



Early Years & Childcare Policies

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Admissions

1. Summary

At Little Dragon's Day Nursery, we are committed to being as inclusive as possible regarding our admissions. We also strive to be a provider of funded childcare without it impacting the quality of our provisions. This policy outlines our approach to nursery admissions, our admissions criteria, and our plans for offering funded childcare in a sustainable and inclusive manner.

2. Legal framework

This policy relates to sections 3.28 and 3.57 of the Early Years Foundation Stage.

3. Admissions policy & procedure

At our nursery, we care for children between the ages of three months and five years of age, and the numbers and ages of children admitted to the nursery comply with the legal space requirements set out in the Early Years Foundation Stage (EYFS). When considering admissions, we are mindful of staff-child ratios and the facilities available at the nursery.

Places will usually be offered on a first come, first served basis if there are places available within the age group, but if there is a waiting list, the nursery will use the following admission criteria which will be applied in the following order of priority:

1. Children currently attending who are increasing their sessions
2. Children who have siblings already attending the nursery
3. Children of Little Dragon's employees
4. Looked after children
5. A child known by the local authority to have special educational needs and/or a disability (SEND) and whose needs can be best met at the preferred nursery
6. A vulnerable child with either a Child Protection or a Child in Need Plan or in receipt of local authority support
7. Children whose parents live within the local area
8. Children whose parents work within the local area
9. All other children

A child requiring a full-time place may take priority over one requiring a part-time place, and bookings for full sessions and all year round will take priority over part-sessions and term-time only bookings.

Government funding for early education can be used for hours within normal booking patterns, as outlined on our Fee Structure sheet.

Fully funded sessions may be available for two, three- and four-year olds, subject to eligibility and the availability of sessions and staffing arrangements. No additional charges will be made for those sessions, but attendance will be limited to specific hours, and charges will be incurred for any additional attendance or to receive the voluntary enhanced provisions. These sessions will have a termly intake, beginning the term following your child's second/third birthday,



and will be allocated **4 weeks** prior to the start of each term, in line with the admission criteria above. For specific details on the funded only sessions, please refer to our Fee Structure sheet.

All funded sessions are offered in line with the flexible arrangement as specified by the Government. When a child is registered for a funded place, we will discuss his or her needs and we will accommodate parental wishes as far as possible in line with availability and staffing arrangements.

We operate an inclusion and equality policy and ensure that all children have access to nursery places and services irrespective of their gender, race, disability, religion or belief or sexual orientation of parents.

Prior to a child attending nursery, parents must complete and sign a contract and registration form. This form provides the nursery with personal details relating to the child, including name, date of birth, address, emergency contact details, parental responsibilities, dietary requirements, collection arrangements, fees and sessions, contact details for parents, doctor's contact details, health visitor contact details, allergies, parental consent and vaccinations etc.

A £75 registration fee is required to secure a booking, although this fee may vary for funded only sessions, as outlined on our Fee Structure sheet.

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Approach to Play, Learning & Development

1. Summary

This policy outlines our ethos in how we support children as individuals to learn and develop to their maximum potential by helping them to become confident, independent learners through rich, varied, first hand experiences that promote exploration and autonomy.

2. Legal framework

- Statutory Framework for the Early Years Foundation Stage – Section 1
- Early Years Inspection Handbook for Ofsted Registered Provision – Part 2. Quality of Education

3. The Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) is the national framework for the learning, development and care for young children. There are seven areas of learning, the prime areas are fundamental to supporting children to learn and develop in the specific areas.

Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
Physical Development	Mathematics
Communication and Language	Understanding the World
	Expressive Arts and Design

4. Our approach

4.1. Our intent

At Little Dragon's Day Nursery, we want to fulfil every child's innate desire to explore and learn by enriching their early years experiences. Little Dragon's will provide a truly 'child-focused' enabling environment that ensures all children are fully immersed in high-quality, purposeful play and are therefore 'learning and developing' at all times. We employ highly qualified, nurturing, and passionate staff who invest time in getting to know each and every child 'inside out' to ensure that they form secure bonds and as such, are able to tailor their daily interactions to suit each unique child to support them on their individual learning journey. Through our approach, every child will have a happy and fulfilled nursery experience. They will develop lively, enquiring minds and ascertain a real zest for life-long learning as they venture on their own unique journey of discovery.

4.2. How we implement our approach

Little Dragon's Day Nursery is a safe and engaging space where the children in our care very quickly feel emotionally secure. We believe that caring and responsive adults are an essential ingredient in helping children achieve this emotional security and key to them developing and thriving at nursery. Little Dragon's fosters a thorough induction



period whereby practitioner and parents work together to ensure the child feels safe, secure and content as quickly as possible. Once a child is settled and feels secure and trusts the adults, then his/her innate desire to learn can emerge. We pride ourselves in employing highly skilled individuals who have a genuine passion for work with children and invest the time in getting to know the children inside out as unique individuals. Our staff interact with the children as they play and tailor their response to the particular child, in the particular situation and that particular moment. They listen, watch and wait, observing what they see and hear, and assessing how/if to proceed. They are able to spot the unique 'teachable moments' and act on them immediately by:

"communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing narrative for what they are doing, facilitating and setting challenges." (Ofsted definition of teaching in the early years).

This process of observing, assessing, planning, and teaching is repeated hundreds of times a day and in turn the progress of the children over time is outstanding.

4.3. How our approach impacts children

Through our approach, you will see happy, engaged children 'playing' (the most powerful vehicle for learning with young children) in a superb enabling environment, supported by skilful, enthusiastic staff – staff who are free to respond to learning opportunities as they happen. Our nursery is their learning 'workshop' and they are given the autonomy to play and explore within it. As a result of this, the children very quickly become engaged and purposeful in their play, demonstrating skills such as concentration, creativity, energy, resilience, independence and persistence – all the signals of Level 5 involvement which tell us a child's brain is 'lit up' and therefore they are learning and making progress. Our aim is to equip our children with the lifelong skills required for them to develop both physically and emotionally throughout their learning journey. At Little Dragon's Day Nursery, we allow children to be children and have a happy, fulfilled early years' experience.

5. Teaching

At Little Dragon's Day Nursery, you will see happy, engaged and curious children. The children have autonomy – they can free-flow and initiate their own play in a truly superb enabling environment, supported by skilful, enthusiastic staff – staff who are free to respond to events as they happen. This approach is invaluable in maximising development and progress in young children. When a practitioner spots a 'teachable moment' and helped a child take another step along my learning journey they will:

'Communicate and model language, show and explain, demonstrate, explore ideas, encourage, question (I wonder how/why/if?, recall, provide narrative for what children are doing, facilitate and set challenges'. (Ofsted definition of teaching in the early years).

6. Resources

Children are born with a natural desire to explore and are hard wired to learn. We know that when children are deeply engaged, their brain is developing, and new synapses are forming – i.e. they are making progress. The best levels of involvement are seen when children are allowed to initiate their own play. Little Dragon's Day Nursery is a superb 'enabling' environment where children have endless opportunities to become fully immersed, engaged and purposeful in their play i.e. their brain is 'lit up'. The layout of our nursery has been specifically designed to enable children to grow and journey through their own personal development stages, providing all children with opportunities that can be tailored to suit their developmental stage. The nursery is the children's 'workshop' in that they have unlimited access to opened ended resources that they can freely access that support all areas of their development.



7. The role of the outdoors

Learning through play in the great outdoors is so important to us at Little Dragon's Day Nursery. Outdoor play is therefore an integral part of our daily routine from our baby room right through to our pre-schoolers. We don't believe in timetabled outdoor play – our team will ensure that the children are taken outside as and when! Our outdoor environment has been landscaped to create a safe, opening ended and engaging environment for the children to play and learn in. Little Dragon's also own the local field on Bell Lane that we are establishing as a Forest School area and is an extension of our nursery. We have a cloak room area where the children can access their wellies, waterproofs, hats, gloves, scarves (all the essentials required for a fun outdoor learning experience!)

Our moto:

'There is no such thing as bad weather, only unsuitable clothing!'

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Collection & Drop-Off

1. Summary

At Little Dragon's Day Nursery, we take safeguarding our children very seriously and thus have robust collection procedures in place to assure the safety & security of our children. We also aim to ensure effective communication and relevant information sharing at all stages of the handover process.

2. Legal framework

This policy relates to section 3.7, 3.62, and 3.73 of the EYFS Statutory Framework.

