waking up.
- Older Children also need sleep and rest periods in order to help development. As all children are individuals who develop at different rates, we must ensure we meet their needs throughout the day. As they grow, their routine will change as will their need for sleep during the day.
- All children will be given the opportunity to rest or sleep in a quiet area. Here they can cuddle up with a book, listen to music or just relax.

## Sleep Monitoring

Children will be placed on a sleep mat in the Sleep Room and a staff member will stay in the room with the children.

Checking a child whilst sleeping will involve:

- ensuring they are not too hot or cold
- placing a gentle hand on the child's chest to check they are breathing or putting the back of their hand near the child's mouth to feel for breath
- ensuring the child is not tangled in the sheet/blanket. Parents are welcome to bring in a sleep bag for their child, which they can leave in Preschool. Parents will be responsible for the laundering of the sleep bag
- sleep mats are washed daily with antibacterial spray

## Bedding Care

We understand that as well as checking the children, being safe includes ensuring that sleep mats and bedding are in good condition and suited to the age of the child.

- Children's bedding is used for weekly intervals. With the exception that the bedding has become soiled/spoilt in which case it will be washed/changed immediately.
- Bedding is stored within the children's individual draws to ensure they are only used by one child
- Bedding is cleaned weekly



**Partnership with parents/carers** – Detailed information sharing and smooth communication between the key person and the child's family is essential. Building a trusting relationship so close attachments can form will ensure parents/carers and practitioners openly discuss the child's sleep, any changes in routine and provide consistency of care. A child's sleep routine then remains individual and personalised.

Many parents/carers believe that children should not sleep near to being collected, especially in the evening for fear that the child's sleep pattern at night will be disrupted. This can be a conflicting issue between parents/carers and the child's key person with parents/carers often requesting their child is kept awake after a certain time period.

While we take these concerns into account, we will always put the needs of the child first and work with parents to find the best solution as a child cannot be woken up before they are ready.

Therefore, having an open, trusting relationship where discussions remain informal and valued and parents/carers feel secure that the child's key person has the child's best interests at heart, will assist with the individual development of the child. The child's sleep or rest routine will be discussed between key-person and parent/carer during the child's home visit and continue through their time at Cherry Blossom Preschool, as the child's routine changes.

Practitioners at Cherry Blossom Preschool are confident and knowledgeable regarding our safe sleep policy, which adopts the procedure that, 'Children are allowed to sleep to their own individual routine anytime during the day'. The child's key person will feedback appropriately to parents/carers the importance of rest and sleep periods when attending. Practitioners may also find it helpful to read NHS advice on safety of sleeping children: Reduce the risk of sudden infant death syndrome (SIDS) - NHS ([www.nhs.uk](http://www.nhs.uk))





## Special Educational Needs and Disability (SEND) Policy

At Cherry Blossom Preschool we provide an environment in which all children are supported to reach their full potential. Our Preschool has arrangements in place to support children with Special Education Needs and Disabilities (SEND).

The preschool is committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside each other through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs.

The preschool believes that all children have a right to experience and develop alongside their peers no matter what their individual needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.

The preschool is committed to working alongside parents in the provision for their child's individual needs to enable us to help the child to develop to their full potential. The preschool is committed to working with any child who has a specific need and/or disability and making reasonable adjustments to enable every child to make full use of the preschool's facilities. All children have a right to a broad and well-balanced early learning environment.

We feel it is paramount to find out as much as possible about a particular child's condition and the way that may affect his/her early learning or care needs by:

- Liaising with the child's parents
- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority/professionals
- Regularly monitoring observations carried out on the child's development.

### **Special educational needs code of practice**

It is the duty of the preschool to carry out our statutory duties to identify, assess and make provision for children's special educational needs and disabilities. The Code of Practice recommends that our preschool should adopt a graduated approach to assessment through Early Years Action and Early Years Action Plus. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs. Our preschool has identified a member of staff as a SENDCO who will work alongside parents to assess the child's strengths and plan for future support. The SENDCO will ensure that appropriate records are kept according to the Code of Practice/\*Manual of Good Practice.

### **Early Years Action**

The child is identified with special educational needs. The SENDCO, working alongside colleagues and parents, will assess and record the child's needs and provide an Individual



Education Plan (IEP) providing future support. This plan will be continually under review in consultation with the child and his/her parent(s).

### Early Years Action Plus

Is characterised by the involvement of external support services, usually requested by the SENDCO and colleagues in consultation with the child's parents. If the help given through Early Years Action Plus is not sufficient to enable the child to progress satisfactorily, it may be necessary for the preschool, in consultation with the parents and any external agencies already involved, to request a statutory assessment towards a statement of special educational needs.

At Cherry Blossom Preschool we will:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice on identification and assessment of any needs not being met by the universal service provided by the preschool
- Include all children and their families in our provision
- Provide well informed and suitably trained practitioners to help support parents and children with learning difficulties and/or disabilities
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and employ a Special Educational Needs and Disability Co-ordinator (SENDCO) who is experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to Special Educational Needs (SEND) and the SEND Code of Practice
- Identify the specific needs of children with learning difficulties and/or disabilities and meet those needs through a range of strategies
- Ensure that children who learn quicker, e.g., gifted and talented children are also supported
- Work in partnership with parents and other agencies in order to meet individual children's needs, including the health and education authorities, and seek advice, support and training where required
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed
- Ensure that all children are treated as equals and are encouraged to take part in every aspect of the preschool day according to their individual needs and abilities
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning.

