BECKERMET NURSERY

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Introduction & Core Principles

Beckermet Nursery

Introduction and Core Principles

Policies & Procedures Rationale

At Beckermet Nursery, our policies and procedures are designed to reflect our ethos, vision, and operational structure. They provide clear guidance for staff, families, and the wider nursery community, and are intended to support consistent, high-quality care and education in line with the Early Years Foundation Stage (EYFS), safeguarding legislation, and Ofsted expectations.

These documents support day-to-day practice and outline standards of behaviour, communication, and service delivery. While comprehensive, they are not exhaustive. Professional judgment, common sense, and a commitment to best practice are expected from all staff, students, parents, and visitors.

Policies are grouped by thematic areas to support ease of reference. However, many policies will naturally overlap and should be read with flexibility and a holistic understanding of their relevance across different areas of nursery life.

Review and Development

Policies and procedures are reviewed annually by the nursery management team, or sooner where appropriate. Triggers for policy updates may include:

- Changes in legislation, statutory guidance, or Ofsted frameworks
- Shifts in the strategic direction of the nursery
- Introduction of new services, systems, or educational approaches
- Feedback from staff, families, or external professionals
- Updates to ensure consistency across all areas of practice

These policies do not override statutory rights but aim to ensure clarity, fairness, and accountability in all areas of operation.

Parental Engagement

We are committed to working in partnership with parents and carers. Policies are available for review at any time, and feedback is always welcomed and valued. Open, respectful dialogue supports the continued development of our setting and ensures transparency in how decisions are made.

Regulatory Notifications

In line with EYFS and Ofsted requirements, Beckermet Nursery will notify Ofsted of any relevant changes, including:

- Change in nursery address or alterations affecting available space and care provision
- Changes to the provider's name, contact details, or management

- Adjustments to opening hours or the introduction of overnight care
- Changes to a company's or charity's registration details
- Updates to individuals acting as directors, partners, trustees, or governing officers
- The appointment of a new nursery manager

Where applicable, required information (e.g. name, date of birth, previous aliases, and home address) will be submitted. Notification will be provided in advance, where reasonably practicable, or within 14 days otherwise.

Nursery Prospectus

Dear Parents and Carers,

Welcome to Beckermet Nursery, established in 1976 and registered with Ofsted to provide high-quality early years education and care. We are also proud members of the Pre-School Learning Alliance.

At Beckermet, we are committed to creating a warm, inclusive, and stimulating environment where children feel happy, secure, and supported to thrive.

Our Aims

We strive to:

- Provide a safe, nurturing space where children feel valued and confident.
- Promote emotional, social, physical, creative, and intellectual development.
- Encourage positive attitudes, independence, and self-esteem.
- Offer meaningful play opportunities indoors and outdoors.
- Stimulate imagination, curiosity, and a love of learning.
- Support expressive communication and language development.

Our Approach to Learning

Our highly qualified and experienced team plans a rich curriculum that promotes learning through play. Each child is observed regularly by their key worker, allowing us to understand their interests and needs, and plan their next steps in learning.

Play is a powerful tool for development. Through purposeful activities such as storytelling, drawing, role play, construction, number games, and outdoor play, children build confidence, acquire new skills, and explore the world around them. We encourage self-expression, social interaction, and independent thinking every day.

Special Educational Needs

We are committed to inclusion and support for all children. Where additional needs are identified, support is provided by appropriately trained staff, and we work closely with families and professionals to ensure every child can achieve their full potential.

Assessment and Progress

Each child progresses at their own pace. Observations and assessments are recorded throughout the year, with progress summaries shared at the end of each term. Parents receive a 0–2 or 3+ progress check depending on their child's age. These records are passed on to reception teachers to support transition to school.

Nursery Management

The nursery is managed by a voluntary committee elected by parents at our Annual General Meeting. The committee is responsible for:

- Managing nursery finances.
- Employing and supporting staff.
- Reviewing and maintaining nursery policies.
- Ensuring strong partnership with parents.
- Overseeing health and safety compliance.

All parents, carers, and interested family members are invited to contribute and take part in shaping our service.

Starting Nursery and Settling In

We work closely with families to ensure a smooth and positive transition into nursery life. Each child is supported individually during settling in, and we encourage open communication with parents throughout.

Clothing and Belongings

Children are encouraged to be independent and learn self-care skills, so practical clothing is best. Nursery uniform (polo shirts and sweatshirts) is worn during the preschool year. Please provide:

- Slippers
- Wellies
- Waterproof suit
- Spare clothes
- Clearly labelled personal items

For safety reasons, children must not wear jewellery during the nursery day.

Baby Unit and Early Years Rooms

Our Baby Unit offers a homely, nurturing environment for children aged 3 months to 24 months, with transitions to the Tiddler Area and Main Room based on developmental readiness. All areas are equipped with age-appropriate resources and staffed by experienced professionals who follow children's individual routines and promote secure attachments and early learning.

The unit includes:

- A separate quiet sleep room with regular monitoring

- Daily care and communication logs (via Ovivio app)
- Age-appropriate activities such as sensory play, music, and outdoor learning
- A focus on developmental play, emotional wellbeing, and early communication

Feeding and Hygiene

We respect each child's routine and dietary needs. Bottles, formula, expressed milk, and weaning preferences are all discussed with parents. We maintain high standards of hygiene and cleanliness throughout the setting. Meals are offered in a communal, supportive environment, dietary requirements and allergies are clearly documented and managed.

Daily Communication

Parents receive daily updates through the Ovivio app, including meals, sleep times, nappies, and key moments. You can also use the app to share messages or updates with staff. Strong communication helps us provide consistent, personalised care.

Multicultural Awareness

We celebrate the diversity of our children and their families. Festivals, languages, and customs are explored and shared, and we welcome parental contributions to help enrich our inclusive practice and build respect for all cultures.

Health and Illness

Children who are unwell must remain at home, particularly in cases of contagious illness (e.g. vomiting, diarrhoea, conjunctivitis), where a 48 to 72-hour exclusion period applies depending on severity. We follow public health and safeguarding procedures at all times and will contact parents if their child becomes ill during the day.

Final Note

We hope you and your child enjoy being part of Beckermet Nursery. We value your involvement and are always here to listen, share ideas, and support your family's journey.

Our full policies and procedures follow this prospectus and are available in the nursery and online. Please speak with a member of staff if you have any questions.

<u>Overarching Principles</u>

At Beckermet Nursery, our practice is shaped by the four guiding principles set out in the Statutory Framework for the Early Years Foundation Stage (EYFS). These principles reflect our belief in providing high-quality care and learning tailored to each individual child.

We believe that:

- **Every child is a unique individual**, who is constantly learning and capable of being resilient, confident, and self-assured.
- **Children grow strong and independent** through the development of secure, warm, and supportive relationships with adults and peers.

- **Children thrive in enabling environments**, where experiences are planned around their interests and needs, and where a strong partnership exists between practitioners and parents/carers.
- **Children develop and learn in different ways and at different rates**. We value and support each child's unique journey and are committed to inclusive practice, including for children with special educational needs and disabilities (SEND).

These principles underpin everything we do, from the layout of our environment to the way we observe, plan, and reflect on each child's development. They guide us in creating a nursery that is welcoming, responsive, and enriching for every child and family.

Charter of Partnership with Parents

At Beckermet Nursery, we believe children flourish when their parents and carers are fully engaged in their learning and development. Our goal is to create a strong, respectful partnership built on trust, transparency, and shared values.

This Charter sets out our mutual commitments, what you can expect from us, and what we ask of you in return.

Our Commitment to You

We aim to work in close partnership with parents and carers to provide high-quality care and early education. We will:

- Recognise you as your child's first and most important educator and welcome you into nursery life.
- Build confidence by listening to your instincts and working in partnership to support your child's wellbeing.
- Assign a key worker and significant other to each child to support stable, trusting relationships and continuity of care.
- Share regular updates on your child's learning and development, including formal consultations at least once per year.
- Involve you in the assessment process and invite your contributions to your child's progress profile and planning.
- Provide access to all records kept about your child and ensure they are used meaningfully and respectfully.
- Keep you informed about key nursery systems, policies, and procedures, encouraging your input and feedback.
- Celebrate the value of play-based learning and help you support your child's development at home as well as in the setting.
- Share information about upcoming meetings, outings, and special events in a clear and accessible way.
- Seek your permission for activities that take place outside the normal nursery environment.

- Maintain confidentiality and only share personal information when it is necessary to safeguard your child's wellbeing.
- Respond to suggestions, queries, and complaints with care, using feedback to improve our practice.
- Offer support and guidance when appropriate, signposting external services that may be helpful to your family.
- Respect your family's cultural, religious, and linguistic background and accommodate any special requirements where possible.
- Identify and support special educational needs in partnership with you and any relevant professionals.
- Continuously gather feedback from families through questionnaires, informal discussions, and consultations, using this to improve services.

If we are notified of an Ofsted inspection, we will inform parents/carers promptly. Following an inspection, we will share the published report with all families.

Your Commitment to Us

In return, we ask that you:

- Book and pay for childcare in advance, in accordance with agreed arrangements.
- Inform us promptly if your child will be absent or if circumstances change.
- Keep us updated on any significant events or changes in your child's life that may affect them.
- Read nursery communications and return completed forms as needed.
- Collect your child on time or notify us of any delays or alternative arrangements.
- Provide at least one month's notice for any reduction in sessions or if withdrawing your child from nursery.

Together, we can ensure your child feels safe, valued, and confident in their learning journey. Your involvement is not only welcomed but also essential.

Open Door

At Beckermet Nursery, we value parents and carers as our most important partners in children's learning and wellbeing. To foster strong, positive relationships and support children's development, we maintain an open-door approach that actively encourages parental involvement.

We believe, as stated in the Early Years Foundation Stage (EYFS) guidance: **"Parents and practitioners should work together in an atmosphere of mutual respect within which children can have security and confidence."**

A Welcoming and Inclusive Environment

Parents and carers are welcome to visit the nursery at any time while their child is in attendance. Visits outside of those hours should be arranged in advance with the Nursery Manager to ensure continuity of care and the smooth running of the setting.

We invite parents to:

- Observe their child during the session to see how they engage, play, and settle.
- Join in with planned activities, either spontaneously (e.g. at drop-off or pick-up) or for a full session;
- Support learning by sharing their own skills, such as storytelling, cooking, music, or cultural activities.

Our team will always support parents during visits to help them feel confident and included.

Security and Safeguarding

While we encourage visits, safeguarding remains our highest priority. All parents and carers visiting the nursery must:

- Sign in at reception or in the visitors' book;
- Be accompanied at all times in restricted areas such as the staff room, office, and children's bathrooms;
- Keep personal belongings, including mobile phones and cameras, stored away during their visit.

Visitors are not permitted to:

- Intervene in children's disputes or discipline any child;
- Be left alone with children or included in the staff: child ratio;
- Access personal or developmental information about other children;
- Take photographs or use mobile devices while on the premises;
- Discuss observations or incidents involving other children.

Parents will be given a short health and safety briefing during visits, including fire exits and housekeeping procedures.

Working Together

We want your time in the nursery to be a meaningful and enjoyable experience. Your involvement helps children feel secure and reinforces the connection between home and nursery life.

We welcome your:

- Participation in activities or special events;
- Feedback and suggestions to improve our provision;
- Contributions to your child's learning journey, both informally and through the key worker system.

Together, we can provide the highest quality care and learning opportunities for every child.

Admissions, Registration and Fees

Beckermet Nursery, established in 1976, is registered with Ofsted to care for up to 43 children at any one time. Our Ofsted registration number is **2753458**, and our registration certificate is displayed prominently in the nursery.

We are committed to providing high-quality, inclusive early years education and care for children and families in our local community. This policy outlines how we manage admissions, registration processes, and fee structures, ensuring fairness, transparency, and compliance with relevant statutory guidance and funding frameworks.

Opening Times

- **Nursery Care**: 7:00am – 4.30pm (Monday–Thursday), 7:00am – 3.30pm (Friday)
- **Breakfast Club**: 7:00am – 8.30am (includes walking bus to school)
- **Lunch**: between 11:45am and 12.45pm
- **After School Club**: 3:00pm – 4.30pm (includes collection from school via walking bus)
- **Holiday Club** (summer): 7:00am – 4.30pm, numbers permitting

We are open 50 weeks per year, closing for:

- Two weeks at Christmas
- Bank Holidays
- Two staff training (inset) days usually in August
- One trip day at the end of summer term.
- Planned closures are shared in advance. In exceptional circumstances, we reserve the right to implement unplanned closures.

Admissions Procedure

Beckermet Nursery operates an open and inclusive admissions policy. We aim to ensure that our provision is accessible to all families through clear, fair, and consistent processes.

Parents/carers are welcome to visit the nursery by appointment, though we ask visits do not occur between 11:30am–1:00pm to minimise disruption to lunchtime and rest periods.

Our setting is promoted through our website, local media, prospectus, and word of mouth. Translation services are available if required.

Registration Process

To secure a place, parents must:

- Complete a Nursery Registration Form
- Provide a copy of their child's birth certificate

The registration form includes our terms and conditions, which must be signed, and captures the following essential details:

- Child's full name and date of birth
- Family address and contact information
- Emergency contacts
- Collection authorisations
- Medical history, allergies, dietary needs
- Immunisation history
- GP and dentist contact details
- Ethnicity
- Special educational needs or disabilities (SEND), if applicable
- Preferred start date and requested sessions

If a parent's legal rights have been removed (e.g. by court order), documentation must be provided.

Admissions Prioritisation

While we aim to accommodate all families, places are offered based on:

- Availability, age group, and room capacity
- Submission date of application
- Ability to meet the child's welfare needs
- Full-time applicants may take priority over part-time (case dependent)
- Sibling attendance
- Extenuating family circumstances

We actively support equal access to nursery services regardless of gender, ethnicity, religion, disability, or family background, as per our Equal Opportunities Policy.

Free Early Education Entitlement (FEEE) and 30-Hour Funding

Beckermet Nursery offers funded early education places in line with the Government's Free Early Education Entitlement (FEEE) scheme. This includes:

- **Universal Entitlement**: All children are entitled to 15 hours per week of free early education and childcare from the term after their 3rd birthday**,** regardless of income.
- **Extended Entitlement (30 hours)**: Up to 30 hours per week (term time only) is available for eligible working families with children aged 3 to 4 years. Parents must meet the government's eligibility criteria and apply for a 30-hour code through the Childcare Choices website. This code must be validated by Beckermet Nursery before the funded place can be secured.

All FEEE sessions are term-time only (between 9:00am and 3:00pm). Sessions are allocated on a first-come, first-served basis.

From April 2024 onwards, the entitlement has expanded further:

- **From 9 months to 23 months**: Eligible working families can access 15 hours of funded childcare.
- **From September 2024**: This 15-hour offer will expand to 30 hours for children over 9 months of age, for eligible working families.

Parents are advised to apply for funding in advance of the term in which they wish to start. Codes must be renewed every three months to remain valid.

Each funded session:

- Must not exceed 6 hours in a single day
- Can be shared across no more than two providers in one day
- Is offered term time only (38 weeks per year)

Allocation and Priorities

Funded places are allocated on a first come, first served basis, subject to availability. However, Beckermet Nursery applies the following priorities when allocating 3- and 4-year-old FEEE-only places:

1. Children already attending the nursery as paying customers, as these fees support the setting's sustainability.
2. Vulnerable children, including those who are looked after, at risk, or with Special Educational Needs (SEN).

If places are full, children will be added to a waiting list, which is reviewed regularly. Birth order may be considered, and those on the list may be given priority the following year depending on circumstances and capacity.

Monitoring Attendance

Children accessing funded places are expected to attend regularly. Persistent non-attendance without valid reason may result in the place being withdrawn and reallocated to a child on the waiting list.

Further Information

More detailed information and support regarding FEEE eligibility and applications is available through the nursery office or by visiting the government's Childcare Choices website at www.childcarechoices.gov.uk.

Nursery Fees and Payments

Fees are invoiced monthly around the 15th and must be paid within 7 days of issue. Payments can be made via standing order; BACS transfer or approved childcare vouchers (please ask for bank details). We reserve the right to add late payment fee of £25.00 and £5 daily thereafter. We would stress that open communication between parents and the manager is essential to avoid this.

Holidays and Absences

- Families receiving full-year care (minimum 16 hours/week) are entitled to four weeks' holiday per year
    - Two weeks must be taken at Christmas
    - Two additional weeks can be booked at other times (with one month's written notice)
- These weeks are usually deducted No refunds are issued for unplanned absences

Additional Charges

- Late collection/drop-off outside normal hours: charged
- 10% one full hour and half hour increments thereafter. Sibling discount for second and subsequent children
- Minimum charge and session requirements apply to Breakfast and After School Club

If families encounter difficulty paying fees, they must notify the nursery manager promptly. We aim to work with families sensitively but reserve the contractual right to recover outstanding fees and issue one month's notice of termination if necessary.

Ratios and Quality Assurance

- Under 2s**:** 1 adult to 3 children (in line with Ofsted requirements)
- 2 year olds: 1 adult to 5 children
- 3 year olds and above: 1 adult to 8 children
- We maintain high staffing levels to ensure exceptional quality of care and individual attention

For further information or to discuss place availability, please contact the nursery office. Copies of this policy are available upon request or via the nursery website.

Complaints & Compliments

At Beckermet Nursery, we are committed to delivering high-quality care and education in a nurturing environment. We recognise that open and constructive communication with parents and carers is essential in achieving this goal.

We aim to handle compliments, concerns, and complaints professionally, courteously, and promptly. This policy outlines how parents and carers can share feedback and what steps the nursery will take to respond appropriately.

Compliments and Comments

We welcome and encourage all positive feedback. Compliments from parents and carers help us:

- Recognise and celebrate good practice;
- Reinforce high standards of care and teaching;
- Motivate our team and improve staff morale.

We also welcome general comments and suggestions to help us improve our provision. Parents are encouraged to raise ideas and reflections in person or via email at **admin@beckermetnursery.co.uk**

Complaints Procedure

We understand that from time to time, concerns may arise. Most issues can be quickly resolved through informal discussion with a member of staff or the Nursery Manager.

If you have a concern:

1. Raise it informally with the Supervisor or Manager as soon as possible.
2. A written note will be made of:
    - The nature, time and date of the complaint
    - Any initial actions taken and their outcome

All concerns will be treated sensitively and confidentially.

Formal Complaints Process

If a concern cannot be resolved informally, or if you feel the outcome was unsatisfactory, a formal complaint should be submitted in writing to the Nursery Manager.

- The manager will investigate and provide a written response within 28 days.
- A record of the complaint and the actions taken will be kept securely in the Complaints Summary Record and your child's personal file.
- A complaint form is available from the office if required.

If, after this, the matter remains unresolved:

- A formal meeting will be arranged to discuss the issue.
- A written record will be created, reviewed for accuracy, signed by all present, and shared with you.

Mediation (if required)

Where appropriate, the nursery may suggest an external mediator agreed upon by both parties. Their role is to support both sides in resolving the issue constructively. They will keep discussions confidential and prepare a written record of the outcome. This stage represents the final step in our internal complaints procedure.

Ofsted Involvement

If you believe your concern relates to statutory welfare or safeguarding requirements, you may contact Ofsted directly.

Ofsted Contact Details:
Piccadilly Gate, Store Street, Manchester, M1 2WD
0300 123 1231
www.ofsted.gov.uk
Registration Number: **2753458**

We maintain an up-to-date **Complaints Summary Record**, which is available to Ofsted upon request.

Our Commitment

We believe most complaints are raised with positive intent and aim to resolve all concerns in a timely, respectful, and fair manner. All feedback is valued and used to continually improve the service we provide to children and their families.

Confidentiality

At Beckermet Nursery, we are committed to upholding the highest standards of confidentiality for all children, families, and staff. We recognise that in delivering quality care and education, we must handle sensitive information responsibly and in accordance with the General Data Protection Regulation (GDPR) 2018, the EYFS Statutory Framework, and best practice guidelines.

This policy outlines how confidential and sensitive information is collected, used, stored, and shared across the setting. It applies to all personal data relating to children, families, and staff. All confidential documentation is kept securely in a locked cabinet or protected through encrypted, password-protected systems.

Our Approach to Confidentiality

We treat all personal information with sensitivity and care. Any data collected is used solely for the purposes of safeguarding, education, or statutory duties. Information is shared on a 'need-to-know' basis only, and always with due regard to consent, lawfulness, and proportionality.

In some instances, such as where a safeguarding concern arises, or when required by a legal authority (e.g. Ofsted, HMRC), we may share information without consent. In all other cases, written and informed consent will be sought, and the reasons and intended recipients of the disclosure will be explained clearly.

Staff Responsibilities

All staff are bound by this policy and must not share information about children, families, or colleagues outside of the setting. Personal circumstances, addresses, or details about employment status may only be shared when permission has been granted.

In cases where information about a staff member is requested, for instance, by another agency or prospective employer, this must be referred to the Nursery Manager and handled through the appropriate channels.

Breaches of confidentiality will be taken seriously. Where such a breach occurs, it may be treated as gross misconduct under our Disciplinary Procedure.

Children's Records

We maintain two types of records for every child:

Developmental Records

We use Ovivio, a secure online platform, to record observations and track children's developmental progress. This system helps staff monitor learning and plan activities, while also keeping parents updated through a shared record of their child's journey at nursery.

Personal Records

These include registration documents, consent forms, correspondence with outside agencies, and confidential observations. All personal records are stored securely in a locked office and are accessed only by authorised staff.

Personal records are factual and objective. Where staff offer opinions, these are clearly identified as such and supported by evidence. Records for children are kept until the child reaches the age of 21, in line with safeguarding guidance.

Requesting Access to Files

Parents and carers may request access to their child's records at any time. Requests must be made in writing to the Nursery Manager. Once received, a written acknowledgement will be issued, and access will be arranged within 14 days, unless an extension is agreed.