3. Dropping off children

At Little dragon's, we give a warm welcome to every child and family on their arrival.

Parents are requested to pass the care of their child to a specific member of staff who will ensure his/her safety; this is usually the child's key person or a member of staff in the appropriate room. The staff member receiving the child should immediately record their arrival on the daily attendance register and record any specific information provided by the parent.

If the parent requests the child is given medicine during the day, staff must ensure that the medication policy is followed.

If a child is dropped off and they are not due to attend, we will contact the parents/carers and, if needed, the emergency contact details of the child, and agree for them to be either collected or to stay but by making a formal booking. If we are not able to contact anybody, or if they are refusing to collect the child, we will ring the social services emergency duty team.

4. Collection of children

When children are collected, staff should give verbal feedback about the child's welfare during the day as well as passing on any written notes. Feedback may include information regarding meals, sleep, activities, progression and interests. The parent should be told about any accidents or incidents and the appropriate records must be signed by the parent before departure. Any medication should be handed back to the parent as per the Medication Policy.

Children should only be collected by parents or other people authorised on the child's collection form. If a member of staff is in any doubt about the identity of someone collecting a child, they should check with other staff (who may recognise them) or telephone the child's parents, after speaking to the setting manager. If a parent informs us that their child is being collected by a designated person, the name and a description of the person should be acquired, and the person's ID and an agreed password must be presented at the point of collection. The password should be changed occasionally once it has been used by a few different individuals. A nursery child must not be collected by any person under the age of 16.



In any cases of inter-family conflict, we will not prevent somebody with parental responsibility from collecting the child unless a court order is in place and has been received. We will only remove somebody from the collection form following written instruction from somebody with parental responsibility.

5. Uncollected children

If a child is left at a setting at the end of the day without a message having been received from a parent, the parent(s) and, if necessary, the emergency contacts should be contacted to ascertain the reason for the delay. If it proves impossible to contact anyone and the child is still at the setting 15 minutes after the settings' normal closing time, the following procedure should be followed:

- The manager should be informed that a child has not been collected. In the absence of the manager, one of the business partners should be contacted
- At least two members of staff, including one senior member of staff, must stay behind with the child (if outside normal operating hours). During normal operating times, the nursery will plan to meet required staff ratios. If the parents have still not collected the child, the senior will telephone all contact numbers available every 10 minutes until contact is made. These calls will be logged on a full incident record
- In the event of no contact being made after one hour has lapsed, the person in charge will ring the local authority children's social services emergency duty team and, if required, the police
- The nursery will inform Ofsted as soon as convenient
- The two members of staff will remain in the building until suitable arrangements have been made for the collection of the child
- The child's welfare and needs will be met at all times and to minimise distress staff will distract, comfort and reassure the child during the process
- In order to provide this additional care, a late collection fee will be charged to the parents as per the terms and conditions and fee structure sheet

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Food & Nutrition Policy

1. Summary

At Little Dragon's Day Nursery, we ensure all food and drink provided for the children, staff and visitors is homemade, using good quality ingredients. Meals and snacks are planned according to national guidelines for food and drink in early years settings and will be reviewed twice per year (summer and winter menus).

2. Legal framework

This policy relates to sections 3.47, 3.48 & 3.49 of the Statutory Framework for the EYFS (2017).

3. Policy Statement

- A balanced and healthy breakfast, midday meal, tea and two daily snacks are provided for children attending a full day at the nursery
- Menus are planned in advance, rotated regularly and reflect cultural diversity and variation. These are displayed for children and parents to view
- All allergens are displayed alongside the menus to show the contents of each meal
- We provide nutritious food at all snack and meal times, avoiding large quantities of fat, sugar, salt and artificial additives, preservatives, and colourings
- Menus include at least five servings of fresh fruit and vegetables per day
- Parents and children are involved in menu planning
- Fresh drinking water is always available and accessible. It is frequently offered to children and babies and intake is monitored. In hot weather staff will encourage children to drink more water to keep them hydrated
- Individual dietary requirements are respected. We gather information from parents regarding their children's dietary needs, including any special dietary requirements, preferences and food allergies that a child has and any special health requirements, before a child starts or joins the nursery. Where appropriate, we will carry out a risk assessment in the case of allergies and work alongside parents to put into place an individual dietary plan for their child
- We give careful consideration to seating to avoid cross contamination of food from child to child. Where appropriate, an adult will sit with children during meals to ensure safety and minimise risks. Where appropriate, age/stage discussions will also take place with all children about allergies and potential risks to make them aware of the dangers of sharing certain foods
- Staff show sensitivity in providing for children's diets and allergies. They do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of her/his diet or allergy
- Staff set a good example and eat with the children and show good table manners. Meal and snack times are organised so that they are social occasions in which children and staff participate in small groups. During meals and snack times children are encouraged to use their manners and say 'please' and 'thank you' and conversation is encouraged
- Staff use meal and snack times to help children to develop independence through making choices, serving food and drink, and feeding themselves
- Staff support children to make healthy choices and understand the need for healthy eating
- We provide foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.



- Cultural differences in eating habits are respected
- Any child who shows signs of distress at being faced with a meal he/she does not like will have his/her food removed without any fuss. If a child does not finish his/her first course, he/she will still be given a helping of dessert
- Children not on special diets are encouraged to eat a small piece of everything
- Children who refuse to eat at the mealtime are offered food later in the day
- Children are given time to eat at their own pace and not rushed
- Quantities offered take account of the ages of the children being catered for in line with recommended portion sizes for babies and young children
- We promote positive attitudes to healthy eating through play opportunities and discussions
- The nursery provides parents with daily written records of feeding routines for all children
- No child is ever left alone when eating/drinking to minimise the risk of choking
- We will sometimes celebrate special occasions such as birthdays with the occasional treat of foods such as cake, sweets or biscuits. These will be given at mealtimes to prevent tooth decay and not spoil the child's appetite. Where we have frequent birthdays and celebrations we consider other alternatives such as celebrating through smiles and praise, stickers and badges, choosing a favourite story, becoming a special helper, playing a party game, dancing and/or singing their favourite song
- All staff who prepare and handle food are competent to do so and receive training in food hygiene which is updated every three years
- In the very unlikely event of any food poisoning affecting two or more children on the premises, whether or not this may arise from food offered at the nursery, we will inform Ofsted as soon as reasonably practical and in all cases within 14 days. We will also inform the relevant health agencies and follow any advice given.

4. Food & drink from home

At Little Dragon's Day Nursery, we provide food throughout the day, and encourage all parents to take up this provision, to limit food and drink brought from home. Any items brought in from home must be clearly labelled with the child's name and a list of the contents/ingredients, and must specify if any of the 14 allergens mentioned in the Allergies & Allergens policy are present. All food brought from home should be handled and stored in accordance with the nursery's kitchen policies.

Only food brought in for certain celebrations (such as birthday cake) may be shared to other children in the nursery; permission must be sought from parents/carers before their children is provided any celebration food brought in by other children. Staff must pay particular attention to the Allergies and Allergens policy, and ensure that any celebration food clearly states all ingredients, and this food is not provided to any children who have allergies or intolerances to any of the ingredients. It is good practice for staff to check with parents/carers of children with allergies each time that celebration is food is shared out in the nursery, regardless of whether previous permission has been sought (some parents might be happy with shop bought cakes, but not homemade cakes for example).

5. Food activities

Activities that encourage children to recognise healthy choices and the importance of a healthy diet and lifestyle should be embedded in everyday practice. The nursery will provide cooking activities and staff will ensure that the recipes vary between sweet and savoury. The recipes will also be easy for the children to follow, enabling them to be involved with weighing and measuring ingredients.

Teaching children where their food comes from is also very important. The nursery has an area where the children can grow their own fruit and vegetables (field). The children are encouraged to look after the fruits and vegetables and harvest them when the time comes.



Children attending our nursery may come from a wide range of cultures and backgrounds and creating a cultural environment with opportunities to learn about diverse foods should therefore be encouraged. Working with families through effective parent partnerships plays a key role in helping all children to learn about, respect and celebrate foods from a variety of different backgrounds.

While the nursery discourages food play, as it is seen as wasting food and confusing the children at mealtimes, we also see the importance of children learning through direct experiences. For this reason, some sensory activities might include ingredients such as cornflour, and dried pasta, lentils and rice may be used in the role play area. In all such cases, food will be mixed with other ingredients, coloured or left dry so as not to appear the same as when a child should be eating it at mealtimes.

