

Kindergarten

Policies

Index.

Page

- 2) Index
- 3) Admission Policy.
- 4) Staffing Policy.
- 5-8) Staff Code of Conduct
- 9) Nursery Education Funding.
- 10) Settling in to Kindergarten/Key Workers.
- 11) Parental Partnership.
- 12) Student Placement.
- 13) Confidentiality Policy.
- 14-16) Child Protection.
- 17-20) Supervision Policy.
- 21-26) Safeguarding Children.
- 27) Lockdown Policy
- 28) Liaise with other Bodies.
- 29-30) Behaviour Management.
- 31-32) Equal Opportunities.
- 33-37) Special Needs.
- 38-39) Complaints Procedure.
- 40) Complaints Procedure Involving a Member of Staff
- 41-43) Healthy Eating Policy
- 44) Collecting Children
- 45) Uncollected/Lost Children.
- 46) Kindergarten Trips - Transport/lost Children.
- 47) Selecting Equipment/Toys.
- 48) Training Policy
- 49) Fire Drill.
- 50-51) Safety.
- 52) Electrical Equipment.
- 53-55) Health & Hygiene.
- 56-60) Intimate Care Policy

Admission Policy.

It is our policy to: -

- Make the Kindergarten accessible to all children and their families from all sections of the local community.
- Be flexible about attendance patterns, so as to accommodate the needs of individual children and their families.
- We take children from the age of 2 years - 9 months.
- If we are full children are put on our waiting list and contacted when a place is available.

Amended November 2017.

Staff Recruitment Policy

It is our policy to: -

- Recruit, appoint and employ staff in accordance with all relevant legislation.
- The pre-school will appoint the most suitable person for each job vacancy and will treat fairly all applicants and those appointed.
- When recruiting applicants they will have to agree to an enhanced Disclosure check and Local Authority check.
- Depending on circumstances will start when the Disclosure is in place or commence working under the supervision of another member of staff.
- Be physically and mentally fit to work with children.
- Commitment to implementing the Kindergarten's Equal Opportunities Policy will form part of the job description of all workers.
- Provide a high adult/child ratio by ensuring that the number of staff members present is always at least 1 more than the minimum required by Ofsted.

In practice this means: - up to 16 children - 4 Staff members

17 - 22 children - 5 Staff members

23 - 26 children - 6 Staff members

Under 3's have 1 Staff member to 4 children

Amended November 2017.

Staff Code of Conduct Policy

Policy statement.

Our setting is committed to promoting family friendly employment practices to help staff balance work and family commitments. The setting will make every effort to be flexible with staff to promote harmonious working relationships.

In return the setting expects honesty, loyalty and diligence from its staff. The written detail of employment contracts including rates of pay and other terms and conditions, are the responsibility of the Registered Person.

EYFS key commitments

Suitable people - 3.9, 3.10, 3.11, 3.12, 3.13

Staff taking medication/other substances - 3.19

Staff qualifications, training, support and skills - 3.21, 3.22

Smoking - 3.58

Code of Conduct

All members of staff are expected to conduct themselves at all times in a professional, courteous, helpful, warm, and consistent manner.

Members of staff are expected to display knowledge and understanding of safeguarding, multi-cultural issues, and a commitment to treating all children as individuals and with equal concern and respect.

Members of staff will have regard for wearing appropriate clothes and shoes when working with children and with awareness of health and safety issues.

Personal mobile phones are allowed on the setting premises but must not be used outside of the kitchen and only when absolutely necessary.

The manager will ensure that no staff exceeds the legal limit of six hours consecutive work without a break.

Under no circumstances should any arguments or disagreements between members of staff occur in the presence of children or parent/carers.

No smoking, alcohol or drugs use is allowed on the setting premises.

No bullying, swearing, harassment or victimisation will be tolerated on the settings premises.

Offensive behaviour such as sexist or racist language or harassment will not be tolerated.

All staff are expected to treat everyone respectfully at all times and inappropriate behaviour may lead to disciplinary action.

All staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at the setting).

All staff are required to inform the manager if themselves or anyone living or working in their household has a disqualification (in accordance with regulations made under section 75 of the Childcare Act 2006). If this occurs they may not continue as an Early Years Practitioner without a waiver obtained through OFSTED.

Practitioners should not be under the influence of alcohol or any other substance which may affect their ability to care for children. If practitioners are taking regular medication they must seek advice that the medication is unlikely to impair their ability to look after children properly. Staff medication on the premises must be securely stored and out of reach of children at all times. If staff are found to be working under the influence of alcohol or drugs they will be subject to a disciplinary meeting.

Confidentiality.

Staff have the right to privacy, as do children and their parents/carers. Personal details should not be discussed except in exceptional circumstances.

The Manager, staff and volunteers and any other individual associated with the running or management of the setting will respect confidentiality by:

- Not discussing individual incidents, behaviour or information of children in front of parent/carers and other children.
- Not discussing confidential matters about children with other parent/carers.
- Not discussing confidential matters about parent/carers with children or other parent/carers.
- Not discussing confidential information about other staff members.
- Only passing sensitive information, in written or oral form, to relevant people.
- Not disclosing any information from kindergarten to any others including friends and family.

In circumstances where staff have good reason to believe that a child is at risk, or is likely to be at risk, of child abuse or neglect, the Safeguarding Policy will override confidentiality on a "need to know" basis.

Staff failing to show due regard for confidentiality will be liable to disciplinary action under the provision of the Staff Disciplinary and Grievance Procedure policy.

If staff member works in more than one setting they must be aware that they must not share information regarding children and families between settings. If there are concerns about a child's protection please refer to the Safeguarding Policy.

Under no circumstances should staff provide any information about children to any branch of the media. All media enquiries should be passed in the first instance to the Manager.

Valuing Staff.

The Manager will arrange regular staff meetings where staff are able to discuss and contribute in a positive manner.

The Manager will encourage staff to contribute to the development and quality of the program of activities provided.

All staff will have regular supervision meetings and will be encouraged to attend training courses to enhance their skills.

The Directors and Manager will make themselves available to all staff to discuss any concerns relating to the setting.

Absences.

If staff are unable to attend work due to illness or other medical condition, they must contact the Manager or prior to the start of the working day, in the case of the Manager not being available on that day they must contact the Deputy Leader prior to the working day.

Staff should indicate why they are unable to attend work and when they expect to return.

The Manager will keep records of all sick leave, other absences and lateness.

February 2018

Signature of member of staff Date

Policy for Nursery Education Funding and Fees.

At present the kindergarten is open Monday to Friday during the school terms from 8.50am until 3.00pm.

We do not charge any parent/carer a top up fee for these sessions.

However we do provide a snack and a cooking activity, which we charge 30p per child per session.

But as stated in our brochure we do charge our sessional rate for children who have used their entire entitlement with another provider.

Children who are not entitled to funding due to age are charged a fee that is our sessional rate.

Amended November 2017.

Settling in Kindergarten/Key Workers - Policy and Practice.

We want children to feel safe and happy in the absence of their parents, to recognise other adults as a source of authority, help and friendship and to be able to share with their parents afterwards the new learning experiences enjoyed in the kindergarten.

In order to accomplish this, we will: -

- If possible the child will meet their Key worker before they attend.
- Encourage parents to visit the pre-school with their children during the weeks before an admission is planned.
- Introduce flexible admission procedures, if appropriate to meet the needs of individual families and children.
- Make clear to families from the outset that they will be supported in the kindergarten for as long as it takes to settle their child there.
- Reassure parents whose children seem to be taking a long time settling into the kindergarten.
- Encourage parents, where appropriate, to separate from their children for brief periods at first, gradually building up to longer absences.