### Methods:

- We designate a member of staff to be Special Educational Needs and Disability Co-ordinator (SENDCo) Setting SENDCo: **KATE PACKER**



- We ensure that our inclusive admissions practice ensures equality of access and opportunity
- We ensure that our physical environment is as far as possible suitable for children with disabilities
- We work closely with parents of children with SEND/disabilities and other professionals to ensure that we provide the best possible care and create and maintain a positive partnership
- The SENDCo meets with parents and other professionals to plan an individual programme of activities (IPP) in order to ensure that children with special educational needs reach their full potential
- Use the graduated response system for identifying, assessing and responding to children's special educational needs
- The system of observation and record keeping, which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis
- Use a system of planning, implementing, monitoring, evaluating and reviewing My Support Plan (MSP), Individual Educational Plans (IEPs) for children with learning difficulties and/or disabilities
- All children are encouraged, wherever possible to participate in all the group's activities
- We provide in-service training for all staff to develop their understanding of working with children with SEND/disabilities
- We raise awareness of any specialism the setting has to offer e.g. Makaton trained staff
- Provide a statement showing how we provide for children with learning difficulties and/or disabilities and share this with staff, parents and other professionals
- Provide a broad and balanced early learning environment for all children with learning difficulties and/or disabilities. Importance of learning and development. We understand and recognise that children develop and learn at different rates. (characteristics of effective teaching and learning 1.18). The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).
- Provide differentiated activities to meet all individual needs and abilities
- Review MSP, IEPs regularly and hold review meetings with parents at this time
- Ensure that children with learning difficulties and/or disabilities are consulted at all stages of the graduated response, taking into account their levels of ability



- Provide resources (human and financial) to implement our SEND/disability policy
- Ensure the privacy of children with learning difficulties and/or disabilities when intimate care is being provided
- Use a early years assessment and action plan form where needed
- Provide in-service training for practitioners and volunteers
- Raise awareness of any specialism the setting has to offer
- Ensure the effectiveness of our SEND/disability provision by collecting information from a range of sources e.g. Support plan reviews, IEP reviews, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually
- Provide a complaints procedure and make available to all parents in a format that meets their needs e.g. Braille, audio, large print, additional languages
- Monitor and review our policy annually.



## Staff Induction Policy

Our priority at Cherry Blossom Preschool is to raise standards and improve the quality of education for all our children. We believe staff who are well supported will be more confident in their roles and will help achieve this successfully. Therefore, all newly appointed staff, and those changing roles, will receive a programme of structured support and guidance as appropriate to their role.

### **Aim**

For staff to

- Integrate successfully into the setting;
- Gain experience and develop professional expertise;
- Fulfil their job description successfully;
- Have opportunities for observation and discussion of their work with senior staff to discuss any difficulties that may be experienced;
- Identify their potential for career development and take advantage of opportunities for CPD;
- Consolidate their performance;
- Have opportunities to join in and contribute to discussions on setting policy.

### **Procedures**

All new staff should be given appropriate induction advice, training and resources by a member of the leadership team or other relevant staff as determined by the leadership team. This should include:

- National Curriculum documents
- Staff Handbook
- Setting Prospectus
- Policy documents and Development Plan
- Schemes of work
- Assessment advice, recording, reporting, resources, and procedures
- health, safety, and personal information
- SEND information, behaviour, and inclusion procedures.

*Upon arrival on their first day, new staff should be introduced to:*

- Their immediate colleagues and team
- Whole early years team
- Key contacts across the setting they will be working with
- Management, administration and finance colleagues

*They should be given an appropriate workplace tour including:*

The room they will be working in

Recycling points



Normal entrances and exits and provide security codes  
Staff room  
Relevant noticeboards

Toilets  
Photocopier  
Car parking arrangements

**Healthy and safety aspects should be addressed including:**

- Explain signing in/singing out procedure
- Emergency contact details
- Explain fire evacuation procedures/drills
- Explain first aid procedures
- Explain accident and incident reporting
- Explain Health and Safety at work responsibilities
- Explain security/lock down procedures
- Explain intimate and personal policy (Nappy training) – buddy assigned to train new staff member in nappy training and observation
- Safeguarding policy and procedures
- Explain parent notification forms (concern forms)
- Explain multi-agency safeguarding hub (MASH) purpose (see week 1, 2 and 3 safeguarding)

**HR/Finance paperwork should be completed including:**

- P45 or P46 received
- Bank details received
- ID – Asylum and Immigration Act received
- Suitability declaration form received
- Emergency contact form completed
- Copies of certificates of training

**WEEK 1, 2 AND 3**

During week one of induction, at the earliest opportunity the following should be covered:

- Hours of work/shift patterns
- Sickness/absence reporting procedures
- Annual leave, Salary and pay dates
- Confidentially
- Safeguarding:
  - Understand what is meant by vulnerable children
  - Understand procedures for reporting concerns
  - Understand responsibilities for safeguarding children
  - Recognise the signs and indicators of child abuse
  - Understand the process for reporting child protection concerns



○ Understand Policy & procedure for British values & Prevent Duty, CSE & FGM

- Policies and procedures
- Code of conduct
- Equal opportunities
- Supervision and appraisal

*At the end of week 2 and 3, a meeting will be scheduled to discuss:*

- How things are going
- Any issues
- Any initial training needs

#### WEEK 4

By week four, an observation of the new employee will have been scheduled, along with providing the employee with the four-week questionnaire.

After the four-week observation/initial probation period, a meeting will be scheduled to discuss:

- Feedback on observation
- How the employee has fitted into the team
- Any issues they are experiencing and how to resolve them
- Any training needs
- Safeguarding and ensure they understand the procedure
- Setting objectives for the rest of the probationary period
- Arranging date for second probationary review meeting

#### WEEK 12

After week twelve, a further observation of the new employee will have been scheduled along with the entrance questionnaire. After this observation, a meeting will be scheduled to discuss:

- Feedback on observation
- How the employee has fitted into the team
- Any issues
- Any training needs
- Setting objectives
- Confirming whether probation has been successfully completed and if not, what will happen next.



## Staff supervision in early years and childcare model supervision policy

Supervision is a formal and recorded process through which the professional actions of staff are examined and regularly reviewed. It provides a recorded system of decision making that is audited to improve practice and to improve the service that is provided to children and parents.

