

The Kiddies Academy Policies

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POLICY ON PARTNERSHIP WITH PARENTS/CARERS

The nursery recognises that working in partnership with parents/carers is of major value and importance as it enables staff to provide a happy, caring and stable environment for the children and their parents. We aim to form a good relationship with parents / carers so that information regarding their child, for example developmental, social or health related information, can be exchanged easily and comfortably with nursery staff.

The list below shows the ways in which we always try and achieve a strong working partnership with parents / carers.

- * The manager and staff are always available to speak to the parents regarding their child, whether it's for a general chat or if they are concerned about any aspect of their child at nursery. The nursery office is used for confidential talks if necessary.
- * Parents / carers are always given the opportunity to discuss matters in private in the nursery office or another room if required.
- * Information provided by parents/carers about their child will always be kept confidential and treated on a strict need to know basis. To gain as much understanding about the child and their family as possible we find out as much information as possible when a child starts with us to ensure we know how to meet their individual needs.
- * Information regarding the children's activities throughout the day is always available to parents on a daily basis at handover time and also on the whiteboard outside the pre-school room. Toddlers and babies have daily sheets.
- * The parent's information and partnership notice board are displayed in the corridor by the entrance. This gives parents/carers information about our menu, any updates, helpful information to support, term dates and handouts for parents/carers to take.
- * Children's development records are available for parents to look at on request and we aim to hold a parents evening 3 times a year where parents are encouraged to come in and speak to their child's key-worker about their progress.
- * Information for under 3's is written on a daily record sheet which the parents can take home and share. Information included on our day sheets includes what activities the children have done that day, what was eaten at lunch and snack times, nappy changes, how long the child has slept for and any additional information that the key worker would like to share.
- * Three times a year each key worker writes a report on each of their key children (once a term). This can be discussed with the parents at parents open evening or at a time that suits the parent. The report will summarise the core aspects of their child's development and their progress files will show all observations, any photos of the child carrying out various activities, which are categorised into the seven early learning areas set out in the Early Years Foundation Stage (EYFS) curriculum. A similar report will also be produced when a child turns 2 years of age as part of the statutory framework requirements, which states all nursery providers must carry out 2-year-old checks on children between the age of 2 and 3 years.
- * We have a news display board for parents/carers to view within the foyer, this contains any updates about the nursery and tells parents/carers what the children have and will be getting up to.
- * Parents/carers are often reminded that it is important that they inform us of any changes to personal circumstances such as change of address, telephone number, doctor or emergency contact details.

- * Parents/carers are also asked to keep us informed of any changes in circumstances which could influence a child's emotional well-being. These would include bereavement, separation or illness in the family. We understand these changes are difficult to talk about so all our staff treat this information with sensitivity and if you can't talk about it you can always email us on kiddiesacademy2018@gmail.com.
- * Next step sheets are sent out to parents every half term detailing where we share with the parents where we feel the child is developmentally, explain what we think the next steps are and give the parents ideas for following this up at home
- * If a parents/carer would like we can provide them with a communication book when they start with us so that if they need to share information with their key-worker but do not have the time in the mornings to explain or they want to note down changes to their child's routine they can write it in their book. We feel it is important to provide parents with lots of ways to share information with us to enable us to build good rapport with parents when working closely together.
- * We have a WOW tree in the corridor for parents to share their child's WOW moments with us, the staff and children can also use this.
- * Parents/carers are welcomed to request to join our Kiddies Academy Facebook page. This a private group page which we use to update parents of any changes or share pictures (of children with permission) which are taken at nursery. Parents/carers can ask questions and comment. We use this tool to extend our ways in which we communicate. The manager and deputy manager oversee the group page and will monitor it. Only parents/carers of the children who attend nursery we be accepted to join the group page.
- * Parents/carers are invited to come in to preschool to discuss and show any special skill or job they have, we ask that they discuss this with Sedara first In order for us to book them in for a time slot which works best for them and for us. DBS clearance needed.

CONFLICT RESOLUTION WITH PARENTS AND AGGRESSIVE BEHAVIOUR POLICY

At Kiddies Academy we believe that we have a strong partnership with our parents and an open door policy to discuss any matters arising (if applicable).

If as a parent you have any concerns or issues you wish to raise with the nursery then please follow the complaints procedure.

In the case of a parent emailing, calling or using social media to complain the nursery will direct them to the correct procedure for raising a complaint.

We have a zero tolerance on abusive calls, emails, social media contact and face to face confrontation.

Abusive Calls

The call taker receiving an abusive call will ask the caller to follow the complaints policy. If the abuse continues the call taker will end the call. Any abusive calls will be logged with an outline of the conversation.

Abusive Emails

The responder will ask the parents to come into the setting to speak in person, as per our complaints policy. If the emails persist the manager may seek legal action. All emails will

be kept as evidence until the matter is resolved.

Social Media

If slanderous or abusive messages appear on any social media sites we will address these immediately with a request to follow our complaints procedure. We will endeavour to resolve any issue raised through our complaints procedure. If slanderous/abusive messages continue we will seek legal action against the complainant.