Children cannot play or learn successfully if they are anxious and unhappy. Our settling procedures and their Key Worker aim to help parents and their children to feel comfortable in the kindergarten, to benefit from what it has to offer, and to be confident that their parents will return at the end of the session.

Key Workers

- Each child is allocated a key worker who is scheduled to work on the days the child attends Kindergarten.
- Should a child show a preference to another member of staff and it will benefit their learning journey, we will make changes.

Amended November 2017.

Parental Partnership.

Parents are the first educators of their young children. The aim of the group is to support their essential work, not to supplant them.

We will:-

- Make all new parents aware of the group's systems and policies.
- Ensure that parents are informed on a regular basis about their child's progress.
- Ensure that all parents have opportunities to contribute from their own skills, knowledge and interests to the activities of the group.
- Involve parents in shared record keeping about their own child, either formally or informally.
- Ensure that all parents are fully informed about meetings, conferences, workshops and training.
- Consult with families about the times of meetings to avoid excluding anyone.
- Hold meetings in venues, which are accessible and appropriate for all.
- Welcome the contributions of parents, whatever forms these may take.
- Make known to all parents the systems for registering queries, complaints or suggestions.
- Provide opportunities for parents to learn about the kindergarten curriculum and about young children's learning, in kindergarten and at home.

Amended November 2017.

Student Placement Policy.

We recognise that the quality and variety of work which goes on in a pre-school makes it an ideal place for students on placement from school and college childcare courses, as well as those on the Diploma in Pre-school Practice or Tutor Fieldworker courses.

Students are welcomed into the kindergarten on the following conditions:-

The needs of the children are paramount. Students will not be admitted in numbers, which hinder the essential work of the kindergarten.

- Students must be confirmed by their tutor as being engaged in a bonafide childcare course, which provides necessary background understanding of children's development and activities.
- Students required to conduct child studies will obtain written permission from the parents of the child to be studied.
- Any information gained by the students about the children, families or other adults in the kindergarten must remain confidential.
- Unless registered as a fit person, students will not have unrestricted access to children.

Amended November 2017.

Confidentiality Policy.

The pre-school's work with children and families will sometimes bring us into contact with confidential information.

To ensure that all those using and working in the kindergarten can do so with confidence, we will respect confidentiality in the following ways:-

- Parents will have ready access to the files and records of their own children, but will not have access to information about any other child.
- Staff will not discuss individual children, other than for the purposes of curriculum planning/group management, with people other than the parents/carers of that child.
- Information given by parents/carers to the kindergarten Manager/Deputy will not be passed on to other adults with out permission.
- Issues to do with the employment of staff, whether paid or unpaid, will remain confidential to the people directly involved with making personal decisions.
- Any anxieties/evidence relating to a child's personal safety will be kept in a confidential file will not be shared within the group, except with the child's pre-school leader and the chair of the management committee.
- Students, Early Years and Childcare Services or other recognised training bodies observing in the kindergarten will be advised of our confidentiality policy and required to respect it.

All the undertakings above are subject to the paramount commitment of the kindergarten, which is to the safety and well being of the child.

Please see also our policy on child protection.

Amended November 2017.

Child Protection - Policy and Procedures.

We intend to create in our pre-school an environment in which children are safe from abuse and in which any suspicion of abuse is promptly and appropriately responded to. In order to achieve this we will:-

Exclude known abusers.

It will be made clear to applicants for posts within the pre-school that the position is exempt from the provision of the Rehabilitation of Offenders Act 1974.

All applicants for work within the pre-school, whether voluntary or paid, will be interviewed before an appointment is made and will be asked to provide at least two references. All such references will be followed up. In the case of applicants with unexplained gaps in their employment history, or who have moved rapidly from one job to another, explanations will be sought.

All appointments, both paid and voluntary, will be subject to a probationary period and will not be confirmed unless the pre-school is confident that the applicant can be safely entrusted with children.

Prevent abuse by means of good practice.

Adults will not be left alone for long periods with individual children or with small groups. An adult who needs to take a child aside, for example, for time out after behaviour, which needs improvement, will do so in view of other staff.

Adults who have not been CRB checked will not take children unaccompanied to the toilet.

Children will be encouraged to develop a sense of autonomy and independence, through adult support in making choices and in finding names for their own feelings, and acceptable ways to express them. This will enable children to have the self-confidence and the vocabulary to resist inappropriate approaches.

The lay out of the playroom(s) will permit constant supervision of all children.

Respond appropriately to suspicions of abuse.

Changes in children's behaviour/appearance will be investigated.

Parents will normally be the first point of reference, though suspicions will also be referred as appropriate to the Children's Social Care Department.

All such suspicions and investigations will be kept confidential, shared only with those who need to know. The people most commonly involved will be the member of staff/key worker, the Kindergarten Manager and the management committee chair.

Keeping Records.

When worrying changes are observed in a child's behaviour, physical condition or appearance a specific and confidential record will be set up, quite separate from the usual on-going records of children's progress and development. The records will include, in addition to the name, address and age of the child: - timed and dated observations, describing objectively the child's behaviour/appearance, without comment or interpretation. Where possible, the exact words spoken by the child, date name and signature of the recorder.

Such records will be kept in a file and will not be accessible to people in the kindergarten other than the pre-school leader, chair and key worker or other members of staff as appropriate.

If a report on a child is to be made to the authorities, the appropriate people will be informed at the same time as the report is made.

The group will maintain ongoing contact with the registering authority, including names, addresses and telephone numbers of individual social workers, to ensure that it would be easy, in any emergency, for the kindergarten and the Children's Social Care Department to work well together.

Records will also be kept of the local NSPPC, or other contacts as appropriate.

Support families.

The kindergarten will take every step in its power to build up trusting and supportive relationships between families, staff and volunteers in the group.

Where abuse at home is suspected, the kindergarten will continue to welcome the child and family while investigations proceed.

Confidential records kept on a child will only be shared with the child's parents if it is safe to do so.

With the proviso that the care and safety of the child must be paramount, the kindergarten will do all in its power to support and work with the child's family.

Designated Safeguarding Officer - Sally Gemmell
Deputy Safeguarding Officer - Sarah Brown

Amended November 2017.

Supervision Policy

Effective supervision provides support, coaching and training for the staff and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues.

Supervision should provide opportunities for staff to :

- Discuss any issues - particularly concerning children's development or well-being;
- Identify solutions to address issues as they arise; and
- Receive coaching to improve their personal effectiveness.

Supervision is a requirement of the Early Years Foundation Stage and this policy is based on the premise that the supervision of staff is an integral part of the day to day running of our Kindergarten.

Wimborne First Kindergarten recognises that:

- Staff supervision is an integral part of teaching the children.
- The quality of staff supervision impacts on outcomes for children and their families.
- The delivery of supervision must be a priority task within the Kindergarten.
- All staff has the right to receive regular formal supervision from the Manager who has received the appropriate training.
- All staff has a responsibility to participate in supervision and attend formal sessions.
- The process of supervision is a shared responsibility between staff and their manager.

What is Supervision?

Supervision is defined as a process where individual staff members are given the responsibility by the kindergarten to work with other staff members to promote positive outcomes for the children and their families. The objectives are:

1. Competent, accountable performance
2. Continuing professional development.
3. Personal support.
4. Linking the staff member to the kindergarten.

The process of supervision is supported by the development of a relationship between supervisor and supervisee which provides a safe environment to support the staff and facilitate reflection, challenge and critical thinking.