Our supervision meetings will act as a means of ensuring that members of staff have access to the support, training and procedures they require for professional growth and development. These supervision enables Management and supervisees to examine and reflect on the quality of their practice and to facilitate discussion.

Our supervision meetings should provide opportunities for staff to:

- discuss any issues – particularly concerning children’s development and well-being.
- identify solutions to address issues as they arise; and
- receive coaching to improve their personal effectiveness.

At Cherry Blossom Preschool, all practitioners who work directly with children and families are supervised by their manager and/or Deputy and/or Supervisor.

Supervision meetings are held every **12 weeks** for each staff member.

Supervision meetings are conducted in line with existing procedures and are stored confidentially on staffs individual Nursery in a Box (NIAB) Staff admin files.

### **Supervision agreements are drawn up for all staff.**

- A copy of the supervision record form is retained by the supervisor and a copy provided to the supervisee.
- Each member of staff has a supervision file which holds a copy of the supervision agreement and their supervision record form. The supervision file is securely stored on NIAB.
- All supervision meetings must include discussions concerning the development and well-being of each of the supervisee’s key children.
- Where concerns are raised, the supervisor and supervisee must seek to identify solutions and identify further actions that need to be taken – these are recorded on the child’s file and may include support from external agencies.
- All aspects of supervision must ultimately focus on promoting the interests of children.
- During supervision meetings members of staff can discuss any concerns they have about inappropriate behaviour displayed by colleagues.





## Declarations

During supervision meetings staff are reminded of the need to disclose any convictions, cautions, court orders, reprimands and warnings relating to themselves (or anyone in their household) which may affect their suitability to work with children that have occurred during their employment with the setting. Any new information is referred immediately to Cheryl Oram (PRESCHOOL OWNER)



## Staff Training and Development Policy

At Cherry Blossom Preschool, we are committed to supporting the ongoing development and improvement of the personal effectiveness of our staff to sustain a culture of continuous improvement, to increase job satisfaction and support career development for the ultimate benefit of the care and education of the children. We also understand that we must follow our legal responsibilities under the Equality Act 2010 including the fair and equal treatment of practitioners regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

What practitioners know, plan for, and do matters for our children's learning, development, safety, and happiness at Cherry Blossom Preschool. We ensure that all staff receive induction training to help them understand their roles and responsibilities. Induction training is set out in our "staff Induction Policy". We strive to support staff in undertaking appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.

### **Aim**

To ensure that staff are provided with ongoing support and feedback to identify their development needs and provided with every opportunity to progress their professional development through a variety of on job coaching, mentoring, in house training and external training courses.

### **Methods**

- All staff receive an annual review and a development plan is produced as a result of this review
- Quarterly "supervision" meetings are held with the Preschool Manager or Supervisor to review the development plan and to provide a formal opportunity for staff to:
  - discuss any issues – particularly concerning children's development or well-being;
  - identify solutions to address issues as they arise;
  - receive coaching to improve their personal effectiveness
- Staff are encouraged and supported to develop a reflective approach to their practice and to be instrumental in identifying their own training needs and solutions
- Staff are provided with access to the Wiltshire: Right Choices website and newsletter which provides opportunities for ongoing development. Access to site can be obtained individually or through Cherry Blossom Preschool.
- Useful Contacts for Right Choice include: [Right Choice \(wiltshire.gov.uk\)](http://wiltshire.gov.uk)
  - i) Ruth Whitaker – Administrator: Right Choices courses



- Training for Safeguarding and Child Protection courses can be accessed through [Wiltshire Safeguarding Vulnerable People Partnership \(SVPP\) - Home page \(wiltshirescb.org.uk\)](http://wiltshirescb.org.uk)
- Cherry Blossom Preschool have the following assigned:
  - ii) Melanie Pearce – Quality Assurance Officer
  - iii) Jo Mawyer– Early Years Advisory Teacher
  - iv) Kylie Cloke – Early Years Inclusion Advisor
- A programme of in-house training is developed annually to meet the common training needs of the staff team and is run by the Preschool Owner.
- All staff are encouraged to attain a full and relevant Level 3 qualification and are supported to do so through on job training assessed by an external provider
- Staff undergoing long term professional training will be allocated a mentor whose role it is, to support and assist the trainee in their learning
- An Early Years Professional is employed in the setting, part of whose role is to role model effective practice and to mentor and coach other staff
- Our preschool budget allocates resources to training
- Where staff training is funded by the Preschool and that member of staff leaves our employment within a period of 12 months, we reserve the right to reclaim the cost of that training from their final salary payment.



## Suitable Person Policy

At Cherry Blossom Preschool, we operate a rigorous recruitment and selection procedure to ensure that our staff can provide the highest possible standards of care and education for the children at our setting. We ensure that the people looking after children are suitable; that they hold relevant qualifications, training and have passed ALL required checks to fulfil their roles. We take the appropriate steps to verify qualifications, including in cases where physical evidence cannot be produced.

Cherry Blossom Preschool, follow the legal responsibilities under the Equality Act 2010 including the fair and equal treatment of practitioners regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

### **Aim**

To ensure that children and their families are offered high quality Preschool care and education by dedicated and caring professionals.

### **Methods**

We obtain an enhanced criminal records check for every person aged 16 and over who works directly with our children. An additional criminal records check (or checks if more than one country) will also be made for anyone who has lived or worked abroad and applies to work for our Preschool.

It is explained to our staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). We do not allow anyone whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for. In addition, we ask staff to sign annual declarations to ensure this is understood.

The use of an Single Central Record is used and updated to record information about staff qualifications and the identity checks and vetting processes that have been completed. We are required to make a referral to the Disclosure and Barring Service if a member of staff is dismissed (or would have been, had they not left the Preschool first) because they have harmed a child or put a child at risk of harm. In addition, we will notify Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided and will give the following information:

- Details of any order, determination, conviction, or other ground for disqualification from registration under regulations made under section 75 of the Childcare Act 2006.