Before sharing, the file will be reviewed, and any third-party information (e.g. from external professionals or other families) will be redacted unless express permission has been granted. A copy of the redacted ('clean') version will be provided and discussed with parents to ensure understanding.

Legal advice may be sought if there is any potential for dispute or litigation.

Information Sharing with Partners

Where Beckermet Nursery works in partnership with external organisations (e.g. speech and language therapists, social workers, health professionals), all parties are expected to follow our confidentiality standards. Any formal agreements will detail how and when data may be shared, and how breaches will be handled.

Digital Records & Communication

All electronic data is password protected and stored in compliance with our IT and Cyber Security Procedures. Parent contact details are used exclusively for operational and communication purposes. We do not share or sell email addresses and do not use them for marketing without specific, written consent.

Respecting Confidentiality in the Setting

Staff are expected to exercise discretion and uphold confidentiality throughout the nursery day. Conversations about children or families should not take place in shared spaces or public areas. We do not leave documents unattended, and computer screens displaying personal data are locked when not in use.

Children's developmental or personal information is never discussed with other parents. In group settings, parents are reminded of the importance of confidentiality and are asked to respect each other's privacy.

Personnel Records

Personnel files, including application forms, health data, references, appraisals, and disciplinary notes, are confidential and kept in a secure location. Access is strictly limited to authorised personnel, and staff are informed of the process for reviewing their own records.

Any request from an external party for employee information is referred to the Nursery Manager, and disclosures are only made where legally required or authorised by the staff member.

Breaches and Concerns

Any suspected breach of confidentiality must be reported immediately to the Nursery Manager. Where necessary, an investigation will be conducted, and action will be taken in accordance with the Disciplinary Policy.

Data Protection & Information Governance

Beckermet Nursery is committed to protecting all personal data processed within the setting, in line with the General Data Protection Regulation (GDPR) 2018. This policy outlines the principles, responsibilities and procedures we follow to ensure that the personal information of children, families, and staff is handled lawfully, fairly, and securely.

Core Principles of Data Protection

We adhere to the following GDPR principles for all data processing activities:

- Personal data is processed fairly and lawfully.
- Data is collected for specified, lawful purposes and not further used in ways that are incompatible with those purposes.
- Only relevant and necessary data is collected and retained.
- Data is kept accurate and updated where required.
- Personal data is not stored longer than necessary.
- Individuals' data rights are respected and upheld.
- Appropriate technical and organisational measures are in place to protect data from loss, damage, or unauthorised access.
- Data is not transferred outside the European Economic Area unless adequate protection measures are in place.

Our Commitments

To fulfil our obligations under GDPR, Beckermet Nursery ensures that:

We collect and process data lawfully and fairly, and only for the purposes required to meet operational, statutory, or legal obligations. This includes ensuring that all personal data is up to date, accurate, and kept only as long as needed. Security measures are applied at all times to prevent breaches, whether physical or digital.

A named employee is designated as the Data Protection Lead, responsible for overseeing compliance and acting as the point of contact for any data protection concerns.

Employees are trained on data protection responsibilities and can access guidance where needed. All queries or concerns, internal or external, are handled efficiently and promptly. This policy, and associated procedures, are reviewed regularly to ensure continued compliance and relevance.

Access and Storage of Information

Paper records, including staff, children's, safeguarding and SEND information, are securely stored in the nursery office, with access limited to the management team.

Digital records are protected through encrypted systems and password access, which is restricted to Managers, Deputy Managers, and Directors only.

Children have individual personal and developmental files, kept securely and updated using data collection sheets. These files support planning, progress tracking, and safeguarding.

Staff Members' Personal Data

Under GDPR, staff have the right to access any personal data held about them. Requests must be responded to within one month, with an extension of a further month possible if the request is complex. Wherever possible, responses will be provided electronically.

Staff are encouraged to review their data and notify the Nursery if any details are inaccurate or incomplete. If data is not rectified, the reason will be explained, and staff will be informed of their right to escalate their concern to a supervisory authority or through judicial means.

While most data access is free of charge, in rare cases where requests are deemed repetitive, unfounded, or excessive, a reasonable administrative fee may be charged. The member of staff will be notified in advance if this applies.

If a staff member disagrees with how their personal data is being handled, they are entitled to raise the matter formally via the Nursery's Grievance Procedure.

Access and Storage of Information Policy

At Beckermet Nursery, we are committed to transparency, confidentiality, and strong partnerships with parents and carers. We believe that an open-access approach to information encourages trust, involvement, and effective communication between home and nursery.

Parents and carers are welcome to view the nursery's full Policies and Procedures file at any time, either by request or via our website at www.beckermetnursery.co.uk. They may also view and contribute to their child's records, in line with data protection law.

All personal data regarding children, families, and staff is stored securely in accordance with the UK General Data Protection Regulation (GDPR) 2018 and other relevant legal frameworks. Confidentiality is always maintained, and access to personal information is limited to authorised personnel only.

Data Security and Storage

- Personal information is stored in locked cabinets or secure digital systems accessible only to managers and designated staff.
- Records are kept for the minimum required retention period and disposed of securely once that period has elapsed.
- The nursery is registered with the Information Commissioner's Office (ICO) to ensure ongoing legal compliance with data handling and storage.

Record Keeping

The nursery operates a comprehensive and regularly reviewed record-keeping system that ensures safety, accountability and compliance with Ofsted and EYFS requirements. The following records are maintained:

Registers

Attendance is recorded daily through our secure Ovivio platform.

Child Registration Forms

Completed by parents/carers, these include:

- Full contact details
- Emergency contacts
- GP information
- Allergies and health needs
- Immunisation records
- Prior early years' experience

Accident Records

All accidents are logged on Ovivio and include:

- Time, date and location of the incident
- Nature of injury and treatment given
- First aider's name and qualification
- Parent/carer signature upon collection

If a child sustains a bump to the head, a *bump note* is issued with instructions to monitor for 24 hours and contact the child's GP if needed. The Accident Record form can be found here.

Incident Reports

Non-accidental incidents (e.g., behavioural or environmental concerns) are recorded on Ovivio and reviewed by management. Parents/carers are asked to sign to confirm they have been informed.

Medication Records

Where prescribed or emergency medication is administered, a detailed log is kept with:

- Parental consent
- Dosage and timings
- Name of the medication and GP
- Staff administering and witness signatures

Calpol may be administered only with consent and in line with nursery policy. Medicines not matching dosage instructions will not be administered.

Safeguarding and Welfare Monitoring

Cause for Concern Forms

These are completed by staff if they observe:

- Significant changes in behaviour or wellbeing
- Signs of possible neglect or abuse
- Disclosures or comments by the child

Forms are submitted directly to the Manager and held securely in line with the nursery's Safeguarding Policy.

Pre-Existing Injury Forms

If a child arrives with an existing injury, the parent/carer is asked to complete and sign a form at drop-off.

Staff Records and Development

Appraisals

Annual appraisals (or more frequently if needed) are conducted to assess performance, review training, and set future goals.

Training Logs

Staff complete a record following each training session, including a brief evaluation. Knowledge is shared with colleagues to ensure collective learning.

Review and Responsibility

This policy is reviewed annually by the Nursery Manager or earlier in response to changes in legislation or operational needs. All staff are trained on their responsibilities related to information storage and confidentiality. The Manager is responsible for ensuring ongoing compliance and for responding to any data access requests.

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Safeguarding & Child Protection

Safeguarding & Child Protection

Child Protection & Safeguarding

Beckermet Nursery is committed to working with children, parents and the wider community to ensure that every child has the best start in life in a safe and nurturing environment. We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children and take all necessary steps to protect them from maltreatment, neglect, abuse, and exploitation.

Safeguarding is defined in "Working Together to Safeguard Children 2018" as:

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

We aim to foster an environment in which children are respected and valued, where staff are alert to potential issues, and where any concerns are acted upon swiftly and appropriately. This policy must be read in conjunction with other relevant nursery policies and procedures.

Designated Safeguarding Lead (DSL)

Our Designated Safeguarding Co-ordinator (DSCO) is Abigail Shepherd and Julie Whelan. They both take the lead on all safeguarding and child protection matters. The DSCO:

- Liaises with external agencies including the Local Safeguarding Arrangements Team and local authority social care services.
- Undertakes child protection training every two years and updates knowledge at least annually.
- Supports staff with advice and guidance on safeguarding issues.
- Developing safeguarding policies and procedures.
- Maintains confidential and secure safeguarding records.
- Makes referrals and escalates if needs be to social care or the police.
- Managing abuse allegations against staff.
- Ensuring internet safety.

The DSCO must always be available during operating hours, or an appropriately trained deputy will be.

Types of Abuse (including Peer-on-Peer and Online)

Staff are trained to recognise the four main categories of abuse:

Physical Abuse Involves actual or risk of physical injury. Indicators may include bruises, burns, bite marks or unexplained injuries. Includes Female Genital Mutilation (FGM) and Fabricated/Induced Illness.

Emotional Abuse Characterised by persistent emotional ill-treatment. Indicators include lack of emotional support, criticism, witnessing domestic abuse, or inappropriate expectations.

Sexual Abuse Includes forcing or enticing a child to take part in sexual activities. Indicators may be behavioural (e.g. inappropriate language or play) or physical (e.g. genital injuries).

Neglect Persistent failure to meet basic physical or emotional needs. Signs include poor hygiene, hunger, ill-fitting clothes or lack of medical care.

Peer-on-Peer *Abuse* Can include physical, emotional or sexual abuse by other children, including bullying or harassment. Concerns are addressed through our behaviour management and safeguarding procedures.

Child Sexual Exploitation (CSE) A form of sexual abuse involving manipulation or coercion. May occur online or face-to-face. Indicators include unexplained gifts, changes in behaviour, or excessive use of technology.

Indicators of Abuse

Staff are trained to identify and respond to indicators of abuse including:

- Behavioural changes such as withdrawal, aggression or sleep problems;
- Inconsistent or ill-fitting clothing;
- Reluctance to go home or be collected;
- Unexplained injuries or repeated absences;
- Children discussing concerning situations or displaying knowledge beyond their years.

Individual indicators alone may not confirm abuse but should be considered within context and reported to the DSCO.

Children who may be particularly vulnerable include those with disabilities, non-English speakers, asylum seekers, or those from chaotic home environments. Staff must be alert to additional vulnerabilities.

Reporting Procedures & Referrals

If a staff member suspects abuse or a child discloses information:

1. Report to the DSCO immediately.
2. Complete a "Cause for Concern" form including factual observations and child's exact words.
3. Record date, time, names, and any action taken.
4. Maintain confidentiality at all times.

The DSCO will:

- Refer to Children's Social Care or the police where appropriate.
- Record all advice received and actions taken.
- Inform parents unless this places the child at further risk.

All records are kept confidentially in line with GDPR requirements and stored securely.

Allegations Against Staff or Others

All allegations against staff, volunteers or individuals living/working on the nursery premises must be reported immediately to the DSCO and nursery manager.

We notify:

- Ofsted (within 14 days); this is your area – is that still correct?
- Local Authority Designated Officer (LADO) within 1 working day;
- Local Safeguarding Arrangements Team.

Where necessary, the individual may be suspended while the investigation is ongoing. Disciplinary action, including dismissal and referral to the Disclosure and Barring Service (DBS), may be taken if the allegations are substantiated.

All allegations are treated confidentially and investigated thoroughly. The wellbeing of the child is always paramount.

Working with Parents, Guardians & Carers

We strive to maintain open and supportive relationships with parents, guardians and carers. Parents are informed of our safeguarding responsibilities when their child is registered and receive updates to policies.

Parents are informed of concerns unless doing so places the child at risk. In such cases, advice will be sought from the Local Safeguarding Arrangements Team or police.

We provide a welcoming environment for families under investigation, treating them with respect and without judgment. We work collaboratively with all involved to ensure the child's safety and wellbeing.

Good Practice Guidelines

To fulfil our safeguarding responsibilities and create a safe, respectful environment for all children, staff at Beckermet Nursery follow these principles of good practice:

- Treat every child with respect and dignity, recognising their individual rights and needs.
- Model positive behaviour and conduct ourselves professionally at all times.
- Encourage safe, respectful behaviour among children, guiding them to make good choices and supporting them to understand boundaries.
- Promote child participation by involving them in appropriate decision-making and helping them build the skills to stay safe, according to their age and developmental stage.
- Be attentive and responsive to changes in behaviour or mood that may indicate distress, abuse, or other concerns.
- Understand that challenging behaviour may sometimes signal underlying issues or potential abuse.
- Respect children's privacy and ask for their permission before engaging in physical care tasks, such as dressing or administering first aid (as appropriate to the child's age and understanding).

- Maintain appropriate and professional standards of conversation and avoid any language that could be considered sexualised, inappropriate, or discriminatory.
- Recognise that a child's background, family circumstances, or vulnerabilities may increase safeguarding risks, and respond with appropriate sensitivity and vigilance.

Staff are expected to raise any safeguarding concerns in a timely manner and in accordance with the procedures outlined in this policy.

Key Contacts

- Cumbria Safeguarding Hub: 0333 240 1727
- LADO: 0300 303 3892 / Multi-agency Business Support Team: 01768 812267
- Emergency Duty Team (out of hours): 0333 240 1727
- Ofsted: 0300 123 1231

Review and Training

This policy is reviewed annually or following a significant incident. All staff are trained in safeguarding upon induction and receive annual refresher training. The DSCO ensures all updates in guidance and legislation are reflected in this policy.

Additional Policies This policy should be read alongside:

- Whistleblowing Policy
- Behaviour Management Policy
- Anti-bullying Policy
- Mobile Phone and Camera Policy
- Preventing Extremism and Radicalisation Policy

Cause for Concern Procedure

Safeguarding and promoting the welfare of children is our highest priority. All staff share a duty to act swiftly and appropriately on any concern that may indicate a child is at risk of harm, in line with the statutory guidance *Working Together to Safeguard Children (2018)* and the *EYFS Statutory Framework (2024)*.

A Cause for Concern Form must be completed whenever a concern is raised about a child's safety, wellbeing, or development—no matter how minor the concern may initially appear. This form should be completed immediately**,** and the concern reported directly to the Designated Safeguarding Lead (DSL) or Deputy DSL while the child remains on site. Prompt action ensures appropriate safeguarding steps are taken without delay.

If staff require support completing the form, they must seek guidance from the DSL. Once the concern is submitted, the DSL will assess the information, take appropriate action—ranging from internal monitoring to making a referral to Children's Social Care—and provide feedback to the reporting staff member.

If the staff member remains concerned following the DSL's response, or feels that appropriate action has not been taken, they have the right and responsibility to escalate the matter by

contacting the Local Safeguarding Arrangements Team directly. This aligns with the *Whistleblowing Policy* and the professional duty to act in the child's best interest.

The Cause for Concern process is a central part of our safeguarding culture and is reviewed regularly through supervision, staff meetings, and audits to ensure it remains robust, understood, and effectively implemented.

Zero Tolerance - (Parents, Carers and Visitors)

At Beckermet Nursery, we are committed to providing a safe, respectful and nurturing environment for our children, staff, and families. To uphold this commitment, we operate a strict zero tolerance approach to any behaviour that threatens the wellbeing, safety, or dignity of our staff, children, or the wider nursery community.

This policy sets out our approach to managing unacceptable behaviour from parents, carers, or other visitors. It ensures that all interactions within the nursery are rooted in mutual respect and aligned with our duty to protect staff and maintain a calm, secure environment for the children in our care.

Unacceptable Behaviour

We define unacceptable behaviour as any action, whether verbal, non-verbal, or physical, that causes staff to feel unsafe, threatened, intimidated or undermined. This includes (but is not limited to):

- Aggressive or raised voices
- Verbal abuse, personal insults, or threatening language
- Lewd, inappropriate or discriminatory comments
- Intimidation, including body language or gestures
- Unwelcome physical contact or touching
- Deliberate exclusion, isolation or undermining of staff
- Displaying offensive or abusive material
- Repeated or excessive demands intended to cause stress
- Refusal to follow safeguarding or security procedures

Such behaviour may occur in person, over the phone, or in written communication (including email or social media).

Our Commitment to Staff and Children

As an employer and childcare provider, we have a legal and ethical responsibility to safeguard our staff and ensure the emotional wellbeing of the children. All staff have the right to carry out their roles without fear of abuse or intimidation. Children also have the right to feel safe, secure, and shielded from exposure to hostile or inappropriate behaviour.

Our Response to Incidents

Where a parent, carer or visitor displays inappropriate behaviour, staff are instructed to remain calm and de-escalate where possible. However, they are also empowered to take firm action as follows:

1. **Initial Warning**: The individual will be calmly asked to moderate their behaviour.
2. **Request to Leave**: If the behaviour continues, they will be asked to leave the premises immediately.
3. **Appointment-Only Engagement**: Any further communication may be restricted to a scheduled meeting with the Manager or Director, where conduct expectations will be clearly outlined.
4. **Police Involvement**: Where threatening, abusive or unsafe behaviour continues or escalates, staff have the right to contact the police. This step will be communicated clearly.
5. **Termination of Nursery Place**: In serious or persistent cases, the nursery reserves the right to withdraw the child's place. This decision will be made by the management team and communicated formally.

All incidents will be documented and reviewed by the senior leadership team. Decisions will be made on a case-by-case basis, considering the nature and severity of the behaviour and the impact on staff, children and the nursery environment.

Working in Partnership

We recognise that parents and carers may experience distress or frustration, particularly during challenging situations. We are committed to working in partnership to find constructive solutions and maintain open communication. However, this must always be approached respectfully and appropriately.

Prevent Duty & Radicalisation

At Beckermet Nursery, we are fully committed to safeguarding and promoting the welfare of all children. In line with our statutory duties and as part of our wider safeguarding responsibilities, we recognise the importance of protecting children from the risk of radicalisation and extremism.

We promote an inclusive, respectful environment where children are encouraged to explore their identities and the world around them with curiosity and confidence. This policy outlines how we fulfil our duty under the Counterterrorism and Security Act 2015, section 26, known as the *Prevent Duty*.

Legal Framework

From July 1st 2015, all early year's providers are subject to the Prevent Duty, requiring them to have "due regard to the need to prevent people from being drawn into terrorism." In line with the EYFS 2024**,** Working Together to Safeguard Children (2018), and Keeping Children Safe in Education, our approach is both preventative and educational.

Responsibilities of Staff

All staff must:

- Understand the Prevent Duty and their role within it.
- Be able to identify signs of radicalisation or vulnerability.
- Report any concerns using safeguarding procedures.
- Complete Prevent awareness training and keep knowledge up to date.

Our Designated Safeguarding Lead (DSL) ensures that all staff receive appropriate training and guidance. Any concerns should be raised with the DSL, who will take appropriate action in line with local safeguarding procedures.

Recognising Risks and Indicators

There is no single indicator of radicalisation, but staff are trained to be alert to:

- Sudden behavioural changes, withdrawal, or heightened emotionality.
- Fixation on particular ideologies or intolerance to others.
- Isolating behaviours, secretiveness, or new associations online or offline.
- Expression of extremist views or language, even in young children's play or conversation.

We acknowledge that children can be vulnerable to radicalisation from various influences, including family, friends, online sources, or wider community factors.

Promoting British Values

We build children's resilience to radicalisation through the active promotion of Fundamental British Values**:**

- **Democracy** – encouraging turn-taking, choices, and expressing views.
- **Rule of Law** – helping children understand right from wrong and the need for rules.
- **Individual Liberty** – allowing children to make age-appropriate choices and express themselves.
- **Mutual Respect and Tolerance** – modelling inclusive behaviours and exploring similarities and differences positively.

These values are embedded throughout our curriculum, routines, and relationships, and are promoted through play, discussions, and celebrations.

Risk Assessment and Procedures

We carry out ongoing risk assessments to understand the general and local threats relating to extremism and terrorism. Staff use professional judgement to assess whether children or families may be vulnerable and respond proportionately.

While we do not intrude unnecessarily into family life, we act when behaviour or disclosures give cause for concern, and we maintain a strong rapport with families to support this.

Working with Parents and the Community

We work in partnership with families to promote shared values and support children's development. Our open-door policy encourages transparent communication and parental engagement.

Where concerns arise, we offer support and guidance sensitively and seek to build trust in accessing additional help where needed.

Referral and Reporting Procedures

If staff suspect a child is at risk of radicalisation:

1. **Report to the DSL immediately.**
2. **Document concerns clearly** using the Cause for Concern form.
3. **The DSL will contact** the Local Safeguarding Arrangements Team and, where appropriate, police or the local Prevent Lead.
4. **In emergencies**, call 999 or 101.

We may also contact the DfE Counter-Extremism Helpline (020 7340 7264) or email: counter.extremism@education.gov.uk.

Channel and External Support

Where appropriate, we may refer individuals to Channel, a voluntary programme providing tailored support to those identified as vulnerable to extremism.

Channel panels are coordinated by the local authority and include multi-agency partners such as police and health services. Consent is always sought before engaging with the programme unless immediate risk overrides this.

Further information on Channel can be found at: gov.uk/channel

Review and Training

This policy is reviewed annually or in response to changes in guidance. All staff must complete Prevent Duty training on induction and attend refreshers annually. The DSL is responsible for reviewing the policy and ensuring its implementation.

Safer Recruitment & Suitability of Staff

Beckermet Nursery is committed to safeguarding and promoting the welfare of children and expects all staff, students, and volunteers to share this commitment. We follow rigorous recruitment and selection procedures to ensure the suitability of those working with children, in line with the EYFS, the Safeguarding Vulnerable Groups Act 2006, and all relevant guidance from the Disclosure and Barring Service (DBS).

Recruitment Procedures

To ensure safe recruitment, we require that all applicants:

- Complete an application form (CVs alone are not accepted).

