



Policies and Procedures

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V 4

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Glossary

The following terms are used throughout this publication and refer to:

Early Years Foundation Stage Statutory Framework – For group and school-based providers (EYFS) – the statutory framework for care and early learning in England. A revised framework was published on 11th October 2024 and came into force from 1st November 2024. It is mandatory for all early year's providers, including maintained schools, non-maintained schools, independent schools, and all providers on the Early Years Register.

Ofsted is the Office for Standards in Education, Children's Services, and Skills. It regulates and inspects early years providers in England according to the EYFS.

Parents – refers to mothers, fathers, legal guardians and the primary carers of looked-after children. There may also be other significant adults in children's lives and other relatives who care for them. You may want to adapt the example documents to use the terminology you feel most comfortable with.

Key Person – The named member of staff with whom a child has more contact than other adults. This adult shows a special interest in the child through close personal interaction on a day-to-day basis and keeps day-by-day contact with parents.

SENCO – Special Educational Needs Coordinator, who supports all children with additional needs or disability.

What are Policies and Procedures?

A policy is a collectively agreed statement of beliefs. It is a course of action recommended or adopted by an organization. Policies inform procedures.

A procedure is a way of doing something, a written method or course of action to be taken under certain circumstances.

A comprehensive set of policies and procedures should demonstrate a professional approach to processes and practice and, where applicable, compliance with legal requirements. To ensure high-quality provision, robust and clear policies and procedures must be developed that managers, staff, parents, and visitors can understand, follow, and implement.

Policies and procedures help to plan and provide evidence that sound practice is taking place.

Key Contact Number

Multi Agency Safeguarding Hub (MASH) – 020 8359 4066

MASH/LADO/Prevent duty emergency duty team (out of MASH hours) – 020 8359 2000

Ofsted helpline – 0300 123 1231

Ofsted complaints team – 0300 123 4666

Local Authority Designated Officer (LADO) – 020 8359 4066

Barnet Hospital A&E – 020 8216 4600

Royal Free Hospital A&E – 020 7794 0500

Finchley Memorial Hospital – 020 8349 7500

Edgware Community Hospital – 020 8732 6459

Setting Phone Number - 07708393913

Area-SENCO – Maria Kurt - 07892705777

1. Safeguarding and promoting children's welfare

1.1 Safeguarding and Child protection

Policy statement

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 in the setting, at home or elsewhere.
- 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.
- Early years staff play an important role in building relationships, identifying concerns and providing direct support to children.
- (Definition taken from the HM Government document 'Working together to safeguard children 2023 - [Working together to safeguard children 2023: statutory guidance](#))

Procedures

At Andi's Nursery, we work with children and parents to ensure the welfare and safety of children and to give them the very best start in life. Children have the right to be treated with respect, be helped to thrive and be safe from any abuse in whatever form. Child protection is the activity undertaken to protect specific children who are suffering or likely to suffer significant harm. Our responsibility and priority are towards the safety of children in our care, where we protect them from neglect, physical abuse, sexual abuse, emotional abuse, domestic abuse, bullying and racism, upskirting, Female Genital Mutilation (FGM), poor parenting and gender-based violence. We understand that child abuse can be in the form of any of the above-mentioned points or a mixture of those.

To safeguard children and promote their welfare, we will:

- We carry out a written Risk Assessment and Daily Safety Check around the building and on outings. (For further information, see the Risk Assessment policy)
- We ensure that child ratios and indoor space requirements meet with EYFS guidelines. (For further information, see the Staff: Child ratio and Premises policies)
- We ensure that no staff, parents, or visitors are smoking, vaping or using e-cigarettes. (For further information, see the No Smoking, Vaping and E-cigarette policy)

- All staff and providers possess a clear Criminal record check, obtained before starting work with children (including an Overseas Police Check if necessary). They are deemed suitable to work with children, and any disqualifications are reported to Ofsted. (For further details, refer to the Suitability, Trainings and Disqualification and Staff Behaviour policies)
- We ensure that all staff members are trained to understand our policies and procedures as part of our induction process. All staff possess up-to-date knowledge of safeguarding issues, can identify signs of potential abuse and neglect, and understand how to respond in a timely and appropriate manner, including regarding FGM. (For further information, please refer to the Induction of Employees and Training and CPD policies)
- A Paediatric First Aider (PFA) is always present in the setting and during outings, including mealtimes. (For further details, see the First Aid and Training and CPD policies.)
- We ensure that all our Health policies and procedures are understood and followed by staff and parents. (For further information, see the Health policies)
- We have procedures in place to control the visitors and regular visitors' access to the setting. (For further information, see the Visitor on the premises and Suitability, Trainings and Disqualification policy)
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children. (For further information, see the Visitor on the premises and Suitability, Training and Disqualification policies)
- We ensure that children do not leave the setting with unauthorised people. (For further information, see child collection policy)
- We have a key person system which provides parents and their children with a sense of security. (For further information, see the Key Person policy)
- We help children to understand how they can influence and participate in decision-making and how to promote British Values through play, discussion and role modelling. (For further information, see British Values policy)
- We will devise activities according to individual circumstances to enable children to develop confidence and self-esteem within their peer group and support them to learn how to keep themselves safe, including children with Special Educational needs and Disability (SEND). (For further information, see SEND policy)
- We are supporting understanding and managing children's behavior in an appropriate way. (For further information, see the Managing Behaviour and Staff Behaviours policy)

- We take steps to ensure children are not photographed or filmed on video for any other purpose than we gained permission for from the parents. (For further information, see the Information and Records and the Use of Electronic Devices with Imaging and Sharing Capabilities policies)
- We keep all information and photos about children in a locker cabinet in the office, and all computer-based data is password protected. Information and images are destroyed in line with the Information and Records policy. (For further information, see the Use of Electronic Devices with Imaging and Sharing Capabilities policy.)
- We ensure that information is shared only with those people who need to know in order to protect the child and act in their best interest. (For further information, see the Data Protection and Confidentiality Policy.)
- We keep the setting safe online using appropriate filters, checks and safeguards, monitoring access at all times.
- Parents are made aware of our Safeguarding policies and procedures, and information on how and where to make a complaint is available for them. (For further information, see the policy on making a complaint.)
- We have a named Designated Safeguarding Lead (DSL) at Andi's Nursery who ensures the nursery works in line with the Keeping Children Safe in Education Guidance (2024) - Keeping children safe in education 2024, attends child protection training courses and provides support, advice and guidance to staff. (For further information, see the Training and CPD policy.)
- We take any appropriate action relating to allegations of serious. (For further information, see the Allegation against a member of staff and Whistleblowing policies.)
- We are committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in "What to do if you are worried a child is being abused - 2015" (<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>)

Steps we follow in case of concern:

1. We are being alert of any concerning signs.
2. If we see any sign of abuse or neglect, we question behaviour, seek further information and try to speak with the child.
3. If we have any cause for concern, we make notes about all the information we gained.

4. Staff immediately report to the DSL, and the DSL report it to MASH or LADO – see number in Key contact number list. If we feel the child is in direct danger, we call the police.
5. We notify Ofsted services about any serious incident as soon as possible or within 14 days. (For further information, see the Partnership working policy)

Types and signs of abuse

Physical abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

Signs: children with frequent injuries, children with unexplained broken bones, bruises, cuts, burns, and bite marks.

Emotional abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse.

Signs: Children who are excessively withdrawn, fearful, or anxious about doing something wrong. Parents or carers blame their problems on their children. Parents or Carers who humiliate their children, for example, by name-calling or making negative comparisons.

Sexual abuse is any sexual activity with a child.

Signs: Children who display knowledge or interest in sexual acts inappropriate to their age. Children who use sexual language. Children who ask others to play sexual games. Soreness in the genital or anal area. Sexually transmitted infections, or early age pregnancy.

Neglect is a pattern of failing to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter. It is likely to result in the serious impairment of a child's health or development.

Sign: Children who are living in a home that is indisputably dirty or unsafe. Children who are left hungry or dirty. Children who are left without adequate clothing, e.g. not having a winter coat. Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence. Children who fail to receive basic health care; and Parents who fail to seek medical treatment when their children are ill or are injured.

1.2 Children's Rights and Entitlements

Policy statement

- We promote children's rights to be strong, resilient and listened to by creating an environment in our setting that encourages children to develop a positive self-image, which includes their heritage arising from their color and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.
- We promote children's rights to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence.
- We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

Our practice is led by The United Nations Convention on the Rights of the Child.

Procedure

Article 1

Everyone under 18 has rights in the convention.

- Children are secure in their foremost attachment relationships where they are loved and cared for, by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on.
- All children have rights in the room. Children are encouraged to represent themselves and others in key decision making processes.

Article 2

All children have their rights, no matter who they are or what they look like.

- Children are safe and valued as individuals in their families and in relationships beyond the family, such as day care or school.
- All children are self-assured and form a positive sense of themselves – including all aspects of their identity and heritage.
- Children are included equally and belonging in early years settings and in community life.

Article 7

All children have the right to their own name and nationality.

- We use children's names all the time.

- We promote children's nationality in the nursery's curriculum.

Article 12

All children have the right to their opinion and to be respected.

- Children are part of a peer group in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world.
- Adults working close to children to recognize their need and right to express and communicate their thoughts, feelings and ideas.
- Children participate and able to represent themselves in aspects of service delivery that affects them as well as aspects of key decisions that affect their lives.
- Children are sure of their self-worth and dignity.
- Adults who are close to children are able to tune in to their verbal, sign and body language in order to understand and interpret what is being expressed and communicated.
- Children are able to assertive and state their needs effectively.
- Children are able to overcome difficulties and problems.

Article 13

Children have the right to find out information and share what they think with others.

- Practitioners share information with children. They look for information together in books and on tablets. They discuss information they gained.

Article 14

Children have the right to follow any religion with their parents' guidance.

- All children are welcome in our nursery.
- We promote children's religion by talking about it.

Article 15

Children have the right to make friends and join clubs, as long as you are not hurting others.

- Children have opportunity for extra curricular activities and programs in the nursery.

Article 17

Children have the right to get information from the media, unless it is harmful for them.

- We have measures in place to ensure children are only exposed to appropriate

media content.

Article 23

Children have the right to special help if they have a disability.

- All children are equally supported in Andi's Nursery. Procedures are in place to support children with Special Educational Need and Disability.

Article 24

Children have the right to good quality health care, clean water and good food.

- Children are provided with balanced, nutritious and healthy meals.
- Fresh, clean drinking water is available for them all through the day.

Article 28

Children have the right to an education.

- Children confident in abilities and proud of their achievements;
- Children are able to cope with challenge and change.
- Children are progressing optimally in all aspects of their development and learning.
- Children are benefiting from our highly inclusive and educational curriculum.
- The curriculum gives opportunity to children to gain life long knowledge and skills in Literacy, Mathematic, Understanding and World and Expressive Art and Design.

Article 29

Children have the right to be taught about respect for others and the environment.

- Children have a sense of justice towards self and others.
- Children develop a sense of responsibility towards self and others.
- Children are able to represent themselves and others in key decision making processes.
- As part of our Curriculum and every day practice we teach children how to respect the World around us.

Article 31

Children have the right to play and relax.

- Adults respect children's rights and facilitate children's participation and representation in imaginative and child centered ways in all aspects of core services.

- Children are benefiting from a well-balanced adult-led and child-led curriculum.
- Dedicated spaces provide relaxing place for children to rest and recharge.

V 2.0 – 08.2025

1.3 Looked After children

Policy statement

- We are committed to providing quality provision based on equality of opportunity for all children and their families. All staff in our provision are committed to doing all they can to enable 'looked after' children in our care to achieve and reach their full potential.
- Children become 'looked after' if they have either been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most looked-after children will be living in foster homes, but a smaller number may be in a children's home, living with a relative or even placed back home with their natural parent(s).
- We recognise that children who are being looked after have often experienced traumatic situations: physical, emotional or sexual abuse, neglect or radicalisation. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken into the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has an impact on their emotional well-being. Most local authorities do not place children under five with foster carers who work outside the home; however, there are instances when this does occur or where the child has been placed with another family member who works. It is not appropriate for a looked after child who is under two years to be placed in a day care setting in addition to a foster placement.
- We place emphasis on promoting children's right's to be strong, resilient and listened to. Our policy and practice guidelines for looked-after children are based on two important concepts: attachment and resilience. The basis of this is to promote secure attachments in children's lives as the foundation for resilience. These aspects of well-being underpin the child's responsiveness to learning and enable the development of positive dispositions for learning. For young children to get the most out of educational opportunities, they need to be settled enough with their carer to be able to cope with further separation, a new environment and new expectations made upon them.

Procedures

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child

using acronyms such as LAC.

- The designated person for looked-after children is the Designated Safeguarding Lead.
- Every child is allocated a key person before they start, and this is no different for a looked-after child. The designated person ensures the key person has the information, support and training necessary to meet the looked-after child's needs.
- The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure that appropriate information is gained and shared.
- The setting recognises the role of the local authority children's social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parents or foster carer's role in relation to the setting, without prior discussion and agreement with the child's social worker.
- At the start of a placement, there is a professional meeting to determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter, at three to six monthly intervals.
- The care plan needs to consider issues for the child, such as:
 - their emotional needs and how they are to be met;
 - how any emotional issues and problems that affect behaviour are to be managed;
 - their sense of self, culture, language(s) and identity – and how this is to be supported;
 - their need for sociability and friendship;
 - their interests and abilities and possible learning journey pathway; and
 - how any special needs will be supported.
- In addition, the care plan will also consider:
 - how information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored;
 - what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be at the setting, when, where and what form the contact will take will be discussed and agreed;
 - what written reporting is required;
 - wherever possible, and where the plan is for the child to return home, the birth parent(s) should be involved in planning; and
 - with the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents, such as outings

and fun- days etc. alongside the foster carer.

- The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a sufficient relationship with his or her key person for them to act as a 'secure base' to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.
- In the first two weeks after settling in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
- Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.
- Concerns about the child will be noted in the child's file and discussed with the foster carer.
- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social care worker according to the setting's safeguarding children procedure.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
- The transition to school will be handled sensitively. The designated person and/or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked-after child's birth parents.

V 1.0 – 10.2023

1.4 Attendance policy

Policy

At Andi's nursery, we believe that regular attendance is vital for children to enjoy a quality education, support their well-being, and be ready for school. It's everyone's responsibility to ensure children are safe from harm, abuse, or neglect. Low attendance may raise safeguarding concerns, and following the EYFS Safeguarding section, we have the right to look into any reasons for absence, for example, illness, surgeries, emergency situations, holidays, or religious observance.

- Children attending with FEE Funding at Andi's Nursery

As per the Barnet Council regulations, FEE funding is granted for a maximum of two weeks' absence per term. This covers situations where a child is unwell or on holiday and unable to attend our facilities.

Procedure

Parents responsibility

Parents responsibility is to let us know as soon as possible, when practical even before the event, if their child will be absent and how long he/she will be away from the nursery through FamlyApp.

Parents need to book absence on the app and add some notes in the notes section about the reason. This allows the nursery to know where the children are and that they are likely well.

Setting responsibility

We are using the FamlyApp to track children's attendance, and we work in close partnership with all our parents to support children's good attendance and punctuality.

When a child is absent it is the room leader's responsibility to report the absent to the Manager or Deputy Manager.

When a child is absent without explanation, the Manager or Deputy Manager always follow up to understand why. If we haven't received a response within a few hours, we will reach out to the child's emergency contacts. If there's still no reply by the end of the day, we will consult with Social Services for guidance.

- Children attending with FEE Funding at Andi's Nursery

Parents' responsibility

Parents and guardians are required to inform us of the absence via FamlyApp prior of the absence if possible.

Parents are required to provide the necessary documentation about the absence. The council will then advise us on the appropriate course of action based on the circumstances of the extended absence.

In the event that the FEE funding is withdrawn due to prolonged absence exceeding the allocated two weeks, parents or guardians will become liable for covering the childcare costs for the duration of the absence.

It is parents responsibility to keep truck of their child's absence.

Setting responsibility

We make parents aware of the hours their child receiving funding, which is normally falls between 9am and 3pm.

We monitor children's absence regularly.

If your child is absent for more than two weeks within a term, we are obligated to contact Barnet Council for further guidance.

V 2.0 – 08.2010

1.5 Dropping off and collecting children policy

Policy statement

Children's safety is a high priority during the busy drop and collection periods. To ensure that the children are kept safe, staff use the following procedures.

In the event that a child is not collected by an authorised adult by their expected collection time, we put into practice agreed procedures. The child will receive a high standard of care in order to cause as little distress as possible.

We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

Procedures

- Parents are asked to provide the following specific information when their child starts attending our setting, which is recorded on the Famly app:
 - Home address
 - Mobile phone number - If the parents do not have a telephone, an alternative number, perhaps a neighbor or close relative, must be given.
 - Email address
 - Names, addresses, telephone numbers, email addresses and relations of adults who the parents authorize to collect their child from the setting.
 - Who has parental responsibility for the child.
 - Information about any person who does not have legal access to the child.
- Parents are asked to log in and log out of their children at the kiosks in the lobby.
- Drop Off
 - Parents find their 4-digit sign-in pin code in the FamilyApp (up right hand corner/profile/sign-in code)
 - Parents log in their child in the morning using their unique 4-digit code on the kiosk.
 - Parents indicate their child's expected pick-up person and pick-up time on the kiosk (it can be changed by parents any time in the FamlyApp once the child is logged in)
 - The drop-off time is from 8:00 am to 9:00 am.

- We only take in children who have breakfast at home and arrive between 9:00 a.m. and 9:15 a.m. We do not serve breakfast to children who arrive between 9:00 a.m. and 9:15 a.m.
- If you arrive unexpectedly early or later we may not be ready to care for your child.
- Parents are to enter via the main front entrance when a member of staff opens the door.
- You have to change your child's shoes and take his or her coat out in the lobby.
- If you are delayed for whatever reason, please contact us and let us know when you are expected to arrive.
- Pick Up
 - The pick-up person logs out the child immediately upon arrival. PLEASE NOTE: Not logging out your child right after arrival may result in a Late pick-up charge.
 - Staff check who is indicated to collect the child if it is different from the parents with parental responsibility. If the pick-up person is different from the one indicated in the FamlyApp, the person in charge contacts the parents for clarification.
 - On occasions when parents, or the person indicated in the FamlyApp, are not able to collect the child, we ask the parents to register a person in the FamlyApp, who will be collecting their child. We agree with parents on how to verify the identity of the person who is to collect their child if we do not know that person previously. The person must show a picture identity document. The parents must provide us with details of the name, address, telephone number, email address and relation to the child of the person.
 - If at any time we are unsure, we may refuse to release your child until we are satisfied that we have had confirmation from you over the identity of the door.
 - If you would like to collect your child at a different time, please try to let us know beforehand.
 - Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures.
 - Please note: We do not give the child out to anyone under the age of 18 years old.
 - Children remain the responsibility of the parent/carer during drop-off and collection times.

If a child is not collected at their expected collection time, we follow the procedures below:

- The child's profile is checked for any information about changes to the normal collection routines.

- If no information is available, parents are contacted at home or work.
- If this is unsuccessful, the adults who are authorized by the parents to collect their child - and whose telephone numbers are recorded on the Family app - are contacted.
- We encourage parents to add a third emergency contact person to their child's Familyapp who is authorised to take their child in their absence.
- All reasonable attempts are made to contact the parents or nominated carers.
- The child does not leave the premises with anyone other than those named on the Family app.
- If no one collects the child within one hour of their expected collection time and there is no one who can be contacted to collect the child, we apply the procedures for uncollected children.