- The date of the order, determination or conviction, or the date when the other ground for disqualification arose.
- The body or court which made the order, determination or conviction, and the sentence (if any) imposed.
- A certified copy of the relevant order (in relation to an order or conviction).

The registered person is **CHERYL ORAM** and must provide this information to Ofsted as soon as reasonably practicable, but, in any event within 14 days of the date the provider became aware of the information or should have reasonably become aware of it if they had made reasonable enquiries.

### **Staffing Arrangements**

We ensure that staffing arrangements meet the needs of all children and ensure their safety. We do this through making sure that the children are adequately supervised, including whilst eating, and decide how to use staff to ensure children's needs are met. We inform parents and/or carers about how staff are organised, and when relevant and practical, aim to involve them in these decisions.

- To meet this aim, we operate the following staff/child ratios as a minimum

<b>Age of children</b>	<b>Ratio</b>
Children aged 2 years	1 adult: 5 children
Children aged 3 – 5 years	1 adult: 8 children

- A minimum of two staff are on duty at any one time
- All staff are checked through checked for criminal records through Disclosure & Barring Service (DBS) in accordance with Ofsted's requirements and their suitability to work with children is verified through thorough reference checks
- The Preschool Manager and Deputy Preschool Manager hold an appropriate Level 3 Childcare Qualification and a minimum of 2 years' experience in Early years sector.
- At least one member of staff must hold an approved level 3 qualification and at least half of all other staff must hold an approved level 2 qualification. Suitable students on long term placements and volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over) can and will be included in the



ratios at the level below their level of study, only if the Manager and Deputy Manager are satisfied that they are competent and responsible.

- At least one person with a current paediatric first aid (PFA) certificate is always on the premises and available when children are present and will accompany children on outings. This certificate is for a full course consistent with the criteria set out in Annex A in the Statutory Framework.
- We use a key person system to ensure that each child has security and continuity in their care and to provide a special point of contact for each family.
- We offer equality of opportunity by using non-discriminatory procedures for the recruitment, selection, promotion and training of staff
- We have safer recruitment policy in place and follow a strict safeguarding procedure to protect all children and young people in our care. At Cherry Blossom Preschool we expect all staff and volunteers, students and agency staff to share this commitment.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, culture, race, religious beliefs, ethnic origin or family background.
- Applicants will not be placed at a disadvantage by us imposing conditions or requirements which are not justifiable
- A staff induction policy is in place at Cherry Blossom Preschool
- All staff have job descriptions which set out their roles and responsibilities
- All new staff receive induction training during their first week of employment and receive a training plan during their probationary period
- Staff are supported to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.
- We encourage and support all staff to supplement their knowledge and skills through in-service training. Our preschool budget allocates resources to training
- All staff receive an annual appraisal review and a development plan is produced as a result of this review
- Appropriate arrangements are in place for the supervision of staff who have contact with children and families. We aim to provide, effective supervisions that provides



support, coaching and training for the practitioner and promotes the interests of children.

- Supervision should provide opportunities for staff to:
  - i) discuss any issues – particularly concerning children’s development or well-being, including child protection concerns
  - ii) identify solutions to address issues as they arise
  - iii) receive coaching to improve staff’s personal effectiveness
- We support and encourage staff to progress their professional qualifications through on and off the job training schemes.
- We hold regular staff meetings to undertake curriculum planning and to discuss children’s progress and general matters relating to the running of the Preschool

### **Disciplinary and Grievances**

- The setting has a detailed Disciplinary procedure in place which will be followed if the standards of performance and behaviour are not maintained by staff in order to ensure the smooth running of our organisation and protect the safety and well-being of our employees, families and children.

The Disciplinary procedure details the actions taken if any incidents occur within the setting.

### **Staff taking Medication/other substances**

Our Staff members at Cherry Blossom Preschool must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If a practitioner is taking medication which may affect their ability to care for children, they **MUST** seek medical advice.

Practitioners must only work directly with children if the medical advice received confirms that the medication is unlikely to impair that person’s ability to look after children properly.

All medication on the premises must be stored securely, and out of reach of children, always.



## Sun Safety Policy

At Cherry Blossom Preschool, we believe in Sun Safety to ensure that children and staff are protected from skin damage caused by the harmful ultraviolet rays in sunlight.

As part of the Sun Safety policy, our Staff will:

- Educate children to wear clothes that provide good sun protection and use sunscreens when appropriate.
- Encourage children to wear hats that shade the face and neck. Parents are asked to dress their children in tops that cover their shoulders.
- Ask parents to cover exposed parts of children's bodies with sunscreen, using a sunblock of SPF 50 or at least SPF20/25 if this is not possible. When requested staff will reapply sunscreen as necessary.
- Try to schedule any outdoor activities before 12noon and after 2pm when the sun's rays are most harmful.
- Hold outdoor activities in areas of shade whenever possible and encourage children to use shady areas during outdoor activities and organised outings.
- Ensure children have constant access to drinking water through provision of individually named water bottles and encourage children to drink regularly.
- Sunbathing is discouraged.
- Actively work towards increasing the provision of adequate shade for everyone.
- Encourage staff and parents to act as good role models by practicing sun safety.
- Regularly remind children, staff, and parents about sun safety through newsletters, posters, and Preschool activities.
- Make sure the Sun Safety Policy is working. We will regularly monitor our curriculum, assess shade provision, and review the sun's safety behaviour of children and staff (use of hats and shade etc.)
- Wherever possible we aim to send out notifications/reminders to parents to prepare for hotter weather and encourage suitable clothing to be provided and to apply sun cream prior to arrival at the setting.
- The setting will use a sun cream safety form to monitor and regulate the application of sun cream throughout the day and ensure all children have had sun cream applied.
- In cases where children are not provided with suitable clothing or sun cream, the setting will do their best to offer alternatives e.g., spare sun hats and settings sun cream (with signed consent from parent/carer)
- The setting will aim to store a suitable sun cream on site to be used with parental consent for children who have not had their own sun cream supplied. If consent has not been granted, the child will remain inside the setting until a suitable arrangement has been put in place to allow this to be changed.