The Kindergarten will:

1. Prioritise supervision as an important part of the running of the Kindergarten.
2. Ensure that all staff who come within the guide lines of this policy Have a named supervisor who also has line management responsibility for their work and welfare.
3. Provide training and on going development opportunities for supervisors.
4. Ensure appropriate space is provided for one to one meetings.
5. Regularly evaluate the quality of supervision being provided.

Supervisors will:

1. Ensure the delivery of one to one supervision is held every half - term.
2. Ensure that supervision is recorded in line with the expectations set out in this policy.
3. Ensure that the prime focus of supervision is about the quality of service being received by the children and their families.
4. Use the supervision agreement as the basis for the development of a relationship where supervisees can be supported in their work and reflect on their practice.

5. Ensure the supervisee is clear about how to raise any concerns about the quality of supervision being received.
6. Use the supervisory process to learn from good practice and give constructive feedback in order to promote professional development.
7. Address performance concerns as they arise and work positively with the supervisee to improve practice.
8. Take responsibility for their personal development as a supervisor and use their own supervision to reflect on their supervisory practice.

Supervisees will:

1. Take responsibility to attending one to one supervision or group sessions as set out in their supervision agreement.
2. Prepare adequately for supervision and take an active part in the process.
3. Take responsibility for raising any concerns they may have about the quality of the supervisory relationship with the supervisor or, if this is not possible the third party named within the supervision agreement.

Method of delivery:

A relationship between a supervisor and supervisee is fundamental to the supervisory process and supervision will take place in a variety of settings and circumstances.

One to One supervision is at the heart of the process and all staff should receive regular formal one to one supervision.

Frequency - every term with a staff meeting discussion every week.

The Supervision Agreement

The development of a productive supervisory relationship with;

1. Clarity about roles and responsibility and organisational requirements

2. Building rapport, understanding each other's perspective and any factors that might affect the process.
3. Acknowledging that effective supervision may not always be comfortable and exploring how power, authority and differences of opinion may be negotiated.

This process should be in the written agreement and it is the responsibility of supervisors to ensure that an agreement is in place for every supervisee. Both parties should sign this agreement.

The written agreement is a working tool and should be reviewed at least once a year.

Supervision, Process and Content.

Child's Record

The record for a child will use the four headings from the supervision cycle and T.E.D. they are:

1. Experience - SEE
2. Reflection - FEEL
3. Analysis - THINK
4. Action plans - DO
5. Tell me
6. Explain to me
7. Describe to me

Recording Supervision

The supervision meeting will cover the four main areas stated below with the supervisee given the opportunity to give written feedback on the process.

- Progress on any actions from previous meeting.
- Staff support including workload review.
- Professional practice and organisational skills
- Staff Training future development

Amended November 2017.

Safeguarding Children and Young People Policy.

Section 1 Purpose.

Wimborne First Kindergarten has a duty to be aware that abuse does occur in our society. This policy lays out the procedures to be followed if we have reason to believe that a child in our care is subject to any form of abuse or neglect.

Our primary responsibility is the welfare and well being of each individual child in our care. As such we believe we have a duty to the children, parents/carers and the staff to act quickly and responsibly in any concern that may come to our attention. It is the duty of any staff member to report any suspected abuse to the Designated Safeguarding Leader (DSL).

The DSL for Wimborne First Kindergarten is **Sally Gemmell**.
Sarah Brown will deputise, should the **DSL** not be available.

Section 2 - Concerns about a child/children.

If there is a concern about a child Wimborne First Kindergarten has a duty to contact Children's Social Care (CSC) linked to the area the child lives:

- Ferndown 01202 877445
- Out of hours service 01201 657279

The DSL or deputy should speak to the CSC duty officer to share their concerns over an incident or emerging pattern of concerns. The duty officer will discuss with their own manager and decide upon further action, if applicable. If the initial contact is taken by CS C as a referral, the Kindergarten will send a written report within 48hrs.

Physical Abuse.

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

Procedure.

1. Any sign of a mark or injury to a child when they come into Wimborne First Kindergarten will be recorded, discussed with the parent, and the parent asked to countersign the record.
Parent/carers will be given this policy when they join the setting.
2. The observed instances will be recorded and any marks will be noted.
3. If there appears to be any discrepancy or query regarding the injury or the injury is discovered after the parent/carer has left

and the child discloses the name of the person causing the injury, this will be shared with CSC who may notify the police if there is any concern the child is in danger of significant harm.

Sexual Abuse.

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

Procedure

1. The observed instance will be recorded.
2. The matter will be referred to CSC who will notify the police if there is any concern that the child is in danger of significant harm.

Emotional Abuse.

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

Procedure

1. The observed instance will be recorded.
2. The matter will be referred to CSC who will notify the police if there is any concern that the child is in danger of significant harm.

Neglect

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

Procedure

1. The observed instance will be recorded.
2. The matter will be referred to CSC who will notify the police if there is any concern that the child is in danger of significant harm.

The Children Act of 1989 places a duty on CSC to investigate such matters. Wimborne First Kindergarten will follow the procedures set out by DSCB and will take guidance of CSC on further action or procedures to be followed. All records will be kept confidential on a need to know basis. Allegations of child abuse or neglect could lead to a criminal investigation so staff will not do anything to jeopardise this, for example, ask a child leading questions or attempt to investigate allegations themselves. If initial clarification is needed or if requested by CSC, staff may use open-

ended questions (T.E.D. tell me, explain to me, describe to me) but should be mindful that CSC and Police are responsible for child protection matters.

Section Three - Allegations against a member of staff or volunteer.

Action will be taken under this heading if a concern is raised or allegation is made **against a member of staff or volunteer** which suggests that a child has been harmed or is vulnerable to abuse.

Procedure

1. This should also be notified to the DSO/Employer who will contact CSC for advice (see Tel. nos. above) and direction of procedure to follow.
2. Ofsted should then be notified of the allegation.
3. In all cases a record of the report, which is timed, dated and includes a clear name or signature must be made.
4. Suspension may be necessary if;
 - There is cause to suspect a child is at risk of significant harm.
 - The allegation warrants investigation by the police.
 - The allegation is so serious that it might be grounds for dismissal (link to your contract of employment which details disciplinary procedures and grounds for gross misconduct).

Section Four - Ensuring suitability of staff to work with children.

In accordance with the Childcare Act 2006 and EYFS Welfare Requirements, all staff work at Wimborne First Kindergarten will be subjected to rigorous checks and references (Enhanced Criminal Record Bureau Disclosures, health check, and references under our Staffing and Recruitment Policy). All staff are contracted to attend training in Safeguarding Children and Young People and will be asked to familiarise themselves with this document. Staff jobs include responsibility to safeguard children and report to the DSL any concerns.

Staff must

- Give comfort and support to the child as appropriate.
- Not force the child to talk about the abuse or ask leading questions
- Maintain confidentiality for the protection of the child and family
- Speak to the DSL or deputy as soon as possible to ensure that appropriate action can be taken.
- Record, using clear language, what has been seen or heard
- Staff must ensure that their conduct is at all times exemplary and it does not put children in danger or bring the setting into disrepute.

Volunteers and Students who have not undergone these checks will be fully supervised and never left alone with children.

Visitors will be asked to sign in and read a statement regarding our commitment to safeguarding children and young people.

Section Five- working with parents and carers.

Parents/Carers will be provided with a copy of this document when their child begins which will be explained in a clear way so not to frighten, upset or accuse but to impress upon them the commitment to their child's well being.

Parents/carers will be reassured that allegations against staff, students or volunteers, of abuse or neglect will be taken seriously and will be reported to CSC to investigate. The concern should be made to the setting DSL or if this person is the subject of the allegation and there is nobody higher in the organisation, directly to Children's Social Care.