In the event that any person inside the nursery starts to act in an aggressive manner at the nursery, our policy is to:

- Direct the person away from the children and into a private area, such as the office (where appropriate)
- Ensure that a second member of staff is in attendance, where possible, whilst continuing to ensure the safe supervision of the children
- Remain calm and professional in order to calm the aggressive person, making it clear that we do not tolerate aggressive or abusive language or behaviour
- If the aggressive behaviour continues or escalates we will contact the police in order to ensure the safety of our staff team, children and families
- If the person calms down and stops the aggressive behaviour a member of staff will listen to their concerns and try to resolve the issue
- Following an aggressive confrontation an incident form will be completed detailing the time, reason and any action taken
- Any aggressive behaviour from a parent could result in the withdrawal of a place for the child/children. Parents will be informed, by the management team, in writing within 3 days of any incident that involved aggressive or threatening behaviour to their staff
- Management will provide support and reassurance to any staff member involved in such an incident
- Management will signpost parents to organisations/professionals that can offer support if applicable

POLICY ON OUTINGS AND OFF-SITE TRIPS

For all outings and off site trips the following procedures must be followed:

- * Written permission must be obtained from all parents prior to any outings. Also a courtesy phone call prior to leaving the nursery.
- * A risk assessment is carried out before we set out for any trip. If transport is involved the coach company is called ahead of time to ensure there are seat belts and air conditioning.
- * The staff to child ratio is kept as high as possible. We aim for one adult to two children for 0-2 years, 1:3 for 2-3 and 1:4 for 3 plus, for all off site outings and for walks by nursery grounds when children are not in buggies.
- * A PFA must be present and a suitable first aid box must be taken. If any child has an allergy and requires an epi-pen, this will be taken on the outing. Or any long-term medication this is also taken.
- * Copies of the children's details including contact numbers will also be taken.
- * The children will always be counted before setting off (on the coach if using one) and counted at regular intervals throughout the outing. Each staff member will be given their own group of children to look after.

- * Toilet facilities are provided at regularly intervals and any child asking for the toilet will be taken immediately and any children in nappies will also be changed regularly.
- * Food and drinks will be provided at similar times to that of the nursery and additional drinks should be offered to ensure the children are well hydrated throughout the day.
- * Meeting points must be pre-designated and times arranged when all the party should assemble, these should be strictly adhered to.
- * Not to use own cars for transport.
- * All children should have spare clothing and staff with younger children in their group should have spare nappies and wipes.
- * When on an outing or off-site trip the person in charge will carry the nursery phone to contact the nursery or any emergency services in case. The manager will also be able to contact the person in charge on the outing if needed.

Uncollected Children

If a child's parent/carer is late collecting their child then every attempt will be made to contact the parent/carer. If the parent/carer cannot be contacted then the emergency contacts will be contacted. If they are unable to collect or are uncontactable after 30 minutes then we will call social services, inform them of the situation and ask for advice. There will always be 2 members of staff who stay with the child until the situation is resolved and they will make every effort to reassure the child that they will be back with their parents/carers as soon as possible.

Late Collection of Children

If a child's parent/carer is late collecting their child then every attempt will be made to contact the parent/carer. If the parent/carer cannot be contacted then the emergency contacts will be contacted.

Late collection is charged at £15 per 10 minutes, late or part of, e.g. 20 minutes late will incur a charge of £30.

This fee may be waived depending on the reason for the lateness.

School Drop off and Collection Policy - children will be dropped off with a register to reception at St Mary's School. We will walk on the pavement across the car park, through the coded gate and into reception. Hand over signed at the School reception. Similar process on pick ups from reception, with signed register on arrival into the nursery.

The Safe Arrival & Departure of the Children.

The nursery's primary concern always is for the safety of the children. Whilst the children arrive and depart from the nursery the staff members need to be extra vigilant.

Many children could arrive and depart at the same time which, for the children, means this is a potentially vulnerable time for them. Due to this it is of utmost important both staff members and parents are aware of the nursery's policy on the safe arrival and departure of children and that they should ensure that it is upheld always.

It is very important that there is effective communication between staff and parents/carers when a child is being dropped off or picked up, even if the parent arrives to find all staff

members are busy with other parents they should wait for a staff member to come to them.

Once inside the main entrance of the nursery parents/carers will be sign posted to the correct rooms, whereby children are dropped off and picked up. A member of staff will follow the registration process and parents will drop off the child/collect the child, nobody who is not recognisable to nursery is allowed in. If someone different is collecting the child, the password will be asked.

Procedure

- (1) The nursery is only responsible for a child when he or she has been handed over to a member of staff on arrival.
- (2) All staff should make the parents aware when they have acknowledged the child's arrival that they are now happy for the parents to leave and be responsible for the child.
- (3) Each room will keep a register of the number of children and staff on the premises every day. Every child's name will be recorded in the register on arrival and when leaving. It is also recorded who collected each child.
- (4) If somebody, beside the parents/carers, is collecting a child from the nursery, it is the parents/carers responsibility to inform the nursery in advance, even if this person is listed on the enrolment details form as someone who is authorised to collect your child.
- (5) If a person arrives to collect a child who the nursery has not been made aware of, a pass word will be needed and I.D. Then a senior member of staff will call the child's parents to get consent from them before allowing the child to go home with that person.
- (6) If the nursery staff have been made aware in advance that someone different will be picking up, but who we have not yet met before, they will need photographic I.D and the password before we send the child home with them. It helps us when parents bring photos of people who may pick up so we know what they look like.
- (7) The parents/carers should make sure that if they give authorisation to someone to collect their child that they are a responsible adult who can provide proof of identification.
- (8) When parents/carers collect their child, they should never leave the premises without acknowledgement from a staff member that they are aware that you are taking responsibility for your child. Even if all the staff are busy with other parents it is very important that a staff member gives every parent feedback before they leave.
- (9) Any visitors to the nursery will be asked to sign the visitor's book. If they were not expected at the nursery they will be questioned as to why they are there and be asked to provide some form of identification. Any work men or maintenance staff must be escorted around at all times. No staff to let people they do not know into the nursery, they know to get a member of the management team.
- (10) All staff has a duty to ensure that the main door is always kept shut and that it closes properly behind parents and visitors when they leave always

THE NURSERY'S PHILOSOPHY

We aim to provide all children with a broad and balanced learning environment that is committed to the integration of children with special needs. Our philosophy is that all children with or without Special Needs' should have the opportunity to develop to their full potential alongside other children in an educational and stimulating environment.