- Provide at least two referees, including reference from a senior position at current employer, including at least one who can comment on their suitability to work with children.
- Any electronic references will be verified by phone call.
- Present original documents to prove identity, qualifications, and right to work in the UK in line with DBS ID requirements and Home Office guidance.

All job advertisements clearly state that an enhanced DBS check for regulated activity is required.

Before employment, we ensure that:

- Enhanced DBS checks are carried out for all staff.
- A record is kept of the DBS check reference number, date, and the person who obtained it.
- Suitability is assessed not just via checks but also through interviews, references, and ongoing supervision.

Ongoing Suitability Monitoring

We have systems in place to monitor the continued suitability of all staff, including students and volunteers. This includes:

- Regular supervision and appraisal.
- A clear expectation for staff to disclose any circumstances that may affect their suitability, including those involving household members.
- Prompt investigation of any concerns about an individual's continued suitability.

Staff Awaiting DBS Clearance

In exceptional cases where DBS results are pending, staff may start work under the following conditions:

- They are supervised at all times by a staff member with an enhanced DBS check.
- The DBS application has been submitted and is being actively processed.
- Management and relevant team members are made aware of their supervised status.

Pending clearance, such staff must not**:**

- Be left unsupervised with children.
- Take children to the toilet or change nappies.
- Administer medication or first aid.
- Be involved in documenting or accessing personal records.
- Take photographs or access learning and development logs independently.

Despite these restrictions, such individuals will be supported to integrate and participate fully in the nursery environment under supervision.

Students and Volunteers

We value student placements as learning experiences and require:

- Written confirmation from the education provider confirming the student's need for placement.
- A suitability interview and full induction.
- An enhanced DBS check before unsupervised access to children (students under 18 or without DBS will always be supervised).

Students are never included in staff-to-child ratios unless they are over 18, deemed competent, and DBS-cleared. They are supported with mentoring, access to relevant policies, and ongoing supervision.

Disclosure and Barring Service (DBS) & ID Procedure

Applicants undergoing DBS checks must provide original documents (no photocopies) to verify identity. These must include at least one document showing their current address.

Some cautions or convictions are subject to filtering and do not need to be disclosed. However, serious offences and multiple convictions will always be shown on an enhanced DBS check. For details, applicants may refer to official DBS filtering guidance.

We support applicants with unusual addresses or additional information needs by accepting continuation sheets where applicable.

DBS Referrals

We fulfil our legal duty to refer individuals to the DBS if they:

- Have harmed a child or placed a child at risk of harm.
- Have been dismissed or would have been had they not resigned.

Training and Supervision

All staff undergo a thorough induction and receive ongoing support and training to uphold a safe and nurturing learning environment.

Whistleblowing, Managing Disclosures & Record Keeping

At Beckermet Nursery, we are committed to creating an open, transparent, and safe culture where staff feel empowered and supported to raise concerns about poor or unsafe practices. Whistleblowing is the act of reporting concerns about malpractice, misconduct, illegal acts, or safeguarding failures within the setting.

We recognise that staff are often the first to identify concerns and that a culture of openness and accountability is vital to maintaining high standards and protecting the welfare of the children in our care.

Aims of the Policy

This policy aims to:

- Encourage staff to report concerns early and appropriately.

- Reassure staff that they will be supported and protected from reprisals when raising genuine concerns.
- Outline clear procedures for escalating and addressing whistleblowing disclosures.
- Promote transparency, safeguarding, and continual improvement across the nursery.

Scope of the Policy

This policy applies to all Beckermet Nursery employees, including students, volunteers, and agency staff. Parents and carers are also encouraged to share concerns where appropriate. It covers concerns raised internally or with external agencies.

What Should Be Reported?

Concerns that may trigger whistleblowing include (but are not limited to):

- Any action which causes, or could cause, significant harm to a child or vulnerable person.
- Safeguarding failures or breaches.
- Misconduct or failure to meet contractual responsibilities.
- Health and safety risks or breaches.
- Criminal offences or illegal activity.
- Misuse or mismanagement of funds or resources.
- Abuse of power or position.
- Cover-ups or efforts to conceal wrongdoing.

Safeguards and Protection

Beckermet Nursery ensures that all staff can raise concerns without fear of harassment, discrimination, or victimisation. We understand that coming forward may be difficult, but employees should be reassured that doing so in good faith, even if their concerns prove to be unfounded, will not result in any penalty. We treat all whistleblowing reports with strict confidentiality and limit involvement to those who need to know. Any form of retaliation against someone who has raised a concern will not be tolerated and could result in disciplinary action. Similarly, staff who fail to report serious concerns may also face disciplinary action.

Raising a Concern

Staff are encouraged to raise concerns confidentially and in a private setting. Initially, the concern should be reported to the line manager unless the concern involves them, in which case a more senior manager or the Designated Safeguarding Lead should be approached. Full details should be provided, including relevant names, dates, and events. Written, anonymous concerns are also acceptable and should be directed to the nursery manager or the committee. Depending on the nature of the issue, concerns may be escalated to the Local Authority Designated Officer (LADO), Ofsted, or other safeguarding partners. Staff should avoid discussing the concern

outside the appropriate forum to maintain confidentiality and avoid jeopardising the investigation.

Investigation and Outcome

All whistleblowing reports will be investigated promptly, thoroughly, and impartially. Investigations may involve:

- Internal review by the management team.
- Referral to external bodies such as:
    - Ofsted
    - Police
    - Social Care
    - LADO
    - Local Safeguarding Arrangements Team

Where concerns are substantiated, appropriate action will be taken, which may include disciplinary procedures or external referrals. If allegations are found to be malicious or deliberately false, disciplinary action may be taken against the individual making the claim.

The person raising the concern will be informed, within the bounds of confidentiality, of the outcome and any actions taken.

Raising Concerns Externally

If staff feel unable to raise concerns internally, or if they believe their concerns have not been properly addressed, they can contact:

Ofsted Whistleblowing Hotline

- Phone: 0300 123 3155 (Mon–Fri, 8:00–18:00)
- Email: whistleblowing@ofsted.gov.uk
- Address: WBHL, Ofsted, Piccadilly Gate, Store Street, Manchester M1 2WD

Public Concern at Work (Protect – independent charity)

- Phone: 020 7404 6609
- Email: helpline@protect-advice.org.uk
- Web: www.protect-advice.org.uk

NSPCC whistleblowing advice line

Recording a Disclosure

All whistleblowing disclosures must be recorded accurately, either by the person raising the concern or by a senior member of staff to whom the concern is reported. The written record should include the date and time of the disclosure, the name of the person making the disclosure (if not anonymous), the nature of the concern, and any individuals involved. This record must be

signed and dated by the person receiving the disclosure and stored confidentially. Only those who need to know will have access to this information. If the disclosure relates to a safeguarding concern, it must be reported and documented in accordance with the setting's Child Protection and Safeguarding Policy.

Responsibilities

The Designated Safeguarding Lead and nursery manager are jointly responsible for the implementation and maintenance of this policy. They ensure the policy is communicated effectively to all staff, offer guidance during the whistleblowing process, and ensure all concerns are properly investigated and resolved. They also ensure the safety and wellbeing of staff who report concerns and support a culture of transparency and integrity within the nursery.

Final Notes

All whistleblowing concerns will be treated seriously and acted on promptly. We are committed to ensuring that this process supports and protects those who speak up to protect children, uphold standards, and act in the best interest of the setting.

Mobile Phones, Devices, Cameras, ICT and E-Safety for Children

Beckermet Nursery recognises the vital role that digital technologies and communications play in everyday life. However, to protect and safeguard children, staff, and the setting as a whole, it is necessary to set clear expectations for the use of mobile phones, cameras, digital devices, computers, internet access, and social media.

This policy outlines safe practices regarding the use of mobile phones and cameras within the nursery, and addresses internet safety, responsible ICT use and online conduct both inside and outside of work hours.

Mobile Phones and Smart Devices

All staff must remain fully attentive to the children at all times. As such, mobile phones, smartwatches, fitness trackers with notification capabilities, and similar devices must be locked away in the nursery office upon arrival and collected at the end of the working day or disconnected from wifi signal. It is the responsibility of the individual to ensure their phone is secured.

No staff member may use a personal device during working hours. Random checks may be undertaken, and any breaches will be subject to disciplinary procedures. The nursery accepts no liability if an issue arises due to a staff member not following this policy.

Parents and visitors are not permitted to use mobile phones or similar devices on the nursery premises. This includes drop-off and collection times. If visitors or parents fail to comply, they may be asked to leave the premises.

On outings, only designated senior staff will carry a nursery-issued phone. If contact is required with a parent, staff must call the nursery office, who will handle the communication.

Use of Cameras and Digital Images

To protect the safety and welfare of children, cameras and digital imaging devices must only be used in line with this policy.

Photographs and videos of children may only be taken on Beckermet Nursery's iPads and with prior written parental consent. These devices are stored securely in the main office and signed in and out by authorised staff. Images are used solely for internal documentation, learning journals, or displays. They will not be used for marketing, social media, or external publication without renewed consent.

- Only the child's first name will accompany images where required.
- Images will not be taken in inappropriate areas, such as bathrooms.
- Children will always be appropriately dressed.
- Parents understand that their child may appear incidentally in another child's learning journey.
- Group photos for special events require renewed consent from all involved.

All digital files are stored on nursery hardware and deleted in accordance with data retention guidelines. No images are to be emailed externally or stored on personal devices. Cameras and digital devices must remain open to scrutiny at all times.

Parents and visitors are not permitted to take photos or videos of children in the setting unless authorised in advance by management, for example, during special events.

Social Media and Online Conduct

Staff must not reference Beckermet Nursery, their role, colleagues, children or families in any personal social media content. Any such activity could breach confidentiality and professional standards. Staff are advised to adjust privacy settings accordingly and avoid contact with parents or carers on personal platforms.

If staff are authorised to manage or contribute to official nursery social media or communications, prior written approval must be obtained from the nursery manager.

Any misuse of social media, including content that may bring the nursery into disrepute, disclose confidential information, or be considered offensive, may result in disciplinary action up to and including dismissal.

Parents are requested not to post images or information about children (other than their own) online and to respect the privacy of all families in the setting.

Acceptable ICT and Internet Use

Use of internet and email is restricted to authorised staff and for business purposes only. The following expectations apply:

- Team members must comply with data protection and safeguarding standards.
- Personal social networking must not occur during working hours.
- Staff must not identify themselves online as working for the nursery or post content that could damage the nursery's reputation or relationships.

Unacceptable behaviours include:

- Visiting or storing illegal, obscene, or hateful material;

- Sending harassing or inappropriate communications;
- Downloading unauthorised software or copyrighted material;
- Publishing defamatory comments about the nursery, staff or families;
- Using the network for personal gain or unauthorised business;
- Inviting parents/carers or students to engage via social media.

All staff internet use may be monitored to ensure compliance. Serious misuse will result in disciplinary action.

E-Safety for Children

Beckermet Nursery is committed to ensuring children's safety across all areas of their learning, including when engaging in internet-based activities. As digital skills become increasingly essential in early education and beyond, we are responsible for providing a secure environment while also beginning to build children's awareness of safe online behaviours.

All internet activities involving children are carefully planned, age-appropriate, and strictly for educational purposes. Staff will assess the suitability of any digital content in advance and supervise children closely while online. Access to emails or social media platforms is not permitted under any circumstances.

Robust technical measures are in place to support safe internet access, including appropriate filters and pop-up blockers. If any unsuitable material is accessed, it must be immediately reported to management, who will investigate and review system protections accordingly.

Children are encouraged to speak up if they encounter anything that makes them feel uncomfortable. This promotes self-advocacy and builds confidence in asking for help when needed.

We also work in partnership with parents to support online safety both at nursery and at home. Parents are informed of our E-safety approach and are invited to share their own household practices. If parents have concerns about any aspect of children's internet use within the setting, they should follow the nursery's complaints procedure.

ICT Safety Measures

- Only the Manager or Deputy may access internet/email accounts on office computers.
- The SENCO laptop, used externally, has time and internet access controls in place.
- All devices are subject to regular checks and software updates.
- Passwords are mandatory for device access.
- We follow GCHQ guidelines, including:
    - Regular backups;
    - Strong passwords;
    - Antivirus protection;
    - Phishing awareness.

Reporting Concerns

Any staff or parents with concerns about the misuse of mobile phones, cameras, social media or any ICT systems are encouraged to report concerns promptly via the appropriate procedures or directly to the nursery manager. All concerns will be treated seriously and sensitively.

Family Situations and Looking After Children

Beckermet Nursery is committed to providing an inclusive and supportive environment for all children, including those experiencing complex family arrangements or care through the local authority. We understand the challenges that can arise from separation, restricted access, or being a looked after child, and we aim to respond with sensitivity, professionalism, and a consistent focus on the child's wellbeing.

Parental Responsibility

Parental responsibility refers to the legal rights, duties and authority a parent has in relation to their child. This includes providing a home, making decisions about medical treatment, education, religion, and consenting to activities such as travelling abroad. In England and Wales, both parents share parental responsibility if they are married at the time of the child's birth, even after divorce. Unmarried fathers may also acquire it by being named on the birth certificate (from 1st December 2003), by court order or formal agreement.

Upon enrolment, parents are required to declare who holds parental responsibility and provide supporting documentation where applicable. This helps us to act in accordance with legal arrangements and ensure appropriate access to information and decision-making rights.

While the law does not define in detail what parental responsibility is, the following list sets out the key roles:

- Providing a home for the child
- Having contact with and living with the child
- Protecting and maintaining the child
- Disciplining the child
- Choosing and providing for the child's education
- Determining the religion of the child
- Agreeing to the child's medical treatment
- Naming the child and agreeing to any change of the child's name
- Accompanying the child outside the UK and agreeing to the child's emigration should the issue arise
- Being responsible for the child's property
- Appointing a guardian for the child, if necessary
- Allowing confidential information about the child to be disclosed

Managing Separated Families

We understand that separation can be an emotional and complex time for children and their families. We strive to remain neutral and supportive, placing the child's best interests at the centre of all our actions. We encourage both parents to maintain open communication with the setting, and we will provide updates, reports, and key information to all individuals with parental responsibility unless otherwise instructed by a court.

We require copies of any court orders or injunctions affecting access, decision-making, or contact with the child. These documents must be shared with management upon enrolment or as they are issued. Without legal instruction, we are unable to deny access to a parent who holds parental responsibility.

Staff are trained to respond appropriately and calmly in cases where disputes arise and will always prioritise the safety and emotional wellbeing of the child. If any parent or carer becomes aggressive or breaches safety expectations, they may be asked to leave the premises, and if necessary, the police may be called.

Registration and Parental Responsibility

During the registration process, it is essential for Beckermet Nursery to obtain full details for both parents, including information regarding parental responsibility. This allows us to ensure transparency, uphold legal obligations, and avoid misunderstandings that could arise later. Parents are expected to disclose any information regarding court orders, injunctions, or limits on parental responsibility at the point of registration and provide supporting documentation where appropriate. All information shared will be treated sensitively and stored securely within the child's records.

If a child is registered by one parent, we ask that details relating to the other parent, including any legal documents affecting contact or decision-making rights, are provided to ensure we can support the child effectively.

The nursery:

- Prioritises the welfare of the child in all its operations and decisions.
- Complies with court orders provided these are shared with us.
- Shares relevant information (e.g., progress updates, reports, incidents) with both parents, where both have parental responsibility.
- Welcomes both parents to nursery events and consultations.
- Maintains confidentiality on all matters related to family circumstances.
- Treats both parents fairly and impartially, regardless of their relationship with one another.

We cannot withhold access to any parent with parental responsibility unless a valid court order is provided. We respectfully ask families not to place our team in the position of mediating family disputes.

Managing Restricted Access Requests

In cases where one parent seeks to restrict the other from collecting their child, our staff must follow a clear protocol to ensure legal compliance, safety, and professionalism.

If a parent instructs nursery staff not to allow collection by the other parent, the matter must immediately be escalated to the Nursery Manager. The Manager will explain that unless a formal court order exists, we cannot legally prevent a parent with parental responsibility from collecting their child. In such cases, we will:

1. Remain calm and ensure a second staff member is present.
2. Use the intercom to communicate without opening the door.
3. Contact the other parent immediately to inform them of the situation.
4. Explain to the attending parent that we are waiting to clarify collection arrangements.
5. If the parent insists on collecting the child, and no court order is in place, we will reluctantly allow collection but will document all steps taken and ensure the other parent is informed.
6. In the case of threatening or abusive behaviour, the police will be contacted without delay.

Where a court order exists:

- A copy must be submitted and kept securely on the child's file.
- Staff will be briefed to ensure the order is enforced.
- The individual subject to the order will be denied access, and both the other parent and police will be contacted immediately if they arrive on-site.

Supporting Family Dynamics

The nursery fosters an environment that promotes mutual respect, emotional stability and consistent boundaries for children of all family structures. We expect parents to respect our position and refrain from involving staff in disputes. Sensitive issues should be discussed privately with the manager, away from the child.

We also ask that parents provide up-to-date contact details and alert us to any changes in living arrangements, access rights, or emerging concerns. Our aim is always to ensure that each child feels secure and supported regardless of their family background.

Looked After Children

Beckermet Nursery is deeply committed to supporting children who are looked after by the local authority. These children may be placed in foster care, with a relative, in residential care, or under voluntary arrangements. We recognise that children who are looked after may have experienced trauma, loss, abuse, or significant disruption, and we respond to their needs with compassion, consistency, and a strong safeguarding ethos.

Our approach is built on two core principles: attachment and resilience. We recognise that children thrive when they feel securely attached to a trusted adult, and that emotional security is the foundation for learning and personal development. Staff work closely with carers, social

workers, and other professionals to promote the child's wellbeing and stability. We develop personalised settling-in plans that account for each child's background, routines, and emotional needs, ensuring transitions into nursery life are as smooth and comforting as possible.

We never refer to children as "LAC" or treat them as separate from their peers. Instead, we ensure they are fully included in the life of the setting while remaining mindful of their legal and safeguarding context. Care is taken to avoid drawing attention to their care status, and all documentation or communication is handled with sensitivity and discretion.

Each looked after child will be assigned a key person with appropriate training and support. This individual will act as a consistent point of contact, provide nurturing interactions, and help the child feel safe and valued. Staff are briefed on any relevant care plans or health needs, and we attend all relevant planning or review meetings as part of a multi-agency approach.

We understand the importance of advocacy for looked after children and are committed to:

- Promoting their voice and involvement in decisions;
- Encouraging positive relationships with peers and trusted adults;
- Supporting language development, emotional literacy and play;
- Monitoring progress carefully and celebrating achievements;
- Offering enhanced emotional support where trauma or attachment difficulties are evident.

Fabricated or Induced Illness (FII)

Fabricated or Induced Illness (FII) is a rare but serious form of child abuse, in which a child is presented by their parent or carer as ill, injured or impaired, or when a carer deliberately causes symptoms. This behaviour may result in unnecessary medical investigations, treatment or even long-term harm to the child. Beckermet Nursery has a duty to safeguard and protect all children and is alert to the possibility of FII as part of its wider child protection responsibilities.

Definition

FII is a form of physical and emotional abuse. According to the Royal College of Paediatrics and Child Health (RCPCH) and Working Together to Safeguard Children, it may include:

- Fabrication of signs and symptoms, including medical history.
- Falsification of hospital records, test results or samples.
- Induction of illness, for example through poisoning, withholding food, or inappropriate medication.

Key Indicators of FII

Staff at Beckermet Nursery are trained to be aware of signs that may raise concerns, including but not limited to:

- Frequent and unexplained absences due to claimed illness.
- Reported symptoms which are not observed by staff or do not correlate with the child's presentation.

- Carer insisting on unnecessary medical interventions or specialist referrals.
- Reluctance or refusal to share medical information or allow access to previous records.
- Symptoms only witnessed by the parent/carer.
- Child appearing generally well in nursery but described as severely ill at home.

Nursery Approach to Suspected FII

If staff have concerns about FII, they must report them to the Designated Safeguarding Lead (DSL) immediately. The DSL will:

1. Gather accurate observations from staff who have worked directly with the child.
2. Keep clear, factual records of what has been reported or seen, without delay or speculation.
3. Review patterns of concern or inconsistencies across attendance, reported symptoms, and observations.
4. Consider consultation with the Local Authority Designated Officer (LADO) and/or the Early Help team if appropriate.
5. Where risk of harm is present or suspected, make an immediate referral to Children's Social Care in line with Cumbria Safeguarding Children Partnership (CSCP) procedures.

Multi-Agency Working

FII cases are typically complex and require a coordinated, multi-agency response. Beckermet Nursery will:

- Share records and timelines of concern with health professionals, social workers and other safeguarding partners as required.
- Cooperate fully with medical, educational and safeguarding investigations.
- Prioritise the child's wellbeing and voice, where appropriate, throughout.

Support for the Child

The emotional impact on a child subject to FII can be significant. Where concerns arise:

- A safe and trusting environment will be maintained at nursery.
- Efforts will be made to listen to and support the child, in line with their age and understanding.
- The nursery will work in partnership with professionals to minimise trauma and promote continuity of care.

Confidentiality and Records

All records will be stored securely and access will be limited to safeguarding leads and senior management on a need-to-know basis. In line with GDPR and safeguarding protocols, any information shared externally will only be done with lawful justification and in the best interests of the child.

Training and Awareness

Staff will receive regular safeguarding training, which includes recognising the signs of FII. The DSL is responsible for ensuring that FII awareness is embedded within child protection practices.

Safer Sleeping & Sleep Environment

Beckermet Nursery is committed to ensuring that all children sleep safely and comfortably while in our care. We understand that sleep is essential for young children's development and well-being, and we follow the latest research and guidance to provide a safe sleep environment. This policy is based on recommendations from The Lullaby Trust, NHS guidance, and the statutory Early Years Foundation Stage (EYFS).

Sleep Environment Standards

All sleep environments are risk assessed and designed with children's safety and comfort in mind.