At all times the child or young person's well-being comes first, Wimborne First Kindergarten has the right to seek advice, regarding a concern they must have about a child, before discussing it with the child's parent. If the child is thought to be at risk of significant harm, a referral may be made to CSC without having first discussed it with the parent.

Section Six- follow on.

If a concern or allegation is reported to the DSL a decision will be made regarding the next step which could be to discuss the concern with the parent/carer; take further advice; or to raise the concern the CSC. The duty Officer will advise the setting to necessary procedures, depending on the severity of the concern. CSC may investigate if the concern has reached the threshold for this to be taken forward.

The CSC office may arrange a visit to the family/ setting to see the child and parents for themselves. If this leads them to suspect a child has been abused or neglected, advice and support will be offered to improve the care of the child.

Wimborne First Kindergarten will continue to provide the best care for the child and work to support parents/carers in a confidential, non-judgemental manner.

Section seven – British Values.

British Values originates from the Counter Terrorism and Security Act 2015 and The Prevent Duty.

Wimborne First Kindergarten adheres to all aspects covered by the British Values under the headings: Democracy, Rules of Law, Individual Liberty and Mutual Respect and Tolerance.

Democracy:

- Having a voice
- Freedom of Speech
- In decision making, considering others feelings, points of view.
- Working together.
- Involve the children planning their activities and resources.
- Involve parents - their ideas, what they can bring to the setting.

Rules of Law:

- Our rules of the setting, feelings and behaviour.
- Learning right from wrong, resolving conflicts.
- Boundaries defined.
- Dealing with consequences of their actions.
- Rules and boundaries set for visitors.

Individual Liberty:

- Having self-confidence and self-awareness.
- Take risks, try new things.
- Have a positive image of themselves.
- Encouraging and praising the children to recognise their success.
- Group discussions about feelings, valuing others opinions.

Mutual Respect and Tolerance:

- Relationships, feelings and an understanding of their world.
- The children are taught to challenge negative attitudes and stereotyping.
- Tolerance through positive role modelling.
- Helping the children to recognise similarities.
- Involving our children in the local community

Section eight - Whistle Blowing.

All staff and volunteers should be aware of their duty to raise concerns, where they exist, about the management of safeguarding, which may include the actions of colleagues. Any such concern should be raised with the DSL. If your concern is about that person contact your Early Years Adviser or directly to CSC.

Sally Gemmell, Helen Wren and Sarah Brown will notify Ofsted within 14 days of any allegations of serious harm or abuse by anyone connected to the setting.

Mobile Phones and Cameras.

We ask all parents/carers to refrain from using their mobile phones when they are in Kindergarten or when they are helpers escorting other parent's children on our trips.

Staff mobiles are kept in the Kitchen and the contact mobile phone does not have a camera. The photos on our indoor/outdoor cameras which are taken with parent's consent, are printed on school premises kept for 2 weeks and then deleted.

Signs are displayed around our setting asking parents to refrain from using their mobiles in kindergarten.

Designated Safeguarding Leader Sally Gemmell
Designated Safeguarding Deputy Sarah Brown

Amended November 2017.

Lockdown Policy

This is how Wimborne First Kindergarten will react if we are concerned and feel the children may come to some harm.

Plan of action if we are under threat:-

1. We have taught the children 2 words that we only say to them if we have a concern and we want them to go inside.
2. The children will sit on the carpet as though it is circle time with Helen Wren.
3. The staff that are already in the building will close any windows and pull down the blinds.
4. The last member of staff coming in with the children will lock the door behind them.
5. The register will be taken to check that everyone is accounted for and we have our first aid kit and phone.
6. The School will be contacted and the police informed and we will liaise with them about contacting parents. We do not want to make the situation worse having the parents turning up wanting to collect their child.

Amended November 2017

Liaise with other Bodies.

The pre-school operates in accordance with local authority guidelines. Confidential records kept on children about whom the pre-school is anxious, will be shared with the Children's Social Care Department if the pre-school feels that adequate explanations for changes in the child's condition have not been provided.

If a report on a child is to be made to the authorities, the child's parents will be informed at the same time as the report is made.

The group will maintain on going contact with the registering authority, including names, addresses and telephone numbers of individual social workers, to ensure that it would be easy, in any emergency, for the pre-school and the Children's Social Care Department to work well together.

Records will also be kept of the local NSPPC contact, or other contacts as appropriate.

Support Families.

The pre-school will take every step in its power to build up trusting and supportive relationships between families and staff/volunteers in the group.

Where abuse at home is suspected, the pre-school will continue to welcome the child and family while investigations proceed.

Confidential records kept on a child will be shared with the child's parents.

With the proviso that the care and safety of the child must always be paramount, the pre-school will do all in its power to support and work with the child's family.

Amended November 2017.

Behaviour Management Policy.

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them, and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

In order to achieve this:-

- Rules governing the conduct of the group and the behaviour of the children will be discussed and agreed within the kindergarten and explained to all newcomers, both children and adults. A copy of the code of practice is displayed on the notice board.
- All adults in the kindergarten will ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.
- All adults will try to provide a positive model for the children with regard to friendliness, care and courtesy.
- Adults in the kindergarten will praise and endorse desirable behaviour such as kindness and willingness to share.
- We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.
- When children behave in unacceptable ways:-
- Physical punishment, such as smacking or shaking, will be neither used nor threatened.
- Children will never be sent out of the room by themselves.
- Techniques intended to single out and humiliate individual children such as the "naughty chair" will not be used.
- Children who misbehave will be given one-to-one adult support in seeing what was wrong and working towards a better pattern.
- Where appropriate this might be achieved by a period of "time out" with an adult.
- In cases of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitude will be made clear immediately, but by means of explanations rather than personal blame.
- In any case of misbehaviour, it will always be made clear to the child or children in question, that it is the behaviour and not the child that is unwelcome.
- Adults will not shout, or raise their voices in a threatening way.
- Adults in the kindergarten will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.

- Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity.
- Recurring problems will be tackled by the whole kindergarten, in partnership with the child's parents, using objective observation records to establish an understanding of the cause.
- Adults will be aware that some kinds of behaviour may arise from a child's special needs.
- Any physical intervention that may have been used by a staff member will be recorded on an Incident Form, which will be shown to the parent/carer when the child is collected.

Amended November 2017.

Behaviour Management Sally Plummer

Equal Opportunities Policy

Wimborne 1st Kindergarten aims to treat everyone as individuals with equal care and concern, taking into consideration all aspects of our diverse world.

We believe that the group's activities should be open to all children and families, and to all adults committed to their welfare. We aim to ensure that all who wish to work in, or volunteer to help with, our kindergarten have equal chance to do so.

Wimborne 1st Kindergarten works in accordance with all relevant legislation, including:-

Equal Pay Act 1975, Race Relations Act 1976, and (Amendment) Act 2001, Children Act 1989 and 2004, The Human Rights Act 1998, United Nations Convention on the Rights of the Child 1991, Disability Discrimination Act 1995, Sex Discrimination Act 1986 Equal Opportunities Act 2010.

British Values.

Wimborne First Kindergarten adheres to all aspects covered by the British Values under the headings: Democracy, Rules of Law, Individual Liberty and Mutual Respect and Tolerance.

Admissions.

The admissions policy will reflect the needs of children and families from all sections of the local community, ensuring equality of access at all times. (see Admissions Policy page 1)

Employment.

We will ensure that all recruitment and selection procedures are carried out with full regard to equality. (see Staff Recruitment Policy page 2)

Resources.