6. Procedures

6.1. Procedures to follow during meal/snack times

- All staff to wear tabards during snack and mealtimes, to be worn before serving commences
- Bibs for those children that require them
- Staff to be seated at or close to the table, at the children's level, not on the floor
- Babies should be fed with a suitable spoon. Some under 2s may be given a teaspoon to feed or a small fork to feed themselves. Over 2s should be given a child size knife and fork. It is the responsibility of the child's key person to liaise with parents to ensure any changes to the above requirements are met.
- When serving food to the children ensure food is cut up to a suitable size i.e. grapes cut in half and sausages cut length ways so as to prevent choking hazards but also enabling the child to feed themselves.
- Children in the under 2s should have the skin removed from fruit and jacket potatoes
- If a child is sitting with straps attached, these straps must only be used to keep young children safe, and must not be used to restrain a child

6.2. Procedures for cleaning up after meal/snack times

- Tables to be cleaned with bio-guard and wiped dry
- Spray bio-guard onto a cloth or directly onto the table, if the table area is clear from children
- Floor to be swept and mopped, if necessary, using a solution of multipurpose cleaner and water (instructions to be found on the container)
- If the floor has been mopped a yellow caution sign MUST be appropriately displayed
- All flannels and bibs to be washed
- Staff tabards to be washed in the washing machine daily if soiled.

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Inclusion & Equality in the Early Years

1. Summary

At Little Dragon's Day Nursery, we take great care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual, whether they are an adult or a child. We are committed to providing equality of opportunity and anti-discriminatory practice for all children and families according to their individual needs. 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 our nursery.

A commitment to implementing our inclusion and equality policy will form part of each employee's job description. Should anyone believe that this policy is not being upheld, it is their duty to report the matter at the earliest opportunity to the manager, partner, or by following our Whistleblowing policy. Appropriate steps will then be taken to investigate the matter and if such concerns are well-founded, disciplinary action could be invoked in accordance with our Disciplinary Policy.

2. Legal framework

The legal framework for this policy is based on:

- Special Education Needs and Disabilities Code of Practice 2015
- Children and Families Act 2014
- Equality Act 2010
- Childcare Act 2006
- Children Act 2004
- Care Standards Act 2002
- Special Educational Needs and Disability Act 2001.

This policy also relates to section 1.6, 1.7, 2.3, 3.20, 3.27, 3.28, 3.67, & 3.73 of the EYFS Statutory Framework.

3. Our commitments

- Providing a childcare place, wherever possible, for children who may have learning difficulties and/or disabilities or are deemed disadvantaged according to their individual circumstances, and the nursery's ability to provide the necessary standard of care
- Making reasonable adjustments for children with special educational needs and disabilities
- Striving to promote equal access to services and projects by taking practical steps (wherever possible and reasonable), such as ensuring access to people with additional needs and by producing materials in relevant languages and media for all children and their families
- Providing a secure environment in which all our children can flourish and all contributions are valued
- Including and valuing the contribution of all families to our understanding of equality, inclusion and diversity
- Providing positive non-stereotypical information
- Continually improving our knowledge and understanding of issues of equality, inclusion and diversity
- Regularly reviewing, monitoring and evaluating the effectiveness of inclusive practices to ensure they promote and value diversity and difference and that the policy is effective and practices are non-discriminatory
- 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 behaviour (see dealing with discriminatory behaviour policy).



4. Admissions and service provision

The nursery is accessible to all children and families in the local community and further afield through a comprehensive and inclusive admissions policy. Although the nursery is laid out over two floors with no lift to the first floor, this would not prevent the employment of a member of staff or enrolment of a child whose disability would prevent them using the stair access, as they can be accommodated with the facilities available on the ground floor.

The nursery will strive to ensure that all services and projects are accessible and relevant to all groups and individuals in the community within targeted age groups.

5. Early learning framework

Early learning opportunities offered in the nursery encourage children to develop positive attitudes to people who are different from them. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- Making children feel valued and good about themselves
- Ensuring that all children have equal access to early learning and play opportunities
- Reflecting the widest possible range of communities in the choice of resources
- Avoiding stereotypical or derogatory images in the selection of materials
- Acknowledging and celebrating a wide range of religions, beliefs and festivals
- Creating an environment of mutual respect and empathy
- Helping children to understand that discriminatory behaviour and remarks are unacceptable
- Ensuring that all early learning opportunities offered are inclusive of children with learning difficulties and/or disabilities and children from disadvantaged backgrounds
- Ensuring that children whose first language is not English have full access to early learning opportunities and are supported in their learning
- Working in partnership with all families to ensure they understand the policy and challenge any discriminatory comments made
- Ensuring the medical, cultural and dietary needs of children are met
- Identifying a key person to each child who will continuously observe, assess and plan for children's learning and development
- Helping children to learn about a range of food and cultural approaches to meal times and to respect the differences among them.

6. Information and meetings

Information about the nursery, its activities and their children's development will be given in a variety of ways according to individual needs (written, verbal and translated), to ensure that all parents can access the information they need.

Wherever possible, meetings will be arranged to give all families options to attend and contribute their ideas about the running of the nursery.

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Key Person Approach

1. Summary

At Little Dragon's Day Nursery, we aim to build strong relationships between the setting, staff, child, family and community, but all relationships are centred on the needs of, and responsive to the interests of, the individual child. Our Key Person Approach is essential to achieving this.

This policy document outlines our Key Person Approach and the roles and responsibilities of the key person. Procedures relating to the key person are also outlined in other relevant policies, including the 'Settling In and Transitions' policy, the 'SEND' policy, the 'Approach to Play, Learning & Development' policy, among others.

2. Legal framework

This policy also relates to section 3.27 of the EYFS Statutory Framework.

3. Aims of the Key Person Approach

- To develop an in-depth understanding of a child's individual needs, preferences, and family background/culture
- To work closely with parents/carers
- To support every child in the move from home, family and familiar people, into the new environment
- To help every child make strong attachments to their key person
- To support individual children to progress through the Early Years Foundation Stage
- To help children feel secure and confident in nursery
- To work with parents, carers and children with any difficulties that might arise
- To work with parents to aid individual learning and development

4. Our policy

- All children in our nursery will be allocated a named key person upon starting with us
- We always offer a settling in process which is bespoke to each individual child
- Home-Visits, where the key person and manager (or partner) visit each child in their home environment prior to their start date, will be offered when possible.
- We always aim to ensure that the children and families have the best key person for them, and continually monitor the relationships that our staff form with the children and families.
- We aim to minimise the number of key people throughout children's nursery life.
- We will try to ensure that there is consistent staffing within a group so that children develop secure relationships with other staff in the absence of their named key person, enabling us to maintain high quality support for the child's physical and emotional wellbeing, and learning & development
- All staff work closely with one another to ensure they understand the needs of each individual child and are able to form close professional relationships with them

5. Role and responsibilities of the key person

The Key Person is the member of staff who begins to build professional relationships with the child and their family and is there to provide a secure base for young children, providing them with emotional support and high-quality interactions.

5.1. Role of the key person



- To build a strong professional relationship with the child and their family
- To develop an in-depth understanding of a child's individual needs, preferences and family background/culture
- To aid the transition between home and nursery
- To ensure that the child's individual needs are met in a caring and supportive manner by:
 - Building secure attachments
 - Making the child feel safe and secure
 - Enabling children to learn and develop as individuals
- To ensure that the needs of the parents/carers are met in a caring and supportive manner by:
 - Liaising with them on a daily basis
 - Support them with separation
 - Support them through the transitions process
 - Get to know the family and gain a good understanding of the unique family needs
 - Share knowledge of their child's learning & development
- To support the smooth transition from room to room within the nursery, and when the child leaves to go to school
- To participate in and plan further ways of getting parents involved (e.g. stay-and-plays, parents evening, coffee mornings and other informal events, themed weeks, etc.)