- Cots, mats and sleep surfaces are kept clean, firm, and flat.
- Babies are always placed on their backs to sleep, with feet at the foot of the cot.
- Bedding is kept minimal – no pillows, duvets, cot bumpers, soft toys, or loose items are placed in sleep areas.
- Sleep rooms are ventilated and kept at a safe, comfortable temperature (between 16–20°C). Thermometers are used to monitor this.
- Mattresses are fitted securely and checked regularly for damage or wear.
- Plastic bags, cords, or other potential hazards are kept well out of reach.
- Smoke detectors are installed and checked regularly.
- Babies under 12 months of age to go in cots and not on sleep mats etc.

Sleep Monitoring and Supervision

- All children are visually checked at regular intervals (every 10 minutes or more frequently depending on age or medical needs) while sleeping. This is documented and includes checks for breathing, colour and general well-being.
- Staff remain in close proximity to sleeping children and are trained to recognise signs of distress or unusual behaviour.
- Sleep logs are maintained for each child and shared with parents as appropriate.
- Where individual children require adapted sleep arrangements for medical or developmental reasons, these will be planned with the parent/carer and noted in the child's care plan.

Outdoor Sleeping

At Beckermet Nursery, children do not routinely sleep outdoors. However, if a baby falls asleep during a walk in their buggy, this will be managed with safety and supervision as the highest priority. Babies will be securely fastened using a five-point harness, and the buggy seat will be fully reclined to a flat position to support safe sleep posture.

Depending on weather conditions and temperature, the sleeping baby may either remain outdoors under direct supervision by a designated member of staff at all times, or they will be brought indoors to continue their sleep in a quiet, safe sleep environment. Outdoor sleep is never unsupervised, and regular checks are made in line with the nursery's sleep monitoring procedures to ensure the child's safety and comfort.

Sudden Infant Death Syndrome (SIDS) and Risk Reduction

To reduce the risk of SIDS in line with The Lullaby Trust:

- Babies are never put to sleep on their front or side.
- Sleepwear is appropriate to room temperature (e.g. baby sleeping bags rather than loose blankets).
- Dummies, if used, are offered for naps and sleep if this is part of the home routine, and only with parental consent.
- Overheating is avoided by dressing babies appropriately and removing hats indoors.
- Staff are vigilant for signs of illness or breathing difficulties during sleep and take immediate action if needed.

Sleep and Care Plans

Each child will have an individual sleep and care plan that reflects their unique routines and preferences, agreed upon with their parents during the induction process and reviewed regularly to ensure it remains appropriate. These plans are tailored to accommodate the child's developmental stage and individual needs, providing clear guidance to staff on when and how a child sleeps, their comfort items, and how to settle them effectively. Where medical conditions or additional needs exist that may impact sleep, these will be recorded in the care plan alongside any specific instructions from health professionals or parents.

Responding to an Emergency (Including Suffocation)

In the unlikely event of a child showing signs of distress or suffocation:

- Staff will immediately remove any obstruction and assess consciousness and breathing.
- If the child is unconscious but breathing, they will be placed in the recovery position and an ambulance called.
- If breathing is not detected, CPR will be administered until emergency services arrive.
- Parents will be informed at the earliest safe opportunity.
- An incident form will be completed and the relevant safeguarding authorities informed if required.

All staff receive Paediatric First Aid training and regular health and safety refreshers to ensure preparedness in any emergency.

Parental Responsibilities and Communication

At Beckermet Nursery, we value open communication with parents about their child's sleep routines and needs. Parents are expected to share relevant information about sleep patterns at home, comfort items, and any concerns they may have. We encourage regular discussions to ensure continuity between home and nursery, adapting sleep plans as necessary in partnership with families. If any changes occur in the child's sleep habits or preferences, parents are asked to update staff promptly so we can adjust our approach accordingly. We strive to foster a trusting relationship in which parents feel confident discussing their child's wellbeing and are reassured by our safe sleep procedures.

Staff Training and Monitoring

All staff involved in caring for sleeping children receive training on safe sleep practices, including guidance from The Lullaby Trust and recognised first aid providers. Staff are knowledgeable about safe sleep positioning, temperature control, appropriate bedding, and how to monitor children during rest. Sleep areas are regularly inspected, and staff maintain accurate records of sleep times and checks. Supervision of sleeping children is mandatory at all times, with staff conducting visual checks at least every 10 minutes and documenting any concerns or observations. Sleep arrangements and practices are audited by management periodically to ensure compliance with policy and to identify any areas for improvement or refresher training.

Further Guidance and Resources

Beckermet Nursery aligns with guidance from:

- *The Lullaby Trust – Safer Sleep for Babies*
- *Department for Education – EYFS Framework*
- *NHS – Safer Sleeping for Babies*

Families are signposted to The Lullaby Trust for support and resources on safer sleep practices at home.

Gifts, Rewards. Favouritism and Exclusion

At Beckermet Nursery, all staff must maintain professional boundaries with children and families at all times. This includes exercising caution around the giving and receiving of gifts, ensuring rewards are distributed fairly and in accordance with nursery policy, and avoiding any actions that may be perceived as favouritism or exclusion.

Receiving Gifts from Children or Parents/Carers

It is recognised that, from time to time, children or parents/carers may wish to express appreciation through small tokens, particularly during festive periods or at the end of the year. These gestures may be accepted when they are of minimal value and given without obligation. However, staff must not accept gifts that could be construed as a bribe, nor should any gift be accepted that might place the staff member in a compromising or preferential position. Any gift of notable value must be reported to the Nursery Manager and recorded appropriately.

Staff should not accept gifts on a regular basis, and any offers of inappropriate or high-value gifts must be politely declined and referred to senior management.

Giving Gifts to Children or Families

Staff must not give personal or individualised gifts to children or their families under any circumstances, as this may be misinterpreted as grooming, bribery, or an attempt to seek favour. Where small items are provided for celebrations, learning purposes or as part of a wider reward system, they must be low in value, pre-agreed with the leadership team, and given equitably across all children.

Rewards

All rewards must be consistent with Beckermet Nursery's Behaviour Management Policy and should be used to reinforce positive behaviour, effort, or achievement. Rewards may include verbal praise, stickers, certificates, or access to preferred activities and should:

- Be inclusive and accessible to all children;
- Be recorded where appropriate (particularly for repeated or tangible rewards);
- Never be used in a way that publicly shames or excludes other children.

Reward systems are reviewed regularly to ensure fairness and alignment with the nursery's ethos and values.

Avoiding Favouritism and Exclusion

Staff must be mindful of the impact of their interactions with children and ensure all children are treated equally, fairly and with respect. Selection for special roles, privileges, or activities must be made using fair, transparent, and inclusive criteria. To avoid the appearance of bias:

- Staff should consult at least one colleague when selecting children for special roles or opportunities;
- Decisions should be communicated clearly and where possible rotated to ensure all children have the chance to participate;
- All actions and communications should reflect inclusive, child-centred practice.

Staff should also familiarise themselves with related policies, including Safeguarding, Behaviour Management**,** Inclusion and Equality, and Attendance and Punctuality**,** to ensure their practice aligns with nursery-wide expectations

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Inclusion, Equality &Behaviour

Inclusion, Equality & Behaviour

Equality, Diversity & Inclusion

Beckermet Nursery is committed to providing an inclusive and welcoming environment where equality, diversity and inclusion are embedded in every aspect of our provision. We believe that every child and family deserves to feel respected, represented and valued, regardless of their background or personal circumstances. This commitment is reflected in our curriculum, recruitment, partnerships with parents and carers, and everyday practices.

We work in accordance with the Equality Act 2010, the SEND Code of Practice 2015, and the Early Years Foundation Stage statutory framework. Our policies and procedures are regularly reviewed to ensure they reflect our responsibilities and actively promote fairness and equality for all.

Our Commitment to Inclusion

We recognise and celebrate the uniqueness of each child and family. Discrimination on the basis of race, religion or belief, gender, gender reassignment, marital status, disability, sexual orientation, age, nationality or social background has no place in our setting. We aim to ensure that no child, parent, carer, visitor or staff member is excluded or disadvantaged.

From the earliest age, children absorb social messages and values. As early years practitioners, we play a vital role in shaping their understanding of the world. We are aware that prejudice can take root early, and therefore we commit to nurturing positive identities, encouraging empathy and fairness, and challenging stereotypes through inclusive resources, dialogue and modelling.

Embedding Inclusive Practice

At Beckermet Nursery, diversity is not simply acknowledged, it is actively celebrated. We plan and deliver experiences that reflect the range of cultures, languages, abilities, and family structures that make up our local community. Our curriculum includes stories, music, dance, festivals, and resources from around the world. We create meaningful opportunities for children to learn about and respect similarities and differences, and we ensure boys and girls have equal access to all activities and materials.

Resources throughout the setting reflect non-stereotypical and positive images of people and communities. We take care to use inclusive language and choose materials that promote respect and understanding. We display visual imagery that reflects a balanced view of society and celebrates the contributions of all groups.

We are aware of the influence of our own language and behaviour on children's attitudes. All staff are expected to act as role models for inclusive behaviour, challenge discrimination sensitively and appropriately, and remain open to reflection and learning.

Staff Awareness and Training

Professional development is central to our inclusive approach. We offer annual equality and diversity training to all staff and use staff meetings as a platform for reflective practice. We regularly evaluate how inclusive our setting is through discussions, planning reviews, and feedback from families.

Our recruitment practices are fair and transparent. Vacancies are advertised widely, and appointments are based on merit and suitability for the role. No applicant is disadvantaged by

age, disability, gender identity, marital status, race, religion, pregnancy, or sexual orientation. Once in post, staff are expected to act in line with our inclusion values, and any discriminatory behaviour is addressed swiftly and seriously.

Support for Additional Needs

We are fully committed to including children with additional needs, disabilities or disadvantage. We work with parents and professionals to ensure that appropriate strategies, adaptations, and reasonable adjustments are in place. We understand that each child's needs may change over time and review support regularly.

Children with additional needs are valued for the contribution they bring to our nursery community. Our aim is to provide the highest standard of care and inclusive practice for every child. We follow the graduated approach of assess, plan, do, review, and work closely with the local authority and external agencies as required.

Languages and Communication

We recognise the richness that bilingual and multilingual children and families bring to our setting. We encourage families to continue using their home language at home and in nursery, as this helps children maintain their identity and builds confidence. We provide basic information in a range of community languages where possible and work with interpreters or translation services when needed.

Family Engagement and Representation

We recognise and welcome the many forms of modern family life. All families are treated with respect and understanding, and we work in partnership with parents and carers to support children's wellbeing and development. We offer flexible payment systems to ensure access and fairness and provide regular updates in accessible formats.

Families are encouraged to share their culture, language, festivals or experiences with the nursery community. Celebrating these special events supports children's learning and helps them appreciate diversity.

Festivals and Celebrations

Festivals are an opportunity for children to learn about the world and develop a sense of belonging. We carefully select which events we observe based on the backgrounds of children and families in our setting. Where appropriate, we involve families in planning and celebrating these occasions. We ensure that all children feel included, and no religious or cultural observance is imposed.

Food and Dietary Needs

Children's cultural, medical and dietary requirements are fully respected. We work with parents to ensure food provision is inclusive and safe, and all staff are aware of individual needs and preferences.

Equal Opportunities

At Beckermet Nursery, we are committed to providing an inclusive, respectful, and empowering environment for all children. Every child deserves to grow, learn and thrive in a setting where they feel valued, understood, and supported regardless of their background, identity, or circumstances. This policy outlines our commitment to equality of opportunity and celebrates the rich diversity of our community.

Aims and Commitment

We actively promote equality of opportunity and aim to eliminate discrimination by:

- Valuing each child as a unique individual and ensuring they feel safe, secure, and respected in their learning environment.
- Creating a culture of belonging that reflects and celebrates diversity in race, ethnicity, language, religion or belief, sex, gender identity, disability, family structure, and socio-economic background.
- Providing inclusive care and education that meets each child's needs and supports their personal and cultural identity development.
- Ensuring children with SEND (Special Educational Needs and Disabilities) are fully supported and included, in accordance with our SEND policy and the SEND Code of Practice.

Inclusive Curriculum and Environment

We provide a curriculum and nursery environment that:

- Reflects a wide range of cultures, family lives, languages, and abilities through books, toys, displays, music, festivals, and resources.
- Actively challenges stereotypes, bias, and discrimination.
- Encourages children to explore similarities and differences with curiosity, kindness, and respect.
- Supports children with English as an Additional Language (EAL) through visual aids, key vocabulary, and partnership with families.
- Is adapted when necessary to ensure all children can access activities and learning experiences.

Role of Staff

All practitioners at Beckermet Nursery:

- Are trained in inclusive practice, equality, and diversity.
- Actively promote fairness and inclusion through language, interactions, and modelling respectful behaviour.
- Monitor participation to ensure no child is excluded from any activity based on their characteristics or needs.

- Work collaboratively with parents/carers and external professionals to ensure barriers to inclusion are addressed.

Any observed discriminatory behaviours, including exclusion or stereotyping, are promptly challenged and responded to in a developmentally appropriate way.

Religious and Cultural Observance

We respect and accommodate the religious beliefs and cultural practices of all children and their families. This includes dietary requirements, clothing choices, prayer times, and cultural celebrations. We engage families in dialogue to better understand and meet these needs sensitively.

Monitoring and Evaluation

We continually review our practices and provision to ensure our setting remains inclusive. This includes monitoring participation and outcomes for children from all groups and gathering feedback from families to improve access and experiences for all.

Raising Concerns

We are committed to tackling discrimination, exclusion, or bias. Any concerns regarding equality of opportunity will be taken seriously and addressed in line with our complaints and safeguarding procedures.

Mental Health & Wellbeing (Children)

At Beckermet Nursery, we recognise that young children's mental health and wellbeing are founded in emotional security, trusted relationships, a sense of belonging, and a nurturing environment. While diagnosed mental health conditions are rare in the early years, we understand that early experiences, both positive and adverse, shape children's lifelong wellbeing. We are committed to promoting good mental health, emotional resilience, and early intervention through a nurturing, safe, and stimulating environment.

Aims

- To promote children's emotional wellbeing through secure attachments, consistent routines, and respectful relationships.
- To foster a culture of empathy, inclusion, and kindness across the nursery.
- To support children's self-regulation, self-esteem, and social skills through modelling and guided interaction.
- To observe, identify, and respond early to signs of emotional or behavioural difficulty.
- To promote a healthy lifestyle including regular outdoor activity, restful sleep, and balanced nutrition as key elements of wellbeing.

Creating a Positive Environment

- **Key Person System**: Every child has a named key person who builds a secure bond with the child and family, monitors emotional wellbeing, and ensures consistency in care and communication.

- **Safe and Nurturing Spaces**: We provide calm, cosy spaces indoors and outdoors where children can rest, reflect, and feel secure. Comforters or familiar routines are supported, especially during transitions.
- **Open Communication**: Children are encouraged to express their feelings through talk, play, or creative media. Staff respond with empathy, validating feelings and supporting language for emotions.
- **Positive Relationships**: We model respectful interactions and help children to resolve conflicts, share, and cooperate in age-appropriate ways. Praise is used meaningfully to support intrinsic motivation and resilience.

Promoting Healthy Lifestyle Habits

- **Outdoor Play and Nature**: Daily outdoor learning provides children with opportunities for exploration, freedom of movement, and sensory regulation.
- **Rest and Sleep**: Children's individual sleep needs are respected. Quiet times are embedded into the daily routine, and safe sleep practices are consistently followed.
- **Nutrition and Hydration**: We promote healthy eating and hydration as part of everyday learning, involving children in discussions about food, growing plants, or baking where appropriate.

Identifying and Responding to Concerns

While most emotional responses are part of typical development, staff are trained to observe for signs that may indicate emotional distress or emerging wellbeing concerns, including:

- Withdrawal or lack of interest in play or interaction
- Regression in behaviour or developmental skills
- Persistent sadness, aggression, or anxiety
- Difficulty settling or forming attachments

If concerns arise, these are:

- Documented and monitored sensitively
- Shared promptly with the Designated Safeguarding Lead (DSL) and parents/carers
- Supported through early intervention strategies or referrals if appropriate

Partnership with Families

We value strong partnerships with parents and carers and promote open communication about each child's emotional wellbeing. Staff will:

- Share observations and listen to parent concerns
- Work together to understand home circumstances that may affect wellbeing (e.g., changes in family, bereavement, separation)
- Offer signposting to external support if needed

Staff Practice and Training

- Practitioners receive regular training on emotional development, trauma-informed practice, and early identification of wellbeing concerns.
- Staff meetings and supervision are used to reflect on children's emotional needs and plan supportive strategies collaboratively.

Monitoring and Review

This policy will be reviewed annually or in line with new EYFS, safeguarding, or public health guidance. Ongoing feedback from staff and parents will inform its effectiveness and ensure it meets the evolving needs of the nursery community.

Dealing with Discrimination

At Beckermet Nursery, we are committed to fostering an inclusive and respectful environment where every individual is valued. Discriminatory behaviour of any kind is not tolerated, and we take firm and consistent action to challenge, address and prevent it. This policy outlines how the nursery defines discrimination, how we respond to incidents, and the role of staff in upholding an environment free from prejudice and harm.

Understanding Discrimination

Discrimination may present in many forms and can involve subtle behaviours as well as overt acts. It is not always intentional, but the impact on individuals can be harmful and lasting. The Equality Act 2010 identifies nine protected characteristics, which are: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy or maternity. Discrimination on any of these grounds is unlawful.

Discrimination may occur directly, when someone is treated unfairly due to a protected characteristic; by association, where someone is treated unfairly because of their connection to someone with a protected characteristic; or by perception, where assumptions are made based on perceived identity. Indirect discrimination arises when a policy or practice, although applied to everyone, disproportionately disadvantages a group. Harassment, including unwanted conduct that undermines dignity, and victimisation of someone for making or supporting a complaint, are also forms of discrimination.

Types of Incidents

Discriminatory incidents can include physical or verbal abuse, name-calling, jokes, threats, graffiti, gestures, exclusion, and biased assumptions or stereotyping. They may involve adults or children and can range from ignorance to deliberate hostility. Regardless of intent, all incidents are taken seriously and addressed with appropriate sensitivity and resolve.

Nursery Procedures

Beckermet Nursery ensures that all staff are vigilant to any discriminatory behaviour or bullying and are equipped to intervene immediately and appropriately. Staff are expected to challenge offensive behaviour whether it occurs among children, colleagues, parents or visitors. All incidents are recorded accurately and investigated by the nursery manager, who ensures appropriate responses are implemented and patterns monitored. Records are kept confidential,

though parents of the children involved may be informed of substantiated incidents and outcomes where appropriate.

Where necessary, the nursery may exclude or dismiss individuals whose discriminatory behaviour continues despite intervention. For staff, any substantiated incident will trigger the disciplinary process.

Incident records help us to monitor the effectiveness of our policies, identify persistent patterns, take preventive steps and provide evidence-based responses. We analyse this information to improve our environment and ensure it remains safe and inclusive.

Supporting Victims and Promoting Inclusion

We work to create a culture where victims feel empowered to speak up, and where they know they will be supported. Staff are encouraged to be proactive in recognising distress and responding with empathy. Children are supported in developing an understanding of fairness, respect and diversity through everyday interactions and age-appropriate curriculum resources.

Staff members must refrain from expressing discriminatory views, whether directly or indirectly, and must challenge such views whenever they arise. Staff are expected to act as role models, using informed, respectful and inclusive language at all times.

In situations where discriminatory behaviour arises from ignorance rather than malice, we approach the issue with the aim of educating and guiding. However, all incidents are addressed firmly and consistently, regardless of intent.

English as an Additional Language (EAL)

At Beckermet Nursery, we recognise the rich and diverse linguistic backgrounds of our children and are committed to supporting all children in developing strong communication and language skills, as outlined in the EYFS prime areas of learning. We fully embrace the benefits of bilingualism and multilingualism, and our approach to supporting children with English as an additional language (EAL) is inclusive, child-centred and culturally sensitive.

Our Approach to Supporting EAL Children

We understand that children with EAL bring a wealth of knowledge, experience and culture to our setting. While they may not yet be able to fully express themselves in English, they are still competent communicators with their own identities and voices. Our role is to support their development of English without diminishing the value of their home language.

When a child joins the nursery and English is not their first language, we work in close partnership with the family to understand the child's background, cultural experiences, and linguistic development. We encourage parents to share key words and phrases in the child's home language, including greetings, comfort words and basic needs. These are used by staff , particularly the key person, to help the child feel secure, understood, and supported in everyday routines.

Where possible, dual-language books, visual aids, and multi-sensory resources are integrated into the learning environment. Displays and activities reflect the languages and cultures of all children in our care, celebrating identity and promoting belonging. We also welcome and value

bilingual staff or interpreters to support both the child's learning and communication with parents, where needed.

Communication and Assessment

Our priority is to provide rich opportunities for all children to engage in meaningful interactions throughout the day. We support EAL children through modelling language, using visual support, repeating and simplifying instructions, and giving time for children to process and respond. Staff take care not to overwhelm children with English-only communication in the early stages and are sensitive to the emotional impact of language barriers.

When assessing communication and language development, practitioners must evaluate children's progress in English. However, a delay in learning English is not automatically a cause for concern. If there are concerns about language development, we explore the child's skills in their home language with parents and carers to identify whether a broader speech or language delay may be present. This helps to ensure a clear and fair picture of the child's abilities and needs.

Any formal concerns are recorded in line with our SEND policy and, where necessary, additional support and referrals are made through our SENCO and local authority inclusion services.

Working with Families

We build strong relationships with parents and carers, working collaboratively to support each child's language journey. Where parents do not speak English fluently, we make efforts to ensure that communication is clear, respectful and inclusive. This may include the use of translated materials, bilingual staff, or external interpreters when available.