We aim to provide a learning environment suitable for all children, including those with Special Needs. To do this the nursery follows the guidelines listed below which have been set in conjunction with the Early Years Development Partnership (E.Y.D.P) and the nursery.

We do also following guidelines from the SEN code of practice and closely liaise with the LEA as the Code states "Whatever arrangements are made for meeting the needs of children with SEN in a particular setting, the general duty to identify and make provision for children with SEN re-mains with the LEA." (<http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eOrderingDownload/DfES%200581%20200mig2228.pdf>)

The designated SENCO for this setting is the Manager, Sedara Shabir and Yasmin Malik.

Education

We will be planning activities and recording children's development through the use of the Early Years Foundation Stage curriculum (EYFS) and ensuring we allow for the children to freely explore all the areas of the curriculum and become involved in active learning. We understand that all children develop at different rates and are at various stages in their development, therefore we ensure we adopt inclusive practise by allowing the children to have access to all areas through free choice.

Each child is appointed a Key Worker who is responsible for the induction and monitoring of that child's progress and will become very familiar with the child, knowing their needs and the family. The child's key worker will also be the first point of contact for all hand-overs with parents/ carers.

Partnership with parents/carers

The key worker will also share reports and profiles with parents/carers at parent open evenings and effective communication with the family is crucial when building strong relationships. We strive towards very strong relationships with all our parents/carers.

Working closely with parents/carers and building good, open relationships enables us to provide a tailored approach to each child in meeting their individual needs. We welcome parents into the nursery to discuss any concerns they might have or to give us suggestions on how we can improve our service. Arrangements can be made for private discussions at mutually convenient times. If any member of staff has concerns about a child in our care they will always talk to the parents/carers privately to discuss any action that may need to be taken to ensure we are work-ing together.

Arrangements for the admission and integration of children with special educational needs in our setting welcomes the opportunity for both parents and children to come for visits prior to start-ing at the nursery and to discuss ways in which the nursery can meet the child's individual educational needs. It will also make the child's integration into the nursery a smooth transition.

Early YearsAction

Initial concerns are discussed with parents / carers. The special educational needs co-ordinator makes sure that the parents/carers are aware of the local education authority's parent partnership service and collects all known information about the child. An IEP (individual education plan) is planned and implemented, with input from parents and the child if applicable. The special Educational Needs co-ordinator liaises with outside agencies such as the Buckinghamshire county council inclusion team, and arranges a meeting involving everyone who has been working with the child.

This is the point at which outside agencies become more involved so that they can help with advice on new IEP, provide more specialist assessments, suggest new strategies and possibly offer specialist support or activities.

Considering the child's wishes and opinions we aim to consider the child's views and opinions by encouraging them to join in discussions about their IEP's and in the recording and monitoring of their progress.

Multi professional links

At The Kiddies Academy we see the value of working closely together with other professionals to meet children's specific needs, and are committed to developing this further. The nursery has the support of an Early Years Inclusion team who are in regular contact to offer advice and support to children with special educational needs.

Liaison with other settings

We also see the value of liaising with other early years settings. Our staff attends EYFS network meetings to share and listen to other ideas and views. Children's records are transferred to their next setting and we are committed to develop closer relations with schools and other nurseries in the area.

Staff Training

Whenever the opportunity arises many of our staff attends different courses to broaden their knowledge on Special Educational Needs. We also have access to an Early Years inclusion team whom we can contact for advice and support for our staff.

Help for Parents

For parents who have a child with special educational needs there is a parent partnership project that offers information, advice and support through regular newsletters sent to the parents' homes.

Confidentiality

To meet the needs of all our children in our care it may be necessary at times to share information with parents and staff to support the children's development. We may also need to seek help and advice from outside professionals. All information will be on a need to know basis and the contracting parent's permission will be requested.

Promoting Positive Behaviour

At Kiddies Academy we believe that children flourish best when they know how they and others are expected to behave. Children gain respect through interaction with caring adults

who act as good role models, show them respect and value their individual personalities. The nursery actively promotes British values and encourages and praises positive, caring and polite behaviour at all times and provides an environment where children learn to respect themselves, other people and their surroundings.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the nursery we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both in their own environment and that of others around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

We aim to:

- Recognise the individuality of all our children and that some behaviours are normal in young children e.g. biting
- Encourage self-discipline, consideration for each other, our surroundings and property
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- Ensure that all staff act as positive role models for children
- Encourage parents and other visitors to be positive role models and challenge any poor behaviour shown
- Work in partnership with parents by communicating openly
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent
- Promote non-violence and encourage children to deal with conflict peacefully
- Provide a key person system enabling staff to build a strong and positive relationship with children and their families
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate
- Have a named person who has overall responsibility for behaviour management.