Procedure for uncollected children:

- We contacted the Multi Agency Safeguarding Hub (MASH) for advice.
- The child stays at the setting in the care of the person in charge until the child is safely collected either by the parents, a named adult from the FamilyApp, or by a social care worker.
- Social care will aim to find the parent or relative. If they are unable to do so, the child will be looked after by the local authority.
- Under no circumstances will we go to look for the parent nor leave the setting premises with the child.
- We ensure that the child is not anxious, and we do not discuss our concerns in front of them.
- A full written report of the incident is recorded in the child's file.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked.
- Ofsted may be informed.

V 2.1.1 – 10.2025

1.6 Missing Child

Policy Statement

Children's safety is our highest priority, both on and off the premises. Every effort is made to ensure the security of children is maintained at all times. In the unlikely event of a child going missing, our Missing Children procedure is followed.

Procedures

Child going missing on the premises:

- As soon as it is noticed that a child is missing, the staff alerts the manager/deputy manager.
- The register is checked to ensure all other children are present.
- The Manager or Deputy Manager will carry out a thorough search of the building and garden.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- If the child is not found, we call the police immediately and report the child as missing.
- In the meantime, we will check our CCTV and make sure that the records are saved.
- The parents are then called and informed.
- A recent photo and a note of what the child is wearing are given to the police.
- We talk to all staff to find out when and where the child was last seen and record this.
- The manager or Deputy Manager calls Andi and Daniel and informs what happened, and they come immediately to carry out an investigation.

Child going missing on an outing:

- As soon as it is noticed that a child is missing, the Designated Person in Charge and staff make sure that all children stay together in a safe place.
- The Designated Person in Charge ask the staff to carry out a headcount to ensure no other children have gone astray. One staff member searches the immediate vicinity but does not search beyond that.
- The Designated Person in Charge contacts the police and reports that child as missing.
- One person on the outing always wears a Go Pro camera on his/her chest, which is recording all the time after we leave the nursery. We check the records and find out where and when the child was last seen.

- The Designated Person in Charge calls Andi and Daniel and informs what happened, and they come immediately to carry out an investigation.
- The Designated Person in Charge contacts the parents.
- The remaining children are returned to the setting (if applicable).
- A member of staff may be advised to stay at the venue until the police arrive.

The investigation

- Ofsted is informed as soon as possible and kept up-to-date with the investigation.
- Directors carry out a full investigation, taking written statements from all our staff who were present.
- Directors speak with the parents and explain the process of the investigation.
- Each member of staff present writes an incident report detailing:
 - The date and time of the incident.
 - Where the child went missing from, e.g. the setting or an outing venue.
 - Which staff/children were in the premises/on the outing and the name of the staff member who was designated as responsible for the missing child.
 - When the child was last seen on the premises/or on the outing, including the time it is estimated that the child went missing.
 - What has taken place on the premises or on the outing since the child went missing?
 - The report is counter-signed by the member of staff and the date and time added.
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation, all our staff will co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff and parents. Children's social care may be involved if it seems likely that there is a child protection issue to address.
- In the event of disciplinary action needing to be taken, Ofsted are advised.
- The insurance provider is informed.

Managing People

- Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
- Our staff will feel worried about the child, especially the key person or the designated carer responsible for the safety of that child for the outing. They may blame themselves, and their feelings of anxiety and distress will rise as the length of time the child is missing increases.

- In accordance with the severity of the final outcome, our staff may need counselling and support. If a child is not found or is injured, this will be a very difficult time. Directors will use their discretion to decide what action to take.
- They may be the understandable target of parental anger, and they may be afraid. Andi's Nursery's Management ensures that any staff under investigation are not only fairly treated but receive support while feeling vulnerable.
- Our staff must not discuss any missing child incident with the press without taking advice.
- The parents will feel angry and fraught. They may want to blame our staff and may single out one staff member over others; they may direct their anger at Andi Nursery. When dealing with a distraught and angry parent, there should always be two members of staff, one of whom is the manager, and the other should be a Director, Daniel or Andi where possible. No matter how understandable the parent's anger may be, aggression or threats against our staff are not tolerated, and the police should be called.
- The other children are also sensitive to what is going on around them. They, too, may be worried. Our staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children's questions honestly but also reassure them.

V 1.1 – 05.2025

1.7 Use of Electronic Devices with Imaging and Sharing Capabilities

Policy statement

We take steps to ensure that there are effective procedures in place to protect children, young people, and vulnerable adults from the unacceptable use of electronic devices with imaging and sharing capability in the setting.

The list of electronic devices with imaging and sharing capabilities includes mobile phones, smart watches, cameras, PCs, tablets, laptops, location trackers, voice recorders, and drones.

Procedures

- Electronic devices (devices) with imaging and sharing capabilities belonging to our staff or children are not used in rooms where children may be present or where children's personal information is displayed. These devices are only to be used in the office or outside of the premises.
- Electronic devices (devices) with imaging and sharing capabilities are removed from the children and given back to parents at the end of the day.
- Before each individual's shift starts, personal mobile phones and smart watches are stored in the office in a locked box in switched off or silent mode.
- Any other devices, such as personal laptops or tablets must be kept in the staff's locker. The manager must be informed when you have a device in your locker. Such devices can only be used with the permission of the Manager or Deputy Manager.
- In the event of an emergency, personal mobile phones may be used in privacy (in the office, for example), where there are no children present, with permission from the Manager or Deputy manager.
- Our staff ensure that the work telephone number is known to immediate family and other people who need to contact them in an emergency.
- Our staff will not use their personal electronic devices on outings unless they are asked by the Designated Person in Charge to use it in case of emergency.
- Parents, visitors and regular visitors are requested not to use their personal electronic devices whilst on the premises. Visitors will be advised of a quiet space where they can use their mobile phones, where there are no children present.
- Staff must not post anything on social networking sites such as Facebook or Instagram that could be construed to have any impact on Andi's Nursery's reputation or relate to the nursery or any children attending the nursery in any way.
- Staff must not post anything on social networking sites that could offend any other

member of staff or parent using the nursery.

- If any of the above points are not followed, then the member of staff involved will face disciplinary action, which could result in dismissal.
- Staff must not take any electronic devices in the toilet.

Videos and pictures

- Photographs and recordings of children are only taken for valid reasons, i.e. to record their learning and development or for displays within the setting.
- Photographs or recordings of children are only taken on equipment belonging to the Nyerges UK Limited.
- Records on our devices are deleted weekly. Other photos shared with parents on Famly are kept safe by the FamlyApp Firewall.
- Photos in printed form are disposed of in the office right after it is not used anymore.
- We do not take pictures or make recordings of children when they are not wearing clothes.
- All parents will usually have permission to photograph or record their own children at special events such as a birthday party or an entire nursery event.
- Photographs and recordings of children are only taken of children of parents who provide written permission to do so.
- In the event that a drone passes over the nursery garden, we will report this to the police.

V 1.1 – 08.2025

1.8 Prevent duty

Policy Statement

Early Years Settings have a critical role in Prevent Duty. The EYFS describes clear duties that Early Years Providers have to keep children safe and promote their welfare. It makes it clear that to protect children in their care, providers must be alert to any safeguarding and child protection issues in the child's life at home or elsewhere. In line with guidance from the Department for Education (DfE), Andi's Nursery has a zero tolerance acceptance of extremist behavior and ensures that our care, guidance and curriculum empower our young children to reject violent or extremist behavior. Whilst it remains very rare for nursery-age children to be involved in extremist activity, young children can be exposed to extremist influences or prejudiced views, including via the internet, from an early age. Early intervention and prevention of exposure are preferable ways of tackling extremism.

For early years, the foundation stage statutory framework supports providers to do this in an age-appropriate way, through ensuring children learn right from wrong, mix and share with other children, and value other views.

What is Prevent Duty?

The aim of the Government's Counter Terrorism Strategy is to reduce the risk to the UK and its interests overseas from terrorism. The duty is known as the Prevent Duty. All schools are subject to a duty under section 26 of the Counter- Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".

Definition Extremism can be defined as "holding extreme opinions: the holding of extreme political or religious views or the taking of extreme actions on the basis of those". Radicalization is defined as the act or process of making a person more radical or favoring extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. Strategies for Preventing Extremism The Office for Security and Counter

Terrorism works to counter the threat from terrorism, and their work is detailed in the counter terrorism strategy CONTEST.

The strategy is based on four areas of work:

- Pursue To stop terrorist attacks.
- Prevent: To stop people from becoming terrorists or supporting terrorism.

- Protect: To strengthen our protection against terrorist attacks.
- Prepare to mitigate the impact of a terrorist attack.

More specific advice can be found in the Prevent duty guidance: Guidance for Specific Authorities in England and Wales. [Prevent duty guidance: Guidance for specified authorities in England and Wales \(print-ready PDF\)](#)

Procedures

We follow the principles outlined in the toolkit, which seeks to:

- Raise awareness amongst staff within the nursery of the threat from violent extremist groups and the risks to young people.
- Provide information about what can cause violent extremism, about preventative actions taking place locally and nationally and where to get additional information and advice.
- Be alert to any safeguarding and child protection issues in the child's life at home or elsewhere.
- Make sure that staff have sufficient training that gives them the knowledge and confidence to recognise the vulnerability and be aware of what action to take in response. (For further training information, please see Training and CPD policy).ym
- Demonstrate that they are protecting children and young people from being drawn into terrorism by having clear procedures for protecting children at risk of radicalisation.
- Assess the risk of children being drawn into terrorism.
- Understand when to make referrals into "Channel" process and where to get additional advice and support.
- Focus on children's personal, social and emotional development.
- Ensure children learn right from wrong, mix and share with other children and value others' views.
- Ensure children know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes (in an age appropriate way).

Channel is a key element of the Prevent strategy. Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is a multi-agency approach to protect people at risk from radicalization. Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children's and youth services and offender management services), the police and the local community to:

- Identify individuals at risk of being drawn into terrorism
- Assess the nature and extent of that risk
- Develop the most appropriate support plan for the individuals concerned.

To understand more about the Channel Program further information can be found here – www.gov.uk/government/publications/channel-guidance

V1.0 – 10.2023

1.9 Internet and Social Networking

Policy statement

It is important when using social networking sites such as Facebook, Instagram or Twitter (There are too many sites to mention them all by name. This policy covers them all) that staff maintain confidentiality and ensure proper practice at all times. This is to protect the children, parents and families of the setting along with the staff. It is also to guard the nursery's reputation and the staff's own personal reputation.

Procedure

Staff must act in the best interests of the children & the setting. Staff guidelines when using social media sites include but are not limited to:

- Our staff must not mention any of the children from the setting on their online profiles.
- Our staff must not write direct or indirect suggestive comments about work on their online profiles.
- Our staff must not publish photos of the children on their online profiles apart from the one published by Andi's Nursery.
- Our staff must not publish photos of other staff while in the setting on their online profiles, apart from the ones which are published by Andi's Nursery.
- Our staff must not use mobile phones to take photos in the setting or to access social networking sites during their working hours.
- Our staff must not mention any of the companies that Andi's Nursery works with on their online profile
- In order to maintain professional boundaries, our staff should not accept personal invitations to be friends from parents of the nursery unless they know them in a personal capacity. Instead, parents should be signposted to 'like' the official Facebook page.
- Be cautious and mindful when accepting friend requests from colleagues.
- Our staff members are advised to set their online profiles to private so that only friends are able to see their information.
- Personal profiles should not contain any images or videos which may be perceived as inappropriate behavior for a childcare professional.
- The nursery logo must not be used on social media apart from the official Facebook or Instagram page.

- Our staff must not put the settings contact details on social media. Parents should be signposted to our web page.
- Any breaches of the Internet and Social networking policy could result in disciplinary action.
- Our staff must use social media in a professional, safe, responsible & respectful way. You must comply with the law.
- Our staff must not use social media to attack, insult, abuse, defame or make negative or discriminatory comments about anyone.

Andi's Nursery has a Facebook and Instagram page available. This is a marketing tool for the setting to reach the community. We will use it to:

- Promote our staff achievement
- Give hints and tips for activities the children have enjoyed and home learning ideas.
- To give news
- To show photos of activities, trips or special events
- To share our extracurricular activities
- To promote our nursery

Directors reserve the right to remove any comments at any time. The intent of the policy is to protect the privacy and rights of the nursery, staff & families.

We will remove any postings that:

- Name specific individuals in a negative way.
- Are abusive or contain inappropriate language or statements.
- Use defamatory, abusive or generally negative terms about any individual.
- Do not show proper consideration for others' privacy.
- Breach copyright or fair use laws.
- Contain any photos of children without necessary parental consent.

If you would like to report an inappropriate comment, then please contact our Managing Director by phone on 07709675343 or send an email to daniel@andisnursery.com

V 1.2 – 08.2025

1.10 Staff child ratio

Policy statement

We provide a staffing ratio in line with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage (EYFS) to ensure that children have sufficient individual attention and to guarantee care and education of a high quality.

Procedures

Ratio:

To meet this aim, we use the following ratios of adults to children:

- 1 adult : 3 children for 18 months to 24 months
- 1 adult: 5 children for 24 months to 36 months
- 1 adult: 8 children for 36 months to 60 months
- Staff is scheduled with the FamlyApp by the Manager or Deputy Manager to ensure adult: child ratio is met.
- Staff: child ratio is monitored all through the day by the Manager or Deputy Manager.
- Parents are informed about how staff is organised through newsletters, TV displays, parent meetings, and messages.

Qualification and experience:

- Manager holds an approved qualification of at least Level 3. With a Level 2 Functional Skills Qualification in English and Math and Paediatric First Aid qualification. Manager has at least 2 years' experience working in an Early Years setting.
- We have a named Deputy Manager.
- Deputy Manager holds an approved qualification of at least Level 3. With a Level 2 Functional Skills Qualification in English and Paediatric First Aid qualification.
- In each room, we have at least one staff member with a Level 3 Childcare Qualification, who also has Level 2 Functional Skills English and Paediatric First Aid qualification.
- In each room, we have at least half of other staff with an approved Level 2 Qualification or does Level 3 Childcare Qualification actively, so counts in the qualified staff ration on level 2.
- We ensure that our Toddler room leader has experience in working with children under the age of 2.

In addition to meeting all the EYFS requirements

- All the children are within sight and hearing of a staff member.
- At mealtime, children are closely supervised by one staff member sitting at the table with them.
- Parents are always informed in message of through the Termly Newsletter about how the staff is organised.
- Daily routine is followed through the day to ensure adult: child ratio.

V 2.0 – 08.2025

2. Vision, Mission, Curriculum and Educational Program

2.1 Vision

Our Vision

- All children are thriving in our stimulating and safe setting.
- Children are benefiting from our healthy provision and can take charge of their physical well-being.
- Children feel secure, loved and happy; they can meet their own emotional needs and connect with their community.
- Children reach their maximum potential in all areas of their learning and development and are prepared for the next level of education.
- A supportive community, which fosters collaboration, and where everyone works together for the best interests of the children.
- Happy and skillful practitioners, who take great pride in their work and enjoy what they do every day.

V 1.2 – 08.2025

2.2 Our Mission

- Provide a high-quality, child-centered, welcoming, well-equipped, and safe childcare environment for all children.
- Developing confident children, whose maximum potential is promoted, are motivated in learning and development and guided to be prepared for their next level of education.
- Children feel loved, their emotional security is sustained, their resilience is enhanced, and they are provided with a great foundation for emotional growth in their further education.
- Children receive nurturing care in an environment where good health and a healthy lifestyle are continuously promoted.
- We aim to create a strong partnership between home and the childcare and value parents and the wider community as partners in the learning and development of all children.
- Build a unique, professional, caring young team, confident in our ability to maximise each child's full potential in all aspects of their development.

V 1.2 – 08.2025

2.3 Learning and development

Policy Statement

At Andi's Nursery, we believe that children learn best through play, in an established routine and when they are having fun. In order to learn, children need to be engaged and motivated in order to think and develop.

We recognize every child is an individual and unique. We are supportive of every child and aim to assist in every child's growth and development. This means we will always work to:

- Recognizing children's interests and backgrounds and planning the learning environment accordingly.
- Provide a safe and secure environment which encourages independence and individuality, provides children with self-select resources, enables children to thrive, take risks and overcome difficulties with supportive adults and demonstrates the importance of having boundaries and understanding rules.
- Adapting activities for every child's own developmental stage, promoting inclusive practice within the setting to keep children's self-esteem high.
- Being supportive towards every child's learning and development and never being judgmental or demoralising.
- Continuous assessments ensure that no children are falling behind in their learning and development and that all children are supported.
- Welcome parents and families' contributions throughout their child's learning journey at the setting. (For further information, see Partnership working policy)
- Recognise any areas of development which can further be supported by outside agencies. (For further information, see SEND policy)
- Ongoing training for staff supports the development and learning of the children. (For further information, see Training and CPD policy)

Procedure

Our Educational Program

In the Early Years Foundation Stage, there are seven learning areas which guide our Educational Program.

The seven learning areas are divided into 17 Early Learning Goals (ELG), which are expected to be achieved by the time the children reach their fifth birthday.

We observe and plan for children's development on all 17 learning goals.

The seven learning areas are split into three prime areas and four specific areas.

- Prime areas:
 - Communication and Language
 - Personal, Social and Emotional
 - Physical Development

Children under the age of 3 will be assessed in the 3 Prime areas.

- Specific areas:
 - Literacy
 - Mathematics
 - Understand the World
 - Expressive Art and Design

Children over the age of 3 will be assessed in all the 7 learning areas.

Our Curriculum

The Curriculum of Andi's Nursery is blended. We do not follow one approach of pedagogy solemnly. Still, we put together our unique program using elements of the most successful educational programs like Maria Montessori, Steiner/Waldorf or Regio Emilia. Through these approaches, we deliver the Early Years Foundation Stage.

- Maria Montessori
- Steiner/Waldorf
- Regio Emilia

The ways we teach children are: demonstrating, role modelling, scaffolding, posing open questions, making trials and errors, provoking, showing, explaining, exploring ideas, encouraging, recalling, setting challenges, observation, listening, acknowledging and valuing, and negotiation.

- Characteristics of effective learning:

We know that all children learn differently. Therefore, we consider each individual child's learning style when we decide on activities and daily routines.

How children learn:

- Playing and exploring -(engagement) finding out and exploring, playing with what they know, being willing to have a go
- Active learning- (motivation) being involved and concentrating, keeping on trying, enjoying achieving what they set out to do.
- Creating and critical thinking-(thinking) having their own ideas, making links, choosing ways to do things

Children are provided with different extracurricular activities on a weekly and monthly basis. This may include music sessions, sports sessions, garden clubs, and Spanish clubs. The session timetable is shared with parents in the Termly Newsletter and in the FamlyApp calendar.

On a regular basis, we enhance children's learning experience with different age-appropriate outings. These outings are not limited to Post Office visits, Museum visits, Vegetable shop visits, Library visits, Theatre visits, Farm visits, Dentist visits, or zoo visits.

To further support children's learning in the setting, we organise different events like Firefighter visits, Doctor visits, Scientist visits, Wild Life animal shows, and Egg hatching.

Fundamental British Values are consistently promoted in the nursery's everyday life. (For further information, see Promoting British Values policy.)