We respect the continued use and development of a child's home language at home, and we actively encourage families to keep speaking in their first language, as this strengthens identity, emotional wellbeing and cognitive development. Our aim is not to replace a child's first language, but to add English as an additional tool for learning, play and expression.

Special Educational Needs & Disability (SEND)

Beckermet Nursery is committed to ensuring that all children, regardless of their individual needs or disabilities, are supported to thrive in a positive, inclusive, and nurturing environment. We believe every child has the right to learn, play, and grow alongside their peers and that early support makes a significant difference in their outcomes.

In line with the SEND Code of Practice (2015) and Equality Act 2010, we are committed to removing barriers to participation and learning. We provide appropriate support, reasonable adjustments, and inclusive practices to meet the developmental, educational, and care needs of every child.

Key Aims

Our aims are to:

- Identify and respond early to children's emerging needs.
- Provide high-quality inclusive education and care for all.
- Work in partnership with families and external professionals.

- Promote children's rights and participation in decisions affecting them.
- Ensure all staff understand their responsibilities under the SEND Code of Practice and EYFS.

Definition of SEND

A child is deemed to have Special Educational Needs (SEN) if they have a learning difficulty or disability that calls for special educational provision, which is different from or additional to that normally available to others of the same age.

A disability is defined as a "physical or mental impairment that has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities" (Equality Act 2010). While not all disabled children have SEN, there is a significant overlap.

Our Approach

We use a graduated approach of assess, plan, do and review in all SEN support. Practitioners work closely with the child's family and our Special Educational Needs Co-ordinator (SENCO) to continually adapt provision in response to the child's progress and needs. If a child does not make expected progress despite high-quality, targeted support, we will consider involving external agencies or requesting an Education, Health and Care (EHC) needs assessment in consultation with parents.

Identification and Early Support

Our practitioners are skilled in observing and monitoring children's development. If concerns arise about a child's learning, development or behaviour, we:

- Discuss observations with the child's parents/carers.
- Consult the SENCO and begin closer monitoring.
- Agree on appropriate next steps and support.
- Record and review strategies using individual learning plans or early help assessments where appropriate.

We understand the importance of early intervention to prevent potential long-term challenges and support each child to reach their full potential.

Working with Families and Other Agencies

Families are at the heart of everything we do. We respect their expertise and role in supporting their child and involve them at every stage of planning, provision, and review.

Where appropriate, we also liaise with:

- Early Years Inclusion Team / Area SENCOs;
- Health Visitors and Speech & Language Therapists;
- Portage workers and Educational Psychologists;
- Other early years settings and future schools to ensure smooth transitions.

We also support families in accessing independent SEND advice, including through Cumbria's SENDIAS service**.**

Inclusive Practice and Reasonable Adjustments

At Beckermet Nursery, inclusive practice is at the heart of everything we do. We are committed to creating an environment where all children, regardless of their needs, feel welcomed, valued, and supported to participate fully in nursery life. Reasonable adjustments are made to the environment, routines, and curriculum to accommodate the individual needs of each child. This may include adapting activities to ensure accessibility, modifying equipment, or providing additional adult support where needed. We take care to ensure that all resources are inclusive and reflect the diversity of our nursery community, helping every child feel represented and respected. During intimate care or personal support, we ensure children's dignity and privacy are maintained at all times. We also embed inclusive values throughout our setting by promoting positive attitudes, celebrating differences, and encouraging empathy and understanding among children and staff alike.

Education, Health and Care Plans (EHCPs)

When a child has an Education, Health and Care Plan (EHCP) in place, the nursery follows the specific targets and provisions detailed within the plan. We work closely with parents and the professionals involved in the child's care to ensure that all support strategies are implemented effectively and reviewed regularly. Our SENCO coordinates the nursery's contribution to EHCP reviews and ensures that the nursery plays an active part in multi-agency meetings. The child's voice remains central throughout, and wherever possible, their preferences and feelings are incorporated into planning and goal setting. Progress against EHCP outcomes is monitored closely and any concerns or changes are discussed promptly with all relevant parties to ensure the plan continues to meet the child's needs.

Transition Support

Effective transition planning is crucial for children with SEND. We:

- Arrange transition visits and provide photo books or stories to help children become familiar with new environments.
- Share progress records and strategies with receiving settings or schools.
- Meet with the next provider to discuss the child's strengths, needs, and support strategies.
- Involve parents in all discussions.

Record Keeping and Confidentiality

All records relating to Special Educational Needs and Disabilities are handled with the utmost sensitivity and confidentiality. Information is securely stored in accordance with data protection regulations (GDPR) and the requirements of the EYFS framework. These records document a child's identified needs, support strategies, progress, meetings with parents and professionals, and any relevant observations or assessments. Parents are regularly informed about their child's progress, and records are shared with their consent unless there is a safeguarding reason not to do so. These records help us to track the effectiveness of interventions and ensure a consistent and well-informed approach across the nursery team. We remain committed to protecting children's personal information while ensuring open and transparent communication with families.

Training and Development

Our SENCO ensures that:

- Staff receive relevant and ongoing SEND training.
- The team understands the SEND Code of Practice and Early Years responsibilities.
- Expertise in specific areas (e.g., Makaton, autism strategies) is developed and shared.

Monitoring and Review

This policy is reviewed annually. We also regularly evaluate our SEND provision by:

- Reviewing children's progress;
- Gathering feedback from parents, staff, and external agencies;
- Reflecting on inspections or complaints;
- Identifying patterns or areas for improvement.

Complaints

Complaints relating to SEND should be directed in the first instance to the Nursery Manager/SENCO. We take all concerns seriously and follow our Complaints Policy.

Exceptional Needs Policy and Procedure

At Beckermet Nursery, we are committed to recognising and nurturing the potential of every child in our care. This includes children with exceptional needs, those who may demonstrate abilities significantly above typical developmental levels, as well as those who require specific adaptations to reach their full potential. We believe that all children, regardless of their needs or abilities, are entitled to a supportive, responsive, and inclusive early years environment where they feel safe, valued, and able to thrive.

Definition and Approach

Exceptional needs may include areas of advanced cognitive ability, creativity, physical skill, leadership, or emotional intelligence. They may also involve complex learning, medical, sensory, or communication requirements that necessitate a highly individualised approach to care and education.

Our approach is rooted in the principles of early identification, inclusive practice, and meaningful partnership with families and professionals. We do not assume needs or label children prematurely. Instead, we take time to observe and understand each child's development, strengths, and challenges in the context of their daily experience.

Identification and Observation

When a practitioner suspects that a child may have exceptional needs, whether due to advanced development or specific additional needs, they will begin by conducting focused observations. These are undertaken sensitively, with full parental consent, and aim to build a holistic picture of the child's interests, abilities, and ways of learning.

Observations may be supported by developmental tracking, learning journals, conversations with parents and carers, and where appropriate, input from external professionals such as health visitors, SEND services, or early years specialists.

Planning and Provision

Once a child's needs are better understood, a tailored response is developed to ensure they receive appropriate challenge, stimulation, and support. This may include:

- Differentiated planning and open-ended learning experiences to stretch more able children;
- Adaptations to routines, resources, or environment to enable participation and access for children with specific needs;
- Opportunities for the child to work both independently and collaboratively in a way that promotes confidence and self-esteem;
- Emotional support, key worker bonding, and consistent routines to help the child feel secure and understood.

The nursery ensures that all children, including those with exceptional needs, access a broad and balanced play-based curriculum. Practitioners are supported to deliver inclusive activities that reflect children's interests and enable exploration at a level appropriate to their development.

Partnership with Parents and Carers

Parents are the child's first educators and play a crucial role in identifying and supporting their needs. We aim to build strong, respectful relationships with families and keep them fully informed and involved in all aspects of their child's development.

We ensure:

- Parental consent is obtained before conducting any targeted observations or assessments;
- Families are invited to contribute insights, aspirations and any relevant external reports;
- Regular updates and review meetings are arranged, with a shared focus on supporting the child's well-being and learning.

Where additional expertise is required, and with parental consent, referrals may be made to relevant services such as educational psychologists, speech and language therapists, or early years inclusion teams.

Training and Professional Development

All staff are supported to recognise and respond to exceptional needs through ongoing professional development. This includes training on identifying advanced abilities, inclusive education practices, and working in partnership with external professionals. Staff are encouraged to reflect on their own practice, challenge bias, and continuously improve provision for all learners.

Monitoring and Review

Children's progress is monitored continuously and provision is regularly reviewed to ensure it remains responsive and effective. This includes reflecting on the impact of adjustments made, the child's engagement and happiness in the setting, and whether further support or challenge is needed. Reviews are documented and shared with families in a timely and transparent manner.

Behaviour Management Procedures

At Beckermet Nursery, we are committed to providing a calm, consistent, and nurturing environment where every child feels safe, secure, and supported. We believe that appropriate behaviour is best achieved through positive relationships, predictable routines, and consistent adult responses. We promote respectful, kind, and cooperative behaviour and recognise the importance of understanding the underlying reasons behind children's actions.

We focus on helping children develop self-regulation, resilience, and social understanding in line with their age and developmental stage.

Aims

- To create a safe, inclusive environment where all children feel valued and respected.
- To support children in developing positive behaviours, empathy, and social skills.
- To use positive reinforcement, modelling, and restorative approaches to manage behaviour.
- To understand and address behaviour as a form of communication.
- To work in partnership with parents, carers, and professionals to promote consistent behaviour expectations.

Key Principles

- Children's behaviour is supported in a developmentally appropriate way.
- Expectations are communicated clearly and consistently.
- Staff model calm, respectful behaviour at all times.
- Positive relationships are central to managing and supporting behaviour.
- The emotional needs of children are always considered before responding to behaviour.
- All incidents are handled with sensitivity, fairness, and confidentiality.

Positive Strategies Used by Staff

Staff at Beckermet Nursery use a range of proactive strategies to encourage appropriate behaviour, including:

- Using clear, age-appropriate language and explanations.
- Offering choices and involving children in decision-making.
- Reinforcing positive behaviour through praise, encouragement, and recognition.
- Acknowledging feelings and validating emotions to help children regulate themselves.

- Using visual cues and routines to support transitions and expectations.
- Implementing consistent boundaries and routines to provide security and structure.

Where necessary, staff may use distraction or redirection techniques and work with individual children using visual timetables or tailored support.

Supporting Behaviour as Communication

We understand that behaviour is a form of communication and that children may express emotions, needs, or discomfort through their actions. We work to identify any underlying causes of behaviour such as unmet needs, communication difficulties, or environmental factors. Staff will observe, assess, and reflect on patterns of behaviour to inform appropriate support strategies.

We use restorative approaches where children are helped to understand the impact of their behaviour and supported to make amends in a way that is meaningful and appropriate to their age.

Behaviour Management Lead

The nursery's Behaviour Management Lead is responsible for:

- Monitoring behaviour trends across the setting.
- Supporting staff with advice and reflective practice discussions.
- Liaising with parents and professionals where additional strategies may be required.
- Ensuring all behaviour incidents are logged and analysed where necessary.

The current Behaviour Management Lead is: Abigail Shepherd and Rebecca Walker

Kinds of Behaviour that Require Support or Intervention

At Beckermet Nursery, we recognise that children are learning how to manage their feelings and behaviour as part of their development. To effectively guide and support them, we distinguish between three broad types of behaviour that may require adult intervention:

Inconsiderate Behaviour refers to actions that do not reflect the developing social awareness expected for a child's age, such as interrupting, not sharing, or being unaware of others' feelings. These behaviours are part of the learning process and are addressed through modelling, gentle guidance, and encouragement.

Hurtful Behaviour includes actions that cause physical or emotional harm to others, such as biting, hitting, or unkind words. These behaviours may arise from frustration, confusion, or unmet needs and must be handled with care to help the child understand the impact of their actions.

Bullying is defined as persistent, intentional behaviour that targets another child or adult and causes distress. Although rare in early years, we remain vigilant to signs of repetitive, targeted behaviour and act swiftly to prevent harm and support all those involved.

Each of these behaviours requires age-appropriate, sensitive responses that promote emotional regulation, understanding, and learning from the experience.

Behaviour Management Methods

The nursery has designated Behaviour Leads, Abigail Shepherd and Rebecca Walker, who oversee our approach to behaviour management. They stay informed of current research and best practice, attend relevant training, and help guide policy development. They also ensure that all staff are adequately trained and confident in their responses to behaviour.

All new staff and volunteers are introduced to our behaviour policy as part of their induction and are expected to uphold the high standards of interaction expected at Beckermet Nursery. The entire staff team regularly reviews their approaches through supervision, appraisals, and reflective practice discussions.

Our behaviour expectations apply consistently to everyone, children, staff, parents, volunteers, and visitors. We promote positive role modelling through warm, respectful communication and courteous interactions. Staff are expected to handle all conflict constructively, helping children resolve disputes with developmentally appropriate strategies, including distraction, redirection, praise, and problem solving.

We respect the wide range of cultural approaches to social interaction and behaviour and ensure that our responses are inclusive and sensitive to each child's background. Through consistent boundaries and predictable routines, we help children understand what is expected and how to manage their behaviour.

Supporting Children Who Display Inappropriate Behaviour

When a child exhibits behaviour that is not acceptable, we remain clear that it is the behaviour, not the child, that is unwanted. We treat every child with dignity and avoid practices that shame or single out individuals. Adults respond calmly, respectfully, and at the child's level, paying attention to tone, body language, and facial expressions.

Staff validate the child's feelings, acknowledging any frustration or upset. Once calm, the adult gently explains why the behaviour was not acceptable and, where appropriate, supports the child in making amends. The term "naughty" is not used. If a behaviour recurs, staff remain consistent and calm, repeating the explanation and reinforcing expectations.

Where inappropriate language is used, the same calm and clear approach applies. Staff aim to understand the underlying cause and adapt their response accordingly. Consistency among staff is essential to avoid mixed messages and support children's sense of security.

Children are never sent out of the room or isolated. Instead, if a child needs to be removed from a situation for safety, they are kept within sight and supported by an adult. Time away from others is used only to help the child regulate, never as punishment.

Risk Assessment

At Beckermet Nursery, we are committed to providing a safe and supportive environment for all children. In line with our safeguarding and behaviour management procedures, we recognise that there may be circumstances where physical intervention is more likely to be required, particularly for children with identified special educational needs or disabilities (SEND). To ensure that any intervention is both appropriate and proportionate, individual risk assessments are undertaken in advance wherever a foreseeable risk has been identified.

Where a child has a condition or behaviour that may present challenges, such as a communication difficulty, a physical or medical need, or a recognised emotional or behavioural need, staff will work collaboratively with the child's parents or carers and any external agencies involved to develop a tailored support plan. This will include assessing the likelihood and nature of situations that may trigger distressed or unsafe behaviours, as well as clear strategies for de-escalation, communication, and safe handling where absolutely necessary.

The risk assessment will identify specific risks to the child or others, the environments or triggers involved, and any interventions or adaptations that can reduce the risk. It may also detail any equipment or support needed to maintain the child's wellbeing and dignity, as well as named staff members who are trained and authorised to support the child in line with their needs.

All individual risk assessments are regularly reviewed and updated in response to changes in the child's development, behaviour, or circumstances, and following any incident. These assessments form part of the child's overall care and learning plan and ensure that we are meeting our duties under the Equality Act 2010, SEND Code of Practice, and Keeping Children Safe in Education (KCSIE) guidance.

Anti-Bullying Policy

At Beckermet Nursery, we are committed to providing a safe, respectful and inclusive environment for all children, staff, students and families. We do not tolerate any form of bullying, harassment or intimidation, whether verbal, physical, emotional or discriminatory. Our policy is rooted in the belief that everyone in our nursery community deserves to be treated with kindness, dignity and equality, and that every child has the right to learn and thrive in an environment free from fear or prejudice.

Bullying can take many forms, including name-calling, teasing, threats, gestures, exclusion, hiding or damaging belongings, and physical aggression. Whether these behaviours are deliberate or arise through misunderstanding, they are treated seriously and dealt with promptly. Our team is trained to identify early indicators of bullying and to intervene using calm, consistent and constructive strategies that support all children involved.

We recognise the importance of a proactive approach. Staff create a positive and nurturing climate through thoughtful planning, developmentally appropriate activities, and consistent promotion of respectful behaviour. Emphasis is placed on teaching children to share, take turns, and manage feelings appropriately. Resources such as puppets, stories, role-play and group discussions, including circle time, are used to explore feelings and build empathy. Children are taught to express themselves confidently and to say "no" if they feel uncomfortable, helping to develop assertiveness and self-protection skills.

Our partnership with parents is crucial. At the outset of a child's time with us, we communicate how we approach and manage bullying behaviours and stress the shared responsibility of staff, parents and children in creating a safe environment. If parents have concerns about their child's behaviour or wellbeing, we encourage open dialogue, with confidentiality always respected.

When concerns arise, we take a consistent and sensitive approach. We assess each situation carefully and work closely with families to understand and address the needs of all children involved. If a child is displaying signs of distress, such as reluctance to attend nursery,

withdrawal from activities, sudden emotional upset or reduced concentration, we monitor these behaviours and consider whether bullying may be a factor, alongside other possible causes.

Bullying is also embedded within our curriculum as a topic for discussion, helping children to understand the impact of their actions and learn ways to resolve conflict. We actively support the development of social skills through cooperative play and problem-solving opportunities. Where a child may be particularly vulnerable or has been affected by bullying, we aim to boost their confidence and emotional wellbeing through positive reinforcement, inclusion in responsibility-based tasks, and nurturing adult support.

Ultimately, our goal is to foster a nursery culture that values kindness, celebrates difference, and equips children with the social-emotional tools they need to navigate relationships respectfully and safely. We believe that through a unified and compassionate approach, we can ensure every child feels confident, supported and secure within our nursery.

Biting Policy

At Beckermet Nursery, we recognise that biting is a developmentally common behaviour among infants and toddlers. Children may bite for a range of reasons, including teething discomfort, frustration, tiredness, a desire for attention, or due to underdeveloped verbal and emotional regulation skills. While it is often a normal stage of development, persistent biting must be addressed sensitively and effectively to maintain a safe and nurturing environment for all children.

Biting incidents often occur quickly and unpredictably, making them difficult to prevent entirely. Nevertheless, our approach is to minimise incidents through close supervision, positive behavioural strategies, and partnership with parents.

Responding to Biting Incidents

When a biting incident occurs, staff will take immediate steps to ensure the safety and emotional wellbeing of both children involved:

- The child who has bitten will be addressed calmly but firmly, with an age-appropriate explanation that "we do not bite people."
- The bitten child will be comforted and supported immediately.
- Staff will remove the child who has bitten from the situation. Depending on their age and understanding, this may involve gentle redirection, one-to-one support, or calming activities. Time out is not used as punishment, but staff may provide space for the child to calm down and reflect.
- The wound of the bitten child will be assessed, cleaned with soap and water, and first aid administered as required. If the skin is broken, the injury will be cleaned, covered, and monitored. Parents may be advised to seek medical attention, especially if blood exposure has occurred.
- All incidents will be documented on the nursery's incident forms and shared with both sets of parents. Confidentiality will be strictly maintained, under no circumstances will the identity of the other child be disclosed.

- Staff will closely observe the child who bit and provide additional support and monitoring. Where necessary, a temporary shadowing arrangement will be introduced to promote positive behaviour through distraction, modelling, and encouragement.

Ongoing Support and Partnership

If biting continues, the nursery will work in close partnership with the child's parents/carers to identify possible triggers and develop consistent behaviour management strategies. In some cases, support may be sought from external professionals to better understand and address the behaviour.

In rare circumstances, where persistent biting places others at ongoing risk and interventions have not proven effective, the nursery may consider temporary or permanent exclusion. This decision would only be taken as a last resort and in consultation with the nursery manager and Chairperson.

Infection Control and Hygiene

Due to the risk of infection from human bites, strict hygiene procedures are followed:

- **If the skin is not broken:** Wash the area thoroughly with soap and water, apply a cold compress for 10 minutes, and complete an incident form. No further medical action is typically needed.
- **If the skin is broken:** Clean the area immediately with soap and water, apply a cold compress and cover with a clean dressing. An incident form will be completed and parents will be informed. They may be advised to contact a healthcare professional or NHS 111 for further advice.

Monitoring and Escalation

If a child bites more than once, the nursery manager must be informed immediately. A behaviour monitoring plan may be implemented, and staff will work closely with parents to reduce the likelihood of further incidents. All actions will be recorded and reviewed regularly.

Confidentiality

Confidentiality is paramount. Staff must never disclose the identity of the child who bit or the child who was bitten to any other parent or carer. All discussions and records are managed sensitively and in line with data protection regulations.

Positive Physical Intervention, Restraint and Reasonable Force

At Beckermet Nursery, we are committed to ensuring the physical and emotional safety of all children in our care. While we aim to de-escalate challenging behaviour through positive strategies, there may be rare instances where physical intervention is necessary to prevent immediate harm to a child or others. Physical intervention refers to any use of reasonable force to prevent a child from hurting themselves, others, or causing serious damage to property. This is not a disciplinary method, but a safeguarding measure.

Examples of situations where physical intervention may be required include a child attempting to run into a hazardous area such as a car park, striking out physically at another child or adult, or throwing objects in a way that could cause injury. In such cases, staff may gently intervene by

placing themselves between the children, holding a hand, or, only where absolutely necessary, using a restrictive hold to ensure safety. The force used must always be proportionate to the situation and must cease immediately once the risk has passed.

Staff are trained to use calm verbal strategies, body language, and de-escalation techniques to manage situations before any physical contact is considered. Physical restraint must never be used in anger, as punishment, or to force compliance. Lifting a child by their limbs or using any form of physical contact that may cause harm or distress is strictly prohibited. Staff are also reminded that their tone, facial expressions, and posture must remain non-threatening at all times when managing challenging behaviour.