Behaviour Management Co-ordinator (Sedara Shabir) will:

- Advise and support other staff on behaviour issues
- Along with each room leader will keep up to date with legislation and research relating to behaviour
- Support changes to policies and procedures in the nursery
- Access relevant sources of expertise where required and act as a central information source for all involved
- Attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management. Keep a record of staff attendance at this training.

Our nursery rules are concerned with safety, care and respect for each other. We keep the rules to a minimum and ensure that these are age and stage appropriate. We regularly involve children in the process of setting rules to encourage cooperation and participation and ensure children gain understanding of the expectations of behaviour relevant to them as a unique child.

Children who behave inappropriately, for example, by physically abusing another child or adult e.g. biting, or through verbal bullying, are helped to talk through their actions and apologise where appropriate. We make sure that the child who has been upset is comforted and the adult will confirm that the other child's behaviour is not acceptable. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child.

When children behave in unacceptable ways:

- We never use or threaten to use physical punishment/corporal punishment such as smacking or shaking
- We only use physical intervention for the purpose of averting immediate danger or personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. We keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable
- We recognise that there may be times where children may have regular occasions where they lose control and may need individual techniques to restrain them. This will only be carried out by staff who have been appropriately trained to do so. Any restraints will only be done following recommended guidance and training and only with a signed agreement from parents on when to use it. We will complete an incident form following any restraints used and notify the parents
- We do not single out children or humiliate them in any way. Where children use unacceptable behaviour they will, wherever possible, be re-directed to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity
- Staff will not raise their voices (other than to keep children safe)
- In any case of misbehaviour, we always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome
- We decide how to handle a particular type of behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour. This may involve asking the child to talk and think about what he/she has done. All staff support children in developing empathy and children will only be asked to apologise if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate
- We help staff to reflect on their own responses towards challenging behaviours to ensure that their reactions are appropriate
- We inform parents if their child's behaviour is unkind to others or if their child has been upset. In all cases we deal with inappropriate behaviour in nursery at the time. We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between their home and the nursery. In some cases we may request additional advice and support from other professionals, such as an educational psychologist
- We support children in developing non-aggressive strategies to enable them to express their feelings
- We keep confidential records on any inappropriate behaviour that has taken place. We inform parents and ask them to read and sign any incidents concerning their child
- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs
- Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we will implement an individual behaviour

modification plan where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. The manager will complete risk assessments identifying any potential triggers or warning signs ensuring other children's and staff's safety at all times. In these instances we may remove a child from an area until they have calmed down.

Anti-bullying

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately while re-cognising that physical aggression is part of children's development in their early years.

We recognise that children need their own time and space and that it is not always appropriate to expect a child to share. We believe it is important to acknowledge each child's feelings and to help them understand how others might be feeling.

We encourage children to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

At our nursery, staff follow the procedure below to enable them to deal with challenging behaviour:

- Staff are encouraged to ensure that all children feel safe, happy and secure
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way
- Children are helped to understand that using aggression to get things, is inappropriate and they will be encouraged to resolve problems in other ways
- Our staff will intervene when they think a child is being bullied, however mild or harmless it may seem
- Staff will initiate games and activities with children when they feel play has become aggressive, both indoors or out
- Staff will sensitively discuss any instance of bullying with the parents of all involved to look for a consistent resolution to the behaviour
- We will ensure that this policy is available for staff and parents and it will be actively publicised at least once a year to parents and staff.
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only through co-operation that we can ensure our children feel confident and secure in their environment, both at home and in the nursery
- All concerns will be treated in the strictest confidence.

By positively promoting good behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop as responsible members of society.

BABYSITTING POLICY

We recognise that due to the nature of how closely we work with the children at Kiddies Academy, parents/carers are likely to ask our staff for babysitting duties.

It is important that both staff members and parents/carers are aware of the following:

- * If any staff are approached by parents/carers about babysitting it is to be

arranged outside of working hours and away from the nursery premises.

- * The arrangement is an agreement between the parent/carers and the member of staff.
- * The nursery is not responsible or liable for any accidents or problems in the unlikely event, while one of our staff members is babysitting.
- * The nursery will not pursue either staff member or parent/carer should an altercation happen between the two parties involved, nor are we obliged to be-come involved.
- * Also it is important to point out that all our staff are committed to the nurseries they work at as per their contracts, therefore their work at the nursery comes be-fore any work outside of this.
- * The nursery also reserves the right to encourage staff to give up or reduce any babysitting hours if it is affecting their performance at the nurseries.

Although we have carried out our own procedures in vetting our staff during the recruitment process, we encourage parents/carers to carry out their own vetting for babysitting as the roles we have employed our members of staff for does NOT include being left alone and to have sole responsibility for the children.

Staff are reminded about confidentiality and should not under ANY circumstances discuss the nursery with parents/carers they are babysitting for; this includes discussing children/staff or happenings at the nursery.

If a member of staff employed by *The Kiddies Academy* is employed within six months by *you (parent)* for whatsoever reason resulting in the employee leaving *The Kiddies Academy* a recruitment fee of 20% of the employee's salary at the time their employment with *The Kiddies Academy* terminated will be charged.

SETTLING IN

At Kiddies Academy we aim to support parents and other carers to help their children settle quickly and easily by giving consideration to the individual needs and circumstances of every child and their families. Our aim is for children to feel safe, stimulated and happy in the nursery and to feel secure and comfortable with all staff. We also want parents to have confidence in both their children's continued well-being and their role as active partners, with the child being able to benefit from what the nursery has to offer.