Formative Assessment

- The key persons carry out formative Assessments (Observations) on the children throughout the time.
- Permission is gained from parents to make observations of their children.
- Observations are not necessarily recorded in writing unless the child's learning and development require it. (See Managing behavior policy and SEND policy)
- We encourage parents to share their observations with us through FamlyApp.

Summative Assessment

- We write Summative Assessment (Report) for children under the age of 3 in the 3 Prime areas and for children over the age of 3 on all the seven learning areas.

- The report includes information on the child's interest, way of learning, development level, and achievable next steps.
- Children are linked to an age range where their level of development fits the best according to the Birth to 5 Matters milestones and the key-persons professional judgement. A decision is made on the child development level, whether it is "entering", "developing", "secure", or "concerning" in the linked range according to the observations made by the keypersons. [Birthto5Matters.pdf](#)
- We provide parents with a Development Chart, which helps them to understand where their child is in each learning area.
- The next step is a goal to work towards which is achievable for the child with some guidance and support, linking closely to the child's development.
- No child will be given targets which are unrealistic. The next steps are used by the adult to plan for progress. The child will be learning through a good balance of adult-led and child-initiated play activities and through having fun. If this is jeopardised, the activity will be stopped.
- Reports include information on who contributed to the report.
- Reports are recorded and shared with parents on the FamilyApp.
- We share all our reports with the parents and expect them to read and comment on their child's report.
- Reports are discussed with parents at the parent meeting.
- Reports will not be shown or shared with anyone outside of the setting without consent from parents.

Type of Summative Assessments (Reports)

- Baseline Report
 - Baseline Report is written 4-6 weeks after the child has started in the setting.
 - The report is only written when we are confident that the child is fully settled.
 - In case the child is transitioning from another childcare setting, and the Transition Report sent to us is comprehensive and still valid, we might use that report as our Baseline Report for the child.
- Progress Report
 - Progress Reports are written at the end of each term.
 - It only includes the achievements, regressions or concerns about the child's learning and development.

- For children who need more targeted support, we are providing an additional Action and Support plan. (For further information, see SEND policy)
- Progress Check at Age 2 (Age 2 Check/Report)
 - Age 2 Check is carried out when the child is between 24 and 36 months old, and usually around 26-28 months old.
 - The two-year check will only be done when the child is fully settled and comfortable in the setting.
 - The report will identify the children's strengths and any areas where progress is not developing as expected.
 - In such cases, plans will be put in place with the key persons, SENCO and parents to support future learning and development. (For further information, see SEND policy)
 - We encourage parents to book a visit with the Health Visitor after the report is released and show the report to the Health Visitor.
 - If the child has no Age 2 Check when s/he starts at Andi's Nursery and the child is over 36 months old, we will use the Baseline Assessment as an Age 2 Check. At the same time we ask parents to provide the Health Visitor records of the child's Age 2 Check.
- Transition Report
 - A Transition Report is written when the child is transitioning from our setting to another setting like school or nursery.
 - Instead of mentioning the "Next Steps" for the child, we include information on how the new setting can support the child's smoothest transition.
 - We attach any Action and Support plan to the Transition Report if applicable, and we send it all to the new setting via post.

For further general information, please look at the following links or talk to our Manager or Deputy Manager:

[EYFS statutory framework for group and school-based providers](#)

V 1.1 – 08.2025

2.4 Partnership working

Policy Statement

Research highlights that when parents and professionals engage in their children's learning, it greatly benefits their success, regardless of their background. At Andi's Nursery, we prioritise building strong partnerships with parents, other settings, other professionals, and the local community. Our goal is to cultivate an open and honest collaboration, ensuring that every discussion and action centers around what's best for the child. Together, we can create a nurturing environment that supports each child's development.

Procedures

Partnership working with parents

- It is the parent's responsibility to ensure that they always update us on any changes in their contact details like phone number, e-mail address or home address.
- Before the child starts at Andi's Nursery
 - As a first step, we send an invitation to parents to the FamlyApp via e-mail 2-3 weeks before the child starts in Andi's Nursery. (For further information, please see the FamlyApp policy.)
 - In the FamlyApp, we set up a group chat which includes parents, the Managing Director, the Manager, and the deputy manager. This group chat aims to keep everyone informed.
 - In the group chat, we share with parents our Welcome Newsletter, the latest Termly Newsletter, the settling-in schedule and the name and photo of the key person.
 - The Welcome Newsletter includes information on the daily routine, how to use the FamlyApp, Sickness policy, and all necessary information parents need to know before they start in Andi's Nursery.
 - The Termly Newsletter includes information about our curriculum, topics of the term, important dates, times for the parents' meeting and all other important information about the term.
 - We send an "Information about your child form" and a "Baseline Form" to parents via DocuSign. We ask parents to send the form back to us prior to the child starting in the setting with all the required documents. This document supports the key person's work from day one.

- During the settling in, we go through the FamlyApp with parents, and we ensure all information is correctly recorded about the child.
- We invite families to settle in where the child has opportunities to explore the environment and meet their key person, and parents can ask any questions they may have.
- On a day-by-day basis
 - We keep parents up-to-date about the children's care routine, like eating, sleeping and toileting, through FamlyApp.
 - We keep parents up-to-date about the daily activities through the FamlyApp Newsfeed.
 - We ask parents to update us about the child in the morning, and we update parents about the child's day at pick-up time.
 - We inform parents about the planned activities, meals and upcoming events on the TV in the lobby.
 - Observations of Pre-School age children on mathematics and Literacy are uploaded to the FamlyApp.
 - All parents can contact the setting via the FamlyApp, phone or email any time during the day.
- On a yearly basis
 - We share Welcome and Termly Newsletters with Parents
 - We organize parent meetings after the Baseline Report is completed, at the beginning of each term and in July for children transitioning to school.
 - We organise assembly events for children and parents where they can socialise with other parents, children and staff.
 - We organise parent-only events where parents have the opportunity to freely socialise with other parents and staff.
 - We upload tips for parents in the FamlyApp Newsfeed and to Social Media about healthy eating, oral health, potty training and many more.
 - We invite parents for different cultural events like, Hannukah, Chinese New Year, Hungarian Farsang, Christmas, Tu'B Shevat and other events, where they can lead the children into their culture.
 - We keep our FamlyApp Calendar up-to-date with scheduled Extra Curricular Activities, Parents events and Parents Meetings.

- On parts meetings, we ask parents about any changes in their personal details so we can ensure that we are always up to date with contact details.

Partnership working during transition to school or another Early Years setting

- We actively support children with their transition to school and other nurseries.
 - We remind parents to start looking into primary school options in their area on time.
 - We gather information from parents about the further education choices for their children.
 - We constantly work closely with parents so that children have the necessary set of skills, knowledge and behavior they need to be school-ready.
 - In the Summer term before school transition, we organise a special event for children to prepare them for the transition. This includes inviting children from the school to talk about their school, invite teachers to the nursery to meet the children, ask for photos from parents about the new teachers and environment, we do a special uniform day where children come in the nursery with their uniform, we read social stories, role play and make activities with children about school, we suggest to parents to go for open events organised by the school and visit the school from outside if possible.
 - We work in partnership with schools and Early Years Settings by releasing a Transition Report and filling up other requested forms.

Partnership Working with Other Professionals

- **Other Early Years Settings**

When the child is attending other early years setting parallel to Andi's Nursery, we contact the other setting and agree ways we will work in partnership to support the child the best.

When the child has attended any childcare setting previously, we send a Transition letter to the previous setting to gain information on any Safeguarding concerns around the child and any Education and Health Care plan in place and ask for a Transition Report.

- **Health Visitor**

When the child turns two years old or when we have a concern about the child's development, we ask parents to contact the health visitor and arrange a visit. After the visit, we followed the Health Visitor's suggestion.

- **Area-SENCO**

We work in partnership with the Area-SENCO when we have a concern about any children in our care. (For further information, please see the SEND policy) (To see how we ensure the Suitability of these visitors, please see the Suitability and Disqualification policy)

- **Specialists**

In Andi's nursery, we make every effort to implement all suggestions and support from other professionals, such as speech therapists, physiotherapists, potty training consultants, sleep therapists, nutritionists, dentists, or pediatricians, into our education and care.

- **Other Professionals who are delivering extra-curricular activities**

Our nursery works together with different agencies who deliver extracurricular activities on a regular basis for the children, including Music Session, Sport Session or Gardening Club. (To see how we ensure the Suitability of these visitors, please see the Suitability and Disqualification policy)

We also invite different companies to enrich children's learning experiences, like a Science company or a wildlife animal company. (To see how we ensure the Suitability of these visitors, please see the Suitability and Disqualification policy)

V 2.0 – 08.2025

2.5 Managing behaviour

Policy Statement

At Andi's Nursery, we will endeavor to create an atmosphere that encourages good and positive behavior. We believe that children flourish best when they know how they are expected to behave and gain respect through interaction with caring adults who show them respect and value their individual personalities.

Children need to have set boundaries of behavior for their own and others' safety. Within the setting, we aim to set these boundaries in a way that helps the child develop a sense of the significance of their own behavior, both in their own environment and those around them.

This policy will identify to staff a whole nursery approach to the management of children's behavior, including development strategies to be used in response to negative behavior, and to involving parents and carers where needed. We expect all members of our setting – children, parents and staff– to keep to the guidelines, requiring these to be applied consistently. New staff are familiarised with our behavior management policy and its guidelines. We also work in partnership with children's parents and carers who are regularly informed about their child's behavior.

Procedure

In general

- The Managing Behavior Policy will provide staff with the guidance required to ensure a consistent and positive approach to children's behavior. In our setting, staff will aim to provide positive role models for the children through their interactions with each other and the other children and will maintain a happy, caring, structured ethos conducive to appropriate behavior. Staff's expectations for children's behavior should be high, and at all times, they should be led by example.
- All staff are trained during induction on how to manage children's behavior in a professional and age-appropriate way.
- We do not use dummies to manage children's behavior.
- We use an initial problem-solving intervention for all situations in which a child or children are distressed, not following rules or are in conflict. All staff members use this intervention consistently. This type of approach involves an adult approaching the situation calmly, stopping any hurtful actions, acknowledging the feelings of those

involved, gathering information, restating the issue to help children reflect, regain control of the situation and resolve the situation themselves.

Managing challenging behavior:

- The manager or Deputy Manager and our staff within the setting will redirect the children towards alternate activities, and a discussion will take place respecting that child's level of understanding.
- The manager, Deputy Manager, or staff may suggest to the child to take some reflection time, where the child can calm down and return to the activity as soon as the child is ready to do so. Children are supported in these events and helped to understand their actions and it's consequences.
- Manager or Deputy Managers and our staff will not raise their voices in a threatening way.
- Physical punishment such as smacking or shaking is not to be used or threatened.
- Children should not be physically restrained unless to prevent physical injury to children or adults and/or damage to property. Such events are recorded in the Physical intervention form, and records are shared with parents.
- Parents will be informed if a child is involved in a serious or repetitive incident with a peer or a staff member.
- Parents may be asked to meet with staff to discuss their child's behavior and work in close partnership to support the child.
- In case of repetitive unwanted behavior, we build up a behavior plan for the individual child to be able recognize the triggers and avoid them, gain information about the child needs in the stressful situation.

V 1.1 – 08.2025

2.6 Valuing Diversity and Promoting Equality for Children, Parents, Staff, Apprentices, Visitors and in Recruitment

Policy Statement

The Early Years Foundation Stage seeks to provide Equality of Opportunity and anti-discriminatory practice, ensuring that every child is included & supported. The nursery takes great care to create each individual as a person and their own right, with equal rights and responsibilities to any other individual, whether they are Parents, Staff, Apprentices, Visitors or Applicants. Discrimination on the grounds of gender, age, race, religion or belief, marriage or civil partnership, disability, sexual orientation, gender reassignment, pregnancy or maternity, ethnic or national origin, or political belief has no place within this nursery.

At Andi's Nursery, we will ensure that our service is fully inclusive in meeting the needs of all the children. We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds. Children grow up in diverse family structures that include two-parent and one-parent families; some children have two parents of the same sex. Some children have close links with extended families of grandparents, aunts, uncles and cousins; while others may be more removed from close kin, or may live with other relatives or foster carers. Some children may have needs that arise from a disability or impairment, or may have parents who are affected by disability or impairment. Some children come from families who experience social exclusion or severe hardship; some have to face discrimination & prejudice because of their ethnicity, the languages they speak, their religious belief or background, their gender or their impairment.

We will provide a welcoming and caring environment that promotes and reflects social and cultural diversity and is equally accessible to all. We ensure we provide understanding, respect and awareness of diversity and equal opportunity issues when planning and implementing the curriculum.

We understand that these factors affect the well-being of children and can impact their learning and attainment. This setting is committed to anti-discriminatory practice to promote equality of opportunity and value diversity for all children and families. This policy sets out the way we achieve this in the different areas of the setting.

For children and parents, we aim to:

- Provide a secure environment in which all our children can contribute.
- Include and value the contribution of all families to our understanding of equality,

inclusion and diversity.

- Provide positive, non-stereotypical information.
- Continually improving our knowledge and understanding of issues of equality, inclusion and diversity.
- Regularly review, monitor and evaluate the effectiveness of inclusive practices to ensure they promote equality, diversity, inclusion and the Cultural Capital of the children attending our nursery.
- Making inclusion a thread which runs through the entirety of the nursery, for example, by encouraging positive role models through the use of toys, imaginary play and activities, promoting non-stereotypical images and language and challenging all discriminatory behavior.

Procedures

- We do not discriminate against anyone on the basis of a protected characteristic as defined by the Equalities Act (2010). These are: disability; race; gender reassignment; religion or belief; sex; sexual orientation; age; pregnancy and maternity; and marriage and civil partnership.
- We provide information in clear, concise language, whether in spoken or written form.
- We always offer a warm & welcoming environment to anyone in our setting.
- We ensure everyone entering the setting is aware of this policy, including visitors to our nursery.
- We take action against any discriminatory behavior. We will always challenge any discriminatory remarks or behavior.

For children and families:

- Our setting is open and accessible to all members of the community.
- We advertise our service widely.
- We collect information about the child before s/he starts in the setting through the "Information about your child" form. This information allows the setting to customise the care and education of the child to reflect his/her Cultural Capital.
- We ensure that the children are valued and proud of their culture by promoting their culture in the community in our activities.
- We ensure that all children have equal access to learning, and we recognise and support the different learning styles of children to promote children's inclusion.
- We positively reflect the widest possible range of communities in our choice of resources and the images that we display.

- We ensure that children who are learning English as an additional language have full access to the curriculum and are supported in their learning. We also support children and parents in using their home language in the setting whenever it is possible.
- We encourage parents to get involved in supporting children's learning and development and identify the next steps for children's learning.
- We actively seek parents' help and support in the setting. We have several opportunities throughout the year for parents to come into the setting and promote their culture during events and activities.

For Applicants:

- Positions are advertised as widely as possible in the local and surrounding communities.
- Applicants are welcome from all backgrounds, and positions are open to all.
- We have a fair system when it comes to recruitment.
- The applicant who best meets the person specification is offered the post, subject to references and a Disclosure & Barring Service Check. This ensures fairness in the selection process.

For Staff:

- We seek training for all our staff, which enables them to develop anti-discriminatory and inclusive practices.
- We provide equal opportunities for Continuous Professional Development.
- We do not make a differentiation between full-time and part-time staff.
- We promote transparency towards staff in decision-making and value each person's input.

For Apprentices:

- Apprentices are treated fairly and as part of Andi's Nursery Team, and they reserve the same right for CPD as any other staff of our team.
- We provide equal opportunities for all Apprentices of our nursery by providing time for study, supporting their learning progress, acting for them if necessary and enabling them to have the best possible results in their studies.

V 2.0 – 08.2025

2.7 Children's Uniform Policy

Policy Statement

Andi's Nursery promotes a consistent and practical approach to children's clothing. Wearing a nursery uniform helps children feel part of the nursery community, supports equality among children, and ensures clothing is suitable for the range of play-based learning activities that take place throughout the day.

1. Uniform Requirements

Children attending the nursery are expected to wear the following items:

- Andi's Nursery polo shirt with logo
- Andi's Nursery sweatshirt with logo
- Navy blue jog-bottom trousers/shorts

The bottoms may be either short or long, depending on the season. Skirts are not permitted, as the nursery uniform is designed to support active play and physical activities.

2. Implementation

The nursery uniform will become mandatory from September 2026 for all children attending:

- Nursery 1
- Nursery 2
- Pre-School

3. Spare Clothing

Parents and carers are required to provide a complete spare set of uniform in their child's backpack each day. This allows staff to change children promptly if clothing becomes wet, dirty, or uncomfortable during daily activities.

If a child does not have spare clothing available when needed, the nursery may contact parents or carers and request that spare clothes are brought to the nursery as soon as possible.

4. Labelling

All uniform items and spare clothing must be clearly labelled with the child's full name to help staff return clothing to the correct child.

If items arrive without a label, the nursery reserves the right to write the child's name on the label to help identify the item during the nursery day.

Please note that Andi's Nursery cannot take responsibility for any lost or misplaced items that are not clearly labelled.

5. Footwear and Outdoor Clothing

Parents and carers are asked to provide the following for their child:

- Indoor shoes to be worn inside the nursery
- Welly boots for outdoor play and garden activities

Indoor shoes must not be Crocs. Suitable alternatives include sandals or other secure indoor footwear that children can wear safely during nursery activities.

Children may wear their own jackets and hats, appropriate for the weather, when attending nursery.

6. Comfort and Independence

Clothing should be practical and comfortable for young children. Wherever possible, items should allow children to dress and undress independently, supporting the development of self-care skills.

7. Purchasing Uniform

Nursery uniforms can be purchased directly through the nursery.

Parents and carers should contact the Nursery Manager if they wish to purchase uniform items or require additional items.

8. Exceptions

If a child requires an exception to this policy for medical or religious reasons, parents or carers should contact the Nursery Manager to discuss appropriate arrangements.

9. Partnership with Parents

Andi's Nursery values the cooperation of parents and carers in supporting this policy. Ensuring children arrive in appropriate clothing each day helps staff maintain a safe, organised, and inclusive environment for all children.

V1 06.2026.

2.8 Promoting British Values

Policy statement

To promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs is part of the government's prevention strategy.

We are an inclusive setting, and our ethos and curriculum enable children to be independent learners, to make choices and to build strong relationships with their peers and all adults. Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behavior. We would challenge pupils, staff or parents who expressed opinions contrary to fundamental British values.

Procedure

Democracy

We want the children to feel valued & respected. We actively seek out children's views and listen to them. Staff act as good role models for the children and actively listen to one another. We have golden rules in place, which the children helped to formulate, and these are displayed, and the children are expected to follow these. We promote choice in the setting and the children are able to make choices about what activities they do. This is promoted visually to allow all children to participate. Children are expected to respect & listen to each other's views.

The rule of law

Our staff have high expectations of children. We have rules at the setting and the children take part in the formulation of these rules and are supported to follow them. We have a comprehensive Behaviour policy, we use positive strategies to handle any conflict and praise & acknowledge desirable behaviour. We do a lot of work with the children around right & wrong and understanding our own & others behaviour. We promote all golden rules in a visual way and support the children. For instance, for tidy up time all the children then sing a tidy up song.

Individual liberty

We support the children to make their own choices in a safe & supportive environment. We encourage the children to take managed risks and explore new activities & experiences to improve self-confidence & self-esteem. We welcome all children to the setting & encourage them to have a positive self-image. We display positive non-stereotypical pictures around the setting and discuss & celebrate our similarities & differences. We teach empathy for all with activities such as persona dolls, story time & group discussion.