## Supporting and Understanding Behaviour Policy

At Cherry Blossom Preschool, we believe that children flourish when they know what is expected of them and are given the freedom and support to play and learn in an environment free from harm or unfair restriction. We understand that we are responsible for supporting, understanding, and managing children's behaviour in an appropriate way.

We will NEVER give or threaten corporal punishment or any punishment which could negatively affect a child's well-being and we take reasonable steps to ensure that corporal punishment is not given by anyone who is caring for or is in regular contact with a child, or by anyone living or working in the premises where care is provided. We understand that not meeting these requirements is an offence. A member of staff will not be considered to have used corporal punishment (and therefore will not have committed an offence), if physical intervention was taken to avert immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary.

We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment. Our mission is to help children to learn what is expected of them and to find opportunities of rewarding and reinforcing good behaviour. We feel it is important to create a whole setting approach of which staff, children, and parents have a clear understanding. We want our children to be confident, happy and involved. This will ensure that children make the best all round progress.

There is a designated member of staff responsible for behaviour management, who is competent to carry out these responsibilities and regularly updates their knowledge.

**Nominated staff Member: CHERYL ORAM**

### **Developing life skills**

*We develop life skills such as:*

- Planning for own learning
- Problem solving
- Conflict resolution
- Caring for others in the community
- Build relationships
- Dealing with emotions

### **Rewards**

*We use some rewards to promote positive behaviour:*

- Star of the week/Special Helper
- Certificates/stickers/reward chart
- Special Activity
- Cherry Blossom bear



- Class councils
- Divergent thinking skills
- Learning about negotiation and compromise

## Consequences

Sometimes, as a last resort, children need time to reflect or have some quiet time. It is best to label it 'reflection/quiet time' instead of time out. This involves insisting children move away from what that are doing and sit somewhere to reflect. This should be a safe and comfortable place. Other children do not need to be aware another child is having quiet time and should be with you sitting alongside them for support. Children should always be given a warning before having reflection time.

If this, and other positive approaches are not being successful with parent permission, we will seek support from our SENDCO and/or our behaviour management officer.

- Staff will receive regular in-service training on handling children's behaviour to refresh and update their skills
- Clear guidelines will be set for children to understand what kind of behaviour is not acceptable and the settings golden rules should support this.
- Staff will provide a positive role model of behaviour by treating children, parents and carers and one another with friendliness, care and courtesy
- Staff will use positive strategies for handling conflict by helping children find solutions in ways, which are appropriate for the child's age and stage of development
- Where children behave in unacceptable ways, we help them to see what is wrong and how to cope more appropriately
- Unwanted behaviour will be dealt with using a variety of methods, appropriate to the age and understanding of the child, including talking calmly and firmly, distracting the child, a complete change of activity and where appropriate ignoring the unwanted behaviour
- We never use physical punishment nor do we use the threat of such punishment
- We do not use techniques intended to single out, humiliate or frighten children
- Staff do not raise their voices in a threatening way to respond to children's behaviour

## Equal Opportunities and Inclusion

The children and parents are actively involved in our behaviour expectations and their perceptions are explored and valued.

There are clear curriculum guidelines for children with learning difficulties and behaviour. Appropriate assistance will be provided in a variety of ways including;



- A range of learning styles
- Using children's ideas and motivations as a starting point for learning
- Adjusting the conceptual demand of the task as appropriate for the child.

Cherry Blossom Preschool, aims to follow the equal opportunities legislation as it relates to behaviour policies, the Disability Discrimination Act 2005 and the Race Relations Act 1976 Amended 2000 and takes account of all special educational needs, disability, race, religion, culture and other vulnerable pupils.

Staff are aware that they must make reasonable adjustments in the application of their behaviour policy according to the individual child.

### **Principles that underpin the policy**

The principles that underpin our behaviour policy are:

- Approaches to behaviour should be consistent and fair
- Styles of teaching and learning should meet the needs of children and not pre-conceived notions of what is or is not appropriate
- Children's emotional welfare, wellbeing and involvement should be assessed
- Children should enjoy the preschool and feel in control
- Children should feel motivated and challenged
- Parents and carers need to feel well informed about and comfortable with all behaviour expectations
- Children, parents/carers and staff need to be involved on an equal basis
- Transitions are managed effectively, thought about and planned in advance
- **Everyone should be and feel respected**

### ***Partnership with parents***

**At Cherry Blossom Preschool, we encourage parents to be involved by:**

- Inviting parents into the setting twice a year to discuss the progress of their child
- Discuss any issues as and when they arise
- Welcome parents to discuss children or personal situations at any time
- Stay and play sessions
- Inviting parents to child progress evenings
- Termly newsletters to inform parents of curriculum focus
- Encouraging parents to come in and help in the preschool



## Keeping Records

Cherry Blossom Preschool will keep a record of any occasion where physical intervention is used, on a “Physical Intervention” form and parents and/or carers will be informed on the same day, or as soon as reasonably practicable.

### Supporting Relationship and Positive Behaviour Statement of Intent

**(Built on Five to Thrive model)**

*We connect rather than correct*

*We understand behaviour is communication*

*We are curious in order to understand*

*We will co-regulate to help children regulate.*

*We recognise flight, fight and freeze response.*

*We empathise when someone is flipping their lid*

*We believe that relationships buffer stress and build resilience*

*All of us need one another always.*

*Resilience means, we see you, we hear you, we are with you.*

*Everyone belongs, everyone matters.*

## Aims

At Cherry Blossoms we aim to promote a positive ethos of behaviour in which children can work, play well together and build relationships. There is a high expectation of behaviour in all aspects of the day which places the needs of the child at its centre.

Our setting will support all children including those displaying personal social, emotional difficulties.