All our staff know about the importance of building strong attachments with children. They are trained to recognise the different stages of attachment and use this knowledge to support children and families settling in to the nursery.

Our nursery will work in partnership with parents to settle their child into the nursery environment by:

- Allocating a key person to each child and his/her family, before he/she starts to attend. The key person welcomes and looks after the child, ensuring that their care is tailored to meet their individual needs. He/she offers a settled relationship for the child and builds a relationship with his/her parents during the settling in period and

throughout his/her time at the nursery, to ensure the family has a familiar contact person to assist with the settling in process

- Reviewing the nominated key person if the child is bonding with another member of staff to ensure the child's needs are supported
- Providing parents with relevant information about the policies and procedures of the nursery
- Encouraging parents and children to visit the nursery during the weeks before an admission is planned and arranging home visits where applicable
- Planning settling in visits and introductory sessions (lasting approximately 1-2 hours). These will be provided free of charge over a one or two week period, dependent on individual needs, age and stage of development
- Welcoming parents to stay with their child during the first few weeks until the child feels settled and the parents feel comfortable about leaving their child. Settling in visits and introductory sessions are key to a smooth transition and to ensure good communication and information sharing between staff and parents
- Reassuring parents whose children seem to be taking a long time settling in to the nursery and developing a plan with them
- Encouraging parents, where appropriate, to separate themselves from their children for brief periods at first, gradually building up to longer absences
- Assigning a buddy/back-up key person to each child in case the key person is not available. Parents will be made aware of this to support the settling process and attachment
- Respecting the circumstances of all families, including those who are unable to stay for long periods of time in the nursery and reassure them of their child's progress towards settling in
- Not taking a child on an outing from the nursery until he/she is completely settled.

TRANSITIONS POLICY

Policy Statement;

At the Kiddies Academy, we organise transitions around the needs of the individual child. We understand that we have a statutory duty to ensure continuity for children during periods of transition. We believe that smooth transitions support the personal, social and emotional development, learning and future success of every child. We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents/carers to have confidence in both their children well-being and their role as an active parent with the setting. We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of the children and their families.

Sedara Shabir is responsible for ensuring the transition policy becomes effective practice. These persons will be required to reflect on the transition practice as part of the setting self-evaluation process on a termly basis. We continue to build on good relationships with other professionals to make it easier to access help and support for the children who have identified additional needs as they enter our setting.

Procedures;

- We allocate a key person before the child starts.
- The key person is responsible for settling the child into our nursery
- All staff offers unconditional regard for the child and are non-judgemental.

Transition from home into 'The Kiddies Academy';

- We value the parent/carers as the first educator of their child.
- We invite parents/carers to supply photographs of their child and family to display in the setting, these feed into individual 'learning journeys'. These help the child to keep home in mind and show families that we value them in our setting.
- Parents/carers are welcome to come and visit our setting at any time.

We have a clear welcome procedure;

- We allocate a key person to each child before she/he starts to attend; the key person welcomes and looks after the child at the child's first sessions during the settling-in process.
- If the child displays a stronger attachment to another member of staff then we will transfer him/her to a new key person.
- We collect essential information through a registration form as well as information from the parents/carers about the child's needs, likes and dislikes, routines and development using our 'All about me' form.

We create an environment in our setting that reflects the needs and interests of the child;

- We use boards to display information about what happens in the setting and we use photographs of children at play to effectively engage with parents/carers, both on displays. We also have a series of scrap books documenting special occasions, trips, visits and celebrations and everyday life at The Kiddies Academy available for families to look through.
- We allocate all children with a coat peg and draw, identified by their name along-side a picture. This helps children to feel more secure and can contain a favourite toy, book or comforter from home or photographs.

We support children who have identified additional needs;

- We collect information at point of entry about any other professional who are involved with the child and family.
- We seek parental permission to work with other progressions before entry to ensure the setting is ready to meet the child's physical, emotional and social and learning needs.
- We carry out a 2-year-old summary on our children, 2-3 years old who have been at the setting for more than 6 weeks. This allows time for the child to settle and or the staff member to get to know the child. These checks will be shared with parents/carers.

Transitions between settings, rooms and key people;

- Learning journeys move with children between key people and/or rooms and are easily available for children and parents/carers to look through.
- Transition forms and new all about me forms are completed by the key person and are passed on to the new key person.
- Parents/carers are introduced to the new key person and given a guided tour of their child's new room and given an opportunity to chat and discuss any worries or

concerns they may have.

- We organise displays and have open evenings to help parents/carers understand how young children learn and develop, which helps parents/carers to enhance learning opportunities at home.
- The Child's key person takes responsibility for telling the parent/carer about events in the day that have been important for the child, which is an additional and highly valuable way of communicating information with parents/carers.
- Managers show that they value smooth transitions by giving time for staff to support children and families.
- Managers monitor the effectiveness of daily or weekly communication between parents/carers and child (and on a less frequent basis with different settings the child may be attending or additional support agencies for a child or family)

We continue to support children with additional needs;

- Professionals who support individual children, such as speech and language therapists, can do so in the setting where the child is more settled and confident.
- We work with parents as equal partners with for example IEP'S and CAF
- We endeavour to share as much information as possible with other settings or carers, in the case when a child attends more than one setting.