We will provide a wide selection of anti-discriminatory materials and equipment that positively enhances play opportunities and activities in line with the Curriculum. (see Selecting Equipment/Toys page 21)

Faiths and Believes.

Our aim is to show respectful awareness of all the major events in the lives of the children and families in the kindergarten, and in our society as a whole, and to welcome the diversity of backgrounds from which they come.

In order to achieve this, we aim to acknowledge festivals that are celebrated in our area and/or by the families involved in the kindergarten.

Inclusion.

We will ensure that inclusion underpins all aspects of provision so that each person feels a sense of belonging. (see Settling in Kindergarten page 3)

Assessment.

To ensure no form of assessment discriminates unlawfully or on the grounds that are not covered by legislation.

Behaviour Long/Short Term.

We will ensure that any undesirable behaviour that is considered indirectly or directly discriminatory will be actively challenged and removed. (see Behaviour Management page 10)

The Learning Environment.

The learning environment will encourage children to develop individually and promote positive learning about different ethnic race, religious cultural groups and abilities.

Languages.

We will celebrate positively and value every child and family's languages and dialect.

Translation.

To ensure that all provision accommodates the needs of individuals to be able to communicate effectively.

Training.

To ensure that all training needs are identified and included in the budget and that training on issues of equality is provided for all staff and parent/carers.

Equality Coordinator Sally Gemmell

Amended November 2017.

Special Educational Needs and Disability Policy.

At Wimborne First Kindergarten we value the abilities and achievements of all our children and we are committed to providing for each child the best possible learning environment. We promote a positive image that every child learns through play, it builds their self-esteem, everyone helps each other and no one is excluded.

The Aims

- a) Our kindergarten aims to have regard to the DFEE Code of Practice on the Identification and Assessment of Special Educational Needs, and to provide welcome and appropriate learning opportunities, for all children.
- b) To identify children requiring S.E.N. provision as early as possible.
- c) To provide for the developmental needs of each child in the group.
- d) To ensure that parents of children with S.E.N. are kept fully informed of their child's progress and attainment.

Definition of S.E.N.D.

A child has S.E.N. if he or she has learning difficulties or a disability that calls for S.E.N. provision to be made.

A child has learning difficulties if he or she:-

- Has a significantly greater difficulty in learning than the majority of children the same age.
- Has a disability, which prevents or hinders the child from making use of educational facilities provided for children of the same age.

S.E.N. Provision means:-

For a child over 2, educational provision, which is, additional to or different from the educational provision made generally for children of the same age in the area.

Children must not be regarded as having learning difficulties solely because their language or form of the language is different from that in which they are taught.

Observation and Record Keeping.

Our system of observation and record keeping, which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis.

The needs and progress of children who have special educational needs are monitored by our group's special educational needs co-ordinator (Helen Wren).

Our ratio is 5/6 children to each adult, so each child receives plenty of adult time and attention.

Admission Policy.

Children with special needs, like all other children, are accepted into the kindergarten after consultation between parents and Kindergarten Manager.

Inclusion.

Special Educational Needs policy builds on Equal Opportunities Policy that reinforces the need to provide teaching and a learning environment that is fully inclusive.

Evaluation.

The success of this policy will be evaluated on an annual basis. The views of staff, parents and external professionals will be considered at this time.

Allocation of Resources.

If it is felt that a child's needs cannot be met in the kindergarten without additional, personal and/or equipment, funding will be sought to ensure that provision is appropriate to the child's needs.

Special Educational Needs Provision.

At this pre-school the children will be observed and attainment assessed. This will help inform us of a child's aptitudes, abilities and attainments and will be used to help the child's progress.

These records help us to monitor and provide for individual children, identified with S.E.N. Once a child has been identified as having S.E.N. The SENCO will review the provision being offered to the child and follow the guidelines set out in the S.E.N. Code of Practice (see appendix 1). Parents will be kept informed at all stages.

Monitoring.

The child's progress will be monitored carefully to ensure that the child is achieving his/her full potential and with any input from other agencies.

Partnership with Parents and Child.

We work closely with the parents of all the children in the group to ensure that:-

- 1) The group draws upon the knowledge and expertise of parents in planning provision for the child.
- 2) The child's progress and achievements are shared and discussed with parents on a regular basis. The child's views are included on their Learning Story and their
- 3) Parents know the identity of the group's special educational needs co-ordinator.
- 4) Parents are aware of the arrangements for the admission and integration of children with special educational needs.

Complaints Procedure.

The kindergarten complaints procedure, further details can be found on our Complaints Procedure Policy.

Links with External Agencies.

We work in liaison with staff outside the group, including Speech and Language Therapists, Health Visitors, Psychologist, Social Workers, Paediatricians and Portage workers, to meet children's specific needs.

Training.

Our staff attends whenever possible in-service training on special needs, arranged by professional bodies.

Special Educational Review.

The pre-school considers The S.E.N. Policy document to be important and in conjunction with the committee undertakes a thorough review of both policy and practice each year.

Special Educational Needs Co-ordinator	Helen Wren.
Special Educational Needs	Sally Plummer

Amended: - November 2017.

A brief account for parents of S.E.N. code of practice:-Appendix 1

Differentiated Curriculum.

Within school or setting:- information gathering, discussion with parents followed by planned and evaluated programme. This is the responsibility of teacher or key worker in consultation with SENCO and setting supervisor. Evaluation - stay on Differentiated Curriculum, or move to Targeted Support by setting, or come off stages.

Targeted Support by setting.

Within setting SENCO takes lead with the keyworker in information gathering liaising with parents and other members of staff. Planning and evaluating a more complex special programme - Individual Plan (IP). No more than 2 aims these to be small steps. Evaluation after a set period of time usually 6 weeks.

Targeted Support by setting and Specialist Services.

Within setting - involvement of some external agency in provision of programme I.P. e.g.:- Speech - Language Therapist, Portage, Dyspraxia - Physio/Occupational Therapist. Same process as above, with SENCO taking lead with the keyworker in liaising with external agencies and parents, staff and child, recording the plan and leading the review/evaluation.

Evaluation after set period of time.

Education, Health and Care Plan.

LEA now consider the evidence from previous Actions and decides if needs can be met within the existing resources or if more specialised or intense help is needed.

Amended November 2017.

The Education, Health and Care Plan.

An education, health and care plan is a written account of a child's special educational needs and the measures that the local authority intends to provide in order to meet these needs. Its design may vary but the content is clearly defined in the Education Act 1981 and the Special Regulations 1983, The Equality Act 2010, The Special Educational Needs and Disability Regulations Code of Practice: 0 to 25 years, The Children and Families Act 2014, Part 3, Special Educational Needs and Disability Regulation 2014 and Statutory Framework for the Early Years Foundation Stage (from September 2014).

There are five sections to the plan: -

Part One; - An introductory page setting out all the relevant factual details - name, address, age, name of parent or guardian, etc. about the child.

Part Two: - This section describes the child's educational needs as identified by those professionals who participated in the assessment (Code of Practice).

Part Three: - This specifies the educational provision considered necessary to meet the child's special educational needs and details any facilities, teaching arrangements, curriculum and equipment needed.

Part Four: - This part indicates the type of provision thought to be appropriate for the child.

Part Five: - Details of non-educational provision considered necessary to enable the child to benefit from the proposed educational provision are given here. This could be a specialist unit with wheel chair access if needed with space to move around and medically trained staff, physiotherapists and occupational help.