Mutual respect & tolerance of those of different faiths & beliefs

We celebrate our diverse, rich cultural & religious society and promote mutual respect. We display positive images and use these as a way to start discussions with children. Adults sensitively challenge any discriminatory remarks. We have a comprehensive 'Valuing diversity & Promoting Equality' policy. We celebrate our similarities & differences and celebrate relevant festivals and holy days. The children have a chance to try a diverse range of foods and listen to different types of music at the setting. We encourage our families to participate in the setting and have involved them in to introduce their traditions. We value all children and differentiate our activities to ensure an equality of opportunity. We ensure that all our posters, displays and other notices reflect the diversity of the setting.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside and display concerning behaviour.

V 1.1 -10.2023

2.9 Special Educational Needs and Disabilities (SEND)

Policy Statement

At Andi's Nursery, we are 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, and we work hard to ensure no children are discriminated against or put at a disadvantage as a consequence of their needs.

We believe that all children have a right to experience and develop alongside their peers no matter what their individual needs are.

We ensure our provision is inclusive to all children with SEND. We work partnership with parents and other agencies in meeting individual children's needs.

Procedure

- We have a Special Educational Needs Co-Ordinator (SENCO).
- The SENCO works closely with all key persons to meet children's individual needs.
- We have regard for the SEND Code of Practice (2014).
- We work closely with the parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of assessment, planning, doing, and reviewing (called Graduated Approach).
- The SENCO ensures that the key person will be supported all through the Graduated Approach.
- If the team around the child finds it necessary, we apply for an Education, Health and Care Plan (EHCP).
- In all our procedures, we have regard to the Special educational needs and disability code of practice: 0 to 25 years (2015) and the Early Years: guide to the 0 to 25 SEND code of practice (2014)
- We make every effort to meet the child's needs the best with our resources or to apply for extra funding to meet the child's needs, but if it is not possible, parents may be asked to contribute towards resources to meet their child's additional needs.

Steps we follow to support children with additional needs:

1. Through observation and assessment, we identify in which areas the child might need additional help.
2. We hold a meeting with the parent, key-person and SENCO, and we explain our concern and ask the parent's opinion and view about the child's development.
3. We gain permission from parents to share our observations and concerns with our area SENCO. We ask permission for the child to be seen by the area SENCO or one other member of the Early Years Team of Barnet.
4. We fill up a Consultation request form for the area-SENCO who may wish to visit and observe the child.
5. The area SENCO writes up a report after the visit. This report is shared with parents, key persons, and SENCO. It includes specific SMART targets, which will be supported and reviewed within 6 weeks.

V 1.1 – 08.2025

3. Suitable people

3.1 Suitability and Disqualification

Policy statement

We meet the Safeguarding and Welfare Requirements of the Early Years Foundation Stage, and we carry out checks for criminal and other records through the Disclosure and Barring Service (DBS) in accordance with statutory requirements. Our aim is to ensure that all our staff have knowledge, experience and understanding of our vision and practice to provide a high standard of care for the best outcome for each child.

Procedures

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment, selection and in general.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, sex, age, marriage or civil partnership. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- For people having unsupervised access to children:

People must not have unsupervised access to children without having all the following checks done.

- CV – where all periods of employment and unemployment are clarified with the candidate.
- Interview where we check the candidate's general suitability to work with children. We keep notes about the interview.
- Trial day, where we observe candidates' performance to make a suitability decision.
- Two written references are required before they start working with children. These references should come from legitimate sources, obtained directly by the employer from the previous employer or previous childcare workplace, when possible. They should include information on any safeguarding concerns and reasons for leaving the workplace.
- Job application form.

- Original passport – the person responsible for recruitment sees the original passport, makes a copy of the passport and asks written permission to keep a copy of the passport.
 - NI number.
 - Right to work in the UK document.
 - Original Enhanced DBS check with DBS Update Service prescription.
 - We keep records of the DBS reference number, date of issue and who obtained the DBS check. We obtain consent from our staff to carry out on-going status checks of the Update Service to establish that their DBS certificate is up-to-date for the duration of their employment with us.
 - Overseas police check if staff lived or worked outside the UK in the last 5 years.
 - Good level of written and verbal English.
 - Two proofs of address, issued within 3 months.
 - Health declaration document.
 - Declaration form to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children – whether received before or at any time during their employment with us.
- For people having regular, supervised access to children, we obtain/check
 - Original Enhanced DBS check with DBS Update Service prescription.
 - We keep records of the DBS reference number, date of issue and who obtained the DBS check. We obtain consent from our regular visitors to carry out ongoing status checks of the Update Service to establish that their DBS certificate is up to date for the duration of their partnership work with us.
 - We sign an agreement with the regular, supervised people with access to the children.
 - For people having regular access to the premises outside of opening hours, we obtain/check
 - Original Enhanced DBS check with DBS Update Service prescription.
 - We keep records of the DBS reference number, date of issue and who obtained the DBS check. We obtain consent from our regular visitors to carry out ongoing status checks of the Update Service to establish that their DBS certificate is up to date for the duration of their partnership work with us.
 - We sign an agreement with people having regular access to the premises outside of opening hours, which includes information like, when they can access the premises and what rules applies to them.

If our staff members are taking medication which may affect their ability to care for children,

those assistants should seek medical advice, and they must let us know. Staff medication on the premises will be securely stored and out of reach of children at all times.

Anyone who arrives in the nursery clearly under the influence of alcohol or drugs will be asked to leave. If they are a member of staff, Andi and Daniel will investigate the matter and will initiate the disciplinary process, as a result of which action may be taken, including dismissal.

Disqualification

- Where we become aware of any relevant information which may lead to the disqualification of an employee, we will take appropriate action to ensure the safety of children. In the event of disqualification, that person's employment with us will be terminated.
- Manager or Deputy Manager will provide to Ofsted with the following information when relevant: details of any order, determination or 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.
- We will inform Ofsted within 14 days at the latest.

V 2.1 – 10.2025

3.2 Induction of Employees

Policy statement

We ensure that all staff receive a comprehensive induction at the start of their employment at Andi's Nursery, which includes information about health and safety, safeguarding and learning and development.

We provide an Employee Handbook for all employees in order to fully brief them about the setting, the families we serve, our policies and procedures, curriculum and daily practice.

Procedures

We have a written induction plan in the handbook for all new staff, which includes the following:

- First section - Before the first shift: (RED ZONE)
- Discussing the contract, job description and employee handbook.
- New staff are provided with a special copy of the Policies and procedures.
- Policies and procedures are explained and shown.
- Introductions to all employees.
- The room leader explains the daily routine.

Successful completion of the First section:

- Staff can promote their knowledge and skills on the policies and procedures which been introduced to them before they start their first shift.
- Meet with the manager or deputy manager to review progress and performance.
- Second section - Early Induction period: (First 3 weeks) (ORANGE ZONE)
- Policies and procedures (orange part) are explained and shown.
- Introduce the new employee to the parents (by email), especially parents of allocated key children, where appropriate.

Successful completion of the Second section:

- Staff can promote their knowledge and skills on the policies and procedures which been introduced to them in Early Induction.
- Parents are informed about the new staff via e-mail.
- Meeting with the Manager or Deputy manager to review progress and performance.

- Third section – Late Induction period (Second 3 weeks) (YELLOW ZONE)
- Policies and procedures (green part) are explained and shown.

Successful completion of the Second section:

- Staff can promote their knowledge and skills regarding the policies and procedures that were introduced to them in the late induction.
- Meet with the manager or deputy manager to review progress and performance.
- Fourth section – End of probation period (6-12 weeks) (GREEN ZONE)
- Staff can promote their knowledge and skills regarding the policies and procedures that have been introduced to them in the last section.

Successful completion of the Probation period:

- Meeting with the Manager or Deputy Manager to review progress and performance.
– First Supervision.
- Discussion about possible Childcare Qualification.

V 2.0 – 08.2025

3.3 Qualification, Training and CPD

Policy Statement

In Andi's Nursery, we are highly aware that qualification, training and Continuous Professional Development are fundamental to be able to provide the best care for each child. We are committed not only to meeting the requirements of the Early Years Foundation Stage but also to ensuring that children are surrounded by loving, qualified, and professional staff.

Procedure

Qualification and experience:

- Our Manager has at least a full and relevant Level 3 Childcare Qualification and a Level 2 Functional Skills in English and Mathematics or GCSE equivalent. The Manager has at least two years of experience working in childcare.
- Our Deputy Manager has at least a full and relevant Level 3 Childcare Qualification and a Level 2 Functional Skills in English and Mathematics or GCSE equivalent. The Deputy Manager is experienced enough to step into the manager position in the absence of the Manager.
- Our room leaders have at least a full and relevant Level 3 Childcare Qualification and a Level 2 Functional Skills in English or GCSE equivalent. Our Toddler Room Leader has enough experience with children under the age of two to be able to meet the children's needs.
- Our Qualified Staff workforce is built up by:
 - Educators hold a full and relevant Level 3 Childcare Qualification, a Level 2 Functional Skills in English and, in some instances, in Mathematics and have a 12-hour Paediatric First Aid Certificate.
 - Practitioners who hold a full and relevant Level 2 Childcare Qualification, at least Level 1 Functional Skills in English and in some instances in Mathematics and 12-hour Paediatric First Aid Certificate.
 - Apprentices, who have started their Level 3 Childcare qualification, the Manager ensures they have the required knowledge, skills, behaviour, and experience to be counted in the ratio as Practitioner and 12-hour Paediatric First Aid Certificate.
- Our Un-Qualified staff do not hold any formal childcare qualifications but have successfully completed a robust vetting process and induction period, undertake required training and CPD. Management ensures that unqualified staff have enough experience with children to support the children in our care.

- The Special Educational Need and Disability Coordinator should have a Level 3 SENCO Qualification and experience supporting special needs children and their families.
- All qualifications are checked that it is valid and relevant to the role.

After the completion of a successful Induction Period, we start conversations with staff about potential childcare qualification opportunities.

Training:

- At Andi's Nursery, each staff is supported to complete all training, which is crucial to fulfilling their position.
- Each training must be completed within a month after a successful probation period.
- In-house safeguarding training is provided to each staff member during the first induction session.
- At the end of the probation period, all staff complete a Safeguarding Children Online Course.
- Online safeguarding training is renewed every two years.
- Safeguarding training complies with EYFS Annex C.
- Annual refresher training is provided to staff alongside termly refreshers.
- First Aid training is renewed at least every 2 years.
- Our First Aid training complies with EYFS Annex A.
- Each member of staff who is working at Andi's Nursery (including our chef and secretary) must complete the following training:
 - Safeguarding Children Course
 - 12 hours Paediatric First Aid Certificate
 - Female Genital Mutilation
 - Prevent Duty
 - Food Hygiene Level 2
- Each staff counted in the Qualified staff ratio must complete the following trainings:
 - All trainings which are required for an un-qualified staff, plus
 - Safeguarding Children Level 2
- The manager and Deputy Manager must have all the following training:
 - Designated Safeguarding Lead Qualification
 - COSH
 - RIDDOR

- Manual Handling
 - Data Protection
- The Designated Safeguarding Lead(s) must hold a Designated Safeguarding Lead qualification.
- The chef, apart from the qualification mentioned in the all-staff section, must complete the following trainings:
 - COSH
 - Food Allergy training
- The Fire Marshall, apart from the qualifications mentioned in the all-staff section, must complete the following trainings
 - Fire Warden
 - Fire Risk Assessment
- The person responsible for recruitment, apart from the qualification mentioned in the all-staff section, must complete the following trainings:
 - Safer Recruitment Training

Most trainings are done by a CPD-certified organisation or through a Government Online Course.

Some trainings are delivered internally to staff members by the manager, such as Manual Handling training, Data Protection training, COSH training or training in Mathematics to ensure all staff can deliver the Early Years Foundation Stage requirements.

CPD and Supervision

- At Andi's Nursery, we support all staff's professional development through constant training, in-house training, scaffolding, mentoring, shadowing, seminars, and exhibition visits.
- Each staff member has a Supervision meeting at the end of their probationary period and in each term after.
- Our robust termly supervision gives opportunity to the supervisee and supervisor to reflect on the achievements, strengths and areas of possible development. Each staff member has a supervision with the Manager or Deputy Manager where they look at best practices and gaps in knowledge, skill or behaviour and set up goals together for the next term. At the end of the appraisal, each staff member has an opportunity to give feedback about the support they receive from the Manager and Deputy Manager.

V 2.1 – 10.2025

3.4 Key person

Policy statement

Our aim is to plan and organize our setting to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.

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. Key persons provide 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.

It is our aim to ensure that children feel safe, stimulated and happy in the setting and feel 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 strive to make the setting a welcoming place, where it feels like home from home, and the children can settle quickly and easily as special consideration has been given to the individual needs and circumstances of the children and their families. The Key Person is a role set out in the Welfare Requirements of the Early Years Foundation Stage.

Procedure

We ensure the key person approach is adopted and implemented in an effective and positive way to promote positive relationships for the children and their families by:-

- Providing an induction for the family and for settling the child into our setting and continuously after.
- Acting as the key contact for the parents and providing updates on what happened with the children during the day.
- Encourage working with the parents to plan and deliver a personalised plan for the child's well-being, care and learning. Make parents feel listened to, included and involved in decision-making.
- Offer unconditional regard for the child and be non-judgmental.
- Knowing children's likes, dislikes, preferences, actual development, stage, next step, development patterns, and other special needs to meet all the child's needs.
- Supporting the children's development, learning and play in all the seven areas of learning and British Values.
- Developmental records and 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. For example, making observations, planning activities, and writing reports.

- Encouraging positive relationships between children in her/his key group, spending time with them as a group each day.
- Ensure children's safety by allowing key persons to build up a trusted relationship with key children and parents.

V 2.0 – 08.2025

3.5 Staff Behavior

Policy statement

Staffing arrangements must meet the needs of all children and ensure their safety. All members of the staff at Andi's Nursery are required to adhere to the following code of conduct. Staff must be familiar with, understand and adhere to all the setting's policies and procedures at all times. Staff must observe all the codes of conduct as laid out in the setting's Employee Handbook, a copy of which is provided to all staff on their induction in the nursery.

Procedure

General Conduct

- Staff members make sure they are ready to start work at the start of their shift.
- Staff have all the necessary items to be able to carry out their work, like aprons with sanitiser, Safeguarding cards, walkie talkies, and pegs it.
- Staff wear appropriate clothes which are long, fit, and suitable to work with children.
- Staff wear their clean uniform, t-shirt and jumper all the time.
- Staff wear sensible nonslip indoor shoes whilst on duty.
- Staff are requested to wear their hair tied back when working with the children and to wear it tied back at all times when working in the kitchen.
- Staff will not wear excessive amounts of make-up or perfume.
- Staff nails are kept clean and short.
- Staff log in to FamlyApp at the beginning of the shift and log out from FamlyApp right at the end of their shift.
- Staff are not to have non-work-related conversations in front of the children. Child-centered attention is paramount at all times.
- Staff informs immediately the Manager or Deputy Manager about any change in their address, contact details, next-of-kin details or bank account.

Partnership working

- Staff answer doors and greet visitors and parents in an appropriate, kind manner.
- Staff will not show favoritism to colleagues or children, never behave or speak in a discriminatory manner under any circumstances and work in line with the Promoting equality, diversity and inclusion policy.
- Staff contribute to the effectiveness of teamwork.
- Staff work closely with the deputy manager and the nursery secretary in ordering

materials and equipment.

- Staff keep information confidential according to the Confidentiality policy.
- Staff participate in team meetings, staff events, inset days, and discussions.

Staff behavior

- Staff response to children's questions is age-appropriate, and they continue conversations with them.
- All staff members practice positive behavior management techniques in line with the Managing behavior policy.
- Staff use the English language in the setting all the time when children and/or parents are in the setting.

CPD

- Staff keep job knowledge up to date through company and external training and show a commitment to professional development.
- Staff has the right to make a complaint in line with the Complaint policy.
- Staff carry out administrative tasks related to children's care and development.

Learning and development

- Staff participate in curriculum planning and implementation, providing an effective learning environment in line with the Learning and development policy.
- Staff ensure equality, diversity, inclusion and anti-discriminatory practice all the time in line with the Promoting equality, diversity and inclusion policy.
- Staff, if asked to carry out key-person roles and responsibilities in line with the Key person policy.

Illness, Health and Medication

- Staff inform the Manager or Deputy Manager as soon as possible if they are sick and unable to attend.
- If a member of staff is taking regular or irregular medication or has a health issue that may prevent them from carrying out their duties to the best of their ability, they must share this information with the Manager or Deputy Manager.
- Staff do not smoke, use e-cigarettes or vape on or around the premises (including the garden); the designated place is the only place to be used.
- Staff covers any exposed cut or burn with a first-aid dressing.

- Staff suffering from an infectious or contagious disease or illness such as rubella or hepatitis do not report for work without clearance from their own doctor.
- Staff suffering from an infectious or contagious disease or illness, or have a bowel disorder, boils, skin or mouth infection, they will not report for work without clearance from their own doctor.
- If staff members come into contact with any person suffering from an infectious or contagious disease, they will report it to the Manager or Deputy Manager before commencing work.
- Staff members wash their hands immediately before commencing work and after using the toilet.

Safeguarding

- Staff must keep their personal mobile phones and smart watches in the locked cabinet in the office whilst on duty at the setting and work in line with the Use of Electronic Devices with Imaging and Sharing Capabilities.
- Staff must be aware of the child-to-staff ratio and make sure these ratios are met before leaving the room and work in line with the staff-child ratio policy.
- All members of staff must report to the Manager or Deputy Manager any safeguarding issues or safeguarding concerns which may occur at the setting and work in line with the Child Protection policy.
- Staff will make any reference whatsoever to the setting or to the children or staff, both past and present, on any social networking site and work in line with the Internet and Social networking.
- Staff will not be permitted into the setting if there is any indication that they are under the influence of alcohol or substance misuse in line with the Alcohol and Drug policy.
- Staff must never let strangers into the gate without first asking them to identify themselves and seeking clearance from the Manager or Deputy Manager and always work in line with the Visitor on the premises policy.
- Staff ensure that children will be released into the care of their parents or designated carers only and will ensure that children are safely signed out in line with the Dropping off and collecting children policy.
- Staff must always inform the manager or another colleague when leaving to change a child's nappy or clothes in line with the Nappy changing policy.

V 1.1 – 08.2025

3.6 Whistleblowing

Policy Statement

Whistle-blowing is raising a concern about poor or unsafe practice within an organisation.

Making a disclosure in the public interest (whistleblowing) is essential for keeping children safe in the setting and ensuring good quality practice across the setting. We are committed to safeguarding the children in our care and supporting the staff to feel confident to raise any concerns they may have about the setting or practice at the setting

Procedure

Andi's Nursery is committed to delivering a high-quality service, promoting accountability and maintaining public confidence. This policy provides individuals in the workplace with protection from victimization or punishment when they raise a genuine concern about misconduct or malpractice in the setting. The policy is underpinned by the Public Interest Disclosure Act 1998, which encourages people to raise concerns about misconduct or malpractice in the workplace in order to promote good governance and accountability in the public interest. The act covers behavior which amounts to:

- A criminal offence
- Failure to comply with any legal obligation
- A miscarriage of justice
- Danger to health and safety of an individual and/or environment
- Bullying, humiliation, discrimination, poor practice, unsafe practice, abuse or neglect
- Deliberate concealment of information about any of the above

All staff members have a responsibility to report abuse and malpractice to the relevant authorities when it is suspected or if they have concerns regarding the way in which children are being cared for, no matter whom they will be reporting to. They should be watchful for any illegal, inappropriate or unethical conduct and should report anything of that nature that they become aware of if there is a failure to meet Ofsted standards of registration or welfare requirements of the Early Years Foundation Stage EYFS.