5.2. Responsibilities of the key person

- To take part in home-visits, usually in collaboration with the Nursery Manager
- To help the child settle at nursery, and reassure and comfort the parents/carers
- To promote a positive relationship between nursery and home
- To understand the child's individual needs, relating to their culture, background, any learning disabilities, educational abilities, dietary requirements and sensitivities
 - To ensure other staff are aware of these needs and that they are being met
- To understand the child's individual preferences, interests and likes/dislikes
- To provide daily feedback to parents, ensuring all key aspects are included (meal records, medication/accidents/illness, activities participated in, etc.)
- To contribute to nursery planning, based on the individual needs and interests of their key children
- To ensure that the individual learning journey for their key children are kept up to date
- To communicate with parents/carers daily, through the Parenta app, face-to-face, and through other communication channels
- To liaise and share relevant information with other settings that the child attends (where applicable)
- To ensure the two-year assessment and school transition process are sufficiently completed
- To complete focussed observations which highlights current learning and allow accurate assessments to be completed termly or when needed.
- To monitor and track individual children's learning and progress in order to highlight any areas where additional support may be needed.

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Looked After Children

1. Summary

At Little Dragon's Day Nursery, we are committed to providing a welcoming and inclusive quality environment for all children and families. Staff are also committed to provide the best support to enable 'looked after children' to reach their full potential.

2. Definition and legal framework

The term 'looked after children' is defined in law under the Children Act 1989. A child is looked after by a local authority if he or she is in their care or is provided with accommodation for more than 24 hours by the local authority. Looked after children often fall into four groups:

- a. Children who are accommodated under voluntary agreement with their parents
- b. Children who are the subject of a care order or interim care order
- c. Children who are the subject of emergency orders for their protection
- d. Children who are compulsorily accommodated. This includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement.

The legal framework for this policy is underpinned by or supported through:

- Childcare Act 2006
- Children Act (1989 and 2004)
- Adoption and Children Act (2002)
- Children and Young Persons Act (2008)
- Children and Families Act (2014)

This policy relates to sections 3.1, 3.2, 3.4, 3.6 & 3.20 of the Statutory Framework for the Early Years Foundation Stage.

3. Our policy

Our nursery treats each child as an individual. We recognise that for young children to get the most out of educational opportunities they need to be settled appropriately with their carer. We will discuss with the child's carer, and social worker where applicable, the length of time the child has been with the carer before they start nursery to establish how secure the child feels and whether they are ready to be able to cope with further separation, a new environment and new expectations made upon them.

We are aware that there are a number of reasons why a child may go into care and these reasons may or may not include traumatic experiences or abuse. All our practitioners are committed to doing all they can to support all children to achieve their full potential. The nursery staff team are all trained to understand our safeguarding policy and procedures. Additional training to support children's individual needs will be planned for where appropriate. Practitioners are supported by management at all times and we have an open door policy if they need to discuss any sensitive issues regarding the child.

Where applicable, we contribute to any assessment about the child, such as those carried out under local authorities' assessment frameworks or Early Help Assessment (EHA) and to any multi-agency meetings, case conferences or strategy meetings in relation to the child's learning and development. The designated person for looked after children and/or the child's key person will attend meetings as appropriate.



The Designated Persons for 'looked after children' at Little Dragon's Day nursery are also our Designated Safeguarding Leads:

Designated Person	Kerri Scott	07896132405
Deputy Designated Person	Emma Carter	07946730629

Each child is allocated a key person. The key person will support the child initially with transition and settling in and then continue to support and build up a relationship with the child, carers and any other agencies involved. Regular contact will be maintained with the carers throughout the child's time at the nursery and with the social worker or other professionals (where applicable).

The key person will carry out regular ongoing practice such as observations to build up a picture of the child's interests, and plan activities accordingly to support the child's stage of learning and development and interests. This information will be shared with carers and other professionals as appropriate as well as any concerns surrounding their developmental stages.

Where necessary we will develop a care plan with carers and professionals. This will include:

- The child's emotional needs and how they are to be met
- How any emotional issues and problems that affect behaviour are to be managed
- The child's sense of self, culture, language/s and identity - how this is to be supported
- The child's need for sociability and friendship
- The child's interests and abilities and possible learning journey pathway
- How any special needs will be supported.

In addition, the care plan may 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 any other organisation or professionals 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 in the setting, when, where and what form the contact will take will be discussed and agreed
- Who may collect the child from nursery and who may receive information about the child
- What written reporting is required
- Wherever possible, and where the plan is for the child to return to their home, the birth parent(s) should be involved in planning
- With the social worker's agreement, and as part of the plan, whether the birth parent(s) should be involved in the setting's activities that include parents, such as outings, fun days etc. alongside the foster carer.

Where applicable, we will complete a Personal Education Plan (PEP) in partnership with the social worker and/or care manager and carers. We will also attend all appropriate meetings and contribute to reviews.

The key person and designated 'looked after' person will work together to ensure any onward transition to school or another nursery is handled sensitively to ensure that this is as smooth as possible and all necessary information is shared. The child's individual file, including observations, photographs and pieces of art work and mark making will be passed on to the carer at this stage.

4. Private fostering



Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote their welfare.

A privately fostered child is a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation etc. for more than 28 days and where the care is intended to continue by someone other than:

- The parents
- A person who is not a parent but has parental responsibility
- A close relative
- The Local Authority.

It is a statutory duty for us to inform the local authority where we are made aware of a child who may be subject to private fostering arrangements. We will do this by contacting the local authority children's social care team.

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Lost Child

1. Summary

Little Dragon's Day Nursery is committed to promoting children's safety and welfare. This policy sets out how we will safeguard the children in our care by providing a secure environment and outlines the procedures that will be followed in the unlikely event of a lost child.

2. Legal framework

This policy relates to sections 3.62, 3.65, & 3.73 of the Statutory Framework for the Early Years Foundation Stage.

3. Preventative measures

- Mandatory staff-child ratios must be maintained at all times
- All staff on duty must be aware of the number of children and should communicate effectively between one another to ensure that they are aware of all transitions between areas
- Children must never be left unsupervised
- Children must be signed in and out immediately on arrival or departure
- Staff should ensure that any children who are not present are marked on the register as absent or holiday
- Any children being collected by another adult, must be recorded on the collection form and the parent should notify the nursery before, unless there is an emergency or reasonable reason as to why not
- Windows, doors and gates must be secured unless under the control of an employee
- Where appropriate, all doors and gates should be kept shut
- During play (indoor and outdoor) an employee must remain close enough to curtail unsafe behaviour and minimise the possibility of injury
- When transitioning between areas, a member of staff must be responsible for checking the area that is being vacated to ensure that all children are safe and accounted for
- Employees must not allow routine cleaning or other duties to distract them from supervising the children
- All visitors and contractors should be asked to sign in and out of the setting (except parents/carers who are dropping off or collecting),
- All visitors and contractors must be supervised in accordance with our 'Supervision of Visitors' Policy

4. Lost child procedure from nursery

In the unlikely event of a child discovered as missing or lost within/from the nursery, the following procedure must be followed:

1. All present staff should be informed, and an immediate thorough search of the setting should be made, followed by a search of the outdoor play area and the surrounding area, ensuring that all other children remain supervised
2. If the child is not found, the manager or the most senior staff should contact the police and the parents/carers of the missing child. One of the Partners of Little Dragon's Day Nursery should also be informed.



3. During this period, staff should continue to search for the missing child, whilst other staff maintain as near to normal routine as possible for the rest of the children in the nursery
4. The manager or senior should meet the police and parents/carers; they should follow instructions from the police and record the incident in writing
5. The Designated Officer (or LADO) should be contacted to seek advice
6. Ofsted must be notified of any incidents

5. Lost child procedure from visit/outing

In the unlikely event of a child discovered as missing or lost whilst on a trip, the following procedure must be followed:

1. All present staff should be informed, and an immediate thorough search of the area should be made, ensuring that all other children remain supervised
2. A staff member should then alert staff at the venue for assistance in the search giving a description of the child, the clothes that they are wearing, where last seen, etc.
3. If the child is not found, the manager or the most senior staff should contact the police and the parents/carers of the missing child. One of the Partners of Little Dragon's Day Nursery should also be informed.
4. During this period, staff will continue to search for the missing child, whilst other staff remain calm and professional ensuring all other children are supervised.
5. The manager/senior should meet the police and parents/carers; they should follow instructions from the police and record the incident in writing
6. The Designated Officer (or LADO) should be contacted to seek advice
7. Ofsted must be contacted and informed of any incidents.

6. Procedure following a lost child incident

With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary.

In any cases with media attention, staff must not speak to any media representatives, unless authorised to do so by a Partner.