Transitions from preschool setting into school;

- The Kiddies Academy aims to maintain good relationships, built on a professional respect with local schools.
- Staff from nearby schools are invited to visit the child within our setting during the summer term prior to transitions, to make the key person in receiving school aware of the likely emotional needs of the child.
- Written information is shared with school via the parents and carers.
- Learning journeys are given to the child and parents/carers and recommended to share with new key person.
- We organise (if necessary) and attend a 'transition meeting' for those children with identified additional needs, with the support of our Early Years Support Teacher. Parents and carers, staff from their new school and their key person is invited, alongside any other relevant professionals, to ensure the child's needs can be met in school.
- All children have a 'transition' report written by their key person, identifying key information about the child with links to the EYFS where appropriate. This document also includes a section of the thoughts of the child and the thoughts of parents/carers to be recorded at this stage in the child's journey.
- An annual 'Graduation party' is organised in the summer term. Parents/carers as well as younger siblings are warmly invited to join the celebration, where children are congratulated and presented with their certificates. We find this experience a hugely successful way of encouraging the children to embrace the changes ahead, whilst giving children, staff and families a chance to say thanks and good-byes.

Transitions practice will be evaluated as an ongoing interest, by all the staff (particularly key persons). Transition policy will be reviewed annually by the named person responsible for transitions, and an integral part of the Self Evaluation Form Review (SEF), where any changes will feed directly into future action plans.

Special Educational Needs and Disabilities (SEND)

Statement of intent

At Kiddies Academy 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. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.

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

Where we believe a child may have additional needs that have previously been unacknowledged, we will work closely with the child's parents and any relevant professionals to establish if any additional action is required.

Where a child has additional needs, we feel it is paramount to find out as much as possible about those needs; any way that this may affect his/her early learning or care needs and any additional help he/she may need by:

- Liaising with the child's parents and, where appropriate, the child
- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority/professionals
- Observing each child's development and monitoring such observations regularly.

All children will be given a full settling in period when joining the nursery according to their individual needs.

We
will
:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice on the identification and assessment of any needs not being met by the universal service provided by the nursery
- Include all children and their families in our provision
- Provide well informed and suitably trained practitioners to help support parents and children with special educational difficulties and/or disabilities
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and identify a Special Educational Needs and Disabilities Co-ordinator (SENCO) who is experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating

- to Special Educational Needs and Disabilities (SEND) and the SEND Code of Practice
- Identify the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of strategies
- Ensure that children who learn quicker, e.g. gifted and talented children are also supported
- Share any statutory and other assessments made by the nursery with parents and support parents in seeking any help they or the child may need
- Work in partnership with parents and other agencies in order to meet individual children's needs, including the education, health and care authorities, and seek advice, support and training where required
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed
- Ensure that all children are treated as individuals/equals and are encouraged to take part in every aspect of the nursery day according to their individual needs and abilities
- Encourage children to value and respect others
- Challenge inappropriate attitudes and practices
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning.

Our nursery Special Education Needs and Disabilities Co-ordinator (SENCO) is the Sedara Shabir and Yasmin Malik.

The role of the SENCO is to take the lead in further assessment of the child's particular strengths and weaknesses; in planning future support for the child in discussion with colleagues; and in monitoring and subsequently reviewing the action taken. The SENCO should also ensure that appropriate records are kept including a record of children's SEN support and those with Education, Health and Care plans. The practitioner usually responsible for the child should remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents should always be consulted and kept informed of the action taken to help the child, and of the outcome of this action (code of practice 2015).

The SENCO works closely with all staff to make sure there are systems in place to plan, implement, monitor, review and evaluate the special educational needs practice and policy of the nursery, always making sure plans and records are shared with parents.

Methods

We will

- Designate a named member of staff to be Special Educational Needs and Disability Co-ordinator (SENCO) and share his/her name with parents
- Undertake formal Progress Checks and Assessments of all children in accordance with the SEND Code of Practice January 2015
- Provide a statement showing how we provide for children with special educational needs and/or disabilities and share this with staff, parents and other professionals
- Ensure that the provision for children with special educational needs and/or disabilities is the responsibility of all members of staff in the nursery
- Ensure that our inclusive admissions practice includes equality of access and opportunity
- Ensure that our physical environment is as far as possible suitable for children and

- adults with disabilities
- Work closely with parents to create and maintain a positive partnership which supports their child(ren)
- Ensure that parents are informed at all stages of the assessment, planning, provision and review of their child's care and education
- Provide parents with information on sources of independent advice and support
- Liaise with other professionals involved with children with special educational needs and/or disabilities and their families, including transfer arrangements to other settings and schools. We work closely with the next school or care setting and meet with them to discuss the child's needs to ensure information exchange and continuity of care
- Use the graduated response system (see explanation below) for identifying, assessing and responding to children's special educational needs and disabilities
- Provide a broad and balanced early learning environment for all children with special educational needs and/or disabilities
- Provide differentiated activities to meet all individual needs and abilities
- Use a system of planning, implementing, monitoring, evaluating and reviewing Individual Educational Plans (IEPs) for children with special educational needs and/or disabilities and discuss these with parents
- Review IEPs regularly 6-8 weeks and hold review meetings with parents at this time
- Ensure that children with special educational needs and/or disabilities and their parents are consulted at all stages of the graduated response, taking into account their levels of ability
- Use a system for keeping records of the assessment, planning, provision and review for children with special educational needs and/or disabilities
- Provide resources to implement our SEND policy
- Ensure the privacy of children with special educational needs and/or disabilities when intimate care is being provided
- Use the local authorities Assessment Framework (see details below)
- Provide in-service training for practitioners and volunteers
- Raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff
- Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually
- Monitor and review our policy annually.