All our staff are responsible for reporting abuse and malpractice to the Designated Safeguarding Lead (DSL) and the relevant authorities.

- Should any staff member have a concern about a member of staff, this should be voiced immediately. Staff should inform the DSL of any incidents where the employee handbook, policies and procedures or the EYFS has been breached.
- In the absence of DSL or in the instance that the concern is against the DSL, you are advised to contact the LADO (Local Authority Designated Officer).
- Staff can also contact us through the following channels:
 - The NSPCC whistleblowing advice line is available.
Staff can call 08000280285 from 8:00 to 20:00, Monday to Friday, and from 9:00 to 18:00 at weekends.
The email address is help@nspcc.uk.
Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH.
 - Ofsted offers guidance on how to raise complaints about a provider: Complaints procedure – Ofsted – GOV.UK (www.gov.uk)
 - General guidance on whistleblowing can be found at: Whistleblowing for employees <https://www.gov.uk/whistleblowing>
- Ofsted must be informed as soon as possible but within at least 14 days.
- You must not speak to the member of staff or adult concerned OR take any action about the allegation until you have spoken with the LADO, as this could jeopardise any possible subsequent investigation.
- 1. Whistleblowing is made: All whistleblowing against staff or any observations of inappropriate behaviour should be brought to the attention of the DSL in the strictest confidence.
- 2. Report allegation: The DSL will contact MASH or LADO and report it to Ofsted.
- 3. Initiate allegation procedures: The MASH or LADO will decide whether the incident fits the criteria. In other words, Did the alleged incident potentially cause harm to the child? Does the alleged incident constitute a criminal offence? Does the alleged incident suggest that this person is potentially unsuitable to work with children? Whistleblowing procedures are clearly outlined in Safeguarding Children & Safer Recruitment in Education and should be held to the recommended timescales to avoid unnecessary distress to all involved.
- 4. Workplace arrangements: The MASH or LADO will advise whether the member of staff should remain in the workplace or whether they should go on “gardening leave” or be suspended until the investigation is resolved. If the member of staff remains in the workplace, safeguards will be put into place to protect the member of staff and the child/children involved.

- 5. Strategy meeting: The MASH or LADO will schedule a strategy meeting with the representative from the setting and the police. A police check will be conducted prior to the strategy meeting to determine whether any previous incidents involving that member of staff are known.
- 6. Decisions and next steps: Professionals at the strategy meeting will decide what next steps to take- these may include criminal proceedings, child protection procedures, disciplinary procedures, training needs, or no further action taken.

V 1.2 – 10.2025

3.7 Allegation against a member of staff

Policy statement

Nothing is more important than children's welfare. Children who need help and protection deserve high-quality and effective support as soon as a need is identified.

These procedures should be applied when there is an allegation that any person who works with children, in connection with their employment or voluntary activity, has:

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that may pose a risk of harm to children.

It is essential that any allegation of abuse made against a member of staff in our setting is dealt with fairly, quickly, and consistently, in a way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

All staff should understand what to do if they receive an allegation against another member of staff or if they themselves have concerns about the behavior of another member of staff. It is our policy that all allegations will be reported straight away to the DSL.

Procedure

- Should anyone have a concern about a member of staff, this should be voiced immediately.
- In the absence of DSL, you are advised to contact the LADO (Local Authority Designated Officer).
- Ofsted must be informed as soon as possible but within at least 14 days.

Allegation procedure:

Handling allegations, particularly serious ones, is a complex and delicate process. All allegations need to be taken seriously. Good record-keeping is essential to the success of child protection practices.

1. Allegation is made: All allegations against staff or any observations of inappropriate behaviour should be brought to the attention of the DSL in the strictest confidence.

2. Report allegation: the DSL manager will contact MASH and report it to Ofsted.

3. Initiate allegation procedures: The MASH/LADO will decide whether the incident fits the criteria of an “Allegations against a member of staff” In other words, Did the alleged incident potentially cause harm to the child? Does the alleged incident constitute a criminal offence? Does the alleged incident suggest that this person is potentially unsuitable to work with children? Allegation procedures are clearly outlined in Safeguarding Children & Safer Recruitment in Education and should be held to the recommended timescales to avoid unnecessary distress to all involved.

4. Workplace arrangements: The MASH or LADO will advise whether the member of staff should remain in the workplace or whether they should go on “gardening leave” or be suspended until the investigation is resolved. If the member of staff remains in the workplace, safeguards will be put into place to protect the member of staff and the child/children involved.

5. Strategy meeting: The MASH or LADO will schedule a strategy meeting with the representative from the setting and the police. A police check will be conducted prior to the strategy meeting to determine whether any previous incidents involving that member of staff are known.

6. Decisions and next steps: Professionals at the strategy meeting will decide what next steps to take- these may include criminal proceedings, child protection procedures, disciplinary procedures, training needs, or no further action taken.

V 1.1 – 08.2025

4. Health

4.1 Administering medicines

Policy Statement

Andi's Nursery has and implements policies and procedures for administering medicines. It includes systems for obtaining information about a child's need for medicines and for keeping this information up-to-date. Training is provided where the administration of medicine requires medical or technical knowledge. Prescription medicines must 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).

Medicine (both prescription and non-prescription) can only be administered to a child where written permission for that particular medicine has been obtained from the child's parent. We keep a written record each time a medicine is administered to a child and inform the child's parents on the same day or as soon as reasonably practicable.

While it is not our policy to care for unwell children, who should be at home until they are well enough to return to the setting, we will agree to administer medication as part of maintaining their health and well-being, reduce the children pain or temperature until their parents can collect them or to help them recovering from an illness, or have long-term medical conditions. We ensure that where medicines are necessary to maintain the health of the child, they are given correctly and in accordance with legal requirements.

We take responsibility for the correct administration of medication to children. This includes ensuring that parent consent forms have been completed, medicines are stored correctly, records are kept according to procedures and legislation and staff who administer medicine undertake the necessary training.

Procedures

- **Parents must notify the Manager or Deputy manager at drop-off time if they have given any medicine to their child in the last 24 hours.**

Andi's Nursery administers the following medicines:

- Medicine is recommended by a doctor, dentist, nurse, or pharmacist.
- Prescription medicine only if it has written instructions from a doctor or dentist.

- Over-the-counter medication such as pain and fever relief or teething gel.
- Children under the age of 16 years are never given medicines containing aspirin unless prescribed specifically for that child by a doctor or dentist.
- In an emergency, we administer our own Calpol Infant to relieve the child's pain or temperature.
- We only administer medicine if it has been used by the child previously without causing any side effects.

Permission:

- In Andi's Nursery, we give any medicine only if parents have acknowledged a parental permission form and have provided the medicine yourself (apart from Calpol Infant).
- Only the Manager and the Deputy Manager have the right to receive any medication from parents.
- The medicine must be clearly labeled with the child's name and the original package. In case the label or package is damaged or unclear, the Manager or Deputy manager has the right to refuse the administering of the medicine.
- On receiving the medication, we check that it is in date and prescribed specifically for the current condition. When we receive the medication, we will ask the parent to sign a consent form stating the following information:
 - the full name of the child and date of birth;
 - the name of medication and strength;
 - who prescribed the medication;
 - the dosage and times to be given in the setting;
 - the method of administration;
 - how the medication should be stored and its expiry date;
 - signature of the parent, their printed name and the date.
 No medication may be given without these details being provided.
- The only medicine we provide for the child is Calpol Infant. We gain parental permission before the child starts in the setting to administer Calpol Infant, and we take all reasonable steps to contact parents before we administer Calpol Infant.
- We only administer Calpol Infant without waiting for parental response to our contact if the child's temperature is above 38 C.
- No child may self-administer.

Records:

- The administration of medicine is recorded accurately in the Family app each time it is

given and is signed by the person administering the medication. Parents can see the record via the Family app. The medication form records the:

- name of the child
- name and strength of the medication
- date and time of the last dosage
- amount of dosage required and time
- date and time the dosage given
- The signature of the person administering the medication [and a witness]; and
- parent's signature.

Storage of medicines

- All medication is stored in the original container safely in a locked cupboard or in a locked box in the fridge as required. The cupboard or fridge is not used solely for storing medicines, so they are kept in a marked plastic box inaccessible to the children.
- The manager and Deputy Manager are responsible for ensuring medicine is handed back at the end of the day to the parent.
- For some conditions, medication may be kept in the setting to be administered on a regular or as-and-when-required basis. The Manager and Deputy Manager check that any medication held in the setting is in date and return any out-of-date medication back to the parent.
- Medicine boxes and cupboards are always visible on the CCTV to ensure only authorised persons take medicine out from the storage.

Children who have long-term medical conditions and who may require ongoing medication.

- We carry out a risk assessment for each child with a long-term medical condition that requires ongoing medication.
- Parents will also contribute to a risk assessment. They should be shown around the setting, understand the routines and activities and point out anything which they think may be a risk factor for their child.
- For some medical conditions, the Manager, the Deputy Manager and key staff will need to have training in a basic understanding of the condition, as well as how the medication is to be administered correctly. The training needs for staff form part of the risk assessment.
- The risk assessment includes vigorous activities and any other activity that may give cause for concern regarding an individual child's health needs.
- The risk assessment includes arrangements for taking medicines on outings, and advice is sought from the child's GP if necessary where there are concerns.

- An individual health plan for the child is drawn up with the parent, outlining the key person's role and what information must be shared with other adults who care for the child.
- The individual health plan should include the measures to be taken in an emergency.
- We review the individual health plan termly at the parents meeting, or more frequently if necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted, etc.
- Parents receive a copy of the individual health plan, and each contributor signs it.

V 1.1 – 08.2025

4.2 Managing children who are sick

Policy statement

We promote the good health of children attending the setting. We have a procedure, discussed with parents, for responding to children who are ill or infectious, taking necessary steps to prevent the spread of infection, and taking appropriate action if children are ill. We aim to provide care for healthy children through preventing cross-infection of viruses and bacterial infections and promoting health through identifying allergies and preventing contact with the allergenic trigger.

Procedure

- **Parents must notify the Manager or Deputy manager at drop-off time if they have given any medicine to their child in the last 24 hours.**

Steps we follow if a child gets unwell in our care:

- If children appear unwell during the day – for example, if they have a temperature, sickness, diarrhea or pains, particularly in the head or stomach – the Manager or the Deputy Manager calls the parents and ask them to collect the child, or to send a known carer to collect the child on their behalf.
- The child's temperature is taken using a digital thermometer.
- We keep the child in a separate area away from other children. One member of staff stays with the child constantly and reassures the child.
- We constantly observe and check the children's temperature.
- We apply first aid if necessary.
- If the child's temperature is higher than 38 C, we may give the child Calpol Infant, even if it is not possible to obtain verbal consent from the parents, but we have a general permission to administer Calpol Infant. This is to reduce the risk of febrile convulsions, particularly for under twos.
- In extreme cases of emergency, an ambulance is called, and the parent is informed.
- Parents are asked to take their children to the doctor before returning them to the setting.
- We can refuse admittance to children who have a temperature, sickness, diarrhea or a contagious infection or disease.
- Where children have been prescribed any medication containing antibiotics for an infectious illness or complaint, we ask parents to keep them at home for 3 days before returning to the setting (Day 0 is when the child first took the antibiotic; the child can

return to the setting on Day 4).

- After diarrhea and vomiting, we ask parents to keep children home for two days following the last episode (Day 0 is when the child had the last episode of diarrhea or vomiting, child can return in the setting on Day 3).
- After a temperature higher than 37.8C, we ask parents to keep their children home for one day after the last occasion temperature has been observed (Day 0 is when normal temperature is measured again after the high temperature, and the Child can return to the setting on Day 2).
- No child is accepted in the setting when pain relief is administered within 8 hours.
- Some activities, such as sand and water play and self-serve snacks where there is a risk of cross-contamination, may be suspended for the duration of any outbreak.
- We have a list of excludable diseases and current exclusion times. The full list is obtainable from www.hpa.org.uk/webc/HPAwebFile/HPAweb_C/1194947358374 and includes common childhood illnesses such as measles.

Reporting of 'notifiable diseases'

- If a child or adult is diagnosed as suffering from a notifiable disease under the Health Protection (Notification) Regulations 2010, the GP will report this to Public Health England.
- When we become aware or are formally informed of the notifiable disease, the Manager or the Deputy Manager informs Ofsted and contacts Public Health England and acts on any advice given.
- We will notify Ofsted and MASH of any serious illness or diseases as soon as possible and within 14 days.

V 1.1 – 08.2025

4.3 Intimate Care

Policy statement

At Andi's Nursery, we aim to meet the individual needs of all our children and promote their welfare and emotional well-being. We recognise and assist children with intimate care where needed and ensure that the children are treated with courtesy, dignity, and respect at all times. Intimate care is defined as care involving washing, touching or carrying out a procedure to intimate personal areas, which some children may need support in doing because of their young age, physical difficulties or other additional needs.

Where a child has intimate care needs, a trained member of staff takes responsibility to provide their care. Due to the developmental stages of the children that we work with, we support them with their personal care, for example, reminding the children to go to the toilet and about personal hygiene. This supports their understanding of self-care routines as well as developing their independence.

Intimate care can include feeding, oral care, washing, dressing/undressing, toileting, and styling children's hair.

Principles of Intimate Care are based:

- Every child has the right to be safe
- Every child has the right to personal privacy
- Every child has the right to be valued as an individual.
- Every child has the right to be treated with dignity and respect.
- Every child has the right to be involved and consulted in their own intimate care to the best of their abilities.
- Every child has the right to express their views on their own intimate care and to have such views considered.
- Every child has the right to have levels of intimate care that are as consistent as possible.

Procedure

Staff training

- All staff received training in intimate care procedures. During their induction period, staff are supervised and supported when carrying out intimate-care activities.
- Only staff members who are suitable can carry out such intimate-care routines and knowledgeable about intimate care. (For further information, see the Suitability and Disqualification Policy).
- Staff are aware of their responsibilities, relevant policies and procedures in place.
- Staff are fully aware of the children's intimate care plan in their room, and they always show best practices, including hygiene.
- If our staff observe any unusual markings, discolorations or swelling, including the genital area, report immediately to the manager/deputy manager. The written records of concerns are kept in the child's personal file.

Working with parents

- We work closely with parents, forming partnerships to identify and ensure we meet each child's needs, reviewing these regularly through the key person system in place at our nursery.
- Cultural and religious values are respected when planning, and we seek to engage in regular communication with parents and monitor and review the plan together.

Communication with children

It is the responsibility of all staff caring for a child to ensure that they are aware of the child's method and level of communication.

Working with children of the opposite sex

There is a positive value in both male and female staff being involved with children.

The intimate care of boys/girls can be carried out by a member of staff of the opposite sex.

- The delivery of intimate care by trained staff will be governed by our policy and procedures.
- If the child appears distressed or uncomfortable when personal care tasks are being carried out, the care stops immediately. We try to ascertain why the child is distressed and provide reassurance.

V 1.1 – 08.2025

4.4 Nappy changing

Policy statement

No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies. We work with parents towards toilet training unless there are medical or other developmental reasons why this may not be appropriate at the time.

We provide nappy changing facilities and exercise good hygiene practices in order to accommodate children who are not yet toilet trained.

We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgmental concern of adults.

Procedures

- Children's privacy is taken into account and balanced with safeguarding and support needs when changing nappies and assisting with toileting.
- Staff change nappies according to this schedule or more frequently where necessary.
- We provide for children with nappies, wipes, and nappy cream unless the parents prefer to provide their own.

Nappy changing procedure:

- 1) Clean the changing mat.
- 2) Check that everything is to hand and which products are suitable for the child.
- 3) Talk to the children and either carry or lead them to the changing table. Our changing area is warm, with a safe area to lay children.
- 4) Use a new disposable apron and pair of gloves for each nappy change and always wash or sanitize hands before and after nappy change.
- 5) Remove the child's clothing and move them so that they will be away from the soiled nappy.
- 6) Remove the soiled nappy and fold it in on itself. Put it in the bin immediately. Our staff never turn children back on a child or leave them unattended whilst they are on the changing mat. Our staff are always gentle when changing and we always avoid pulling faces and making negative comments about 'nappy contents'.
- 7) Clean the genital area thoroughly by using baby wipes. Make sure that wiping takes place from front to back when changing a girl. Do not make inappropriate comments about children's genitals when changing their nappies.

- 8) When the area is dry or irritated, put on barrier cream if parents have requested it and then put on the clean nappy.
 - 9) Re-clothe the child and take them from the changing mat to a place of safety.
 - 10) Clean the changing mat thoroughly with sanitiser. Remove and dispose of gloves and aprons.
 - 11) Wash or sanitise hands and make a record of the time of the nappy change along with any comments.
- In addition, we ensure that nappy changing is relaxing and a time to promote independence in young children by pulling up their trousers.

V 1.1.2 – 10.2025

4.5 Toilet training

Policy Statement

We see toilet training as a self-care skill that children can learn with the full support and non-judgmental concern of adults. No child will be potty trained until fully settled within the nursery. Children will be encouraged, not forced. Each child will be individually monitored, and parents will be informed of the child's progress. Each child is different, although most children are clean and dry by three years. The skill of the adult is to work with parents to recognise when the child is ready.

Procedure

Initially, your child will slowly be encouraged to use the toilet/potty at home. If your child successfully uses the toilet on a regular basis and is beginning to understand when they feel they need to go, only then will parents request potty training to begin at nursery.

- During the transitional period, it is paramount that each child's self-esteem and confidence remain high.
- We give information to parents on how to introduce potty training.
- A record of each nappy change will continue to be logged in the FamilyApp.
- We will ask parents to ensure there are always three full sets of spare, labelled clothes in your child's bag in case your child needs to be changed on more than one occasion. (Andi's Nursery will not accept responsibility for unlabeled lost items.)
- Parents will be asked to dress their children in sensible clothing, easy to take on and off independently, with no belts or tricky buttons.
- Children will be reminded to go to the toilet every 20-30 minutes by a member of staff.
- If your child is in underwear and has persistent accidents (3 or more) in one day, we will put a nappy back on them to save further upset, anxiety and stress for your child.
- If accidents continue, we will advise that you may need to delay potty training for a short while and resume at a later date.
- We place the dirty clothes in a plastic bag and give it to parents to take it home and wash. In case of toilet accident, we only pour the soil in the toilet we do not wash or scrub the soiled pant and trouser.
- The staff will always give positive praise and encouragement after each visit to the toilet.
- We promote independence in young children by asking them to wash their hands, have soap and paper towels to hand, pull up and down their trousers independently,

wipe themselves, and flush the toilet. They should be allowed time for some play as they explore the water and the soap.

- Staff always supervise children during the process and ensure children leave the toilet clean.
- Staff deal with toilet accidents quickly and efficiently by wearing disposable aprons and gloves. We ensure that children do not have access to the wet area. We wipe up the floor and other areas with disposable towels and place them in a plastic bag. After we wash up the floor with disinfectant spray or warm water with disinfectant. We ensure the floor is dried up after the washing up.