**We maintain that all behaviour is a form of communication.** By understanding this all children shall have their individual needs met and the opportunity to reach their full potential. To achieve this our setting endorse the Five to Thrive – Attachment, Trauma and Resilience (ATR) model

We appreciate and understand that:

- Encourage a calm, purposeful and happy atmosphere conducive to good learning.



- Foster positive attitudes towards themselves and others which recognises and values achievements at all levels.
- Enable pupils to recognise, identify feelings and emotions and gradually acknowledge appropriate behaviour.
- Encourage increasing independence and promote self-regulation skills through co-regulation with a warm and responsive adult.
- Provide a consistent approach to positive relationships and behaviours that challenge across the setting.
- Ensure that children are supported to develop an understanding of agreed boundaries.
- Ensure practitioners nurture and work with children in such a way that they feel truly valued and emotionally regulated.
- Ensure that all children feel safe and secure within our setting.
- Provide an interesting, well-planned curriculum that motivates children to learn alongside developing the social, emotional, and behavioural skills.
- Embrace Five to Thrive ATR model in our setting.
- Recognise and place value that every interaction is an intervention.

## Objectives

Our setting strives to promote a caring, calm and secure environment where everyone feels safe, secure and respect for others is fostered. We aim to promote a positive culture and to encourage in all children a sense of responsibility to themselves, to our setting and to the wider community. This is achieved through staff, pupils, parents/carers working in partnership.

This Relationship and Positive Behaviour statement of intent seeks to inform, guide and support staff, parents/carers, and children.

1. Consistent Five to Thrive ATR approach to promote positive relationships
2. Identified Five to Thrive Champion/s
3. Strong leadership and management (including room leaders)
4. Strategies that promote positive relationships and behaviour
5. Staff development and support
6. Liaison and work together with parents/carers and other agencies supporting the child
7. Managing child transition
8. Adaptations and reflection regarding learning environment

## Strategies and Tools

Our setting uses the following strategies and tools to promote positive relationships and behaviour. We adopt a clear, confidential and non-shaming approach to implementing these.



Six steps to conflict resolution

De-escalation toolkit

Affirmation cards

Calming Techniques

Tucker Turtle

Colour Monster

Five to Thrive One Page Profile

Five to Thrive Settling in Booklet

KCA (Kate Cairns Associates) have produced a useful model to describe five key parental and practitioner activities which actively develop baby brains through mindful soothing and simulation.



The Five to Thrive model is an attachment-based approach being promoted and delivered throughout Wiltshire by all professionals from health, education and all supporting agencies. In addition, Five to Thrive looks at supporting trauma in early childhood.

Within Five to Thrive there are five simple elements that children need every day that help children's brain development. The five key elements are referred to as brain food and are:

Respond • Cuddle • Relax • Play • Talk



## Transition Policy

At Cherry Blossom Preschool, we are committed to providing a caring and stimulating environment in which children feel safe and secure to learn and develop to their full potential. We recognise that transitions outside of the setting can impact on the children's well-being, learning, development, and behaviour and thus are committed to supporting children through these transitional periods to ensure that such impact is minimised.

At Cherry Blossom Preschool we will consider the following as forms of transitioning:

1. Starting at Cherry Blossom Preschool
2. Leaving Cherry Blossom Preschool to (a) A different setting (b) starting school
3. Keyperson changes

We aim to create a smooth transition from the pre-school room into school to ensure the children are prepared for the changes in routine and are familiarised with the new arrangements before they take permanent effect. We also aim to ensure that the same efforts are made if a child transitions to another setting.

Occasionally, key-person groups may need to be changed i.e., a member of staff leaving or changing working days. All efforts will be made to ensure the children are supporting with such occurrences.

1. Starting at Cherry Blossom Preschool

To help and support children with their transitions within the setting and to familiarise them with changes in their routine we will:

- Set a date for the new arrangements to take effect
- Organise introduction sessions for the child to spend time at the setting and with allocated key person.
- Plan specific activities during those introductory sessions that meet the needs of the child's age and stage of development to ensure that they can participate in the activity fully
- Introduce the child to their new key person and allocate time for them to get to know each other to ensure that when the transition takes effect, they have a familiar carer to support them and to help them settle in.
- At circle time the child will be encouraged to bring something in from home for show and tell to help them feel valued and increase their confidence and self esteem
- Information about the child relating to their individual needs will be shared between parents/manager/key person. This information will be used by the new key person to help them gain a greater understanding of the child's needs and thus be better equipped to help them settle with minimum disruption.
- Parents will be advised of their child's progress



## 2. Leaving Cherry Blossom Preschool to (a) A different setting (b) starting school

### (a) Transition to a different

- Parents will be encouraged to share information on new setting and contact details. Consent can be gained to share information about child with new setting.
- Key-person will ensure that all relevant documents i.e., most recent assessment and completed transition forms are given to the parents or sent to new setting (with password protection)
- Setting will work to help prepare the child prior to leaving for change.

### (b) Starting School

- School name, location and reception/class teacher name will be gained.
- The school will be contacted and invited in to meet the child/ren that will be starting
- Transition to school documentation including most recent development assessment will be given to parent/teacher
- Children will have lots of positive conversations about starting school, books, uniform will be discussed and used to positively reinforce the transition.
- Children will be encouraged to share news on their new school

## 3. Key-person changes

- Parents will be notified verbally and new key-person introduction will be sent out through Nursery in a Box (NIAB) system.
- Previous key-person will spend sufficient time handing over information regarding the child's development, and will complete a transition form for new key-person. This information will be used by the new key person to help them gain a greater understanding of the child's needs and thus be better equipped to help them settle with minimum disruption.
- Introduce the child to their new key person and allocate time for them to get to know each other to ensure that when the transition takes effect, they have a familiar carer to support them and to help them settle in.