Effective assessment of the need for early help

Local agencies should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services.

Children and families may need support from a wide range of local agencies.

Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These early help assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

The early help assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by a

General Practitioner (GP), family support worker, teacher, health visitor and/or special educational needs coordinator. Decisions about who should be the lead professional should be taken on a case by case basis and should be informed by the child and their family.

For an early help assessment to be effective:

- the assessment should be undertaken with the agreement of the child and their parents or carers. It should involve the child and family as well as all the professionals who are working with them;
- a teacher, GP, health visitor, early years' worker or other professional should be able to discuss concerns they may have about a child and family with a social worker in the local authority. Local authority children's social care should set out the process for how this will happen; and
- if parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary.

If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm, or is likely to do so, a referral should be made immediately to local authority children's social care. This referral can be made by any professional.

Special Educational Needs and Disability code of practice

The nursery has regard to the statutory guidance set out in the Special Educational Needs and Disability code of practice (DfE 2015) to identify, assess and make provision for children's special educational needs.

The nursery will undertake a Progress Check of all children at age two in accordance with the Code of Practice. The early years provider will also undertake an assessment at the end of the Early Years Foundation Stage (in the final term of the year in which a child turns 5) to prepare an EYFS Profile of the child.

The Code of Practice recommends that, in addition to the formal checks above, the nursery should adopt a graduated approach to assessment and planning, led and coordinated by a SENCO. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs or disability. The nursery has identified a member of staff as a SENCO who will work alongside parents to assess the child's strengths and plan for future support. The SENCO will ensure that appropriate records are kept according to the Code of Practice.

Stage 1

Where a practitioner or SENCO identifies a child with special educational needs, the nursery will assess and record those needs and provide a number of key actions to help the child. As part of this process, the nursery will consult with parents and seek any additional information from external professionals. The targets for the child, any teaching strategies or changes to provision, are set out in an Individual Education Plan (IEP). The plan will be continually under review in consultation with the child and his/her parent(s). This stage will involve a cycle of assessment, planning and review in increasing detail, with increasing frequency, to identify the best ways of securing and maintaining progress.

Stage 2

This is where a practitioner or SENCO, in consultation with the child's parents, decide external support services are required usually following a review of the IEP. The nursery will share its records on the child with those services so that they can advise on any IEP targets and appropriate strategies to help the child.

Statutory assessment

If the help given through an IEP is not sufficient to enable the child to progress satisfactorily, it may be necessary for the nursery, in consultation with the parents and any external agencies already involved to request a statutory assessment by the local authority. This may lead to the child receiving an education, health and care plan.

MEDICATION

Any parent/carer wishing the nursery to administer medication to their child must fill in the relevant paperwork giving their consent for a senior member of staff to administer medication. We only accept prescribed medication and it must have the original box with the label showing the child's name, date, name of the drug and the dosage clearly on it. Parents/carers must also provide us with the reasons for giving the medication, the duration of the medication, exact dosage, expiry date, to be given to the child whilst he or she is at the nursery. The following procedure should be followed when administering any medicine.

- * Parents/carers who provide prescribed medicines for their children should ensure that they are clearly labelled with the child's name, the date and the correct dosage securely on the front of the container/box. If it does not we can't accept it. It is important to note that staff working with children are not legally obliged to administer medication)
- * Each time we are asked to administer medication to a child, the parent/carer must sign the medicine in on our forms and give details including how we are to administer the medicine. For example, inhalers for children usually have attachments; this helps them to breath in the correct levels of medication. Parents/carers must also tell us when we should give the prescribed dosage and whether it needs to be before or after eating.
- * Any medicines administered should be recorded on a medication sheet and signed by the senior member of staff who is giving the medicine and another member of staff signs as a witness
- * The manager or person in charge must be informed of any medication being given and must counter-sign any medication forms before parents sign it when collecting their child.
- * All medicines are kept in a safe cupboard in the nursery office or fridge, which can't be accessed by the children.
- * Any medicines that require storing in the fridge they should be placed in a secure container with a clear label stating the child's name, date, name of medication and correct dosage.
- * No medicine will be given to children from an unmarked bottle which does not clearly state the contents and correct dosage and if has not been prescribed by a doctor.
- * Parents/carer must sign the administration of medication form when collecting their child to acknowledge what we have administered the correct dosage and to sign out any medicine for them to take home.

- On registration, parents will be asked if they would like to fill out a medication form to consent to their child being given a specific type of liquid paracetamol or anti-histamine in particular circumstances such as an increase in the child's temperature or an unexplained allergic reaction. This form will state the dose to be given, the circumstances in which this can be given e.g. the temperature increase of their child, the specific brand name or type of non-prescription medication and a signed statement to say that this may be administered in an emergency if the nursery CANNOT contact the parent
- An emergency nursery supply of fever relief (e.g. Calpol) and anti-histamines (e.g. Piriton) will be stored on site. This will be checked at regular intervals by the designated trained first aider to make sure that it complies with any instructions for storage and is still in date.
- If a child does exhibit the symptoms for which consent has been given to give non-prescription medication during the day, the nursery will make every attempt to contact the child's parents. Where parents cannot be contacted then the nursery manager will take the decision as to whether the child is safe to have this medication based on the time the child has been in the nursery, the circumstances surrounding the need for this medication and the medical history of the child on their registration form.