V 1.1 – 08.2025

4.6 Sun care

Policy statement

At Andi's Nursery, we are committed to ensuring that all children are fully protected from the dangers of too much sun/UV rays. Severe sunburn in childhood can lead to the development of malignant melanoma (the most dangerous type of skin cancer) in later life.

Procedures

We follow guidance from the weather and UV level reports and use the following procedures to keep children safe and healthy in the sun:

- The manager or Deputy Manager will make day-to-day decisions about the length of time spent outside depending on the strength of the sun.
- Children's safety and welfare in hot weather are important; therefore, the Manager or Deputy Manager will work closely with parents to ensure all appropriate cream and clothing is provided.
- We have four waterproof pop-up gazebos which provide shade for children to play.

Hat:

- Children must have a sun hat which will be always worn whilst outside in sunny weather.
- Children refusing to wear hats may be asked to play inside.

Sun cream:

- Children must have prior written consent from the parents for staff to apply sunscreen.
- Andi's Nursery provides sun cream for the children unless parents prefer to do so.
- Children will always have sunscreen applied before going outside in the sun and at frequent intervals during the day.
- We record when we apply sun cream.

Water:

- Children are encouraged to drink water more frequently on sunny or warm days.

V 1.1 – 08.2025

4.7 Food and Drink

Policy statement

We regard snacks and mealtimes as an important part of our day. Eating represents a social time for children and adults and helps children to learn about healthy eating. We promote healthy eating using resources and materials at our disposal. At snack and mealtimes, we aim to provide nutritious food which meets the children's individual dietary needs.

Aims

We ensure that we promote the health and well-being of the whole community through all aspects of food and nutrition and provide consistent messages to children, parents, and our staff.

Procedures

Dietary information

- Before a child starts to attend the setting, we ask their parents about their dietary needs and preferences, including any allergies or intolerances.
- For children with allergies, parents are required to provide a BSACI form.
- For children with food intolerances, we require parents to obtain a letter from the GP stating what the child should avoid eating and what they should be given instead.
- When a child's intolerance symptoms become milder with age and they can start eating certain food groups again, parents must obtain a letter from their doctor to confirm that the child is safe to eat those foods.
- We reserve the right to delay the child's settling-in process until all relevant documents pertaining to allergens and intolerances are provided by parents or carers.
- We record information about each child's dietary needs in the Information about your child form, and parents sign the form to signify that it is correct.
- We regularly consult with parents to ensure that our records of their children's dietary needs – including any allergies - are up to date.
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences, as well as their parents' wishes.
- We display the menus of meals/snacks for parents to view in the FamilyApp and on out TV in the lobby.
- In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another and we provide with different color of

plates and cutlery for children with special dietary needs.

- The room leaders are responsible for ensuring that the dietary information boards are always up-to-date.
- The chef in the kitchen and the practitioners sitting around the table with the children are responsible for making sure each child receives the food they should be given.

It is parents' responsibility to notify us immediately of any changes to their child's dietary requirements.

Purchasing, preparing and facilities

- Food is purchased once or twice a week from a supermarket chain.
- Kosher meat is delivered by a supplier once every 4 weeks.
- Milk is delivered by a supplier through the milk scheme.
- All food is stored appropriately, either in a fridge, freezer or cupboard.
- Fridge and freezer temperatures are taken and recorded daily, and all Food standards are strictly followed and recorded by our chef.
- Our Food Hygiene and Safety trained chef prepares the food on site each day.
- The food preparation area is suitable for preparation. It is regularly checked, and maintenance is done when necessary. All Safer Food Better Business Guidance is followed.
- Food is sliced and served to prevent chalking.
- Food is prepared to cater to each child's individual developmental needs, considering their stage of weaning rather than their age.

Meals, drinks and meal times

- Children are encouraged to try healthy food.
- We have a four-week menu rotation, which has been carefully designed to include a variety of foods from the four main food groups: fish and protein alternatives; dairy foods; grains, cereals and starch vegetables; and fruit and vegetables. [Food Menu.pdf](#)
- We provide nutritious food for all meals and snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colorings.
- We provide full-fat milk/semi-skimmed milk for children every day.
- For each child, we provide parents with daily information about feeding routines, intake and preferences.
- Our meals and snacks are scheduled at regular times. Either a meal or a snack is offered to children at least every 1,5 - 3 hours. This is because children have small

stomachs and high nutrient needs as they grow and develop, to play and learn.

- We serve age-appropriate portion sizes.
- All our meat is Kosher.
- Fresh drinking water is made available in individually labelled water cups or bottles.
- Meal and snack times are relaxed, calm and with shared conversation.
- Children sit upright on a low chair while eating.
- One staff member is always within sight and hearing of the children, sitting with them while they are eating to stay alert for when children are chalking, sharing food, and noticing unexpected allergic reactions.
- While children are eating, there is always at least one staff member present in the room with a valid paediatric first aid certificate.
- We encourage children to feed themselves, but we ensure that children get the required nutrition. If they need help, we feed them.
- We tell parents how much their child ate during the day and the foods they particularly enjoyed or tried.
- Special occasions and birthdays are celebrated with mostly healthy foods or with non-food treats.
- Advice is given to parents on how to safely cut and serve fruit on fruit platters.
- Andi's nursery keeps records of near-miss events to identify trends or common features of incidents and to reduce the risk of chalking and allergy incidents.

Food poisoning

- We notify Ofsted and MASH of any food poisoning affecting two or more children in our care on the premises within 14 days.

V 1.2 – 10.2025

4.8 Sleeping

Policy statement

We believe children need a comfortable space where they can rest and sleep during the day.

Procedure

When children are asleep, they are monitored constantly.

We provide a quiet, cosy corner that is always accessible to the children in each room, allowing them to rest if they wish.

Each child is provided with their own sheets and is washed frequently.

The children's sleep routine caters to both the children and their parents' needs. If a reduction in nap time is necessary—whether initiated by parents or identified by staff as part of a developmental transition—we implement a three-week reduction plan. This period gives children adequate time to adjust to the new routine at their own pace. Nap durations will never be reduced below 45 minutes, ensuring children can complete a full sleep cycle, which is vital for healthy sleep and emotional regulation. If parents request their child to sleep for less than 45 minutes, we will instead eliminate the nap entirely, as partial sleep cycles can result in increased tiredness, confusion, and irritability.

We gently take the children who have woken up to ensure the other children sleep peacefully.

For children who cannot fall asleep on their own, we gently shush and stroke them until they drift off. If a child is scheduled for sleep but does not want to or becomes upset, then this sleep will not be forced.

While the cause of Sudden Infant Death Syndrome is not fully understood, there are steps we can take to reduce the risk of it occurring:

We put babies on their backs to sleep. Blankets should be tucked in at shoulder level to avoid the baby's head becoming covered. We ensure fresh air in the room and make sure that the temperature is around 20 degrees Celsius.

V 1.2 – 10.2025

4.9 Adverse Weather

Policy statement

At Andi's Nursery, we have an adverse weather policy in place to ensure our nursery is prepared for all weather conditions that might affect the running of the setting, such as floods, snow and heat waves.

Procedures

We aim to provide full-time, quality childcare throughout the year without interruption, although we do recognize the fact that inclement weather and other emergencies can affect the setting's ability to open and the employees' ability to get to work. The safety and welfare of our families and employees are paramount in any emergency. No policy can cover every potential emergency situation, so this policy covers the most common.

- If any of these incidents impact the ability of the Nursery to open or operate, we will contact parents via phone or email.
- If high snowfall or another severe weather condition is threatened during a day, then the Manager or Deputy Manager will make the decision as to whether to close the nursery. This decision will consider the safety of the children, their parents and the staff team. In the event of a planned closure during the day, we will contact all parents to arrange for the collection of their children.
- We will make every effort to inform parents as early as we can.
- We will not take children outdoors when we judge that weather conditions make it unsafe to do so.
- We require parents to provide appropriate clothing for their children in the cold weather like waterproof, warm boots for the garden, hut, scarf, and gloves.

V 1.1 – 10.2023

4.10 Indoor and outdoor shoes

Policy Statement

Andi's Nursery aims to promote children's well-being and safety at all times. For children, it is essential that they have the opportunity to explore their environment safely. To help us do this, we have guidelines that will;

- Prevent contaminated items from being walked into rooms and on to floors where children lay, crawl or play.
- Prevent injury to the children from visitors or staff treading on fingers or toes.

Procedures

- Andi's Nursery provide a place outside where children can change and leave their shoes.
- Remove children's outdoor shoes and place them under the coat pegs before entering the room.
- All children must wear indoor shoes in the building, which parents need to provide.
- We ask parents to provide shoes which children can put on and take off independently.
- All children must wear welly boots when it is rainy in the garden, which parents need to provide on a rainy day. On a normal day, children go in the garden with their "home shoe"
- Our staff will wear 'soft shoes' whilst indoors and change from/ into appropriate outdoor footwear on entering or leaving the building.

V 1.1 – 08.2025

4.11 Immunisation

Policy statement

In Andi's Nursery, we want to ensure that we promote the health and well-being of the whole community by encouraging parents to immunize their children and by providing consistent messages to children, parents, and our staff.

Procedure

Immunisation is the safest way of protecting children against serious diseases.

At Andi's Nursery, we strongly recommend that children are vaccinated in accordance with the government's health policy and their age. We ask parents to record information about immunisations on the Information about your child form, and we ask that parents inform us if their children are not vaccinated so that we can manage any risks to their own child or other children/staff/parents in the best way possible.

We are confident to share key messages to parents about immunizations such as: immunizations save lives; it is important to make sure babies are protected as early as possible; it is never too late to have immunized even if a child has missed an immunization and is older than the recommended ages; vaccines are quick, safe and extremely effective.

Our nursery does not discriminate against children who have not received their immunizations and will not disclose individual details to other parents.

V 1.0 – 10.2023

4.12 Recording and reporting of accidents and incidents

Policy statement

We follow the guidelines of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) for the reporting of accidents and incidents. Child protection matters or behavioral incidents between children are not regarded as incidents, and there are separate procedures for this.

At Andi's Nursery, we aim to protect children at all times. We recognise that accidents or incidents may sometimes occur. We follow this policy and procedure to ensure all parties are supported and cared for when accidents or incidents happen and that the circumstances of the accident or incident are reviewed with a view to minimising any future risks.

Procedures

Our accident book is kept in a safe and secure place, is accessible to our staff, who all know how to complete it, and is reviewed termly to identify potential or actual hazards.

The manager and Deputy manager undertook training on Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR). All our staff are trained by Manager or Deputy Manager in line with the course.

Ofsted is notified as soon as possible, but at least within 14 days, of any instances which involve: food poisoning affecting two or more children looked after on our setting; a serious accident or injury to serious illness of, a child in our care and the action we take in response; the death of a child in our care.

Accident

- We have five first aid boxes (toddler room, pre-school room, office and kitchen) accessible at all times with appropriate content for use with children and adults.
- First Aid boxes' contents are regularly checked.
- We have written records of accident and injuries. It is accessible to our staff, who all know how to complete it. We review it termly to identify any potential or actual hazards.
- Ofsted is notified as soon as possible, but at least within 14 days of any serious accident or injury; serious illness of a child in our care and the action we take in response; and the death of a child in our care.

Incident

- We have ready access to telephone numbers for emergency services, including the local police. We have contact numbers for the gas and electricity emergency services, and a carpenter, plumber and electrician.
- We ensure that our staff carry out all health and safety procedures to minimise risk and that they know what to do in an emergency.
- On discovery of an incident, we report it to the appropriate emergency services – Fire, Police, and Ambulance – if those services are needed.
- If an incident occurs before any children arrive, the Manager or Deputy Manager risk assesses this situation and decides if the premises are safe to receive children. We may decide to offer a limited service or to close the nursery.
- Where an incident occurs whilst the children are in our care and it is necessary to evacuate the premises, we follow the procedures in our Fire policy, and when on an outing, we follow the procedures identified in the risk assessment for the outing.
- If a crime may have been committed, we ask all adults witness to the incident to make a witness statement including the date and time of the incident, what they saw or heard, what they did about it and their full name and signature.
- We keep an Incident Book for recording major incidents. These incidents include: a break in, burglary, or theft of personal or our setting's property; an intruder gaining unauthorised access to our premises; a fire, flood, gas leak or electrical failure; an attack on an adult or child on our premises or nearby; any racist incident involving families or our staff on the setting's premises; the death of a child or adult; a terrorist attack, or threat of one and a notifiable disease or illness, or an outbreak of food poisoning affecting two or more children looked after on our premises;
- In the Incident Book, we record the date and time of the incident, nature of the event, who was affected, what was done about it or if it was reported to the police, and if so, a crime number. Any follow-up or insurance claim made is also recorded.
- The Incident Book is not for recording issues of concern involving a child.

Child accident and incident

- Only first aid-trained staff are allowed to deal with accidents.
- Staff are trained during induction on how to deal with incidents between children.
- In case of an accident or incident, we make a record in the FamilyApp.
- In case of an incident, both parties are informed.
- In the accident and incident form, we record:
 - Child name
 - Date and time

- Witnesses
- Who dealt with the accident or incident
- Any First Aid administered
- Who and when was notified about the accident
- Body map
- Details of the accident circumstances
- Details of the injury
- We contact parents right after the accident if it involves any injury to the child's head.
- Some accidents happen at home. We ask parents to update us on any accidents or incidents that happen at home, and we make a record of it.
- We ask permission from parents to perform First Aid on their child, to use First Aid plasters and to allow the ambulance to take children to the hospital.

V 1.2 – 08.2025

5. Safety and suitability of premises, environment and equipment

5.1 Safety

Policy statement

At Andi's Nursery, we provide and maintain safe and healthy working conditions, equipment and systems of work for all our employees, visitors, and parents, and we provide a safe early learning environment in which children learn and are cared for.

We aim to make children, parents, staff and visitors aware of health & safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy, safe environment.

Aims and Objectives

- Establish and maintain a safe and healthy environment throughout the setting, including outdoor spaces.
- Establish and maintain safe working practices amongst staff and children.
- Make arrangements for ensuring safety and the minimizing of risks to health in connection with the use, handling, storage and transport of hazardous articles and substances.
- Ensure the provision of sufficient information, instruction and supervision to enable all people working in or using the setting to avoid hazards and contribute positively to their own health and safety and to ensure that staff have access to regular health and safety training.

Procedures

- We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed in the office.
- Risk Assessments of the premises, both indoors and out, are in place and reviewed regularly.
- Daily safety checks are carried out in each room of the building as well as the outdoor areas.
- In case of Incident and Accident we fill up a form in the FamlyApp and ask parents to sign it.
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- We take safety measures in regard to COSHH.

- Staff
 - Our induction training for staff includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and procedures as they understand their shared responsibility for health and safety. (For further information, see Induction policy)
 - We keep records of these induction training sessions, and new staff are asked to sign the records to confirm that they have taken part.
 - Our staff have regard to the Staff Behavior policy, where all necessary steps are explained how staff can ensure children safety.
 - Room Leaders know the exact number of children present in their room.
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- Children
 - All children will be supervised by adults at all times.
 - Our daily routines encourage the children to learn about managing risk.
 - Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.
 - We explain health and safety issues to the parents of new children so that they understand the part played by these issues in the daily life of the setting.
 - Parents must ensure that any jewelry worn by children poses no danger, particularly earrings, which may get pulled, bracelets, which can get caught when climbing or necklaces, which may pose a risk of strangulation.
- We have a no-smoking policy.
- We operate a no-alcohol and drug policy.
- We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings.
 - We have a daily cleaning routine for the setting, which includes the rooms, kitchen, office, toilets and garden.
- Visitor
 - The arrival and departure times of adults, including staff and visitors, are recorded. (For further information, see Visitor policy)
- We will inform Ofsted and MASH of any serious accident or death of a child while in our care as soon as possible, within 14 days.

5.2 Risk assessment

Policy statement

At Andi's Nursery, we promote the safety of children, parents, staff and visitors by reviewing and reducing any risks.

Risk assessments

Risk assessments document the hazards of the environment that needs to be checked on a regular basis, who could be harmed, existing controls, the seriousness of the risk/injury, any further action needed to control the risk, who is responsible for what action, when/how often will the action be undertaken, and how this will be monitored and checked and by whom.

Procedure

We carried out written risk assessments all around our setting, including the outdoor area. The Manager or Deputy Manager and the Fire Marshal annually review these. The assessment covers potential risks to our nursery's children, staff, parents and visitors. The risk assessment is reviewed and checked more often when circumstances change in the setting, e.g. a significant piece of equipment is introduced, in case of any serious accident or incident happen or it has to be reviewed to meet the needs of children with SEND; we review our current risk assessment or conduct a new risk assessment dependent on the nature of this change.

A Daily Safety Check is carried out by our staff each day to ensure the high level of health and safety standards of the setting. Staff are trained on how to carry out a Daily Safety Check during induction.

All staff members are made aware of the highest risks in the nursery during their induction.

We carry out risk assessments for each outing and event in the setting.

We carry out risk assessments for staff when it is necessary, for example, for pregnant staff or staff with permanent or temporary health conditions.

During activity planning, we assess the risks of our adult-led activity.

V 2.0 – 08.2025

5.3 First Aid

Policy Statement

At Andi's Nursery, we are committed to ensuring that all staff are trained and know how to respond in case of an accident. We also provide all necessary, suitable equipment to help children in need.

Procedure

- The first aid boxes are in the Toddler room, the preschool, and the Kitchen.
- These are always accessible with appropriate content for use for children.
- We have a responsible person who checks the contents of the boxes regularly and replaces used or out-of-date items.
- After they finish their probation period, within a month, staff are trained in 12 hours of Pediatric First Aid, which is updated at least every three years.
- At least 1 First Aider is always present at meal times in each room.
- In each room and in the office and kitchen, we have a display of the First Aiders.
- We keep records of First Aid treatment in the FamlyApp.

V 1.0 – 10.2023

5.4 Fire/Emergency Evacuation Plan

Policy statement

Our aim is to ensure as far as practical that no child, staff member, parent or visitor suffers illness or injury as a result of a fire or any emergency.

Procedures

- We carry out risk assessments and fire/emergency evacuation drills on a regular basis, recording and reviewing these to continuously improve our plan.
- We have smoke alarms in the building, which are regularly checked.
- We inform all our new staff, visitors and parents about the evacuation procedure.

Emergency Evacuation & Fire safety Plan

The managing director, manager and deputy manager have overall responsibility for the fire drill and evacuation procedures, and all staff are responsible for the implementation of such procedures. These are carried out and recorded for each group of children once a year or as and when a large change occurs, e.g. a large intake of children or a new member of staff joining the nursery. These drills will occur at different times of the day and on different days to ensure evacuations are possible under different circumstances and that all children and staff participate in the rehearsals.

An accurate record of all staff and children present in the building must be kept at all times, and children/staff must be marked in and out on arrival and departure. An accurate record of visitors must be kept in the visitor's book. These records must be taken out along with the register, emergency contacts list, and the emergency bag in the event of an emergency.

- Our emergency evacuation procedure is as follows:
 1. The smoke alarms will sound automatically, or if you discover fire, calmly raise the alarm or let the person in charge know immediately that you have detected fire.
 2. Immediately evacuate the building under guidance from the person in charge, using the nearest accessible exit. Lead the children and visitors out and assemble at the rear of the kitchen, the rear of the garden area or the main entrance.
 3. Close all doors behind you wherever possible.
 4. The assembly points are at Hoop Lane and St. Edwards Close.
 5. At the assembly point, the Manager or Deputy Manager will count all the children, staff, visitors and parents.
 6. The manager or Deputy Manager will call 999 for emergency help.