A full review of the incident and risk assessments must be completed, alongside any additional actions instructed by the police, LADO or Ofsted.

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Parents and Carers as Partners

1. Summary

At Little Dragon's Day Nursery, we believe that, for children to receive quality care, learning and teaching that suits their individual needs, parents and staff need to work together in a close partnership. The two-way sharing of information is key to this. We welcome parents as partners and this relationship needs to be built on mutual trust and understanding. It is important that we, as practitioners, are able to support parents in an open and sensitive manner.

2. Legal framework

This policy relates to sections 31.10, 3.27, 3.72, & 3.73 of the Statutory Framework for the Early Years Foundation Stage.

3. Our policy

At Little Dragon's Day Nursery, we aim to ensure that parents are an integral part of their children's care and education within the nursery. Our policy is to:

- Recognise and support parents as their child's first and most important educators and to welcome them into the life of the nursery
- Generate confidence and encourage parents to trust their own instincts and judgement regarding their own child
- Welcome all parents into the nursery at any time and provide an area where parents can speak confidentially with us as required
- Welcome nursing mothers. The nursery will make available a private area whenever needed to offer space and privacy to nursing mothers
- Ensure nursery documentation and communications are provided in different formats to suit each parent's needs, e.g. Braille, multi-lingual, electronic communications
- Ensure that all parents are aware of the nursery's policies and procedures. A detailed parent handbook will be provided and our full policy documents will be available to parents upon request
- Maintain regular contact with parents to help us to build a secure and beneficial working relationship for their children
- Support parents in their own continuing education and personal development including helping them to develop their parenting skills and inform them of relevant conferences, workshops and training
- Create opportunities for parents to talk to other adults in a secure and supportive environment through such activities as open days, parents' evenings and a parents' forum
- Inform parents about the range and type of activities and experiences provided for children, the daily routines of the setting, the types of food and drinks provided for children and events through regularly distributed newsletters/the nursery website
- Operate a key person system to enable parents to establish a close, working relationship with a named practitioner and to support two-way information sharing about each child's individual needs both in nursery and at home. Parents are given the name of the key person of their child and their role when the child starts
- Inform parents on a regular basis about their child's progress and involve them in shared record keeping. Parents' evenings will be held at least twice a year. The nursery will consult with parents about the times of meetings to avoid excluding anyone
- Actively encourage parents to contribute to children's learning through sharing observations, interests and experiences from home. This may be verbally, sharing photographs or in written form



- Agree the best communication method with parents e.g. email, face-to-face, telephone and share information about the child's day, e.g. food eaten, activities, sleep times etc.
- Consider and discuss all suggestions from parents concerning the care and early learning of their child and nursery operation
- Provide opportunities and support for all parents to contribute their own skills, knowledge and interests to the activities of the nursery including signposting to relevant services, agencies and training opportunities
- Inform all parents of the systems for registering queries, compliments, complaints or suggestions, and to check that these systems are understood by parents
- Make sure all parents have access to our written complaints procedure
- Share information about the Early Years Foundation Stage, young children's learning in the nursery, how parents can further support learning at home and where they can access further information
- Provide a written contract between the parent(s) and the nursery regarding conditions of acceptance and arrangements for payment
- Respect the family's religious and cultural backgrounds and beliefs and accommodate any special requirements wherever possible and practical to do so
- Inform parents how the nursery supports children with special educational needs and disabilities
- Find out the needs and expectations of parents. We will do this through regular feedback via questionnaires, suggestion system and encouraging parents to review working practices. We will evaluate any responses and publish these for parents with an action plan to inform future, policy and staff development.

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Promoting Positive Behaviour

1. Summary

At Little Dragon's Day Nursery, we believe that all children deserve to be respected and valued as unique individuals and understand that all children join our settings with different lived experiences. These might include different parenting styles, attending other settings and interactions with siblings. We endeavour to work in partnership with parents to ensure their children's emotional needs are met and respected. All children will be supported by their key person to respect the views, feelings, needs and rights of others, and of living things and their physical environment. We see this as a developmental task that requires understanding of developmental norms, support, encouragement, teaching and setting the correct example.

2. Legal framework

This policy relates to section 3.2, 3.52 and 3.53 of the Early Years Foundation Stage.

3. Our aims

- To create a calm atmosphere of care and respect that encourages good, positive, caring and polite behaviour
- To create an environment with clear, developmentally appropriate expectations for all children
- To agree boundaries for acceptable behaviour, to ensure consistency across the setting
- To create a stimulating and developmentally appropriate curriculum and to provide equipment and materials for children to express their emotions through play
- To encourage children to participate in a wide range of developmentally appropriate group activities that enable them to develop social and communication skills
- To minimise restrictions on the child's natural desire to explore and develop their own ideas and concepts
- To recognise the individuality of all our children and that some behaviours are normal in young children, e.g. biting
- To ensure that all staff act as positive role models for children, demonstrating positive attitudes and interactions with children and adults
- To encourage parents and other visitors to be positive role models and to challenge negative behaviour and attitudes
- To work in partnership with parents by communicating openly and sensitively and respecting their views and opinions
- To praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them as individuals
- To promote non-violence and encourage children to respond to conflict peacefully, teaching them the skills and tools needed for conflict resolution
- To provide a key person system enabling staff to build a strong and positive relationship with children and their families
- To have a named person who has overall responsibility for promoting positive behaviour

4. Responsibilities of the Behaviour Lead (SENDCO)

The role of designated behaviour lead falls under the role and responsibilities of the Special Educational Needs & Disabilities Coordinator (SENDCO) – please refer to the SEND policy for more information on this role.

At Little Dragon's Day Nursery, our **SENDCO is Kerri Scott**.

In regard to promoting positive behaviour, the SENDCO is responsible for:

- Ensuring all staff read and understand the Promoting Positive Behaviour policy
- Advising other staff on behavioural concerns
- Keeping up to date with current legislation, research and thinking on promoting positive behaviour and supporting children's behaviour, when required
- 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.

5. Promoting positive behaviour

To promote positive behaviour, we:

- Ensure that there are enough popular toys and resources, and sufficient activities available, so that children are meaningfully engaged without the need for unnecessary conflict over sharing and waiting for turns
- Provide quiet, comfortable spaces in all rooms enabling children to consolidate learning experiences, relax play alone, or engage with a peer or their key person
- Acknowledge and praise considerate behaviour such as kindness and willingness to share
- Support each child as they develop their self-esteem, confidence and feelings of competence
- Support each child to develop a sense of belonging, so that they feel respected, valued and welcome in the setting

6. Responding to unacceptable behaviour

We require all staff, volunteers and students to use positive strategies for responding to behaviour, by helping children find solutions in ways which are appropriate for the child's age, stage of development, and individual needs. Such solutions might include acknowledgement of feelings, explanation as to what was not acceptable and supporting children to understand their feelings so that they can learn a more appropriate response. When children struggle to understand and regulate their behaviour, we follow the following procedure:

- We help them to understand the consequences of their actions and support them in learning how to cope more appropriately
- We never use, or threaten to use, physical punishment, such as pulling a child, smacking or shaking
- We recognise that there may be times where children may have regular occasions where they lose control of their emotions 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. When children lose control of their emotions, 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
- We never send children out of the room by themselves, nor do we use a 'naughty chair' or a 'time out' strategy that excludes children from the group
- We do not shout or raise our voices, nor do we threaten children in any way. For example, pointing, counting to three, or denying children of favourite toys. We approach the child to discuss their behaviour at the child's level, never shouting or talking across the room or standing over the child in a threatening manner



- In all situations, we make it clear that it is the behaviour that is unwelcome and not the child
- We inform parents if their child's behaviour is unkind to others or if their child has been upset. In all cases, we support children's behaviour in the setting at the time. We may ask parents to meet with staff, in confidence, 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 setting. Where appropriate, we may request additional advice and support from other professionals, such as an educational psychologist
- We keep confidential records on incidences of behaviour that has taken place. We inform parents and ask them to read and sign any incidents concerning their child
- 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 a Behaviour Plan where a child's behaviour involves harmful actions towards other children and staff, for example hitting, kicking etc. The key person may complete risk assessments identifying any potential triggers or warning signs, ensuring other children's and staff's safety always
- We help staff to reflect on their own responses towards challenging behaviours to ensure that their reactions are appropriate

We recognise that young children often engage in play that has aggressive themes, such as superhero and weapon play. Although some children appear preoccupied with these themes, we accept their behaviour is not necessarily a precursor to hurtful behaviour or bullying. We also recognise that teasing and rough and tumble play are normal for young children and acceptable within limits; we regard these kinds of play as pro-social and not as problematic or aggressive. We develop strategies to contain this kind of play by agreeing acceptable behavioural boundaries, ensuring they are understood by all children and staff.