The draft version of the plan is sent to the parents along with an explanation of their rights of appeal. If the parents accept the contents of the plan, it becomes final. However, there are several ways in which the content of the draft plan can be challenged (e.g. regarding the provision listed) and the legislation sets out the channels for proceeding with such appeals.

Amended November 2017.

Complaints Procedure.

We aim to provide the highest quality education and care for all our children. We aim to offer a welcome to each individual child and their family, to provide a warm and caring environment within which all the children can learn and develop as they play.

We believe children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. Our intention is to work in partnership with parents and the community generally. We welcome suggestions on how to improve our group at all times.

Making concerns known:-

A parent who is uneasy about any aspect of the group's provision should first of all talk over any worries and anxieties with the kindergarten manager.

If this does not have a satisfactory outcome within 2 weeks. And if the problem recurs, the parent should put their concerns in writing and request a meeting with the pre-school manager and the chair of the management committee. Both parents and the manager should have friend or partner present if required and an agreed written record of the discussion should be made.

Most complaints should be resolved informally or at this stage:

If the matter is still not sorted out to the parent's satisfaction. The parents should again contact the chair of the management committee.

If parents and group cannot reach an agreement, it might be helpful to invite an external mediator, one who is acceptable to both parties, to listen to both sides and offer advice. Mediator has no legal powers but can help to clarify the situation.

Staff will be available to act as mediator if both parties wish it.

The mediator will help define the problem, review the action so far and suggest further ways in which it might be resolved. The mediator will keep all discussions confidential. She/he will meet with the group if requested and will keep an agreed written record of any meetings that are held and any advice she/he has given.

The role of the registering authority.

In some circumstances, it will be necessary to bring in Ofsted who have a duty to ensure laid down requirements are adhered to, to encourage high standards. Ofsted would be involved if a child appeared to be at risk or where there seemed to be a possible breach of registration requirements. In these cases both parents and kindergarten would be informed and work with the social services department to ensure a proper investigation of the complaint followed by appropriate action.

Contact Telephone Number Ofsted :- 0300 123 1231

We believe that most complaints are made constructively and can be sorted out at an early stage. We also believe that it is in the best interests of the pre-school and parents that complaints should be taken seriously and dealt with fairly and in a way, which respects confidentiality.

Amended November 2017.

Complaints Procedure Involving a Member of Staff.

Wimborne First Kindergarten will follow the procedures laid down by The Dorset Safeguarding Children Board involving any complaints made against a member of staff.

Please refer to THE SAFEGUARDING PROCEDURES.

Contact Telephone Numbers:

Ofsted :- 0300 123 1231

Piccadilly Gate.

Store Street,

Manchester

M1 2WD

Children's Services Safeguarding Unit:- 01305 221122

Decisions resulting from their investigations will be final.

Amended November 2017

Healthy Eating Policy

Aims

Our aims are:

- To provide our children at snack time with a nutritionally balanced diet to help develop their health, growth and well being.
- The sharing of refreshments can play an important part in the social life of the Kindergarten, as well as reinforcing children's understanding of the importance of healthy eating.

Eating a Varied Diet.

We believe that children should eat a varied diet as this contributes to their health and their food is more likely to contain all the vitamins and minerals their body needs.

They should eat foods from each of the main food groups:

- Bread, other cereals and potatoes
- Fruit and vegetables
- Milk and dairy foods
- Meat, fish or alternatives such as pulses.

Therefore it is important to have this policy for guidance for packed lunches brought in from home and where possible should follow the following policy guidance.

- Base a packed lunch around a starchy food - such as a sandwich, pasta, a roll, wrap, pitta or bagel.
- Include at least one portion of vegetables or salad.
- Include at least one portion of fruit.
- Have a dairy food such as milk. Cheese, yoghurt or fromage frais.
- Include a source of protein such as meat, fish, chicken or non-dairy vegetarian sources such as eggs, beans, lentils, soya/quorn products.
- A small amount of crisps put in a pot.
- **No confectionary/sweets chocolate or chocolate coated products.**
- Limit cakes and biscuits. Try and choose fruit-based cakes or plain biscuits where possible.
- No nuts, or food that contains nuts.

Drinks.

The Kindergarten provides the children with water or milk to drink at snack time and the children can access water when they need it.

Equal Opportunities.

All the children and their parent/carers will be respected as individuals and their food preferences and religious requirements will be accommodated. Celebrating their different festivals and encouraging the families to share how they celebrate it and the food, which is associated with it, will do this.

All that children bring with them to kindergarten is their gender, family background, language culture and religion; this should be valued in order for the children to feel accepted and accepting of themselves. It is important to value the contributions, which different cultures and nationalities make to the variety of food eaten.

Involving Parents/Carers

As in all aspects of the kindergarten, we seek to involve our parents. We do this by:

- Making sure parent/carers are aware that we are committed to promoting healthy, varied food for snacks and when cooking with the children.
- Finding out about special diets before the child starts, or any allergies that they may have with certain foods. This is continually being updated.
- Working with parents to celebrate festivals.
- Asking parents to send their child to kindergarten with a lunch box that includes the main food groups and to remember we are a nut free zone.

The Kindergarten's Role.

- Be a positive role model, provide an opportunity for the children to learn about food, food sources, nutrition, health, seasons and growing cycles and other people's ways of life.
- Talk about holidays and festivals as food plays an important part in most people's celebrations.
- If possible eat the same foods and drink the same drinks as the children to encourage children to taste new and different foods.
- Encourage a pleasant and social atmosphere and environment. That promotes the concept that mealtimes are for eating, but it is also a time for learning and socialising.
- To encourage children to listen and take turns, speaking to each other without shouting.
- Support children with special needs when eating.

- Support developing independence and confidence when children are helping to prepare for snack or lunch and clearing away.
- To encourage children to try foods offered.
- Use meal times as an opportunity to talk about healthy eating.
- Teach table manners, i.e. to be seated, to encourage children not to talk with food in their mouths, to give children enough time to eat, to encourage children to use please and thank you.
- To encourage health and safety when eating, i.e. using utensils.

The Children's Role.

Children are encouraged to take an active role:

- To take turns setting the table and clearing away.
- To use any utensils appropriately.
- To develop skills and increase knowledge of healthy eating through exploration, cooking and growing their food in our garden.
- To be able to share experiences with peers and adults.
- To be able to behave appropriately at the table.
- To develop social skills with reference to their age and stage of development.
- To develop understanding of healthy foods and confidence to explore new tastes.

Food Poisoning

As we do not prepare raw meat and cook main meals for our children the risk of food poisoning we feel is low. All staff members handling food have a Food Hygiene certificate.

If a case of food poisoning did occur Ofsted would be notified within 14 days.

Amended November 2017.

Collecting Children Policy.

- Child to be collected by parent/carer that is known to the staff and signed out.
- Staff are told in advance if possible if a child is leaving early.
- Parent/Carer to inform by telephone if they are delayed.
- We meet or have a photograph of named person who will be allowed to collect a child or a letter with your personal signature giving permission for that other person to collect and remove your child from the Kindergarten.

In an emergency we can set up a password system to ensure the safe collection of your child.

Amended November 2017.

Uncollected Children.

No sign of carer and no phone call by 12.15 or 3.15:-

- Members of staff stay with the child in Kindergarten.
- Uses the mobile phone to contact parents/carer.
- If no reply calls emergency numbers on registration forms.
- At no time are children left unattended.
- If still no contact the local CSC office will be contacted after 1hr.

Please note

Any Parent/Carer who is spoken to, about regularly being late collecting their child will be charged a fee of £15 on each additional time this happen. This is due to the fact that 2 members of staff are required to be on the premises until the child is collected.

Lost Children.