- If any practitioners are on lunch break during a fire drill, the staff are to go immediately to the preschool room or toddler room to help with the children who are sleeping.
- Children or adults with mobility difficulties should be escorted from the building by the member of staff attending or caring for that individual/child. Additional support may be required, such as walking aids or another member of staff, depending on the person's condition.
- DO NOT stop collecting personal belongings on evacuating the building.
- DO NOT attempt to go back in and fight the fire.

If you are unable to evacuate safely:

- Stay where you are safe.
- Keep the children calm and together.
- Wherever possible, alert the manager of your location and the identity of the children and other adults with you.

The person in charge is to:

- Pick up a tablet, phone, key, visitor book, emergency bag, and medication if needed.
- In the fire assembly point area (Hoop lane or St Edward's Close)
 - count for all children, adults - staff and visitors
- Telephone emergency services: dial 999 and ask for the fire service.
- Advise the fire services of anyone missing and possible locations and respond to any other questions they may have.

Escape from the building

The main exit routes are shown on a map which is located on the noticeboard just inside the office. Generally, they are via the fire exits located on either side of the building.

Toddler Room:

Children and adults will use the fire exit door located in the kitchen or use the main entrance. If the fire exit is unclear and not accessible, then all adults and children must use the emergency door in the preschool room.

Pre School room, Office, Toilet, and Changing room:

Children and adults situated in the preschool room, office, toilet, or changing room should be evacuated using the fire exit door located in the preschool room. If the fire exit is unclear and not accessible, then all adults and children must use the emergency door in the kitchen.

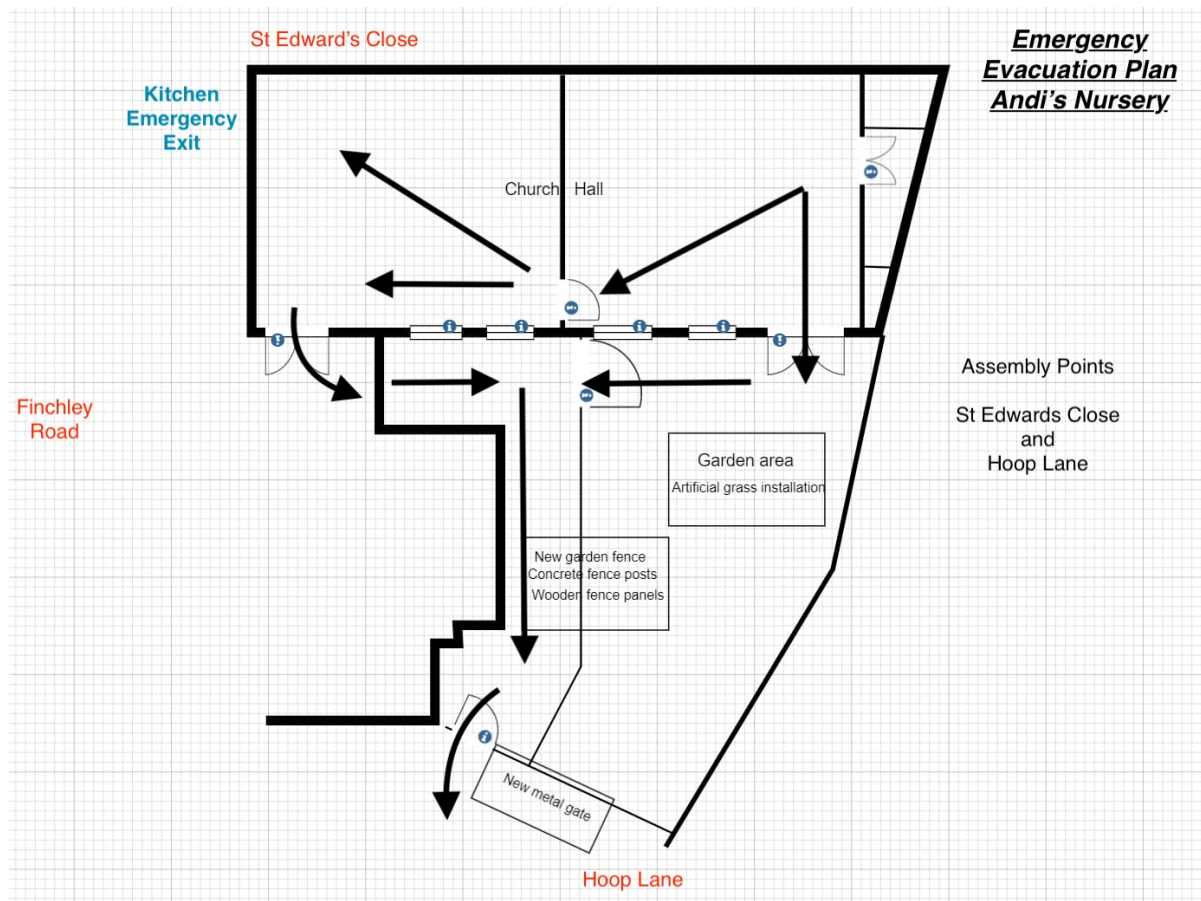
Assembly Points

Route A

Children, staff, and visitors should leave the building through the fire exit door, walk through the main gate, turn left to Hoop Lane and stand there.

Route B

Children, staff, and visitors should leave the building through the fire exit door in the kitchen and turn right after the garage; walk down on the St Edwards Close and stand there.



V 2.0 – 08.2025

5.5 Pet on premises or on outing

Policy statement

At Andi's Nursery, we recognise that pets can help meet the emotional needs of children and adults. Caring for pets also allows children to learn how to be gentle and responsible for others and supports their learning and development.

Procedures

Pets from home

- If a child brings a pet from home to visit the setting as a planned activity, the parents of all children are informed.
- We obtain written permission from parents to ensure that no child has an allergy or phobia.
- We complete a full, documented risk assessment prior to the pet's visit and analyse any risks before this type of activity is authorised.
- We discuss and carry out further risk assessments with parents/carers for children with phobia.
- Pets will not be allowed near food, dishes, worktops or food preparation areas.
- Children will wash their hands with soap and water after handling animals and will be encouraged not to place their hands in their mouths during the activity.
- Children will be encouraged to leave their comforters and dummies away from the animals to ensure cross-contamination is limited.
- We teach children the correct handling and care of the animal or creature and always supervise them.
- If visitors bring in animals or creatures to show the children, they are the responsibility of their owner.
- Owner's has to bring the vaccination book of the animal.

Visit to farms

- We check that the farm is well-managed, that the grounds and public areas are as clean as possible and that suitable first aid arrangements are made.
- We check that the farm has suitable washing facilities, appropriately signposted, with running water, soap and disposable towels or hot air hand dryers. Any portable water tap should be appropriately designed in a suitable area.
- We will ensure that there is an adequate number of adults to supervise the children,

considering the age and stage of development of the children.

- We will explain to the children that they will not be allowed to eat or drink anything, including crisps and sweets, or place their hands in their mouths while touring the farm because of the risk of infection and explain why.
- We carry out risk assessment, which all our staff read and sign before the visit.

V 1.1 – 08.2025

5.6 Alcohol and Drugs

Policy statement

At Andi's Nursery, we are committed to providing a safe environment that helps ensure the children's welfare in our care. This includes making sure that children are not exposed to adults who may be under the influence of alcohol or other substances that may affect their ability to care for children.

Under the Health and Safety at Work Act 1974, companies have a legal requirement to provide a safe working environment for all their employees.

Procedure

Alcohol

- Anyone who arrives in the nursery clearly under the influence of alcohol will be asked to leave. If they are a member of staff, the Manager or Deputy Manager will investigate the matter and will initiate the disciplinary process as a result of which action may be taken, including dismissal.
- If a parent, Manager or Deputy Manager may call the second contact on the child's registration form to collect them. If a child is thought to be at risk, the Manager, Deputy Manager or Person in charge will follow the child protection procedure, and the police/children's social services may be called.
- If anyone arrives in the nursery in a car under the influence of alcohol, the police will be contacted.
- Staff, parents, carers, visitors, contractors, etc., are asked not to bring alcohol onto the nursery premises.

Drugs

- Anyone who arrives in the nursery under the influence of illegal drugs, or any other substance including medication, that affects their ability to care for children, will be asked to leave the premises immediately.
- If they are a member of staff, an investigation will follow, which may lead to consideration of disciplinary action, as a result of which dismissal could follow.
- If a parent, Manager or Deputy Manager may call the second contact on the child's registration form to collect them. If a child is thought to be at risk, the Manager, Deputy Manager, or Person in charge will follow the child protection procedure, and

the police/children's social services may be called.

- The manager or Deputy Manager will contact the police if anyone (including staff, students, contractors and visitors) is suspected of being in possession of illegal drugs or if they are driving or may drive while under the influence of illegal drugs.

V 1.1 08.2025

5.7 No Smoking, Vaping and E-cigarettes

Policy statement

We comply with health and safety regulations and the Safeguarding and Welfare Requirements of the Early Years Foundation Stage in making our setting a no-smoking indoor and outdoor environment.

All persons on the premises must refrain from smoking, vaping, or using e-cigarettes. This includes staff, students, parents, carers, contractors, and other visitors.

Procedures

- All persons on the premises must refrain from smoking, vaping, or using e-cigarettes. This includes staff, parents, carers, contractors, and other visitors.
- No-smoking signs are displayed.
- Staff who smoke, vape or use e-cigarettes do not do so during working hours, unless on a break and off the premises.
- Staff who smoke, vape or use e-cigarettes during their break make every effort to reduce the effect of the odor and the lingering effects of passive smoking for children and colleagues.
- Electronic cigarettes cannot be used on the property or in the garden. These cannot be recharged in the setting.

V 1.1 – 08.2025

5.8 Visitors on the premises

Policy statement

Aim to ensure all children and staff remain safe within the premises at all times.

Procedure

- The front gate and back door are always locked, and all outdoor areas are securely fenced.
- The manager, Deputy Manager or our staff will ensure the identity of the visitor before opening the door.
- Not all staff members are allowed to answer the intercom.
- All visitors must sign in and out of 'the Visitor's Book'.
- Visitors are informed about emergency procedures, emergency exits, and general health and safety procedures, such as no smoking or no mobile phone use.
- Visitors are not allowed to stay with children unsupervised.
- We have regular visitors in the setting, such as a music man or sports coach. They are DBS-checked but are not allowed to stay unsupervised with children.
- Visitors are not allowed to have physical contact with the children.

V 1.1 - 08.2025

5.8 Lock down

Policy statement

We will use the lockdown procedure when the safety of the children and staff is at risk. We will be better placed inside the current building, with doors and windows locked and blinds/curtains drawn.

We will activate this emergency procedure in response to several situations, but some of the more typical might be:

- A report incident or disturbance in the local community (with potential to pose a risk to staff and children in the nursery)
- An intruder on the nursery site (with the potential to pose a risk to staff and children in the nursery)
- A warning is being received regarding a local risk of air pollution (smoke plumes, gas cloud, etc).
- A major fire or explosion near the nursery – as long as staying in the premises is safer than leaving.

Procedure

- All individuals (including children) will remain in their current location if it is safe to do so. If the children are outside, staff will promptly and calmly direct them into the building if this will not endanger them. Staff will also make efforts to close and lock doors wherever it is safe to do so.
- All individuals will stay away from the windows and doors, and children will be in the centre of the room so they are not placed at risk and can see any situation developing outside.
- The manager or Deputy Manager will ensure all children, staff and visitors are accounted for and safe before returning to the office area to keep up to date with the current situation via updates.
- The manager or Deputy Manager will manage the situation based on the situation and the information available. If the nursery is in immediate danger of an intruder, the police will be called urgently. In other cases where the police or local area authority has alerted the nursery, the nursery will await further instructions.
- Once the all-clear has been given externally, the Manager or Deputy manager will issue the all-clear internally. After this time, the staff will try to return to normal practice so that the children are not disrupted or upset by the events.

- Any children showing worries or concerns will have a one-on-one meeting with their key person to discuss them.
- Parents will be informed about the situation as soon as possible and will be updated when information changes.
- After the event, a post-incident evaluation will be conducted to ensure that each child and staff member was fully supported and that the procedure went as planned.

V 1.0 – 10.2025

5.9 Outings

Policy statement

At Andi's Nursery, we offer children a range of local outings, including walks and visits off the premises. We believe that planned outings and visits complement and enhance the learning opportunities inside the setting and extend children's experiences.

Procedures

- We seek parents' permission for children to be included in such outings.
- Andi, Daniel, or a member of our staff will always carry out a pre-visit checklist and full risk assessment before the outing to assess any risks or hazards that may arise for the children and identify steps to remove, minimise, and manage them.
- We provide appropriate staffing levels for outings based on an assessment of the children's safety and individual needs.
- Two fully stocked first aid boxes and any special medication or equipment will always be taken on all outings in case the group needs to split into two.
- Regular headcounts will be carried out throughout the outing.
- All staff will be easily recognisable by other members of the group because they will wear yellow vests.
- If children wear yellow vests with the nursery's name and logo, staff can easily identify them when they are on a trip.
- A fully charged setting mobile phone will be taken as a means of emergency contact.
- In the event of an accident, the Person in Charge will assess the situation, and if necessary, the group will return to the nursery. In the event of a serious accident, an ambulance will be called to the scene, and parents will be contacted. An appointed person will accompany the child to the hospital, and the rest of the group will return to the nursery.
- One staff member wears a GoPro Camera on his/her chest, which records everything throughout the outing.

Risk assessment/outing plan

- The name of the designated person in charge (outing leader)
- The name of the place where the visit will take place.
- The estimated time of departure and arrival.
- The number of children, age of children, and ratio of staff to children.

- The equipment needed for the trip includes a first aid box, a mobile phone, yellow vests, pushchairs, and other items.
- Method of transportation.
- When we take children on outings with vehicles, the vehicle adequately insures them.

V 1.1 – 08.2025

5.10 Premises

Policy statement

At Andi's Nursery, our premises and equipment are organised to meet the needs of children, enable them to make decisions, manage risk, and stay safe and healthy. The nursery also provides a confidential space for staff to talk to parents and includes space for staff to take a break from the children.

Procedures

- We have public liability insurance, which the Managing Director renews when necessary.
- Our indoor space size meets the Early Years Foundation stage requirement, by considering the number and age of children we enrol.
- We have CCTV in and outside the building.
- We carry out Fire Risk assessments and First safety checks to ensure that the premises comply with health, safety, and fire legislation.
- We provide access to an outdoor play area for children.
- We have an adequate number of separate toilets for children.
- We have a separate nappy changing area for children.
- We have spare bedding, spare clothes, and paper towels for children.
- We have an office where we can talk to parents confidentially, and staff can have their break, too.
- We never leave children in the room unsupervised.
- We only release children into the care of authorised individuals. (For further information, see the Drop Off and Pick Up Policy.)
- We have visitors entering the setting. (For further information, see the Suitability and Disqualification and Visitors policy)

5.11 Climate Action & Sustainability Policy

Policy Statement

At Andi's nursery, we are committed to promoting environmental responsibility and sustainability as part of our duty to support children's learning, development, health, and well-being. We recognise our role in helping children understand how to care for the world around them and aim to reduce our environmental impact through responsible daily practice.

Our aim is:

- Reduce our environmental impact through sustainable nursery practices
- Embed climate awareness into everyday learning and routines
- Teach children age-appropriate respect for nature and resources
- Work collaboratively with staff and parents to support sustainability

Procedure

1. Energy use

Practice:

We use energy-efficient 40W LED panel lights in our nursery. All our lights and equipment are switched off when the nursery is not in use. We use AC to heat our nursery. The system is set on a weekly schedule and switches off automatically at 4:30 pm. Our AC system operates in eco mode during the day. We turn off appliances at the socket overnight. We track our monthly electricity and gas usage. We have a lower ceiling installed in the nursery, which keeps the room warm while using less energy to heat it. We encourage children to switch off devices when not in use.

Impact on children:

- Children learn that electricity is a shared resource.
- Builds an early understanding of responsibility and cause-and-effect.

Future actions:

- Explore solar panels on the roof.
- Use energy-efficient appliances when we replace equipment.

2. Water Conservation

Practice:

Our taps have tap aerators fitted. We teach children to turn the taps off properly. We encourage children to turn taps off after use. We have a dishwasher and run it only when it's full. Staff model good handwashing routines without water waste. We use water-saving devices where possible, for example, flow regulators and ball valves are installed in the children's taps.

Impact of children:

- Promote independence and self-care.
- Supports early understanding of environmental responsibilities.

Future actions:

- Install dual-flush toilets.
- Install a rainwater collector.

3. Waste Reduction, Recycling and Food Waste

Practice:

We have separate bins for general waste and recycling. Our bins are clearly labelled and accessible. We have small bins for the children to put their rubbish in during the day. We have

reduced our paper use through digital communication with parents. We use the Family app to send invoices, reports and daily updates to our parents. We repair our toys when they're repairable and donate when appropriate. We use double-sided printing only when necessary. We use reusable kitchen cloths and washable cups and plates. We encourage children to avoid food waste. One practitioner always sits with children while they eat, monitors portion sizes, and adapts as needed. We provide health, balanced meals with seasonal produce where possible. Children are involved in discussions about where food comes from. We recycle toilet rolls, cardboard boxes, old CDs, and empty milk bottles as part of our activities. Learning about recycling and saving the planet is one of the topics we discuss in depth with children.

Impact on children:

- Develops decision-making and problem-solving skills.
- Encourages respect for materials and shared resources.
- Support healthy lifestyles
- Encourages awareness of food origins and sustainability.

Future actions:

- Separate the general waste and recycle more efficiently.
- Invest in a battery recycle bin.

4. Staff Responsibilities and Partnership with Parents.

All our staff show environmentally responsible behaviour as role models during working hours in the nursery. Sustainability practices are discussed in the staff meetings. We share sustainability information through our social media with parents. We encourage parents use reusable items where appropriate.

5. Monitoring, Evaluation and Improvement.

- Practice is reviewed termly by the director.
- Staff feedback is used to improve implementation.
- The policy is reviewed annually or sooner if required.

V 1.0 01.2026

6. Information and Records

6.1 Confidentiality and Data Protection

Policy statement

‘Confidential information is information that is not normally in the public domain or readily available from another source, and it should have a degree of sensitivity and value and be subject to a duty of confidence. A duty of confidence arises when one person provides information to another in circumstances where it is reasonable to expect the information to be held in confidence.

At Andi’s Nursery, we recognise that we hold sensitive and confidential information about children, their families, and our staff. This information is used to meet children’s needs, maintain registers, issue invoices, keep emergency contacts, and support children’s development.

Procedures

- Andi’s Nursery has registered with the Information Commissioner under the General Data Protection Regulations (GDPR).
- In accordance with data protection principles, we store all records in a locked cabinet or on the office computer, with files that are password protected.
- Staff are restricted from opening sensitive information without permission.
- The Managing Director, Manager, or Deputy Manager may share sensitive information regarding children with social services and Ofsted.
- We review our data protection records to ensure that all data we keep is essential, secure, and safe, kept only for as long as needed, and disposed of safely.
- During staff induction, we ensure that all staff understand the importance of protecting children’s privacy and the situations in which they must disclose information.
- We ensure parents have access to all information we keep about their children. We do this through the FamlyApp.
- We keep information about individuals to meet the 3.86 point of the Early Years Foundation Stage.