Wherever possible staff should not work in the same room as their own children. Should this happen, they must adhere to the Promoting Positive Behaviour policy at all times and treat their own child as they do all other children while at work.

7. Training opportunities

We aim to directly support everybody who works with the children that attend our setting, including staff, volunteers and families. Promoting positive behaviour is discussed in detail as part of the staff induction process, and regular training is available to staff meetings and other times. We are also committed to supporting any regular volunteers at our settings by encouraging them to attend relevant courses and arranging supervisions with senior staff.

We work in partnership with our parents and families and offer them any support that they might find useful, including signposting them to relevant resources or guidance and organising parent/family training courses or sessions, based on the needs and wishes of those families that have children attending the setting.

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Safe Sleeping & Rest

1. Summary

This policy outlines our approach to:

- Ensure all children sleep in a safe, comfortable environment
- Ensure the outdoor sleeping environment provides shade and protection for babies and children
- Support duty of care and health and safety requirements
- To minimise the risk of the occurrence of SIDS (Sudden Infant Death Syndrome)

2. Legal Framework

This policy relates to section 3.59 of the Early Years Foundation Stage.

3. Hazards

We follow guidance from the Cot Death Society and follow the safe sleeping strategies outlined in this policy to reduce the risk of sudden infant death syndrome (SIDS). Some of the specific hazards are:

- Babies are less able to control their temperature so the cot should not be near a radiator, fan heater or sunny window
- Loose bedding can cause entanglement and injury
- Pillows, duvets and cot bumpers are not safe for babies younger than one year due to the risk of suffocation. Duvets can also make the baby too hot
- Blind cords and pull string bags pose a risk as babies have been known to become entangled with them and strangled
- Some items, including comforters, may increase the risk of head-covering and accidents. This is due to the risk of suffocation and/or strangulation, as well as a climbing aid when a baby becomes more mobile.

4. Procedures

- Babies and children must only rest and sleep in a cot, coracle, spread beds or lie flat prams.
- Babies should not be allowed to sleep in or on other equipment such as the floor, bouncers, car seats or pushchairs (other than lie flat prams) – if a baby falls asleep in one of them on arrival to the nursery or during the session, they should be moved into a cot, coracle or sleep mat at the earliest opportunity
- Cots, spread beds and sheets should be kept clean (a minimum of once a week) and be used for only one child until they are washed.
- Babies and children must be clean from food and craft materials before sleep times
- Bibs, shoes and slippers must be removed, and the child should be wearing suitable clothing before the child lays down to sleep
- Cluttering cots with soft toys or using cot bumpers is not permitted, although comforters can be given where safe and appropriate, and if the risks have been assessed
- The environment should be calm and relaxing; soft music may be played quietly in the background
- Staff to encourage children to show when they are tired and ready for a sleep, by having an available coracle/cosy area for children to access

- Children who have a bottle of milk at sleep time should be comforted in the same way as at any other time of day. A child must never be left alone to bottle feed themselves, regardless of age as this poses a choking hazard. The child should be held, by the key person wherever possible, and comforted whilst feeding. This is the perfect opportunity for the child and key person to bond
- Babies' sleep and rest areas need to be kept at an ambient temperature of 16-20°C. In warmer months, precautions should be taken to protect babies from overheating. Lightweight sheets and blankets may be used that reach no higher than the shoulders
- Once children have fallen asleep the time must be recorded; staff must closely monitor the children, recording checks every ten minutes
- Non-sleepers should be able to play freely with quiet activities in an area away from the sleeping children
- Children should be able to wake at their own time (unless parental wishes state otherwise) and at their own pace. Wherever possible the key person should greet the child and comfort them if necessary. The child should be given time to fully wake up before being taken in to the play room
- Comforting children when resting and sleeping is a perfect opportunity to develop the bond between the keyperson (or buddy) and child. The keyperson may comfort children through gentle touch by placing a hand on their back, tummy or arm, or gently soothe the child by stroking their arm, cheek or forehead. Children must not be 'patted' or 'rubbed' vigorously to encourage sleeping. If a child does not fall asleep within a reasonable period of time, they should return to the play areas.

5.1. Cots

- Babies must be placed on their back, never on their front or side, with their feet towards the foot of the cot – this is to prevent the child wriggling further down under the covers and overheating. If a child turns onto their front or side while asleep, ensure they are closely monitored throughout their sleep period.
- Cot mattresses should be firm, with no sagging and fit the cot snugly, with no gaps
- Cots and mattresses should be checked daily for defects. All mattresses should be waterproof, and if damaged must be replaced with immediate effect. Bed sheets must be the correct size for the mattress and checked each sleep time to ensure it is taut
- Cots must be arranged in a top to tail configuration with a minimum of 15 inches apart
- Blankets should not be draped over the side of cots

5.2. Coracles

- Coracle mattresses should be checked daily for defects. All mattresses should be waterproof, and if damaged must be replaced immediately. Bed sheets must be the correct size for the mattress and checked each sleep time to ensure they are clean and tight fitting
- Coracles provide opportunities for babies to independently climb in and out when they feel the need to rest. The coracles must always be made to create inviting sleep spaces
- Babies and children should not play next to a coracle when a baby is sleeping to prevent accidental injury

5.3. Sleep mats

- Sleep mats must be set up top to tail with a reasonable space between each bed
- Staff must not sit on the beds when comforting children. Staff must not walk over sleeping children, but instead walk around the bed; ample space must therefore be provided

5.4. Outdoor sleeping

- Outdoor sleeping areas must be checked prior to preparation. Small parts such as stones must be removed to prevent choking hazards



- Beds or lie flat prams should be located on a flat, even surface away from steps or slopes
- The area must be prepared and free from traces of food items from meals and activities, and away from plants likely to attract stinging insects such as ants, bees and wasps
- Staff need to use their professional judgement to assess the suitability of weather
- Sleep areas should be adequately shaded to protect children from overexposure to harmful UV (sunburn) and infrared (heat) radiation. Blankets and sheets must be provided in cooler dry weather

5. Working with parents

We recognise parents' knowledge of their child with regard to sleep routines and will, where possible, work together to ensure each child's individual sleep routines and well-being continues to be met. However, staff will not force a child to sleep or keep them awake against his or her will. They will also not usually wake children from their sleep. If a parent requests specific practices which do not meet safe sleeping procedures, staff must be open and non-judgemental, advising and signposting to information about safe sleeping.

Staff will discuss any changes in sleep routines at the end of the day and share observations and information about children's behaviour when they do not receive enough sleep.

Links referred to:

- <https://www.nhs.uk/conditions/sudden-infant-death-syndrome-sids/>
- <https://www.lullabytrust.org.uk/wp-content/uploads/Safer-sleep-saving-babies-lives-a-guide-for-professionals.pdf>

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Special Educational Needs & Disabilities (SEND)

1. Summary

Little Dragon's Day Nursery is committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside each other through positive experiences, to enable them to share opportunities and experiences and 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 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.

2. Legal Framework

This policy is underpinned by the following legal framework:

- SEND Code of Practice: 0-25 Years (2015)
- SEND Regulations 2014
- Children and Families Act 2014
- Equality Act 2010
- Children Act 1989, 2004
- Childcare Act 2006
- Working Together to Safeguard Children (2018)

This policy relates to sections 31.6, 1.7, 2.3, 2.5, 3.20, 3.27, 3.28, 3.67 & 3.73 of the Early Years Foundation Stage.

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.

We use the SEND Code of Practice (2015) definition:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."*

3. Approach to SEND

- Designate a member of staff to be Special Educational Needs and Disabilities Coordinator (SENDCo) and share their name with parents
- Ensure that the provision for children with learning difficulties and/or disabilities is the responsibility of all members of staff in the nursery
- Ensure that our 'Admissions policy' 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 parents are kept informed at all stages of the assessment, planning, provision and review of their child's 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 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 Personal Learning Plans (PLPs) for children with special educational needs and/or disabilities and discuss these with parents
- 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 (human and financial) to implement our SEND policy
- Ensure the privacy of children with special educational needs and/or disabilities when intimate care is being provided
- Use a Common Assessment Framework (CAF) where needed
- Provide appropriate in-service training for practitioners and volunteers
- Ensure the effectiveness of our SEND provision by collecting information from a range of sources e.g. PLP reviews, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually

4. Responsibilities

4.1. SENDCo Responsibilities

The SENDCo at Little Dragon's Day Nursery is Kerri Scott.