## Trips and Outings Policy

In line with the children's ongoing learning and development we will on occasions arrange to take them on trips or outings to support and enhance their learning. On such occasions parents and carers will be given plenty of notice of the forthcoming trip and their consent sought to their child taking part. Such trips are voluntary and if parents or carers do not wish their child to participate in the trip then normal care arrangements will be maintained at the Preschool.

We ensure that children are kept safe while on outings. We assess potential risks or hazards for the children, and identify the steps to be taken to remove, minimise, and manage those risks and hazards. The assessment must include consideration of adult to child ratios. We ensure that at least one person who has a current paediatric first aid (PFA) certificate must accompany children on outings.

### Procedures

- Parents or carers will be advised in writing of the trip, including full details of arrangements for the outing. Consent will be gained through permission slips and will be required to be returned to the setting for children taking part in the outing.
- A full risk assessment of the outing, including travel arrangements will be conducted by the Preschool Manager prior to the outing in order that any risks or hazards are identified and minimised.
- The following child/adult ratios will be maintained on all outings as a minimum.  
One adult to three children aged 2 – 3 years.  
One adult to four children aged 3 – 5 years.
- Parents or carers will be encouraged to take part in outings to develop their understanding of their children's learning and to provide additional supervision of the children.
- Staff and helpers will be fully briefed by the Preschool Manager on their role and responsibilities during the outing and will understand the procedures to be implemented in case of an emergency.
- Staff will carry mobile phones and children will be issued with labels identifying contact telephone numbers in case they become lost.
- Details of the outing will be kept back at the setting, along with written details of how to contact the group leader.
- The group leader will carry emergency contact details for all children taking part in the outing in order that parents or carers can be contacted in the event of an emergency.



- A First Aid Box or bag will be taken on the outing and at least one person who has a current paediatric first aid (PFA) certificate must accompany children on outings.
- In the event of a child becoming lost the Missing Child Procedure will be implemented

### **Planning for the Trip/Outing**

- All dietary requirements must be adhered to, and a full list of these requirements must be taken on the trip/outing
- Food and drink must be provided at similar times to those at Preschool and drinks should be offered throughout the day. Staff must also be provided with food and drink.
- All medical needs must be adhered to during the trip/outing and all medication must be taken and managed by the person in charge of the children with any medical condition. Please remember to ensure that this is out of reach to all children.
- Nappies, wipes, spare clothes etc. must be taken for those children who need them and the Preschool nappy changing, and intimate care procedures must be always followed.
- The person in charge on the outing must take the Preschool mobile and ensure it is fully charged and has sufficient credit, with telephone numbers of the Preschool as well as the mobile numbers of the owners.
- The preschool mobile/ camera must stay with the person in charge of the trip/outing. In the event that the mobile/camera is lost, this must be reported immediately, and the parents will be informed when they collect their child.
- All children must be provided with adequate clothing, and wear a high-visibility Jacket
- All adults must be provided with a list of children attending the trip and the specific group that they oversee. The list must also contain any specific details relating to those children (medical/diet etc)



## Use of Mobile Phones, Cameras and Devices Policy

### ADDENDUM TO SAFEGUARDING POLICY

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

#### Procedures

##### *Mobile Phones*

- Personal mobile phones belonging to members of staff are not allowed in the playrooms. Staff must keep personal mobile phones in their bags in the staff room and keep them switched off or on silent.
- Staff are **NOT ALLOWED** to use mobile phones within the Preschool environment and will be stored in personal drawer within staff room area. Staff are permitted to use their mobile phones within the designated break area only. It is forbidden for staff to take pictures of children using personal mobile phones
- In the event of an emergency personal mobile phones may be used in the privacy of the office with permission from the manager
- Members of staff ensure that the telephone number of the setting is known to immediate family and other people who may need to contact them in an emergency
- On occasions such as trips or outings staff may carry a mobile phone which is only to be used in the case of an emergency.
- Parents and visitors are requested not to use their mobile phones whilst on the premises.

##### *Cameras and videos*

- Permission from parents is obtained for taking digital images of children and parents are able to specify how they wish these images to be used i.e., for developmental records, for use within the setting, for use in local newsletters or for use on the nursery website.
- Photographs or recordings of children are only taken on equipment belonging to the setting
- Photographs or recordings of children are only taken for valid reasons i.e. to record their learning and development or for displays within the setting.
- Photographs may only be downloaded onto the nursery computer or the company computer and not developed or stored on any device outside of the nursery or its registered address.
- Members of staff must not bring their own cameras or video recorders into the setting
- Access to the company computer is password protected
- Cameras that are used outside the setting by parents and children as part of our resources sharing facility will be cleared of images prior to each loan.
- Staff are trained in Safeguarding Children procedures and are made aware of developments in this area as part of our regular communications procedures.



- Staff are trained to be vigilant of any suspicious activity amongst colleagues and to act upon these suspicions appropriately, in a spirit of self-regulation and openness to ensure that procedures are followed and that the interests of the children are always paramount.
- Where parents ask permission to photograph or record special events at nursery permission is given with the explicit restriction that such images are for personal use only and are not posted on social media sites and following due regard for any child for whom permission to be photographed at such an event has been denied.
- Where parents are found to be acting in contravention of this restriction, they will be instructed to remove the image from the internet and spoken to by the Preschool Owner which could lead to permission being denied for future events.
- Photographs and videos will be deleted when they have been uploaded onto relevant platforms i.e. children's learning journals. Printed photographs will be disposed of either by giving them to parents/carers or by shredding.

### *Smart Watches*

Cherry Blossom Preschool understand that the use of electronic devices such as smart watches, now have imaging and sharing capabilities and could jeopardise the safeguarding policy and procedures within the setting. For that reason;

- Staff are **NOT PERMITTED** to wear any smart device/watch that can take or receive images within the setting. Staff are allowed to wear tracker watches for fitness or health reasons but are **NOT PERMITTED** to use for receiving notifications whilst working directly with children.