- A search of the building and surrounding grounds will be undertaken.
- If we are over in the main school. All gates of the school grounds will be checked to see if they are unlocked. School Policy, all perimeter gates are kept locked during school hours.
- Telephone police and parents.
- Notify Ofsted.
- Review Risk Assessment.

Amended November 2017.

Kindergarten Trips

Transport if required.

- Coach Company used by the school. Coach has seat belts.
- Ratio of 1:2 (1 adult - 2 children)

Safety procedure.

- Register of all staff, children and parent helpers with emergency contact numbers is left with the school secretary.
- First aid kit, plastic bags, spare clothes are taken.
- Venue telephone number left with the register.
- Time given when we will return.
- Each child to bring own packed lunch and drink.
- Can be contacted via mobile phone at all times.

Lost Children

- The people in charge of the venue will be informed.
- Exits will be checked.
- Making sure other children on the trip are safe co-ordinate a search in conjunction with the procedure of the venue.
- Keep in contact at all times via mobile with the people who are searching.
- Parents to be informed and police after a thorough search has been taken and liaising with venue procedures.
- Notify Ofsted.
- Review Risk Assessment.

Amended November 2017.

Selecting Equipment/Toys - Policy and Practice.

The toys and equipment in pre-schools provide opportunities for children, with adult help, to develop new skills and concepts in the course of their play and exploration.

The equipment we provide:-

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

Amended November 2017.

Training Policy.

We have provision for our staff to attend further training and qualifications.

- We are able to provide staff cover
- Budget finance in place to cover any costs
- We work closely with Early Years and Childcare Service to keep our training needs updated and other training organisations.

Amended November 2017.

Wimborne First Kindergarten

Fire Drill

In the event of a fire:

- Sound fire alarm bell.
- Manager or Deputy to telephone Fire Brigade.
- **Kindergarten children to leave the unit through their exit doors, across the playground/field and out of the nearest safe exit gate.**
- Kindergarten staff to close all doors.
- Designated person to check toilets.
- Deputy to take register, visitors book to paddock
- Children should assemble quietly in the paddock, should be counted, and the register called.
- Manager should check that all adults and late children are accounted for.
- Register should be handed to the Manager to indicate that all children registered are present.
- All children and staff should remain assembled quietly in the paddock until an all-clear signal is given.

Safety – Policy and Practice.

The safety of young children is of paramount importance. In order to ensure the safety of both children and adults, the kindergarten ensure that:-

- All children are supervised by adults at all times and will always be within sight of an adult.
- A book is available at each session for the reporting of any accidents and incidents.
- Regular safety monitoring will include checking of the accident and incident record.
- All adults are aware of the system in operation for children's arrival and departures and an adult will be at the door during these periods.
- Children will leave the group only with authorised adults.
- Safety checks on premises, both outdoor and indoors, are made before every session.
- Low - level glass will be covered, or replaced by safety glass.
- Outdoor space is securely fenced.
- Equipment is checked regularly and any dangerous items repaired / discarded.
- The layout and space ratios allow children and adults to move safely and freely between activities.
- Fire doors are never obstructed.
- Radiators, electrical points/wires and leads are adequately guarded.
- All dangerous materials, including medicines and cleaning materials are stored out of reach of the children.
- Children do not have unsupervised access to kitchens, cookers or any cupboards storing hazardous materials, including matches.
- Adults do not walk about with hot drinks or place hot drinks within reach of children.
- Fire drills are held at least twice a term.
- A register of both adults and children is completed as they arrive and Parent/carers also sign their children in and out.
- A correctly stocked first aid box is available at all times.
- Fire extinguishers are checked annually.
- Whenever children are on the premises at least two adults are present.
- Large equipment is erected with care and checked regularly.
- Activities such as cooking, woodwork and energetic play receive close and constant supervision.
- On outings, the adult / child ratio will be one adult - two children.
- If a small group goes out, there will be sufficient adults to maintain appropriate ratios for staff and children remaining on the premises.
- Equipment offered to children is developmentally appropriate,

recognising that materials suitable for an older child may pose a risk to younger / less mature children.

- Internal safety gates / barriers are used as necessary.
- The premises are checked before leaving the building at the end of the day.

Amended November 2017.

Electrical Equipment.

1. All electrical equipment should be treated with care and used in accordance with instructions.
2. Do not attempt to repair plugs, leads, machines or broken connections.
3. Do not use faulty equipment.
4. Do not touch any plug, socket, switch or light fitting with wet hands.
5. Do not attempt to clean or maintain any electrical equipment unless it is switched off and the plug is pulled out of the socket.
6. Always switch off equipment after use, and remove plug.
7. Avoid use of adaptors other than properly fused bar plugs.
8. Care should be taken in the routing of leads to ensure children and staff can not trip over them.
9. When using the cooker ensure that the safety gate to the kitchen is shut at all times and that the children are well aware of the dangers of hot appliances.
10. Never suspend children's work or decorations from the light fittings.

Amended November 2017.

Health & Hygiene - Policy and Practice.

Our kindergarten promotes a healthy lifestyle and a high standard of hygiene in its day-to-day work with children and adults. This is achieved in the following ways:-

Health.

Food.

- When cooking with children as an activity, the adults will provide healthy, wholesome food, promoting and extending the child's understanding of a healthy diet. With due attention to children's medical and personal dietary requirements.

Outdoor play.

- Children will have the opportunity to play in the fresh air throughout the year either in the kindergarten's own outside play area or Wimborne 1st School playground and paddock.

Illness.

- Parents are asked to keep their children at home if they have any infectious diseases and to inform the pre-school as to the nature of the infection, so that the kindergarten can alert other parents, and make careful observations of any child who seems unwell.
- Parents are asked not to bring into the pre-school any child who has been vomiting or had diarrhoea until at least 48 hours has elapsed since the last attack.
- If the child of kindergarten staff is unwell, the children will not accompany their parents/carers to work in the kindergarten.
- Cuts or open sores, whether on adults or children, will be covered with sticking plaster or other dressings.
- Children feeling unwell during Kindergarten will be looked after by a member of staff and their parent/carer will be contacted to come and collect them. If they cannot be contacted we will call the emergency number the parent has written down on their registration form. Any information about the child's symptoms will be written down and given to the person who collects them.
- If a child is on prescribed medication the following procedure will be followed :-
If possible, the child's parent will administer the medicine. If not, then the medication must be clearly labelled with the child's name, dosage and any instructions. Where local regulations require it, guidance will be sought from social services before people other than parents agree to administer medicines.

Written information will be obtained from the parents, giving clear instructions about the dosage, administration of the medication and permission for a member of staff to follow the instructions.

All medication will be kept out of reach in a cupboard in the kitchen.

Each child having medication has a chart with the parent's consent form and directions that is filled in with times that the medication was given, together with the signature of the person who has administered each dose.

- With regard to the administration of life saving medication such as insulin/adrenalin injections or the use of a nebuliser, the directions will be followed as directed by parents.
- The kindergarten will ensure that the first aid equipment is kept clean, replenished and replaced as necessary. Sterile items will be kept sealed in their packages until needed.

Information Sources.

- Parents will have opportunity to discuss health issues with pre-school staff and will have access to information available to the pre-school.
- The pre-school will maintain links with health visitors, and gather health information and advice from the local health authority information services and /or other health agencies.

Hygiene.

To prevent the spread of all infection, adults in the group will ensure that the following good practices are observed :-

Personal Hygiene.