V 1.1 – 08.2025

6.2 Famly app

Policy statement

At Andi's Nursery, we utilise an online system called FamlyApp. This app is a platform we use for registering children and families at the nursery, invoicing parents for their child's nursery sessions and additional purchases, storing children's information such as emergency contact numbers, monitoring attendance, securely signing children into the nursery, ensuring the safe collection of children, logging staff hours and their presence in the nursery building, recording and storing incidents and accidents, communicating with parents and staff about events through the calendar tool, sharing nursery news with staff and parents via the news feed, privately messaging staff and parents using the messaging tool, and providing parents with a current log of their child's day at the nursery.

The system operates by storing the information we and parents input. We enter our information electronically using iPads, laptops, PCs and iPhones. They can include a photo, video and text.

Procedure

Staff have different levels of access to the FamlyApp. They can only access children's personal details when they log in for their shift.

- See child attendance and plan activities according to it.
- Record nappy changing, toilet visits, mealtimes, and cream or suncream.
- Record accidents, incidents and pre-existing injuries.
- Logging in and out themselves at the beginning and end of their shift.
- Request leave and absence.
- Learn about their key children before they start in the nursery.
- Ensure safe child collection.
- Share information about daily activities with photos.
- Record observations.
- Record and share reports.
- Record medication.
- Remind parents about events and important days.

Parents have full control and access to the nursery's information on their children and them. They can

- Give their child's personal details and other information related to the child's care.
- Give permission.
- Receive information about their child's personal care.
- Receive information about their child's daily activities.
- Receive information about their child's development.
- Share home learning observations or special events from the child's life.
- Log in and out their child at drop-off and pick-up times.
- Receive and pay invoices.
- Book sessions for their children.
- Get information about the administration of medicine, accidents and incidents.
- Communicate with the nursery.
- Receive invitations for parent meetings and other events.

Management uses the app to:

- Keep personal details about children.
 - Keep information about staff.
 - Schedule staff rota.
 - Check ratios and availability.
 - Check attendance – drop off and pick up time.
 - Issue invoice.
 - Communicate with parents.
 - Share news and events with parents.
-
- The FamlyApp is password—and PIN-protected. Everyone with access has their own PIN code, and the system records the name, date, and time of every action taken in the app.

V 2.0 – 08.2025

6.3 Social Media

Policy statement

This policy provides clear guidance on the acceptable use of social media by staff, parents, carers, and visitors in relation to Andi's Nursery. It aims to: Safeguard children's privacy and wellbeing; protect staff professionalism and confidentiality; maintain the nursery's reputation and comply with legal requirements (GDPR, safeguarding law).

This policy applies to:

- All staff, students, and volunteers of Andi's Nursery.
- Parents, carers, and visitors are on the nursery premises.

This policy will be part of the induction process for all new staff at the setting and will be regularly shared with all existing members of staff.

Andi's Nursery does not discourage colleagues at the setting from using social networking sites; however, all staff should be aware that management will take seriously any occasions where the services are used inappropriately.

Procedures

Nursery official accounts:

- All nursery social media accounts will be managed only by authorised staff (nursery secretary and managing director)
- Content shared will be:
 - Positive, professional, and reflective of the nursery's ethos.
 - Free of any identifying personal details without consent.
- All communications via nursery accounts will comply with safeguarding and GDPR guidelines.
- All parents are made aware of our social media pages and how we use them. All parents are made aware that our social media pages are 'open' pages, meaning that anyone on social media can view and interact with our page. All parents are given the choice to consent or not consent to images of their child being included on our social media pages.
- We share staff names and pictures when we post the 'meet the team' on social media, and when they achieve any qualification.
- We display staff names and pictures on our TV in the lobby.
- Authorised staff responsible for ensuring that media shared meets the standards outlined below:

- Children who feature on our pages are not named.
- Staff who feature on our page are not named.
- Only children for whom we have gained consent from parents are included on our pages.
- Only staff who have given their consent are included on our pages.
- All media shared has been agreed by at least two authorised.
- Parents are aware that they can change their consent at any time.
- Any unwanted comments or interactions on the nursery social media pages will be dealt with swiftly and professionally.

Nursery staff:

- Comply with all setting policies and procedures
- Behave safely, responsibly and professionally at all times in connection with social networking sites.
- Do not access social media sites for personal use via the settings equipment.
- Take responsibility for their own actions and behaviour.
- We expect all former staff to continue to be mindful of good children's safeguarding practice and of the setting's reputation in using social networking sites.
- All members of staff are advised that their online conduct on social media can have an impact on their role and reputation within the setting.
- Civil, legal or disciplinary action may be taken if staff are found to bring the profession or institution into disrepute, or if something is felt to have undermined confidence in their professional abilities.
- Members of staff will notify the Manager immediately if they consider that any content shared on social media sites conflicts with their role.

Nursery staff at the setting must not

- use any social media platform or web-based communication channels to send any personal message to families in the setting. Personal communication could be considered inappropriate and unprofessional and makes staff at the setting vulnerable to allegations.
- place or post any material or links to material of a compromising nature (that is, any material a person might find obscene or offensive, such as sexually explicit or unlawfully discriminatory, including inappropriate photographs or indecent remarks or material relating to illegal activity) on any social network space.
- write about their work on social media platforms, websites, or blogs. Under no circumstances should children, staff or parents be discussed, and staff members must not disclose any information that is confidential to the setting or disclose any personal

data or information about staff or children and their families, which could be in breach of the Data Protection Act.

- post or share photographs or videos of the children or parents under any circumstances on a personal media account.
- disclose any information regarding their employment.
- link their own personal sites to the setting site or use the setting logo on their personal pages.
- use the internet or online platforms to seek information on any child or family linked to the setting.
- use social media sites to seek to influence others regarding their own political or religious views or to recruit them to an organisation of this kind.

Staff at Andi's Nursery are strongly advised

- In order to ensure professional boundaries, Andi's Nursery staff should not accept personal invitations to be friends from parents, carers and other professionals who use the nursery.
- In their own interests, to take steps to ensure that their online personal data is not accessible to anybody who they do not want to have permission to access it.

Parents' and visitors' use of personal devices

- All nursery visitors (parents, visitors, volunteers, nannies and contractors) should ensure that their mobile phones are not answered or used to take photos of any sort whilst children are present on the premises.
- Parents should not post pictures of children, other than their own child, on social networking applications where these photographs have been taken at a nursery event without prior permission from the other child's parents.
- Parents should not post malicious or fictitious comments on social networking applications about any nursery representative.
- Parents should not attempt to "friend" or "follow" any member of nursery staff on social media.

V 1.0 – 10.2025

6.4 CCTV Policy

Policy statement

At Andi's Nursery, we recognise that the use of CCTV has become a common feature of our daily lives. While its use is generally accepted, operators have a responsibility to those whose images are captured on camera. The Nursery complies with the Information Commissioner's CCTV Code of Practice to ensure it is used responsibly and safeguards both trust and confidence.

The use of CCTV and its associated images falls under the General Data Protection Regulation.

Procedure

The nursery may use CCTV equipment for one or more of the following purposes:

- The prevention, investigation and detection of crime
- The apprehension and prosecution of offenders (including the use of images as evidence in criminal proceedings)
- Safeguarding public, children and staff safety
- Monitoring the security of the building
- We will ensure that a prominent, clearly visible, and readable sign is placed at the main entrance.
- The cameras are located in those areas where the nursery has an identified need.
- Our standard CCTV cameras capture visual images and audio.
- The CCTV system can store images on a hard drive. In accordance with the Information Commissioner's Office regulations, images will only be released to law enforcement bodies and will not be provided to third parties.
- Images will be stored for 30 days at the office unless specific incidents that may be subject to further investigation have been recorded.
- Daniel Nyerges is responsible for controlling images and deciding how the CCTV system is used.
- Our staff has no permission to control the CCTV system.

V 1.1 – 08.2025

6.5 Making a complaint

Policy statement

At Andi's Nursery, we believe that both parents and staff are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We hope that parents are consistently satisfied with the service provided, and we encourage them to express their appreciation to the relevant staff members. We welcome suggestions for improving our setting and will give prompt and serious attention to any concerns regarding the operation of the setting.

Procedures

Stage 1 Any parent who has a concern about an aspect of our setting's provision talks over his/her concerns with Andi/Daniel/the Manager/deputy manager first of all. Most complaints should be resolved at this stage. We record the issue and how it was resolved in the child's file.

Stage 2: If the issue remains unresolved or parents feel they have not received a satisfactory outcome, they must present their concerns in writing as a formal complaint. Andi, Daniel, the Manager, or the Deputy Manager will then investigate the complaint and report back to the parent within 5 to 28 days. Once the complaint is resolved at this stage, we log the key points in our Complaint Investigation Record, which is made available to Ofsted upon request.

Stage 3: If the matter remains unresolved and the parents are not satisfied with the outcome of the investigation, they may request a meeting with Andi, Daniel, or the manager or deputy manager. Parents may have a friend or partner present if they wish, and Andi should have Daniel's support.

Andi or Daniel will record the meeting and document any actions. All parties present at the meeting will review the accuracy of the record, be asked to sign to agree to it, and receive a copy. When the complaint is resolved at this stage, we log the summative points in our Complaint Investigation Record.

Stage 4: If at the stage 3 meeting the parent cannot reach an agreement with us, the parent has the right to raise the matter with Ofsted. Ofsted is the registering authority for nurseries in England and investigates all complaints that suggest a provider may not be meeting the requirements of the nursery's registration. It risks assesses all complaints and may visit the nursery to carry out a full inspection where it believes the requirements are not being met.

A record of complaints will be maintained in the setting. This record will include the name of the complainant, the nature of the complaint, the date and time the complaint was received, the actions taken, the results of any investigations, and any information provided to the complainant, including a dated response.

Parents can access this record if they wish; however, all personal details relating to any complaint will be stored confidentially and accessible only by the parties involved. Ofsted inspectors will have access to this record at any time during visits to ensure appropriate actions have been taken.

V 1.1 – 08.2025

6.6 Fee policy

Policy statement

Andi's Nursery aims to offer an affordable, high-quality nursery experience for children that facilitates a smooth transition to primary school. We will collaborate with parents to claim benefit entitlements related to nursery fees, such as Working Tax Credits and free childcare entitlement. This Fees Policy has been established to provide transparent fee information, set clear procedures for fee payments, and create a framework for dealing with non-payment swiftly and fairly.

Procedure

We operate a minimum number of sessions to ensure your child or children settle into the nursery routine and receive the maximum benefit from their time there. The minimum attendance is three full sessions per week.

We operate a minimum number of hours to ensure your child or children settle into the nursery routine and receive the maximum benefit from their time there. The minimum hours are from 8 am to 4 pm per day.

Andi's Nursery monthly fee is payable over the contract period. Parents agree that all monthly fees will be paid by Direct Debit on the first of each month in advance through the Family app. We do not accept cash or cheques.

Additional sessions will be invoiced on the 23rd of each month and will be due for payment on your next invoice. Unpaid fees incur a £25 late payment fee if payment is not received by the 1st day of the month.

We have a grace period from the 1st to the 5th of the month during which we do not apply our late payment charge. If we do not receive the nursery fee by the 6th, we will apply the late payment charge.

Any parent or carer whose fees remain unpaid after the 6th of the month without the prior agreement of the Managing Director having their child's place at the Nursery withdrawn. The place will be held for one week after the 6th of the month; however, if the debt remains unpaid for 15 clear calendar days, the place will be cancelled.

If your child starts partway through a month, the fees are due on the first of that month. The fees are calculated from the first date of attendance only (the setting in date).

All types of childcare vouchers are accepted as long as these are paid along with fees in advance on the 1st of each calendar month.

Fees include snacks, all meals and refreshments, sheets, blankets, play equipment and facilities, Kosher meat, music sessions, multi-sports, a Spanish class, the Family app, nappies, wipes, creams, sun cream, and arts and crafts.

The full regular fee will apply in case of a parent/child sickness.

The full fee applies to all holidays and closure times listed on Andi's Nursery calendar dates, which form part of this agreement.

The regular full fee will apply when parents go on holiday outside of Andi's Nursery closure days.

Parents are jointly and separately responsible for full payment of fees.

No refund will be given due to absences, as a permanent place is booked for your child.

Out-of-contract hours (drop-in/late pick/early drop-off/emergency care) are £15 per hour.

The full fee applies if the child is collected earlier than the stated time.

Parents are responsible for all outstanding fees. The nursery is not liable for third-party collections, such as voucher providers and grant funding agencies.

There is no charge in the first 5 minutes for late pick-ups. After 5 minutes, the charge is £15 per hour.

We charge a joining fee (£100) and a deposit (£1,100/child) before your child or children attend Andi's Nursery.

The deposit is fully refundable when your child/children leave Andi's Nursery, if 3 months' written notice has been given. We require a minimum of three Calendar months' written notice, commencing from the first day of the month, to cancel this contract.

Trips can be fun and educational for children. We plan to arrange trips and outings throughout the year. If the nursery plans a trip, outing or event, we may request parental contributions to enable us to run this event.

Our nursery fees are reviewed annually, and parents are provided with the new nursery fee list by 30th April each year.

You can find our latest fee list on our website.

Funded Early Education Entitlement

Please see the table below on the Funded Early Education Entitlement (FEEE) and how your child can access their hours at Andi's Nursery and the associated costs for additional hours. You will be invoiced in the usual way. For further information, please speak with the Management team.

A child born in the period	Will become eligible for a free place
1 April to 31 August	1 September following a child's second birthday (claim period two)
1 September to 31 December	1 January following a child's second birthday (claim period three)
1 January to 31 March	1 April following a child's second birthday (claim period one)

FEE 3 & 4 – 15 hours

The term after your child turns three, they will become eligible for 15 hours of government funding. This funded early years education is referred to as the Universal Entitlement. At the beginning of that

term, you will receive a form to fill out and sign (Parents Declaration Form). This requires you to state how many hours you will be claiming for your child at our nursery. The form is then returned to the nursery so we can claim the funding.

Failure to return this form before the deadline can result in you being charged for all your child(ren)'s hours.

FEE 3 & 4 – 30 hours

We offer the extended entitlement of 30 hours for those who are eligible. Parents must apply for this additional funding through www.childcarechoices.gov.uk. Due to the cost of setting up these places, we limit the number of places.

Parents must do the following:

- **Apply online**
- **Send us the eligibility code**
- **Complete the Parents Declaration form**
- **Send us your child's DOB**
- **Reconfirm your code termly**
- **Complete the Parents' Dec form in each term.**

FEE for 9 months – 2 years old – 30 hours

Children aged 9 months to 2 years old get 30 hours of funded childcare per week for 38 weeks of the year.

Parents must have a National Insurance number. Parents who apply must also have at least one of the following: British or Irish citizenship; settled or pre-settled status, or have applied and be awaiting a decision; permission to access public funds – your UK residence card will indicate if you are unable to do so.

Parents with an adjusted net income of £100,000 or less are eligible.

General

The entitlement to free childcare through the 15-30 hours entitlement relates to providing core childcare services only. It does not cover the cost of meals or snacks, kosher food, music man, Spanish Class, Multi-sport, Family app, nappies, wipes, creams, toiletries or other consumables, additional hours, or the provisions of additional services, such as trips, which are required to be paid for separately by parents.

The minimum attendance for accessing the 15-hours entitlement is 3 sessions per week and for accessing the 30 hours free childcare is 4 sessions per week.

Parents must complete and sign the parental declaration form on a termly basis before applying for funded childcare.

Each term has a designated 'headcount date'. If your child begins at Andi's Nursery after this date, you may not qualify for funding for that term. Please note that funding is not guaranteed until confirmation is received from the Local Authority. Parents must pay the full fee until we have received confirmation from the Local Authority.

Any mid-term adjustments to your regular booking pattern, which result in an increase in the amount of 15 hours. Entitlement hours, which you are entitled to claim, must be agreed by the Local Authority and may not take effect until the next term.

Andi's Nursery reserves the right to withdraw from these schemes if the Local Authority's Provider Agreement changes and is no longer considered viable.

The Free Entitlement of 15 -30 hours per week for 38 weeks of the year is deducted before the fees are calculated. To increase flexibility for parents, Andi's Nursery allocates these 15 hours of Entitlement hours over 46 weeks, which allows for approximately 12 hours and 30 minutes of Free Entitlement hours per week and 30 hours of Entitlement hours over 46 weeks, which allows for approximately 25 hours of Entitlement hours per week.

To participate in this scheme, parents acknowledge that they must provide us with proof of their child's age by submitting original documents. They understand that we will make copies of these documents and securely store them on file for audit purposes.

The funded hours provided by the government. Parents must check their eligibility with HMRC and Barnet Council. Eligible parents will receive an 11-digit code, which is usually valid for 3 months. Andi's Nursery will need to verify the eligibility of all codes online, similar to our current 2YO system, while being mindful of valid dates, as no funding is available for parents who do not renew their eligibility. Parents will need to email their 11-digit eligibility code each term before their current validity expires, in order to confirm eligibility for the following term. We also require parents' NI numbers.

V 1.0 – 08.2025

Contact details for Ofsted:

Email: enquiries@ofsted.gov.uk

Telephone: 0300 123 1231

By post:

Ofsted

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Manchester

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These policies were adopted on 27/02/2025.

Signed on behalf of Andi's Nursery Andi Nyerges (Manager) and Aniko Gyongyosi (Manager)

Date of review: September 2025.

Policy Update record sheet

Policy name	Version number	Date of Update	Main changes	Adopted by
All policies and procedures	V1.	09.2023	All policies were created to explain how the nursery works.	Daniel Nyerges (Managing Director) Andi Nyerges (Manager)
Most policies and procedures	V2.	01.2025	Policies were changed to be fully in line with new regulations and the way we work in the nursery.	Andi Nyerges (Manager) Aniko Gyongyosi (Manager)
Most policies and procedures	V3.	08.2025	Policies were changed to be fully in line with new regulations and the way we work in the nursery.	Andi Nyerges (Manager) Aniko Gyongyosi (Manager) Daniel Nyerges (Managing Director)
V 4:				
1.1 Safeguarding and Child protection	V1.1.2	10.2025	Children only can start settling in once we have all the necessary information about the child. A PFA trained staff is always in the room during mealtime.	Andi Nyerges (Manager) Daniel Nyerges (Managing Director) Aniko Gyongyosi (Manager)

1.5 Dropping off and collecting children policy	V2.1.1		Information on the 3 rd emergency contact number.	
3.1 Suitability and Disqualification	V2.1		Procedures about safer recruitment.	
3.3 Qualification, Training and CPD	V2.1		References are included about procedures regards to Annex A and Annex C of the EYFS	
3.6 Whistleblowing	V1.2		Information are added on how staff can contact authority in case of Whistleblowing	
4.4 Nappy Changing	V1.1.2		Sentence is added to clarify that children privacy during nappy changing is balanced with safeguarding.	
4.7 Food and Drink	V1.2		Update on what, when and how we obtain information on children's special dietary requirement. Updated	

			procedures on safer meailtime. Advice on safely cut birthday fruit platters.	
4.8 Sleeping	V1.2		Update on our approach to children's sleeping.	
6.3 Social Media	V1.		New policy	
5.11	V1	01.2026	New policy	Andi Nyerges (Manager) Daniel Nyerges (Managing Director) Aniko Gyongyosi (Manager)