All incidents of physical intervention are considered serious and are recorded in full in the Physical Intervention (PI) Log *(See Appendix for PI Log)*. This log includes the reasons for intervention, the actions taken, and the names of all staff and witnesses involved. The Designated Safeguarding Lead must be informed immediately, and the child's parents or carers will be informed as soon as possible after the incident. These records help identify patterns and ensure accountability and transparency in our behaviour management approach.

Any failure to follow these protocols may be treated as a breach of our safeguarding policy and could result in disciplinary action. If a staff member's conduct is deemed to be gross misconduct or poses a risk to children, they may be dismissed and referred to relevant safeguarding authorities, including the Local Authority Designated Officer (LADO) and the Disclosure and Barring Service (DBS), where appropriate.

Affection and Boundaries Policy

At Beckermet Nursery, we are committed to fostering children's emotional wellbeing, self-esteem, and a secure sense of identity. We believe that affection plays a vital role in helping children feel valued and supported, while also teaching them appropriate boundaries in relationships. Our approach is to guide children in understanding what is safe, appropriate, and respectful, both in giving and receiving affection.

A Safe and Nurturing Environment

We recognise that each child is an individual with their own emotional needs. While affectionate interactions are important, we also support children in learning that some forms of physical affection, such as kissing and cuddling, are private and should be reserved for trusted individuals. This helps to lay the foundation for safe and healthy boundaries as they grow.

Our practice is responsive rather than prescriptive. For example, if a preverbal child is distressed, staff may instinctively provide a cuddle to comfort them. For older children, staff will offer support by asking if they would like a cuddle, always respecting the child's choice.

Appropriate Physical Affection

Staff do not initiate or encourage kissing. If a child chooses to offer a kiss, staff may accept it only on the child's cheek and with sensitivity. Other forms of affection are gently encouraged, such as waving, high-fives, blowing kisses, or shaking hands, reinforcing safe and friendly interaction.

To support emotional development and understanding of relationships, age-appropriate conversations and activities are embedded within the personal, social and emotional

development (PSED) areas of our curriculum. Children are encouraged to express affection in safe, respectful, and non-intrusive ways.

Staff are guided to respond sensitively to children's cues. Cuddles are never forced, and affection is never used as a form of discipline or reward. When comforting a child, for example, during sleep or when unwell, gentle, reassuring touch such as rubbing a child's back, hand, or arm is permitted, provided it is appropriate to the child's needs and undertaken with respect.

Children and Sibling Interaction

At Beckermet Nursery, we actively encourage meaningful and positive interactions between all children in our care, including those who are siblings. We recognise the importance of social development through peer interaction and the value of maintaining sibling connections within the nursery environment.

Children are supported to engage and socialise with their peers during daily play sessions, which take place within their designated groups and age-appropriate learning areas. In addition to structured group play, children are regularly given opportunities to interact with children from other groups, particularly during outdoor play and shared activities, where a sense of wider community is nurtured.

Siblings are given dedicated opportunities throughout the day to see and spend time with one another, including during transitions, outdoor sessions, and quieter times. We recognise the comfort and emotional reassurance that sibling interaction can bring, particularly for younger or newly settled children.

When a child joins the nursery and has a sibling already in attendance, we work closely with the family to support the new child's transition. Where needed, arrangements will be made to allow siblings to spend time together during the settling-in period. Staff will assess and adapt the level of sibling interaction based on the individual needs and wellbeing of both children, promoting emotional security while supporting each child's independence and integration into their peer group.

All interactions between siblings and other children are observed and supported by staff to ensure that play is inclusive, respectful, and developmentally beneficial for all children involved. We strive to create a warm, nurturing environment where all children, including siblings, feel valued, supported, and able to thrive both individually and in relationship with others.

Monitoring Practice

To maintain transparency and safeguard both children and staff, affectionate interactions are carried out, where possible, in view of others. If a child requires one-to-one comfort, for instance, when feeling unwell, staff are advised to keep doors open and ensure visibility to colleagues. The management team and all staff are jointly responsible for monitoring this practice to ensure it remains consistent with safeguarding expectations.

We discourage any behaviour that could be interpreted as inappropriate, such as over-tickling, over-familiar or rough play, or requesting verbal affection from a child (e.g. asking them to say "I love you"). Language used to describe children must always be respectful and appropriate; terms such as "sexy" or overly adultised descriptions are never acceptable.

Working with Parents and Carers

We value open communication with parents and carers. If you have questions, concerns, or would like to discuss how we help your child understand personal boundaries and emotional safety, please speak to a member of our team. We are happy to offer guidance and share strategies that support children's emotional development both at nursery and at home.

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Health, Safety & Premises

Health, Safety & Premises

Health and Safety Policy

At Beckermet Nursery, we are fully committed to safeguarding the health, safety, and welfare of all children, staff, parents, carers, and visitors. We aim to provide a safe, secure, and healthy environment where children can play, learn and develop to their full potential.

We recognise our legal responsibilities under the Health and Safety at Work Act 1974**, the** Management of Health and Safety at Work Regulations 1999**,** and the Statutory Framework for the Early Years Foundation Stage (EYFS 2024)**.** All staff are trained and empowered to maintain high safety standards and to act promptly on any identified risks.

Our Commitment

- To actively prevent accidents and incidents through clear procedures and risk management.
- To maintain a safe, hygienic and stimulating environment for children of all ages and abilities.
- To work in partnership with parents, carers, health professionals and external agencies to ensure the well-being of every child.
- To keep all staff up to date with their health and safety responsibilities, including mandatory training such as First Aid and Food Hygiene.

Roles and Responsibilities

Our designated Health and Safety lead/officer, Simone Naylor, oversees compliance and day-to-day safety matters, supported by the Nursery Manager, senior leadership team, and all staff. A detailed breakdown of responsibilities is reviewed and updated regularly and includes:

- **Management Committee**: Overall strategic responsibility.
- **Abigail Shepherd**: Fire safety, staff training, manual handling, reporting to Ofsted, First Aider at Work.
- **Julie Whelan:** First Aid stock monitoring.
- **Rebecca Walker, Julie Whelan & Abigail Shepherd**: Children's attendance records.
- **Susan Cremins & Julie Whelan**: Monitoring attendance of staff, visitors and students.
- **Manager or Deputy**: Emergency response coordination.

All paediatric first aiders are named and certified, and all newly qualified Early Years staff are required to obtain a Paediatric First Aid certificate within three months 'a grace period' of starting employment, as required by EYFS.

Promoting Health and Safety Awareness

All staff receive a copy of this policy upon induction and whenever it is updated. Training needs are reviewed each term, and records are maintained centrally. Parents are kept informed through clearly displayed signage, notices, and verbal communication.

We embed safety within the daily experiences of children. Staff model and teach health and safety practices in age-appropriate ways, encouraging children to understand and take responsibility for their environment, behaviour, and hygiene.

It is the responsibility of all practitioners to inform parents and carers of the health and safety regulations which affect their visit to the nursery.

Insurance and Legal Compliance

Beckermet Nursery is fully insured against public liability, employer liability, and injury or disease arising from the nursery's activities. Our insurance certificate is displayed clearly in the main entrance.

Risk Assessments

At Beckermet Nursery, we are committed to maintaining a safe environment through the systematic identification, assessment and management of risks. A risk is the likelihood of harm arising from a hazard, and a hazard is anything that may cause injury or ill-health. Staff are trained to recognise and assess risks in all aspects of the nursery environment and daily routines.

Each area of the nursery, including indoor spaces, outdoor play areas, and any off-site visits, is subject to routine checks guided by written risk assessments. These documents identify significant risks, outline control measures, and detail any additional actions to reduce or remove those risks. For example, while a hazard such as a damaged toy would be logged and addressed, a transient issue like a child standing on a chair would be responded to immediately without needing formal documentation—unless it presents an ongoing concern.

Risk assessments are initially established by the nursery manager, with day-to-day responsibility for checks delegated to room leaders. Rooms are assessed at the start of each day or session, and any new or escalating risks are reported directly to the manager for timely action. Similarly, the outdoor play area is checked thoroughly prior to children accessing it, and this is guided by a designated outdoor risk assessment which is reviewed annually or sooner if any significant change occurs.

Outings require a separate, specific risk assessment prior to leaving the setting, with appropriate staff ratios, emergency contact procedures, and safety controls in place. These are signed off by management before children are taken off-site.

All risk assessments are reviewed at least annually, or sooner where there is a significant change to the environment, activities, or identified risks.

Monitoring and Review

The Health and Safety Officer is responsible for monitoring the effectiveness of all risk control measures and ensuring they are properly implemented. This includes regular checks of risk assessment logs, accident and incident records, and feedback from staff or parents. Risk assessments and health and safety procedures are discussed as a standing item in team meetings, allowing for continuous staff engagement and prompt action on concerns.

Urgent issues that present an immediate risk to safety are escalated directly to the nursery manager without delay, ensuring swift intervention and safeguarding of all children, staff, and visitors.

Fire Safety, Prevention & Evacuation Procedure

Beckermet Nursery places the utmost priority on preventing fire hazards and ensuring the safety of all children, staff, and visitors. The nursery manager conducts a monthly fire safety checklist to maintain all preventative measures, identify any hazards, and ensure compliance with fire safety legislation. This proactive approach ensures all areas remain safe, all equipment functions correctly, and escape routes are unobstructed.

Staff are fully trained in emergency fire procedures as part of their induction and receive refresher guidance as required. They are responsible for ensuring that corridors, fire exits, and external doors remain clear at all times and that no materials capable of igniting a fire are left unattended near potential sources of ignition. Unauthorised electrical equipment is strictly prohibited unless it has been PAT tested. Combustible materials are kept away from open flames, and signage for fire exits is clearly displayed and maintained throughout the building.

Fire extinguishers and blankets are located in key areas of the nursery and are checked annually by an external provider to ensure they are in good working condition.

Evacuation Drills

To ensure preparedness, fire evacuation drills are carried out termly, and additionally whenever there is a significant change, such as a large new intake of children or the arrival of new staff. These drills occur at varying times of day and week to test procedures under different circumstances. The outcomes of all drills are recorded in evacuation logs for each room, and any areas for improvement are documented and actioned.

Fire alarms are tested weekly to ensure they are fully operational, with checks recorded in the nursery office.

Fire Evacuation Procedure

In the event of a fire or suspected fire, the following procedure must be followed:

1. **Raise the Alarm** – Any staff member discovering a fire must immediately sound the alarm and call emergency services. If any child or adult is missing or unaccounted for, this must be reported as a **Persons Reported Incident** to the Fire Service.
2. **Immediate Evacuation** – All activities stop immediately. Children are calmly gathered and led to the nearest fire exit. In the 0-2s room, non-walking children are helped to fire assembly point.
3. **Essential Items to Take** – Staff must take the room register, first aid kit, emergency contact box, and emergency blankets (stored together in a portable bag). A nominated person will collect the visitors' book.
4. **Room Checks** – Room supervisors ensure no child or adult remains in the room. Toilets and all areas are checked by a designated staff member. Management collects the staff register, gate and pram store keys, and mobile phone, then assists the baby room and supports overall evacuation.
5. **Outdoor Area** – Children already outside will line up and join the evacuation group. Staff on break must leave the building through the nearest fire exit and support their group once outside.

6. **Assembly Point** – The designated assembly point is the car park. Registers are taken immediately to ensure all children, staff, and visitors are accounted for using room registers, the staff register, and the visitors' book.
7. **Blocked Exits** – If any fire exit is blocked, staff will direct children and adults to the next safest available route.
8. **Contacting Parents** – Parents will be contacted via the nursery mobile phone and individual room contact boxes if needed.
9. **Await Fire Service Clearance** – Staff must not re-enter the building until the Fire Service confirms it is safe to do so.
10. **Informing the Fire Service** – Staff must be ready to direct firefighters to the nearest hydrant (located in the layby, marked with a yellow 'H') and advise on the location of the gas and electricity isolation points (electricity cut-off is situated in the garden under the staff room window).

If Safe Evacuation Is Not Possible

In rare circumstances where evacuation is not immediately possible:

- Remain in a safe location with children.
- Keep everyone calm and together.
- Notify the manager via mobile phone or other means, providing your location and who is with you.

Other Emergency Scenarios

In emergencies such as gas leaks, floods, or bomb threats, the same evacuation procedures apply. For suspected gas leaks, avoid using electrical equipment that may cause sparks. Each scenario may require a different assembly point or safe location as outlined in the nursery's emergency plan. All incidents will be logged.

Emergency Refuge

If the nursery premises are deemed unsafe for re-entry, the emergency refuge is Beckermet C of E School. Staff will escort children to this location and contact details are kept with the staff register, which is always removed during an evacuation.

First Aid Cover and Procedures

At Beckermet Nursery, the health, safety, and wellbeing of children and staff is of paramount importance. We ensure that first aid provision is available at all times while children are on the premises, including during outings. First aid arrangements are in accordance with the requirements of the Early Years Foundation Stage (EYFS), Health and Safety (First-Aid) Regulations 1981, and guidance from the Health and Safety Executive.

Definitions

- **Accident:** An event resulting in an injury (e.g. fall, bump, burn).
- **Incident:** An event where one child causes harm to another (e.g. biting, hitting).

Provision and Staffing

Only qualified paediatric first aiders respond to accidents. If a qualified first aider is not immediately present, another staff member will respond and immediately seek support from the nearest first aider. First aiders receive appropriate paediatric first aid training, refreshed regularly and in line with HSE and EYFS requirements.

All staff are trained to remain calm and act quickly in emergencies, assessing situations and responding appropriately to the type of injury or illness. Information on dealing with a range of injuries—such as cuts, bruises, burns, choking, and asthma attacks—is accessible at all times on a dedicated notice board in the nursery office.

First aid kits are kept in clearly marked locations in the office and kitchen. Each kit includes a basic first aid guide. A designated member of staff checks supplies monthly to ensure items are stocked and within expiry.

Parental Consent and Notification

Parental consent for emergency medical treatment is collected on enrolment and held securely in both the office and the child's room for reference. Parents are informed of all accidents involving their child and asked to sign the relevant form as acknowledgment. In more serious cases, or where advance notice is appropriate, parents may be contacted by telephone before arrival.

Monthly accident and incident reviews are carried out to identify any patterns or potential hazards. Actions are logged and implemented where necessary to reduce further risk.

Major Accidents

If a serious accident occurs:

- Staff will wear gloves and aprons.
- A qualified first aider provides immediate care.
- The child may be moved to a quiet, safe space if safe to do so.
- The person in charge will assess whether the child requires immediate hospital care or can wait for the parent/carer to arrive.
- If urgent care is needed, an ambulance will be called. A staff member will accompany the child and take the child's records and contact details.
- The parent or carer will be contacted immediately and either meet the child at the hospital or collect them from the setting.
- If the child can wait, staff will monitor them and ensure they are comforted until collected.
- The incident will be logged in the accident book and signed by the parent/carer.
- If necessary, a RIDDOR report will be completed and submitted to the HSE.
- Ofsted will be notified in line with statutory requirements.

- A review will be conducted to assess whether changes to procedures or practices are necessary.

Emergency Treatment Procedure

When a child requires emergency hospital treatment:

- A key person or member of management will accompany the child, taking all relevant records.
- The remaining staff will inform parents/carers immediately.
- Once the child is in parental care, the incident will be logged and reported to Ofsted.
- A follow-up review will be conducted to assess prevention and procedural improvements.

If the affected person is a member of staff, the same protocol is followed. Staff are responsible for ensuring that current next of kin information is held in the office.

Febrile Convulsions

These common childhood seizures are triggered by high fever in children aged six months to five years. Most children grow out of them without long-term effects.

Preventative measures:

- Dress the child in light clothing.
- Administer children's paracetamol as directed on packaging (with parental consent).

If a convulsion occurs:

- Stay calm and place the child on their side with a cushion beneath.
- Keep the child away from hard objects and do not place anything in their mouth.
- Most convulsions last under five minutes. Afterwards, the child may be drowsy.
- Inform the parent immediately and recommend medical follow-up.
- If the seizure lasts longer than 10 minutes or occurs in succession, call emergency services and follow the emergency treatment procedure.

Dealing with Blood and Sharps

To prevent the spread of bloodborne infections:

- Staff must wear disposable gloves.
- Clean blood spills with disposable cloths and sterilising fluid or a diluted bleach solution (1:10).
- Dispose of materials safely in accordance with local guidelines.
- All blood should be treated as potentially infectious.

If sharps (e.g. needles) are found, staff must not handle them. The local authority should be contacted immediately for safe disposal.

Bodily Fluids Procedure

If a child soils themselves or vomits:

1. The area is cordoned off, and another staff member remains with the child.
2. Cleaning and hygiene steps are as follows:

Cleaning the child:

- Wear gloves and apron.
- Change clothes and rinse soiled items before sealing them in a labelled bag.
- Clean the child thoroughly and help them wash hands.

Cleaning the area:

- **Hard surfaces:** Cover with sand, sweep up, disinfect, and discard materials in the nappy bin.
- **Carpet/fabric:** Remove solids, disinfect, blot dry, and isolate the area with visible chalk and a chair to prevent recontamination.

3. A staff member informs management while another cleans the bathroom using disinfectant and refreshes the room if necessary.

All soiled cloths and materials are disposed of in the nappy bin, and staff must wash hands thoroughly after handling any bodily fluids.

Accident & Incident Recording Procedure

At Beckermet Nursery, we take every precaution to ensure children, staff, and visitors are kept safe. However, should an accident or incident occur, it is essential that all events are accurately recorded, reported, and reviewed in line with statutory and regulatory requirements.

Recording Accidents and Incidents

All accidents and incidents involving children are recorded using the Ovivio system. The practitioner who witnessed or was present at the time of the incident is responsible for completing the report as soon as possible—ideally before the end of the session.

- Staff must check that every accident or incident has been recorded immediately or by the close of the day.
- Accident reports should include detailed information, including:
    - Time and location of the incident
    - Description of what happened
    - Any treatment given
    - Names of witnesses
- Where applicable, witness statements and photographs of injuries and the environment in which the accident occurred should be included for clarity and safeguarding accountability.

If a child sustains a bump to the head, a separate bump note must be completed and brought to the attention of the nursery manager. The child will be closely monitored, and their condition reviewed by a senior member of staff.

In situations involving a bite where the skin is broken, all parties must be advised to seek medical attention, and separate incident and accident forms completed to reflect this.

Notifiable Incidents and RIDDOR Reporting

If a child sustains a serious injury (e.g. suspected fracture, dislocation, serious head injury, or an injury requiring hospital treatment), the following bodies may need to be notified:

- **Ofsted** (within 14 days of the incident)
- **Local Safeguarding Children Board (LSCB)**
- **Health and Safety Executive (HSE)** if the incident meets RIDDOR reporting criteria

Guidance on what qualifies as reportable under RIDDOR is detailed in the Employee Safety Handbook and should be referred to by the nursery manager.

Staff, Visitor and Parent Injuries

- Accidents involving staff must be recorded in the staff accident log, located in the nursery office. This must be completed immediately or by the end of the shift.
- If a staff member requires medical attention or is absent due to a work-related injury, this may need to be reported to the HSE under RIDDOR.
- Injuries to visitors or parents must also be logged with a record of their full contact details. The visitor should be contacted the following day to determine whether they are absent from work and for how long. This duration must be documented, and RIDDOR reporting applied if thresholds are met.

Parental Notification and Signature

Once an accident form for a child is completed, parents or carers must be informed and asked to sign the record. This ensures transparency and allows the nursery to confirm that the parent has been notified. Parents may request a copy of the form; however, no information will be shared about any other children involved in the same incident due to data protection and confidentiality rules.

Record Retention and Monitoring

All completed and signed accident forms are stored securely in the accident file and retained for at least 21 years and 3 months in compliance with safeguarding and insurance requirements.

At the end of each month, senior staff will monitor and review all accident and incident logs to identify patterns or recurring issues. Where necessary, changes to the environment, staff practice, or risk assessments will be implemented to prevent future harm.

Insurance Notification

In any instance where medical treatment is required for injuries sustained by children, staff, parents, visitors, or contractors on nursery premises, the nursery manager will inform the insurance provider in writing. The specific insurance company notified will be recorded. It is

essential to notify insurers promptly, as a failure to do so could result in lack of coverage, particularly if the provider has changed before a claim is submitted.

Pre-Existing Injury Policy

At Beckermet Nursery, the safety and welfare of children is paramount. In accordance with the statutory requirements of the Early Years Foundation Stage (EYFS), it is essential that all pre-existing injuries observed or disclosed on arrival are recorded accurately. This ensures transparency, supports safeguarding, and helps to protect both children and staff.

Parental Disclosure of Pre-Existing Injuries

If a child has sustained an injury, bruise or mark prior to arriving at the setting, the parent, carer or the person dropping off the child is required to inform a member of staff upon arrival. This includes any visible or known injuries regardless of severity, including head bumps or grazes.

The designated staff member will then complete an Existing Injury Form, detailing:

- The nature and description of the injury
- How and when it occurred (based on the parent/carer's account)
- The location of the injury on the body
- The date and time of disclosure

The parent or carer will be asked to review the entry and provide a signature and date before leaving the premises. This process ensures that the nursery has a complete and accurate record of any injuries not sustained at nursery.

Discovery of Injuries Not Disclosed by Parents/Carers

If a practitioner observes a mark or injury on a child that has not been disclosed, or if a child makes a comment or disclosure about an injury sustained outside of the setting, the staff member must:

- Reassure the child and listen sensitively
- Avoid asking leading questions
- Contact the parent/carer promptly to verify the origin and circumstances of the injury

If the parent or carer confirms that the injury occurred prior to arrival at nursery, an Existing Injury Form will be completed as per standard protocol.

Injuries Not Confirmed as Pre-Existing

Where a parent or carer does not confirm that the injury was sustained prior to arrival, or there is no clear explanation, the matter must be immediately reported to the Designated Safeguarding Lead (DSL).