- Hands washed after using the toilet.
- Children with pierced ears are not allowed to try on or share each other's ear rings.
- A large box of tissues available and children encouraged to blow and wipe their noses when necessary. Soiled tissues disposed of hygienically.
- Children encouraged to shield their mouths when coughing.
- Paper towels provided.
- Hygiene rules related to bodily fluids followed with particular care and all staff and volunteers aware of how infections, can be transmitted.

Cleaning and Clearing.

- Any spills of blood, vomit or excrement wiped up and flushed down the toilet. Rubber gloves always used when cleaning up spills of bodily fluids. Floors and

other affected surfaces disinfected. Fabrics contaminated with bodily fluids thoroughly washed in hot water.

- Spare laundered pants and other clothing, available in case of accidents and polythene bags available in which to wrap soiled garments.
- These soiled garments to be put in the red lid box in the toilet area, and returned to parent/carer for laundering or disposal at the end of the session.
- Parent/Carers informed of our procedure when their child starts Kindergarten.
- All surfaces cleaned daily with an appropriate cleaner.

Food.

The kindergarten will observe current legislation regarding food hygiene, registration and training and have a current Food Hygiene certificate.

In particular, each adult will :-

- Always wash hands under running water before handling food and after using the toilet.
- Not be involved with the preparation of food if suffering from any skin problem.
- Never cough or sneeze over food.
- Use different cleaning cloths for kitchen and toilet areas.
- Ensure waste is disposed of properly and out of reach of the children. Keep a lid on the bin and wash hands after using it.
- Food brought in for cooking activities will be properly washed/prepared and stored until used.
- Tea towels will be kept scrupulously cleaned and washed between each session.
- All utensils will be kept clean and stored in dust-free place, e.g. closed cupboard or drawer, cracked or chipped china will not be used.

Amended November 2017.

Intimate Care Policy.

Principles.

- The Governing Body will act in accordance with Section 175 of the Education Act of 2002 and "Safeguarding Children in Education" (DfES 2004) to safeguard and promote the welfare of children in the Wimborne First Kindergarten.
- This Kindergarten takes seriously its responsibility to safeguard and promote the welfare of the children in its care. Meeting a child's intimate care needs is one aspect of safeguarding.
- The Governing Body recognises its duties and responsibilities in relation to the Disability Discrimination Act, which requires that any child with an impairment that affects his/her ability to carry out day-to-day activities must not be discriminated against.
- This intimate care policy should be read in conjunction with the following:-
 - : Wimborne First Kindergarten's child protection policy.
 - : Health and safety policy and procedures.
 - : Administration of medicines (see Health and Safety Policy).
 - : Special Educational Needs Policy.
- Wimborne First Kindergarten is committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. It is acknowledged that these adults are in a position of great trust.
- Wimborne First Kindergarten recognises that there is a need to treat all children, whatever their age, gender, disability, religion or ethnicity, with respect when intimate care is given. The child's welfare and dignity is of paramount importance. No child should be attended to in a way that causes distress or pain.
- Staff will work in close partnership with parent/carer to share information and provide continuity of care.

Definition.

- Intimate care can be defined as any which involves washing, touching or carrying out procedure to intimate personal areas which most people usually carry out themselves but some children are unable to do because of their young age, physical difficulties or other special needs. Examples include care associated with continence as well as more ordinary tasks such as helping with toileting or changing clothes.
- It also includes supervision of children involved in intimate self-care.

Best Practice.

- Staff that provide intimate care at Wimborne First Kindergarten are fully aware of best practice regarding infection control, including the need to wear disposable gloves and aprons where appropriate.
- There is careful communication with each child who needs help with intimate care in line with their preferred means of communication (verbal, symbolic, etc.) to discuss their needs and preferences. Where the child is of an appropriate age and level of understanding permission should be sought before starting an intimate procedure.
- All children will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for his/herself as possible.
- Children who require regular assistance with intimate care have written Individual Plans (IP) or care plans agreed by staff, parents/carers and any other professionals actively involved, such as school nurses or physiotherapists. These plans include a full risk assessment to address issues such as moving and handling, personal safety of the child and the carer. Any historical concerns (such as past abuse) should be noted and taken into account.
- Where a care plan or IP is not in place, parents/carers will be informed the same day if their child has needed help with meeting intimate care needs (e.g.: has had an "accident" and soiled him/herself. It is recommended practice that information on intimate care should be treated as confidential and communicated in person, by telephone or by sealed letter.
- Every child's right to privacy will be respected. Careful consideration will be given to each child's situation to determine how many carers

might need to be present when a child needs help with intimate care. Adults who assist children one-to-one should be employees of the Kindergarten and be CRB checked at the appropriate level.

- It is not always practical for two members of staff to assist with an intimate procedure and also this does not take account of the child's privacy. It is advisable, however, for a member of staff to inform another adult when they are going to assist a child with intimate care.
- Wherever possible the same child will not be cared for by the same adult on a regular basis; there will be a rota of carers known to the child who will take turns in providing care. This will ensure, as far as possible, that over-familiar relationships are discouraged from developing, while at the same time guarding against the care being carried out by a succession of completely different carers.
- Wherever possible staff should care for a child of the same gender. However, in some circumstances this principle may need to be waived; for example, female staff supporting boys in a Kindergarten as no male staff are available.
- The religious views and cultural values of families should be taken into account, particularly as they might affect certain practices or determine the gender of the carer.
- All staff should be aware of the kindergarten's confidentiality policy. Sensitive information will be shared only with those who need to know.

Child Protection.

- The Governors and staff at Wimborne First Kindergarten recognise that children with special needs and disabilities are particularly vulnerable to all types of abuse.
- The kindergarten's child protection policy and inter-agency child protection procedures will be accessible to staff and adhered to.
- From a child protection perspective it is acknowledged that intimate care involves risks for children and adults as it may involve staff touching private parts of a child's body. It may be unrealistic to expect to eliminate these risks completely but in this kindergarten

best practice will be promoted and all adults will be encouraged to be vigilant at all times.

- If a member of staff has any concerns about physical changes in a child's presentation, e.g. unexplained marks, bruises, soreness etc. she will immediately report concerns to the Manager or designated senior person for child protection Sally Gemmell. A clear written record of the concern will be completed and a referral made to Children's Social Care if necessary, in accordance with inter-agency procedures. Parents will be asked for their consent or informed that a referral is necessary prior to it being made unless it is considered that to do so will place the child at risk of harm.

Medical Procedures.

- Children with disabilities might require assistance with invasive or non-invasive medical procedures such as managing catheters or colostomy bags. These procedures will be discussed with parent/carers, documented in the IP or care plan and will only be carried out by staff who have been trained to do so.
- Any members of staff who administer first aid should be appropriately trained. If an examination of a child is required in an emergency aid situation it is advisable to have another adult present, with regard to the child's privacy and dignity.

Physiotherapy

- Children who require physiotherapy whilst at kindergarten should have this carried out by a trained physiotherapist. If it is agreed in the IEP or care plan that a member of the kindergarten staff should undertake part of the physiotherapy regime (such as assisting children with exercises), then the required technique must be demonstrated by the physiotherapist personally, written guidance given and updated regularly.
- Under no circumstances should kindergarten staff devise and carry out their own exercises or physiotherapy programmes.
- Adults (other than the physiotherapist) carrying out physiotherapy exercises with pupils should be employees of the kindergarten.

- Any concerns about the regime or any failure in equipment should be reported to the physiotherapist.

Record Keeping.

- It is good practice for a written record to be kept in an agreed format every time a child has physiotherapy or requires assistance with intimate care, including date times and any comments such as changes in the child's behaviour. It should be clear who was present.
- These records will be kept in the child's file and available to parents/carers on request.

Amended November 2017.