## Whistleblowing Policy

At Cherry Blossom Preschool we expect all our colleagues, both internal and external, to be professional at all times and hold the welfare and safety of every child as their paramount objective.

We recognise that there may be occasions where this may not happen and we have in place a procedure for staff to disclose any information that suggests children's welfare and safety may be at risk. Cherry Blossom Preschool have appropriate whistleblowing procedures in place, outlined within this policy, for any concerns can be raised with:

**Designated Safeguarding Lead: CHERYL ORAM or the  
Deputy Designated Safeguarding Lead: JOANNA SAY or KATE PACKER or MICHAELA KNIGHT.**

We expect all team members to talk through any concerns they may have with their line manager at the earliest opportunity to enable any problems to be resolved as soon as they arise.

This policy aims to:

- encourage employees to feel confident in raising serious concerns and to question and act upon concerns;
- provide avenues for employees to raise those concerns and receive feedback on any action taken;
- ensure that employees receive a response to concerns and that they are aware of how to pursue them if they are not satisfied;
- reassure employees that they will be protected from possible reprisals or victimisation if they have a reasonable belief that they have raised any concern in good faith.

### **Legal framework**

The Public Interest Disclosure Act 1998, commonly referred to as the 'Whistleblowing Act' provides protection for employees who raise legitimate concerns about specified matters. These are called 'qualifying disclosures.'

A qualifying disclosure is one made in the public interest by an employee who has a reasonable belief that:

- A criminal offence
- A miscarriage of justice
- An act creating risk to health and safety
- An act causing damage to the environment



- A breach of any other legal obligation or
- Concealment of any of the above
- Any other unethical conduct is being, has been, or is likely to be, committed.

If a member of staff feels unable to raise an issue or feel that their genuine safeguarding concerns are not being addressed, they can contact the independent voluntary organisation Public Concern at Work on 020 7404 6609 for guidance or phone the NSPCC Whistleblowing helpline.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Alternatively, staff can write to: National Society for the Prevention of : Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH.

The Public Interest Disclosure Act has the following rules for making a protected disclosure:

- You must believe it to be substantially true
- You must not act maliciously or make false allegations
- You must not seek any personal gain.

It is not necessary for the employee to have proof that such an act is being, has been, or is likely to be, committed; a reasonable belief is sufficient.

### Confidentiality

All concerns will be treated in confidence and every effort will be made not to reveal the identity of the employee if that is their wish. If the preschool are not able to resolve the employee's concern without revealing their identity (e.g., because their evidence may be needed in Court), it will be discussed with them beforehand, whenever possible.

### Disclosure of information

If, in the course of your employment, you become aware of information which you reasonably believe indicates that a child is/may be or is likely to be in risk of danger and/or one or more of the following may be happening, you MUST use the preschool's disclosure procedure set out below:

- That a criminal offence has been committed or is being committed or is likely to be committed
- That a person has failed, is failing or is likely to fail to comply with any legal obligation to which they are subject (e.g., EYFS, Equalities Act 2010)
- That a miscarriage of justice has occurred, is occurring, or is likely to occur.



- That the health or safety of any individual has been, is being, or is likely to be endangered.
- That the environment, has been, is being, or is likely to be damaged.
- That information tending to show any of the above, has been, is being, or is likely to be deliberately concealed.

### Disclosure procedure

- If this information relates to child protection/safeguarding, then the preschool safeguarding policy should be followed.
- Where you reasonably believe one or more of the circumstances listed above has occurred, you should promptly disclose this to your manager so that any appropriate action can be taken. If it is inappropriate to make such a disclosure to your manager (i.e., because it relates to your manager) you should speak to the Designated Officer for allegations (DOfA) or the MASH team.
- The earlier an employee expresses concerns the easier it is to take action.
- An employee is not expected to provide proof, but they will need to demonstrate to the person contacted that there are reasonable grounds for their concern.
- It is hoped that in most cases an employee will feel able to raise any concerns internally with the Preschool manager/Owner, speaking to them in person or putting the matter in writing if they prefer. They may be able to agree a way of resolving a concern quickly and effectively.
- The Manager/Owner will arrange a meeting with the employee as soon as practicable to discuss their concern. They will record sufficient details to enable the matter to be thoroughly investigated. As a minimum, they will record the name of the employee but also indicate whether the individual wishes his or her identity to remain confidential and the nature of the concern. In some cases, it will not be possible to maintain confidentiality and Manger/Owner will explain this to the employee.
- The employee may bring a colleague or representative to any meetings. The colleague or representative must respect the confidentiality of the disclosure and any subsequent investigation.
- The Manger/Owner will take notes and produce a written summary of the concern raised and provide the employee with a copy as soon as practicable after the



meeting, along with an indication of how they propose to deal with the matter, where possible.

- If a concern against the Manager/Owner is received, it would be advisable for guidance to be sought from the Local Authority: Wiltshire Safeguarding Vulnerable People Partnership.
- Employees will not suffer detriment of any sort for making such a disclosure in accordance with this procedure. For further guidance in the use of the disclosure procedure, employees should speak in confidence to the preschool manager/owner
- Any disclosure or concerns raised will be treated seriously and will be dealt with in a consistent and confidential manner and will be followed through in a detailed and thorough manner.
- Any employee who is involved in victimising employees who make a disclosure, takes any action to deter employees from disclosing information or makes malicious allegations in bad faith will be subject to potential disciplinary action which may result in dismissal.
- Failure to report serious matters can also be investigated and potentially lead to disciplinary action which may result in dismissal.
- Any management employee who inappropriately deals with a whistleblowing issue (e.g., failing to react appropriately by not taking action in a timely manner or disclosing confidential information) may be deemed to have engaged in gross misconduct which could lead to dismissal
- We give all of our staff the telephone numbers of the Designated Officer for allegations (DOfA), the Local Safeguarding Children Board: Wiltshire Safeguarding Vulnerable People Partnership, and OFSTED so all staff may contact them if they cannot talk to anyone internally about the issues/concerns observed.