The SENDCo is responsible for:

- The day-to-day operation of the SEND policy
- Supporting the identification of children with special educational needs
- Coordinating provision for children with special educational needs in their setting
- Supporting the key person to liaise with parents of children with special educational needs and ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- Supporting the key person to liaise with other providers, outside agencies, educational psychologists and external agencies
- Ensuring sufficient records of all children with special educational needs are maintained and updated
- Leading the statutory assessment process
- Ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN
- Ensuring staff have received appropriate and sufficient training relevant to the special educational needs and disabilities present in the setting

- Taking the lead in implementing the graduated approach and supporting colleagues through each stage of the process.

4.2. Key Person Responsibilities

The Key Person is responsible for:

- Identifying children with special educational needs
- Ensuring appropriate planning and assessment takes place that is relevant to the special educational needs of their children
- Liaising with the parents of any children with special educational needs
- Liaising with other providers, outside agencies, educational psychologists and external agencies as required
- Seeking support from the SENDCo as and when required

5. 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. Working together to safeguard children 2018.

5.1. Graduated approach

We follow the SEND Code of Practice (2015) recommendation that, in addition to the formal checks above, nurseries 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. This graduated approach will be led and coordinated by the SENCO and appropriate records will be kept according to the Code of Practice.

5.2. Assess

In identifying a child as needing SEN support, the key person, working with the SENCO and the child's parents, will carry out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO will contact them, with the parents' agreement.

5.3. Plan

Where it is decided to provide SEN support, and having formally notified the parents, the key person and the SENCO, in consultation with the parents, will agree the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans will take into account the views of the child.

The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed. Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

5.4. Do

The child's key person will be responsible for working with the child on a daily basis. With support from the SENCO, they will oversee the implementation of the intervention agreed as part of SEN support. The SENCO will support the key person in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

5.5. Review

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the key person and the SENCO in full consultation with the child's parents and taking into account the child's views. Information will be shared with parents about the impact of the support provided.

Assess - The key person works with the setting SENDCO and the child's parents and brings together all the information, then analyses the child's needs.

Plan - The key person and the SENCO will agree, in consultation with the parent, the outcomes they are seeking for the child, the interventions and support to be put in place, the expected impact on progress, development and behaviour and finally a date for review.

Do - The child's key person implements the agreed interventions or programmes

Review - On the agreed date, the key person and SENCO working with the child's parents, and considering the child's views, will review the effectiveness of the support and the impact of the support on the child's progress. They will then evaluate the impact and quality of support on the child.



6. Education & Health Plan (EHC)

Some children and young people may require an EHC needs assessment in order to decide whether it is necessary to develop an EHC plan. The purpose of an EHC plan is to make adjustments and offer support to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care. The local authority will conduct the EHC needs assessment and consider a wide range of evidence, including

- evidence of the child's developmental milestones and rate of progress
- information about the nature, extent, and context of the child's SEN
- evidence of the action already being taken by us as the early years provider to meet the child's SEN
- evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- evidence of the child's physical, emotional and social development, and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

We will then work with the local authority and other bodies to ensure that the child receives the support they need to gain the best outcomes.

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Settling In & Transitions

1. Summary

At Little Dragon's Day Nursery, we aim to support parents and other carers to help their children settle quickly and easily by considering the individual needs and circumstances of every child and their families. Similarly, we are aware of the many transitional periods during the early years, and we aim to support all children going through these transitions taking into consideration the individual needs of each child and family.

This policy outlines the ways in which we support children and families going through the 'settling in' process or any other big transitions, including transitioning through different rooms and transitioning to school.

2. Legal framework

This policy relates to sections 3.27 & 3.73 of the Early Years Foundation Stage.

3. Settling in policy and procedures

3.1. Policy statement

We will work in partnership with parents/carers to settle their child in to the setting by:

- Allocating a key person to each child and their family before they start to attend. The key person welcomes and looks after the child ensuring that their care is tailored to meet their individual needs. The Key person begins to develop a secure relationship with the child and continues to build a trusted relationship with the parents during the settling in period and throughout their time at the setting, to ensure the family has a familiar person to assist with the settling in process
- Providing parents/carers with relevant information about our policies and procedures
- Encouraging parents and children to visit the setting during the weeks before an admission is planned and arranging home visits where possible
- Planning 'settling in' visits and introductory sessions; these are free of charge and tailored to the individual needs of the child, taking in to account age and stage of development. Parents are welcome to stay with their child for the first few 'settling in' visits, until they and the child are comfortable.
- Encouraging parents, where appropriate, to separate themselves from their children for brief periods at first, gradually building up to longer absences
- Reassuring parents whose children seem to be taking a long time settling into the setting and developing a plan to support them
- Assigning another staff member as the key person's 'buddy' in case the key person is not available. Parents are made aware of this to support the settling process and attachment
- Reviewing the nominated key person if the child is bonding with another member of staff to ensure the child's needs are supported
- 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

3.2. 'Settling in' procedure



The Settling In procedure must always be considered on an individual basis, but the usual procedure is:

1. All **relevant forms** (registration form, collection form, etc.) should ideally be completed and returned before the child is offered a place at the nursery
2. A **letter** will be sent to the parent/carer to confirm their child's place at the nursery; this letter should outline basic information of the key person and 'settling in' process, and should be addressed from both the manager and the key person
3. A **home visit should be organised** prior to the first 'settling in' session in the nursery; this should either be confirmed verbally or in the letter confirming the place (if discussions took place prior to acceptance)
4. The **Home Visit should be completed** by the key person and the manager (or partner). During the Home Visit, the following should occur:
 - a. *Complete the Child induction booklet.*
 - b. *Provide a Parent Information Pack*
 - c. The key person and manager/deputy should use this as an opportunity to get to know the child in their home environment, find out about individual family situations/ needs, and roughly plan the 'settling in' sessions, taking in to account the need to be flexible during the process
5. **'Settling In' sessions to commence**
 - a. These should be arranged based on the individual needs of the child and their family.
 - b. Usually, sessions will start shorter, and both the key person and the parents/carers will be present during the sessions. As the child becomes more settled, sessions begin to get longer, and parents will slowly withdraw their presence from the nursery
 - c. The number of sessions can vary depending on the individual needs of the child, but usually we would recommend 3 number of sessions
 - d. The registration fee covers all 'settling in' sessions
6. **Ongoing procedures:**
 - a. We review the nominated key person if the child is bonding with another member of staff to ensure the child's needs are met
 - b. We communicate with parents/carers daily to ensure they are comfortable with the 'setting in' process
 - c. We receive the parent's input during the child's baseline assessment

4. Transitions policy and procedures

4.1. Policy statement

We recognise that there are a number of key transitional periods for children in the Early Years, which include, but are not limited to:

- Starting at the setting
- Moving between different rooms within the setting
- Starting school or moving nurseries
- Family breakdowns
- New siblings
- Moving home
- Death of a family member

Staff are trained to observe all children in their setting, but particularly their key children, and to be sensitive to any changes in their behaviour and personality. We respectfully ask parents to inform us of any changes in the home environment that may impact on their child so staff can be aware of the reasons behind any potential changes in the child's behaviour.

4.2. Procedures

When a child starts at the setting, we support the transition following the settling in procedure outlined in section 3.2.



When a child moves between different rooms within a nursery, we usually follow the process set out below and work with the parents to ensure this is a seamless process in which the child is fully supported at all stages:

- We encourage the new key person to spend some time in the current room of the key child(ren) before they begin making the transition
- The child will then spend short sessions in their new room prior to the permanent move to enable them to feel comfortable in their new surroundings. The child's old key person will usually go with the child on these initial visits to enable a familiar person to be present at all times
- Wherever possible, groups of friends will be moved together to enable these friendships to continue to flourish and provide support for the children as they transition with familiar peers
- Parents will be kept informed of all visits and the outcomes of these sessions e.g., through photographs and discussions.
- Only when the child has settled in through these taster sessions, will the permanent room move take place. If a child requires more support this will be discussed between the key person, parent, manager, and room leader of the new room to agree how and when this will happen. This may include moving their key person with them on a temporary basis.