The DSL will initiate a review process that may include:

- Checking internal records (e.g. accident logs)
- Speaking with staff members present during the session
- Reviewing CCTV footage, where available

- Assessing whether the injury could have occurred within the setting

If concerns remain, or if the explanation is inconsistent or unsatisfactory, the Cause for Concern Procedure will be initiated. This ensures that any potential safeguarding risks are assessed and responded to in line with local safeguarding arrangements and nursery procedures.

Specific Guidance for Head Injuries

If a child arrives at the nursery with a head injury—defined as any visible mark, bump, or injury to the head, face, or neck—staff must take additional precautions. The staff member receiving the child should ask the parent or carer for a clear explanation of when and how the injury occurred. This information, along with the child's condition on arrival, should be documented using the Existing Head Injury Form. The date and time of the incident must also be recorded.

Once the form is completed, the nursery manager must be informed immediately. The manager will assess the information and determine whether head injury monitoring is required during the day. Staff must remain alert for signs of concussion or other symptoms, and any concerns should be escalated to a senior member of staff and recorded. Extra care must be taken to monitor the child's wellbeing throughout the day, and any changes must be communicated to parents or carers promptly.

Recording and Monitoring

All Existing Injury Forms completed at Beckermet Nursery are stored in a central file to ensure clear and consistent record-keeping. Each day, a Daily Overview Sheet is completed to track and log the use of forms, enabling the nursery team to maintain an accurate daily record of reported injuries. These forms are then compiled and reviewed as part of a Summary Log Sheet that helps identify patterns, repeated injuries, or any emerging safeguarding concerns.

This system ensures staff accountability and facilitates early intervention where repeated or unexplained injuries may be a cause for concern. The Designated Safeguarding Lead oversees this process to ensure timely and appropriate action is taken where necessary. Where staff have any doubt or concern regarding an injury, mark or explanation—even if a form has been completed, this must be escalated following the Cause for Concern Policy and Procedure.

Safety of Equipment, Areas and Utilities Policy

At Beckermet Nursery, we are committed to maintaining a safe and secure environment for children, staff, parents, and visitors. This is achieved through rigorous safety procedures and regular checks as outlined in our nursery safety checklists. These include daily checks of the indoor and outdoor premises and all equipment prior to use. Checks are recorded systematically, ensuring that any issues are identified promptly and addressed with appropriate corrective action. This policy should be read in conjunction with our policies on fire safety, risk assessments, visits and outings, and equipment, resources and displays.

Staff Responsibilities and Environmental Awareness

All staff are responsible for maintaining vigilance and identifying any hazards throughout the nursery environment. Ongoing monitoring and immediate response to potential risks help to ensure the continuous safety of everyone on site.

Dangerous Substances

All chemicals and hazardous substances are stored securely in locked areas out of children's reach. Substances remain in their original containers with intact manufacturer labels to support safe handling. In accordance with the Control of Substances Hazardous to Health (COSHH) regulations, Safety Data Sheets and corresponding risk assessments are maintained for all substances. Personal Protective Equipment (PPE), such as gloves, aprons, and goggles, is used where necessary.

Transport and Outings

The nursery adheres to a comprehensive outings policy, which covers all necessary safety and supervisory arrangements. This includes travel logistics, child supervision, and emergency planning. Staff must follow all health and safety procedures outlined in the policy before taking children off the nursery premises.

Water Supplies

A fresh and accessible drinking water supply is available for all children, staff, and visitors throughout the day. All hot water taps accessible to children are thermostatically regulated to prevent scalding, ensuring temperatures do not exceed 40°C.

Room Temperatures

Temperature is carefully monitored using thermometers provided in each room. Heaters are placed above child height to avoid direct contact, and temperature readings are recorded daily. Rooms must not fall below 18°C in baby areas or below 16°C in other areas. If cooling is required, fans are positioned safely and used with caution.

Gas and Electrical Equipment

All electrical appliances undergo Portable Appliance Testing (PAT) in line with legislative requirements. Each tested appliance is labelled with a dated sticker to confirm compliance. Plug sockets in play areas are fitted at safe heights and safety measures, including socket covers and concealed wiring, are applied where needed. Staff are vigilant in identifying any signs of wear or damage and take immediate action to mitigate risks.

Windows and Doors

Windows in children's areas are fitted with secure safety catches and positioned at a height that restricts child access. Safety glass or shatter-resistant film is used to prevent injury in case of breakage. All doors are equipped with finger guards and raised handles to reduce the risk of injury. Fire doors are clearly marked and must never be propped open.

Floors and Stairs

All flooring materials are fit for purpose, safe, and easy to clean. Staff conduct regular checks to ensure surfaces are free from trip hazards, spills, or damage. Any concerns are resolved promptly or escalated to the nursery office where necessary.

Indoor Areas

Indoor areas at Beckermet Nursery comply with EYFS space requirements:

- Under 2 years: 3.5 m^2 per child

- 2 years: 2.5 m^2 per child
- 3 to 5 years: 2.3 m^2 per child

This ensures children have sufficient space to play, rest, and learn in a safe and comfortable environment.

Stacked Furniture and Storage

Furniture and resources are arranged to enable independent access while ensuring safety. Toys and materials are kept at appropriate heights for different age groups, promoting self-selection while preventing climbing hazards. Items not for child use are stored separately in tidy and secure locations to prevent staff injury.

Sleeping Children

We provide designated space for children who need to rest or sleep during the day. Each child has their own bed and clearly labelled bedding, which is cleaned and stored according to hygiene protocols. Practitioners remain close to children while they sleep, providing comfort and supervision. Sleep preferences are discussed with parents during induction to align nursery routines with home practices. (See: *Safer Sleeping & Sleep Environment Policy*)

Outdoor Areas and Outdoor Play

Children are encouraged to explore the outdoors as part of their developmental learning. Outdoor areas are risk assessed daily before use, ensuring equipment is safe and secure, and that fencing and gates are intact. Damaged items are immediately removed for repair or disposal. All plants are selected with reference to non-toxic guidelines; a list of poisonous plants is available in the staff room. Children are provided with suitable outdoor clothing in all weathers, and parents are reminded to dress children appropriately for the season. (See: *Poisonous Plants Policy*, *Sun Safety & Weather Protection*, *Outdoor Play & Environment Policy*)

Working with Parents as Partners

At Beckermet Nursery, we are committed to working in close partnership with parents and carers to ensure the individual needs of each child are met and that the nursery remains a safe, nurturing environment. The welfare of the child is our paramount consideration, and strong communication with parents is key to supporting this aim. This collaborative approach is embedded through daily practices, parent consultations, and when appropriate, multi-agency involvement to support the child's holistic needs.

We work together with parents to ensure that all food and drink provided is appropriate, safe, and tailored to each child's dietary requirements. Where exceptional circumstances arise and approval is given by the nursery manager, parents may provide food and drink for their child. All such items must be brought into nursery in a clearly labelled, sealed container, accompanied by a signed disclaimer to confirm that the contents do not contain nuts, in line with our allergen management procedures.

Parents wishing to supply alternative milk (e.g. dairy-free, lactose-free, or plant-based) must provide this in its original sealed packaging, ensuring it is pasteurised. Formula milk may be supplied in pre-measured powdered form, along with bottles containing cooled, boiled water. Nursery staff will then mix the formula and water at the time of feeding. All bottles and containers

must be clearly labelled with the child's name to prevent any mix-ups and ensure safe, hygienic handling.

Manual Handling

To protect staff wellbeing and maintain safe working conditions, all nursery practitioners follow appropriate manual handling guidelines. Lifting and handling tasks are carried out with due care and attention to reduce the risk of injury.

When lifting children or any other heavy object, staff are expected to conduct a brief dynamic risk assessment. This includes considering the child's weight, the practitioner's individual physical capability, the environment in which the lift is taking place, and whether the lift is absolutely necessary. Where possible, alternative methods of assistance or movement should be used. Practitioners should not attempt to lift beyond their comfort or capability and are encouraged to seek support when needed.

Regular training and updates are provided to ensure all staff are confident and competent in safe manual handling techniques. *(Please: 'Good Handling Techniques' Policy for further details)*.

Waste Management, Sustainable Practice & Personal Protective Equipment (PPE)

At Beckermet Nursery, we are committed to protecting our environment, promoting sustainability, and ensuring safe practices through the appropriate use of personal protective equipment (PPE). We recognise our responsibility to model and promote environmentally conscious behaviour while safeguarding the health and wellbeing of children, staff, and visitors.

Waste Management & Sustainable Practice

We monitor the nursery's waste generation and disposal procedures in accordance with local authority and environmental health regulations. Recycling and waste reduction are embedded into our daily routines, and we continuously assess our practices to minimise environmental impact.

Our sustainability measures include:

- Using energy-efficient lighting (e.g., LED and energy-saving bulbs).
- Turning off lights and electronic equipment when not in use.
- Avoiding the use of standby modes and unplugging equipment at the end of each day.
- Operating washing machines using energy-saving cycles.
- Recycling paper via dedicated paper banks and promoting the recycling of plastics, card, and other appropriate materials.

Waste audits are periodically carried out to identify key areas for improvement. Where practical, children are engaged in age-appropriate learning around sustainability, recycling, and looking after our environment as part of our broader curriculum.

All clinical and sanitary waste, including nappies and bodily fluids, is disposed of in line with Health and Safety Executive (HSE) requirements. Clinical waste bins are clearly labelled, foot-operated where possible, and emptied daily or more frequently if needed.

Use of Personal Protective Equipment (PPE)

We are committed to ensuring that staff are protected when performing tasks that involve potential exposure to bodily fluids or other hazards. PPE is never used as a substitute for safe practice or risk elimination, but rather as a final layer of protection where other measures are not sufficient.

Risk assessments are carried out for all relevant activities, and PPE is provided when deemed necessary. This includes:

- Disposable gloves and plastic aprons during nappy changes and when managing sick children.
- Additional PPE (e.g., masks or eye protection) where specific health risks or contamination is identified.

We ensure all PPE is:

- Fit for purpose and compliant with relevant British safety standards.
- Correctly sized and suitable for the wearer and environment.
- Provided free of charge to staff members.

Staff are consulted on the selection of PPE and are trained on how to correctly use, remove, and dispose of it. Signage and instructions are displayed in key areas (e.g., changing areas and medical stations), and PPE stocks are checked and replenished regularly.

Main Office, Staff Welfare & Premises Security

Beckermet Nursery is committed to supporting the health, safety and wellbeing of all staff, including those whose roles involve administrative or computer-based duties in the office environment. We ensure appropriate safeguards are in place and provide guidance and support to promote healthy and safe working practices. Staff are encouraged to notify the nursery manager promptly if they require additional support or adjustments to their working arrangements.

To reduce the risk of injury or strain associated with Display Screen Equipment (DSE), all staff should:

- Sit comfortably with forearms parallel to the work surface and eyes level with the top of the screen.
- Maintain good posture and avoid slouching.
- Use a copyholder when referring to documents while typing.
- Avoid repetitive or awkward movements; keep frequently used items within easy reach.
- Change positions regularly and take short breaks away from the workstation.
- Use the keyboard and mouse correctly, keeping wrists straight and avoiding excessive force.
- Position monitors to avoid glare or reflections and adjust screen brightness and contrast to prevent eye strain.

- Keep screens clean to maintain clear visibility.
- Report any issues associated with workstation equipment or discomfort to the nursery manager, who will conduct a risk assessment and consider specialist equipment or adjustments where needed.

Seating and Posture Guidance:

- Office seating must provide lumbar support, adjustable seat height and backrest, and minimise pressure on the thighs and knees.
- A footrest should be provided if required.
- Desks should allow sufficient space to change posture and keep the area beneath the desk clear of obstacles.
- Forearms should be approximately horizontal while typing.
- Keyboard and mouse use should avoid excessive wrist extension or strain.
- Screens should be positioned to allow for a neutral, comfortable head posture.
- Adequate space should be available in front of the keyboard to rest hands and wrists when not typing.

Premises Security

Beckermet Nursery maintains robust security measures to ensure the safety of all children, staff, and visitors. Access to the premises is controlled via a secure buzzer entry system located at the main entrance. Parents and visitors are reminded through clear signage not to permit entry to others, even if they are familiar with them.

All staff, students, volunteers, and visitors must sign in at the designated reception area and wear an appropriate identification badge if issued. Internal doors throughout the building are fitted with elevated handles to prevent unauthorised exit by children. Outdoor play areas remain locked and secured when not in supervised use.

To maintain a safe and distraction-free environment:

- Parents are discouraged from allowing children to bring toys or personal items from home. Beckermet Nursery cannot accept responsibility for the loss or damage of any such belongings brought onto the premises.
- Secure storage is provided for staff and student personal belongings. However, mobile phones must be either stored in designated staff lockers or handed into the office and must never be taken into children's rooms or areas of care.

These procedures are reviewed regularly to ensure compliance with current safeguarding, health and safety, and data protection requirements.

Emergency Closure and Critical Incident Policy

We are committed to ensuring the safety and wellbeing of all children, staff and visitors. While we aim to remain open at all times, there may be exceptional circumstances that require full or partial nursery closure. This policy outlines our procedures for managing emergency closures and responding to critical incidents.

Emergency Closure

Closure Due to Severe Weather (e.g. Snow or Ice)

In extreme weather conditions, such as heavy snow, the decision to close the nursery will be made by the Nursery Manager. The default assumption is that the nursery remains open unless access is deemed unsafe or insufficient staff can attend to maintain statutory ratios. If closure is necessary:

- Parents will be contacted via phone, text, website updates (www.beckermetnursery.co.uk), Facebook and/or local radio announcements.
- If conditions deteriorate during the day, parents will be asked to collect their children early. Late collection fees will still apply unless otherwise notified.
- Password procedures apply if someone other than the listed emergency contact is collecting a child.

Loss of Heating, Power or Water

In the event of a heating system failure or power/water outage, the manager will assess whether it is safe and practical to remain open. If closure is necessary:

- Parents will be contacted for prompt collection.
- Staff will remain on site with children until they are safely collected.

Refunds

No refunds will be provided for closures due to events outside the nursery's control (force majeure).

Other Emergency Closures

Should closure be required for any reason (e.g. building safety, safeguarding concerns, public health emergencies), the manager will:

- Contact all parents/carers directly or via agreed communication channels.
- Ensure signage is placed at the entrance if prior communication has not been possible.
- Provide updates regarding reopening or alternative childcare arrangements, where feasible.

Critical Incidents

We maintain robust procedures for dealing with serious incidents that may compromise the safety or operation of the nursery.

Flooding

- Regular servicing and maintenance of water and heating systems reduces the risk.
- If flooding occurs during the day, the fire evacuation procedure may be followed.
- Parents will be contacted immediately.
- If the building is deemed unsafe, we will explore temporary relocation or offer advice on local alternative provision.

Burglary

At Beckermet Nursery, we take every reasonable step to secure the premises when not in use. All staff follow a strict lock-up procedure at the end of each day, ensuring that all windows and doors are closed and locked. An intruder alarm system is also activated during hours the nursery is closed.

The Nursery Manager, or senior staff member, will check the premises each morning prior to opening. If a burglary is discovered, the following procedures will be implemented immediately:

- **Police Notification**: The member of staff discovering the break-in will call 999 and report the incident, providing the nursery's name, full address, and a detailed description of the situation, highlighting that children will soon be arriving or are already present.
- **Site Containment**: The area affected will be isolated, and no staff, parents, or children will be allowed to enter until police have attended and declared it safe. Entry to the building will be restricted to a secure area to avoid contamination of evidence and ensure safety.
- **Alternative Arrangements**: If the entire premises are affected or deemed unsafe, staff will implement the relocation plan or provide temporary care in a different area of the nursery if available. Parents will be informed of any changes.
- **Investigation and Support**: The Nursery Manager will assist the police with their investigation, including identifying missing items, signs of forced entry, and potential witnesses. A designated staff member will be available throughout to communicate with parents, provide reassurance, and respond to any questions.
- **Post-Incident Measures**: Following the event, management will assess the security breach and take all necessary steps to strengthen access control, increase surveillance (if available), and review existing procedures. A full record will be kept in the incident log, and all findings shared with staff.

Abduction or Threat of Abduction

The safety and protection of all children in our care is of paramount importance. At Beckermet Nursery, we enforce rigorous safeguarding procedures designed to prevent unauthorised access to the premises and ensure that no child leaves without verified parental consent.

Preventative Measures:

- All external doors and gates are kept locked and secured when not in active use. Access is strictly controlled and only granted to authorised individuals by a member of staff.
- Parents are reminded regularly never to let unknown persons into the building.
- Children are only released to authorised adults listed on their personal record forms. Any deviation from this list requires prior notification and a password agreed between the parent and staff.

Custody & Safeguarding Concerns:

- Parents must notify the nursery of any changes in custody arrangements or court orders. If a parent is legally restricted from collecting a child, a copy of the relevant court order must be provided.
- The nursery remains neutral in any custody dispute and will act strictly in line with legal documentation and child welfare best practice.
- If an unauthorised individual arrives to collect a child and no court order is on file, the nursery cannot deny access. In such instances, we will contact the custodial parent immediately and seek guidance. Legal advice may also be sought to safeguard the child appropriately.

In the Event of an Actual or Attempted Abduction:

- The police will be called immediately (999).
- The Manager or Designated Safeguarding Lead (DSL) will take charge of the situation.
- Parents/carers of the affected child will be contacted without delay.
- All other children will be moved to a safe area and calmed, with additional staff support if necessary.
- The nursery will provide police with a detailed description of the child, potential abductor, direction of travel, vehicle registration (if available), and any known safeguarding concerns.

All incidents of this nature will be fully documented, reviewed, and used to reinforce and improve safeguarding practices.

Terrorist Threat or National Emergency

In line with government and police guidance, Beckermet Nursery takes the risk of terrorist activity or national emergencies seriously. We have procedures in place to assess and respond appropriately to such threats while minimising disruption and ensuring the safety of all children, staff, and visitors.

Suspicious Items or Threats Received:

- Any suspicious item (e.g. unattended bag, strange package, unusual letter) will be reported immediately to the Nursery Manager and security services if applicable.
- Staff will not touch, move, or examine the item. The area will be evacuated and cordoned off.
- In the case of a telephoned threat, staff will attempt to record all details (e.g. exact wording, caller accent, background noise) and immediately inform the police.

Evacuation and Lockdown Procedures:

- Decisions about evacuation during a potential terrorist threat will be made in coordination with the emergency services. Unnecessary evacuation may increase risk; therefore, such decisions will be based on official advice.

- If an evacuation is ordered, children and staff will leave via the safest possible route, which may not be the usual fire exit route depending on the location of the threat.
- Lockdown procedures may be implemented if leaving the building poses a greater risk.

Preventive Measures:

- Staff are trained to remain vigilant for suspicious behaviour and items.
- Visitor access is controlled, and all visitors must show identification and sign in.
- Staff are encouraged to challenge unfamiliar individuals and report security concerns immediately.

Post-Incident Action:

- Once the all-clear is given, staff will conduct a full inspection of the premises and liaise with relevant authorities.
- A debriefing and review will follow to improve procedures and support staff and children.
- Ofsted and other regulatory bodies will be notified where required.

Communication and Support

In all emergency situations, we will:

- Contact parents promptly using all available communication methods.
- Prioritise the safety, emotional wellbeing and safeguarding of all children.
- Log the incident and review our procedures to identify any required improvements.
- Notify Ofsted and other regulatory bodies where appropriate.

Intruder Policy

At Beckermet Nursery, safeguarding the children, staff, and visitors is our utmost priority. This policy outlines the necessary steps to follow in the event an intruder is identified on the premises—defined as any individual who has not followed our established visitor procedures or who presents a cause for concern due to their behaviour, location, or intent.

All staff members are trained to remain alert and responsive to potential security risks. If a member of staff observes someone within or around the nursery grounds who appears suspicious, unaccompanied, or who has not signed into the visitor's register, they must make a swift assessment of the situation. If it is deemed safe to do so, the staff member should approach the individual calmly and inquire about their identity and the purpose of their visit. This should never be done alone if there is any concern about the individual's intentions—another staff member should either accompany the interaction or remain nearby to observe and support. If the staff member does not feel confident or safe in approaching the individual, they must alert the Manager or senior person on duty immediately.

Should it become clear that the person has a legitimate reason for being on the premises but was unaware of the procedures, they will be asked to follow visitor protocol by signing in and will be reminded of the nursery's security expectations. However, if there is any indication that the individual may pose a risk or has no clear justification for being on site, they will be asked to leave

immediately. If the individual complies and leaves the premises, the police will still be informed of the incident, and a full review of access procedures will take place. If the individual refuses to leave or behaves aggressively, the Manager will immediately call the police. Staff members must not attempt to physically restrain or block the intruder's path if they attempt to leave. Instead, staff should take note of as many identifying details as possible, including the individual's appearance, direction of travel, any vehicle registration, and time of the encounter, and pass this information to the police.

In more serious cases, where the intruder appears agitated, threatening, or armed, the priority will be to safeguard the children and staff. Staff will use de-escalation techniques where possible, remaining calm and non-confrontational. If it is not safe for the Manager to make a call, staff will use an agreed code word or phrase to discreetly communicate the need to summon emergency assistance. In any case where a weapon is seen or the situation escalates to aggression or violence, the nursery will immediately initiate its lockdown procedure to remove all children and staff from harm's way. If an abduction or suspected abduction occurs, the procedures outlined in the nursery's Emergency Closure and Critical Incident Policy will be followed.

Once the situation has been resolved and the police have arrived, the incident will be fully reported and documented. This includes completing an incident form, reporting to the Local Authority Designated Officer (LADO) if appropriate, and reviewing security measures to prevent future occurrences. Staff involved will receive debriefing and support, and all lessons learned will inform updated training and procedures.