ANTIBIOTICS

If a child has been prescribed antibiotics they MUST have received the 1st 24 hours at home. For example, if a child is prescribed antibiotics on Monday then they cannot return to nursery until Wednesday. This is to safeguard the child having a reaction to the medication at nursery and also to give the antibiotics chance to start working so that the child feels better.

CHILDREN WHO TAKE LONG TERM MEDICATION, SUCH AS AN ASTHMA INHALER, MUST HAVE THE INHALER WITH THEM EVERY-TIME THEY COME TO NURSERY, THIS WILL BE LEFT IN A SAFE ACCESSIBLE PLACE, IN THE PARTICULAR ROOM OUT OF REACH OF CHILDREN.

N.B. IF YOUR CHILD ARRIVES AT NURSERY WITHOUT THE LONG TERM MEDICATION/INHALER THEY WILL NOT BE ALLOWED TO STAY. THE PARENT MUST TAKE THE CHILD AWAY AND THEY MAY RETURN ONCE THEY HAVE THE MEDICATION/INHALER WITH THEM.

CHILDREN INFECTIONS/SICKNESS

We follow advise from public health England and our local health protection unit (Bucks CC).

*Children suffering from infectious illnesses, e.g. chicken pox, will not be admitted to the nursery. For guidelines on incubation periods we do advise that parents/carers consult their family doctor and ask for a copy of our incubation period list.

* Children suffering from skin, eye and hair infections, such as impetigo, cannot be admitted to the nursery until the infection has been successfully treated.

*Children who have suffered a bout of diahorrea and/or vomiting cannot be admitted to the nursery until 48 hours after the last bout.

* If a child has a common cold we ask parents to use their discretion as to whether they feel their child is well enough to attend. It is down to the Manager's discretion to decide to

send a child home if she feels they are not well enough to cope with the day.

*If your child has a temperature, or if we send them home with a temperature, they will not be allowed to return to nursery until the temperature has returned to normal and remained stable for 24 hours.

- * Children who have received antibiotics for any infections must have taken their first dose of the anti-biotic 24 hours before attending their nursery session.

We try our utmost to ensure that all parents adhere to these rules always. We explain to the parents that by implementing the policy it will minimise the chance of illness and infections spreading through the nursery and effecting both children and staff.

Transporting children to hospital procedure

The nursery manager/staff member must:

- Call for an ambulance immediately if the sickness is severe. DO NOT attempt to transport the sick child in your own vehicle
- Whilst waiting for the ambulance, contact the parent(s) and arrange to meet them at the hospital
- Redeploy staff if necessary to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together
- Arrange for the most appropriate member of staff to accompany the child taking with them any relevant information such as registration forms, relevant medication sheets, medication and the child's comforter
- Inform a member of the management team immediately
- Remain calm at all times. Children who witness an incident may well be affected by it and may need lots of cuddles and reassurance. Staff may also require additional support following the accident.

INFECTION CONTROL POLICY

At Kiddies Academy we promote the good health of all children attending through maintaining high hygiene standards and reducing the chances of infection being spread. We follow the Health protection in schools and other childcare facilities guidance which sets out when and how long children need to be excluded from settings, when treatment/medication is required and where to get further advice from.

Viruses and infections can be easily passed from person to person by breathing in air containing the virus which is produced when an infected person talks, coughs or sneezes. It can also spread through hand/face contact after touching a person or surface contaminated with viruses.

We follow the guidance below to prevent a virus or infection from moving around the nursery. Our staff:

- Encourage all children to use tissues when coughing and sneezing to catch germs
- Ensure all tissues are disposed of in a hygienic way and all children and staff wash their hands once the tissue is disposed of
- Develop children's understanding of the above and the need for good hygiene procedures in helping them to stay healthy
- Wear the appropriate Personal Protective Equipment (PPE) when changing nappies, toileting children and dealing with any other bodily fluids. Staff are requested to dispose of these in the appropriate manner and wash hands immediately
- Clean and sterilise all potties and changing mats before and after each use

- Clean toilets at least daily and check them throughout the day
- Remind children to wash their hands before eating, after visiting the toilet, playing outside or being in contact with any animal and explain the reasons for this
- Clean all toys, equipment and resources on a regular basis by following a comprehensive cleaning rota and using antibacterial cleanser or through washing in the washing machine.
- Wash or clean all equipment used by babies and toddlers as and when needed including when the children have placed it in their mouth
- Store dummies in individual hygienic dummy boxes labelled with the child's name to prevent cross-contamination with other children
- Immediately clean and sterilise (where necessary) any dummy or bottle that falls on the floor or is picked up by another child
- Ask parents and visitors to remove all outdoor footwear or use shoe covers when entering rooms where children may be crawling or sitting on the floor
- Follow the sickness and illness policy when children are ill to prevent the spread of any infection in the nursery. Staff are also requested to stay at home if they are contagious.

In addition:

- The nursery manager retains the right of refusal of all children, parents, staff and visitors who are deemed contagious and may impact on the welfare of the rest of the nursery
- Parents will be made aware of the need for these procedures in order for them to follow these guidelines whilst in the nursery
- Periodically each room in the nursery will be deep cleaned including carpets and soft furnishings to ensure the spread of infection is limited. This will be implemented earlier if the need arises
- The nursery will ensure stocks of tissues, hand washing equipment, cleaning materials and sterilising fluid are maintained at all times and increased during the winter months or when flu and cold germs are circulating.