When a child transitions to school, we usually follow the process below to ensure a seamless process. However, we are always restricted by the number and locations of different schools that our children will be attending, and the individual policies and procedures of each school.

- We do our best to provide a variety of resources that relate to the school (such as uniform to dress up in, a role play area set up as a school classroom, photographs of the school, etc.). This helps the children to become more familiar with the school environment and aids the transition
- Where possible we invite school representatives into the nursery to introduce them to the children
- We try to plan visits to the school and where possible the key person will go with the children. Each key person will talk about the school with their key children who are due to move to school and discuss what they think may be different and what may be the same. They will talk through any concerns the child may have and initiate activities or group discussions relating to any issues to help children overcome these
- We produce a comprehensive transitions report on every child starting school to enable teachers to have a good understanding of every child received. This will include their interests, strengths and level of understanding and development in key areas. This will support continuity of care and early learning.

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Visits & Outings

1. Summary

At Little Dragon's Day 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 nursery environment and extend children's experiences. We always seek parents' permission for children to be included in such outings.

2. Legal framework

This policy relates to sections 3.65 & 3.66 of the Early Years Foundation Stage.

3. Prior to the visit

- The trip planning form is to be completed for all visits and outings excluding regular activities such as walks in the local area and trips to the Little Dragon's field.
- Letters are not needed for walks in the local area as this is agreed at registration
- For places that have been recommended, make a pre-visit. A risk assessment must be undertaken before the visit/outing
- There must be one named person in charge while on the trip, all members of staff must be aware who is in charge
- Make sure that all members of staff, and any parent helpers, are well briefed and know what is happening
- There should always be a minimum of two staff on any visit or outing, no matter how few children are going. At least one of these staff members must be qualified to a minimum of level 3.
- At least one member of staff must have a current Paediatric First Aid certificate
- Normal staffing ratios must be maintained as a minimum, at all times, but it may be necessary to have additional staff or helpers, depending on the circumstances. Trips on public transport will usually require additional staff.
- Parents/carers must give written permission for any trip out by signing a consent form; verbal permission is not sufficient.
- Only children over 30mths can normally attend trips using transport
- Children and staff should wear hi-visibility jackets/bibs
- Ensure all children bring suitable clothing for the outing: suitable footwear, hats, coats, long sleeved tops, trousers etc.

4. During the visit

- If using a minibus or other vehicle, all child seat belts should be fitted and securely fastened before travel
- When transporting children to the park, farm, etc. ensure that all road traffic laws are obeyed and adhered to
- Always have the nursery mobile phone fully charged for the calling of parents or emergency services if needed. All phone usage must be in line with the Photography, IT & Online Communications policy
- A copy of the trip planning form detailing the approximate route and timings of the journey or walk should be left at the Setting

- A risk assessment must have been undertaken and completed beforehand. If it is a repeat walk, a repeat risk assessment is not necessary unless circumstances have changed (new route, introduction of a pond, etc.). All staff attending the trip must have been shown and sign to say they understand the risk assessment.
- Careful road safety sense must be applied on all walks. Care must be taken not to choose routes on roads where there is no designated pathway. Great care must be taken when roads are crossed. Staff will use designated crossings if possible.
- Keep doing headcounts throughout the trip. If for any reason a child becomes separated from the rest of the group, inform the trip organiser immediately, and staff at the venue. If a child goes missing, the Lost Child policy must be followed immediately
- Children must be appropriately strapped into prams or pushchairs appropriate to age and developmental stage
- Carefully supervise the children to ensure that their behaviour does not increase the likelihood of an accident or incident (for example, hitting or kissing of animals or running in car parks)
- Ensure all children wash their hands before eating, drinking or putting their fingers in their mouth. This is especially important if visiting a farm or handling animals
- Ensure all food is kept in a cool bag that can maintain it at a suitable temperature to reduce the risk of food poisoning. Check the temperature of the food before serving to ensure that it is below 8°C .
- Staff must be clearly identifiable by wearing Hi-Vis jackets.
- On all outings and walks staff are representatives of Little Dragon's Day Nursery and should always behave professionally and responsibly

5. Risk assessments and trip planning form

The full risk assessment and trip planning form will be displayed for parents to see before giving consent. This plan will include details of:

- The name of the designated person in charge - the 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 range of children, the ratio of staff to children, children's individual needs and the group size
- The equipment needed for the trip, i.e. first aid kit, mobile phone, coats, safety reins, pushchairs, rucksack, packed lunch etc.
- Staff contact numbers
- Method of transportation and travel arrangements (including the route)
- Financial arrangements
- Emergency procedures
- The name of the designated first aider and the first aid provision
- Links to the child's learning and development needs.

6. Travel arrangements

5.1. Use of vehicles for outings

- All staff members shall inform parents in advance of any visits or outings involving the transportation of children away from the nursery
- The arrangements for transporting children will always be carefully planned and where necessary additional people will be recruited to ensure the safety of the children. This is particularly important where children with disabilities are concerned



- All vehicles used in transporting children are properly licensed, inspected and maintained
- Regular checks are made to the nursery vehicle e.g. tyres, lights etc. and a logbook of maintenance, repairs and services is maintained
- The nursery vehicle is to be kept in proper working order, is fully insured for business use and is protected by comprehensive breakdown cover
- Drivers of vehicles are adequately insured
- All vehicles used are fitted to the supplier's instructions with sufficient numbers of safety restraints appropriate to the age/weight of the children carried in the vehicle. Any mini buses/coaches are fitted with 3-point seat belts
- When we use a mini bus, we check that the driver is over 21 years of age and holds a Passenger Carrying Vehicle (PCV) driving licence. This entitles the driver to transport up to 16 passengers
- When children are being transported, we maintain ratios.

5.2. Hiring a minibus

When seeking a contractor for the use of a coach or minibus, the setting manager must establish, in writing, that the following criteria are met:

- Hire company is experienced in the transport of young children
- That all children will be able to access a seat with a three-point seat belt
- A contract for services detailing the company's insurance arrangements and MOT must be obtained before the date of travel
- All baggage should be stowed away securely in the front compartment or under the seats. Ensure all children are strapped securely into their seats
- For nursery aged children at least one member of staff must be seated in the back to aid in an emergency evacuation

5.3. Public transport

Every precaution must be taken to ensure the safety of children when using public transport on an outing or visit. Parents can be encouraged to accompany such visits. Parents bringing other children/siblings will take full responsibility and liability for those children during the visit – this must be made clear to them in advance.

7. What to Take with You?

- Register, contact details and mobile phone
- Any medication for the children or staff attending
- Care plans where required (use the copy from the evac bag)
- Outings First Aid box
- Tissues
- Sick & rubbish bags
- At least two spare sets of clothing
- Sun cream
- Water bottles

8. Visiting a farm

All animals naturally carry a range of micro-organisms, some of which can be transferred to humans, where they may cause ill health. Some infections, which may be contracted on farms, such as the verocytotoxin producing bacterium *Escherichia coli* 0157 (E coli 0157), present a serious hazard and potentially cause severe disease.



While the hazard from infection resulting from a farm visit is real, the risks are readily controlled by familiar measures, which should be an everyday part of life. The following sensible steps will help make your visit even more safe, healthy and enjoyable.

Again, an assessment must be carried out before the visit. Factors to consider include:

- Hand washing facilities on site (hot water, soap, towel)
- Adequacy of fencing between children and animals
- Presence of any pond or lake and adequacy of fencing

During the visit staff should:

- Check that cuts, grazes etc on children's hands are covered by their parents with a waterproof dressing or a new dressing is applied
- Ensure that children do not kiss animals
- Ensure that children always wash their hands thoroughly before eating, after any contact with animals and again before leaving the farm
- Ensure children eat only in designated areas
- Ensure children do not eat food that has fallen to the ground
- Ensure children do not suck fingers or put hands, pencils or crayons in mouths
- Ensure children do not taste animal food
- Ensure children clean or change their footwear before leaving, remembering to wash their hands after any contact with their footwear

After the Visit:

- If a member of the group shows signs of illness, such as sickness or diarrhoea after a visit, advise them or their parent/guardian to visit the doctor and explain they have had recent contact with animals

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