Lockdown Policy and Procedure

Beckermet Nursery is committed to ensuring the safety of children, staff, and visitors at all times. The Lockdown Policy outlines the actions to be taken in the event of a major incident or threat that necessitates securing the premises, limiting movement, and protecting all persons inside. Lockdown procedures are vital in response to situations such as intruders, hostage situations, violent individuals in the vicinity, a siege, terrorism, or major incidents in the local community.

A lockdown may be triggered by any member of staff who becomes aware of a serious threat, whether directly observed or communicated. That person must immediately notify the most senior staff member on site. If it is not possible to reach the senior person due to urgency or proximity to the threat, the staff member witnessing the incident must initiate lockdown protocols themselves. Once the need for a lockdown has been confirmed, the agreed alarm signal—typically a verbal call of "Lockdown"—will be issued throughout the nursery.

Upon initiation of lockdown, staff will secure all access points to their rooms, ensuring that doors and windows are closed and locked. Lights will be switched off to reduce visibility from outside. Children will be guided to sit low to the ground, out of view, and will be kept calm and quiet by staff. If the threat arises while children are outside, staff will escort them to the nearest safe indoor space as quickly as possible, regardless of their assigned room. All efforts will be made to account for every child using the sign-in sheets, and any discrepancies or missing persons will be reported to the Manager or designated emergency coordinator as soon as it is safe to do so.

During the lockdown, staff are instructed not to leave their secured rooms until the "All Clear" is verbally given by the Manager or an authorised member of the emergency services. Staff must be prepared for the possibility that lockdown could last for an extended period, and must keep children calm, reassured, and safe throughout.

The emergency services must be contacted immediately via 999. Staff will provide as much relevant information as possible, including the nature of the threat, number of people present, and any injuries or medical needs. All instructions given by emergency services will be followed without delay.

This policy is designed to work alongside our Fire Evacuation Procedure and Emergency Closure and Critical Incident Policy. Should evacuation from the building become necessary (for example, due to fire or a hazardous incident), staff will use their professional judgement and the safest exit routes to remove children from danger.

Following any lockdown incident, a full debrief will be held with all staff. A written report will be completed, and parents will be notified at the appropriate time once it is safe to do so. Safeguarding procedures and emergency protocols will be reviewed and revised as necessary in light of any new learning from the event.

Lost Child Procedure

At Beckermet Nursery, the safety and wellbeing of every child in our care is of paramount importance. The risk of a child going missing from the nursery setting is extremely rare and all reasonable precautions are taken to prevent such an incident. However, we recognise that in the unlikely event that a child does go missing, it is vital that swift and effective action is taken.

Preventative Measures

We implement several proactive measures to ensure children remain safe and accounted for at all times:

- Key persons pay close attention to children who are new to the setting or known to be more prone to wandering. Parents are encouraged to share any relevant concerns with staff during settling in, and all staff are briefed as needed.
- Registers are taken upon arrival and departure, and headcounts are conducted regularly throughout the day, especially during transitions (e.g. to and from outdoor play, toilet visits, and mealtimes).
- Door handles are positioned above child height and access to the building is carefully managed.
- All visitors are signed in and supervised. ID is checked and no unauthorised persons are permitted on site without staff accompaniment.
- Parents and carers are reminded to close doors and gates securely behind them and not to allow children to follow others through exit points unsupervised.

Procedure if a Child Goes Missing On Site

If a child is unaccounted for within the nursery:

1. **Immediate Roll Call:** The most senior member of staff present will coordinate a swift roll call to account for all children and ensure they are safely supervised.
2. **Internal Search:** Staff will search designated rooms, toilets, storage areas, outdoor spaces, and any accessible non-child areas (e.g. staff room, office cupboards). Each area will be searched thoroughly and reported back to the coordinating staff member.
3. **External Checks:** Staff will make enquiries with other adults on the premises and request their assistance where appropriate.
4. **If the Child is Found:** The child will be calmly spoken to and supported to understand the seriousness of the situation. Parents will be informed, and an incident report will be completed and reviewed.
5. **If the Child is Not Found Promptly:** The following steps will be taken without delay:
    - A full description of the child and circumstances will be prepared.
    - The police will be called immediately.
    - Parents/carers will be contacted and informed of the situation.
    - The Local Safeguarding Children Partnership (LSCP) and Ofsted will be notified.
    - Staff will **not** speak to the media. All press enquiries will be directed to the Nursery Manager.
6. Once resolved, an internal investigation will be conducted and safeguarding procedures reviewed and strengthened as required.

Procedure if a Child Goes Missing While on an Outing

The same principles apply, with appropriate adjustments to reflect being offsite:

- The designated person in charge will coordinate a search of the immediate area while ensuring all other children remain safely supervised.
- On-site security (if applicable) will be informed and provided with a full description of the missing child.
- The Nursery will be contacted immediately to inform the manager and notify the child's parents. If the nursery is fully offsite, all emergency contact details are carried by the lead staff member.
- The police will be called without delay.
- Staffing will be organised to ensure:
    - The continued supervision and emotional reassurance of the remaining children.
    - A point of contact for police or search personnel.
    - Safe return to nursery for the rest of the group, where required.

In all cases, our focus remains the child's safety and swift recovery, in line with best safeguarding practice and local authority procedures.

Safe Supervision & Staffing Ratios

Supervision of Children

All Beckermet Nursery's practitioners are committed to maintaining the highest standards of safety and supervision for all children in our care. Children are supervised at all times, both indoors and outdoors, and across all daily routines including mealtimes, toileting, sleeping, and play.

Key Principles of Supervision:

- Sleeping children (in cots, prams, or on mats) are monitored and checked every 10 minutes.
- Babies are never left unattended during nappy changes and are always bottle-fed by a member of staff.
- Older, toilet-trained children may use the pre-school bathroom independently, but staff will remain alert and prepared to assist from the main playroom.
- All children are closely supervised during mealtimes and when using tools such as scissors or knives in activities.
- Water play and paddling pools are strictly supervised due to drowning risks, regardless of water depth.
- Additional care is taken on climbing frames, stairs, and steps, and when using large equipment or engaging in outings.

Any equipment hired from external providers (e.g. bouncy castles) must be risk assessed, used in accordance with manufacturer guidelines, and supervised by a staff member at all times.

Outings require a full written risk assessment, signed parental permission, and the carrying of a mobile phone and first aid kit. Small group outings must not compromise ratios at the nursery.

Children are only left with adults who have completed all necessary vetting checks including a clear Enhanced DBS, references, and ID. No student, visitor or volunteer may be left unsupervised unless all checks have been completed and clearance is confirmed.

Visitors and students must sign in/out using the nursery's visitor log and must be accompanied by a staff member at all times.

Cover Staff, Student & Volunteer Policy

Beckermet Nursery supports the development of the early years workforce and offers placements to students working towards early years qualifications such as CACHE, T-Level in Education and Childcare, or other relevant programmes. We also welcome volunteers seeking to gain valuable experience in a childcare setting.

Requirements for Placement and Volunteering:

- All students/volunteers must meet the 'suitable person' criteria under Ofsted requirements.

- Schools or colleges must confirm the individual's good character and provide written confirmation of DBS clearance before placement begins.
- Volunteers and students under the age of 17 are never left unsupervised.
- Students undertaking short-term placements are not included in staff-to-child ratios. Long-term students (e.g. one-year placements) may be included in ratios if they are 18+, have full vetting clearance, and have demonstrated competence.

Induction and Support:

- All students/volunteers receive a full induction including safeguarding, emergency procedures, and nursery expectations.
- A written agreement outlines placement dates, working hours, and contact information.
- Students are issued a handbook detailing dress code, behaviour, and confidentiality expectations.
- Attendance, punctuality, and conduct are monitored weekly.
- Students are encouraged to reflect on their goals and communicate any support needs.
- Regular supervision meetings are scheduled in accordance with their qualification level and individual needs.
- Written permission from management is required before students undertake any studies involving children or families, and no photos or personal data may be collected without prior approval.

The needs of the children always take priority, and placements are limited to ensure minimal disruption to the nursery's routines and care provision.

Staffing Allocation and Ratios

Beckermet Nursery adheres strictly to the statutory staff-to-child ratios as outlined in the Early Years Foundation Stage (EYFS) statutory framework. These ratios ensure that all children receive high-quality care, attention, and supervision:

- **Under 2 years:** 1 adult to 3 children (with discretion to use a 1:2 ratio under certain circumstances).
- **Aged 2 years:** 1 adult to 4 children.
- **Aged 3 years and over:** 1 adult to 8 children.

There are always a minimum of two staff members present on the premises when children are in attendance.

Staffing Structure and Planning:

- Room supervisors ensure deployment is effective and ratios are maintained throughout the day, including during breaks and transitions.
- Regular team meetings take place to support planning, curriculum development and continuous professional development.

- Staff are supported in taking on leadership roles or specialist responsibilities to strengthen the quality of the nursery provision.

Inter-room and management meetings are also held regularly to address planning, welfare concerns, and operational issues.

Good Handling Techniques

We recognise the importance of safe and appropriate handling techniques in the prevention of injury to both staff and children. This policy outlines the procedures and expectations for lifting and handling to ensure that all staff operate in a safe environment and minimise risks associated with manual handling tasks.

Preventing Injuries

We aim to eliminate potential hazards in the working environment through thorough and regular risk assessments. Where handling tasks cannot be avoided, we implement control measures to reduce risk.

Staff are encouraged to speak to the nursery manager if they have concerns about a handling task or if they experience any strain, discomfort or injury. Any incident, near miss or concern must be reported immediately so that appropriate adjustments can be made.

Correct Lifting Procedure

Planning and Preparation

Before beginning any manual handling task, staff must:

- Assess the task, including the object's weight, shape, and stability.
- Plan the route and ensure it is free of obstacles, well-lit, and has a suitable resting point if needed.
- Never lift unless confident in correct handling techniques.
- Avoid lifting if you are experiencing health issues, including pregnancy, without proper risk assessment.
- Ask for help with heavy or awkward items; if lifting as a team, agree on the lead person and communication signals.
- Do not attempt to lift or move unsafe items, such as damaged glass, leaking chemicals, or unstable containers.

Lifting Position

- Stand with your feet shoulder-width apart and one foot slightly in front of the other for balance.
- Position yourself close to the object, with its heaviest part next to your body.
- Ensure no children are in the immediate vicinity before you begin the lift.

Lifting Technique

- Bend your knees, not your back, and keep your spine straight.

- Tuck in your chin on the descent.
- Grip the item securely and keep your shoulders level.
- Avoid twisting; turn with your feet rather than rotating your torso.

Moving the Load

- Keep the object close to your body.
- Move steadily and avoid sudden or jerky movements.
- Watch where you are going.
- To set the object down, reverse the lifting procedure with controlled, stable movement.

These techniques apply to all lifting and moving tasks, including furniture, resources, and children.

Holding and Carrying Children

As an early years setting, we recognise that lifting and carrying children—particularly babies and toddlers—is sometimes necessary and appropriate. However, we promote children's independence wherever possible and discourage unnecessary carrying.

Key Principles:

- Children who can walk unaided should be encouraged to do so, using handholding for support if needed.
- Children should not be carried as a matter of routine or for convenience.
- If lifting a child is necessary, always do so with your hands under the child's armpits, facing them towards you.
- While carrying, support the child's thighs with one arm, allowing them to wrap their arms around your neck for stability.
- If a child resists, kicks, or becomes distressed, do not continue carrying them. Instead, place them down safely and find an alternative solution, such as verbal reassurance or encouraging them to walk.

Reassessment of Handling Tasks

Any changes to the nature of a task—such as new equipment, changes in a child's mobility, or physical environment adjustments—require a reassessment of handling procedures. Ongoing training and regular updates on manual handling techniques are provided to all staff as part of our health and safety programme.

By following this policy, we aim to maintain a safe and supportive environment for both staff and children and reduce the risk of manual handling injuries across the setting.

Lone Working Policy

This policy must be read in conjunction with the Health and Safety Policy and the Safeguarding and Child Protection Policy**.**

At Beckermet Nursery, we are committed to ensuring the safety and wellbeing of all staff, including in circumstances where lone working is necessary. While working alone is not unlawful, it may present specific risks that must be assessed and managed appropriately.

Policy Aims and Commitment

We will take all reasonable steps to protect staff from risks associated with lone working. Our priority is to ensure that no member of staff working directly with children is placed in a situation where they are alone in a room or on the premises unless essential and unavoidable.

Where lone working occurs, we will:

- Identify and assess the risks involved.
- Minimise and manage those risks as far as is reasonably practicable.
- Ensure appropriate training, support, and communication protocols are in place.

Examples of Lone Working Situations

While our intent is to avoid lone working, certain operational situations may lead to a staff member working alone temporarily. These include, but are not limited to:

- Staff taking toilet or lunch breaks.
- Undertaking nappy changes or supporting toileting needs.
- Comforting an unwell child in a quiet area.
- Following a child's individual interest to another area of the room.
- Opening or closing the setting.
- Performing cleaning, maintenance, or other duties outside standard hours.
- Occasional cover for brief periods where two staff may momentarily be separated due to supervision requirements.

In all such scenarios, risk must be assessed, and communication with team members maintained where possible.

Risk Management and Staff Requirements

When assessing the suitability of lone working, the following factors will be considered:

- The type of activity being carried out and the associated risks.
- Staff's ability to safely supervise children while managing other responsibilities (e.g., interacting with parents).
- The training, qualifications, and competence of the staff member, including:
    - Paediatric First Aid Certification.
    - Child Protection and Safeguarding Training.
    - Food Hygiene Training.
    - A Level 3 qualification (if working alone with children under reception age).

We will not compromise statutory staffing ratios under any circumstances. Supervision plans, room layouts and staff deployment are regularly reviewed to reduce lone working risk.

Personal Safety Procedures

To support lone workers, we implement the following safeguards:

- **Clear procedures**: All lone workers must adhere to nursery protocols and emergency procedures.
- **Communication**: Staff working alone (e.g., opening/closing) must have access to a personal mobile phone for emergency use, provided it does not compromise child safeguarding.
- **Check-ins**: Where possible, the manager or a delegated senior staff member will check in with lone workers, particularly those working outside usual hours.
- **Reporting deviations**: If a staff member must act outside the agreed lone working procedure (e.g., due to an emergency), they must inform the manager or on-call contact as soon as possible.

Monitoring and Review

Lone working situations will be monitored regularly, and risk assessments reviewed in response to:

- Changes in staffing.
- Alterations to routines or environment.
- Any incident or concern reported by staff.

We encourage open communication from staff regarding lone working risks and welcome suggestions for reducing such occurrences wherever possible.

Slips, Trips and Falls Prevention Policy

Slips, trips, and falls are among the most common causes of workplace injury. However, these incidents are avoidable. This policy sets out Beckermet Nursery's commitment to providing a safe and hazard-free environment by ensuring effective housekeeping, appropriate footwear, suitable flooring, and preventative measures are in place to minimise associated risks.

The policy aims to:

- Minimise slip and trip hazards in all areas of the nursery.
- Ensure hazards such as wet floors, clutter, and poor lighting are managed promptly and effectively.
- Promote safe working practices and personal responsibility among staff.
- Establish roles and responsibilities for identifying, managing, and reporting hazards.

Manager Responsibilities

The nursery manager holds overall responsibility for ensuring staff are fully aware of potential slip and trip hazards, understand safe systems of work, and are familiar with the nursery's policies and procedures.

Managers will:

- Investigate all incidents and near misses thoroughly.
- Implement and monitor preventative actions following any accidents.
- Ensure staff understand their individual responsibilities regarding slip and trip prevention.
- Routinely inspect internal areas such as corridors and stairs to maintain safety standards.
- Provide support to maintain a tidy, obstacle-free, and safe environment.

Employee Responsibilities

All staff must contribute to creating a safe and healthy environment. They are expected to:

- Follow all policies and procedures designed to prevent accidents and promote wellbeing.
- Report any identified slip or trip hazard to the nursery manager promptly.
- Tidy up and clean any spills they observe or create. If unable to clean the area themselves, they must take steps to ensure it is temporarily made safe.
- Avoid carrying drinks or other items in a way that could cause a spillage.
- Report any slip or trip incidents, no matter how minor.
- Wear suitable, non-slip footwear appropriate to the activity being undertaken.
- Take personal responsibility for treating external nursery pathways during adverse weather (e.g. ice or snow) in line with management guidance.

Additional Management Duties

The nursery manager plays a critical role in maintaining a safe environment. As part of their responsibilities, they must routinely assess the condition of all internal non-public flooring, ensuring surfaces are free from wear, damage, or uneven areas that could contribute to slip or trip incidents. An effective and well-documented schedule for inspecting and maintaining outdoor pathways must be implemented to mitigate risks from environmental conditions such as ice or debris. The manager is also responsible for ensuring that both internal and external areas are adequately lit to help prevent missteps or unnoticed hazards. Furthermore, where needed—especially on stairways or sloped areas—handrails must be properly installed and regularly maintained to support staff and children's safety.

Risk Assessment

It is essential that all slip and trip hazards are comprehensively incorporated into the nursery's wider risk assessment procedures. The manager must identify any hazards and evaluate their associated risks. Based on these findings, suitable control measures should be implemented to either eliminate or sufficiently reduce each hazard. These risk assessments must not be static; they should be reviewed at least annually, or more frequently if an incident occurs, to ensure the ongoing effectiveness of the controls and to make adjustments where necessary.

Cleaning Procedures

Cleaning practices play a vital role in slip and trip prevention. Staff must:

- Use the correct amount of cleaning product, avoiding excessive wetting of floors.
- Mop with a well-wrung mop to minimise dampness on surfaces.
- Display wet floor signs prominently after cleaning communal areas such as corridors or receptions.
- Schedule general floor cleaning outside operational hours whenever possible.
- Immediately block off any areas affected by daytime spills (e.g., during meal times) until the surface is dry and safe.

Obstacles and Clutter

Maintaining clear, unobstructed walkways is fundamental to reducing the risk of slips and trips. Staff must ensure that all corridors and workspaces remain tidy, with no trailing wires or misplaced items at floor level. Personal belongings such as coats and shoes must be stored in designated areas to avoid causing obstructions. Similarly, in the children's rooms, maintaining a tidy environment is essential. Toys and equipment should always be returned to their appropriate storage locations after use, helping to preserve safe movement throughout the setting.

Footwear Standards

All staff are required to wear appropriate, non-slip footwear while working. Footwear must:

- Be clean, practical, and provide adequate grip.
- Have rubber soles and heels for slip resistance.
- Cover the entire foot.

Note: Baby room staff may wear soft indoor shoes while working in that room. However, these must be removed before exiting and replaced with appropriate footwear for use elsewhere in the nursery.

Staff must self-check their footwear weekly to ensure they remain fit for purpose. Unsuitable shoes—such as flip-flops, high heels, or footwear lacking grip—are not permitted under any circumstances.

Hazardous Substances and Cleaning Policy

At Beckermet Nursery, we are committed to maintaining high standards of cleanliness and hygiene while ensuring the safe use of all substances that could present a hazard. This policy outlines our approach to the management of hazardous substances and our daily cleaning protocols, aligning with COSHH regulations and best practices in early years care.

Management of Hazardous Substances (COSHH)

We carefully manage all substances that may pose a health or safety risk to children, staff, or visitors. These include cleaning agents, disinfectants, and any chemical materials used for maintenance or hygiene.

All hazardous products used within the nursery are clearly labelled and stored securely in locked cupboards out of children's reach. Products are retained in their original packaging with labels intact, and we never decant substances into alternative containers.

Risk assessments are completed for each substance, detailing associated hazards, first aid measures, and safe handling procedures. These assessments are reviewed annually or sooner in response to new products or incidents. Safety Data Sheets (SDS) are maintained on-site and accessible to staff.

Staff handling hazardous substances are trained in accordance with COSHH requirements. They are instructed to use appropriate personal protective equipment (PPE), such as gloves and aprons, and to report any incidents or exposure immediately. Aerosols or high-risk chemicals are not used during operational hours in areas accessed by children.

Daily Cleaning Procedures

The nursery is professionally cleaned each evening to ensure a hygienic environment. Managers and supervisors conduct daily checks of each room before children arrive to verify that all areas meet hygiene and safety standards.

Throughout the day, practitioners maintain cleanliness through routine tasks:

General Environment

- Professional cleaners thoroughly clean the setting every evening.
- Managers/supervisors conduct a cleanliness and safety check of each room every morning before children arrive.
- Staff maintain cleanliness throughout the day in accordance with our routine hygiene procedures.

Daily tasks include:

- Cleaning tables before and after each meal or activity.
- Sweeping and mopping floors after meals and when visibly dirty.
- Emptying and refilling water trays each day.
- Sweeping up sand regularly and disposing of it safely.
- Immediate mopping of spills with wet floor signs used as appropriate.
- Nappy changing areas and toilets are cleaned and disinfected frequently throughout the day.
- Dummies are sterilised after each use and after any contamination (e.g. if dropped or shared).

Rubbish is placed in bins with swing-top lids, which are cleaned daily.

Swing-top lidded bins are provided in all rooms and are emptied daily. Staff are expected to take ownership of their environment and communicate any hygiene concerns promptly to the management team.

Kitchen Hygiene

Kitchen hygiene is managed to the highest standards, following food safety regulations. Only trained staff may prepare or handle food, and food hygiene training is reviewed every three years.

Kitchen Protocols

- Fridge and freezer temperatures are recorded at the start and end of each day.
- All food is covered, labelled with open dates, and stored appropriately.
- Microwaves are cleaned after each use; fridges are cleaned weekly and freezers every three months.
- Cooked food is reheated to over 70°C and checked using a probe thermometer before serving.
- Opened packets (e.g. cereals, raisins) are sealed in airtight containers and dated.
- Cloths are colour-coded for kitchen use only, cleaned daily on a hot wash.
- All work surfaces are cleaned with anti-bacterial spray before and after use.
- Kitchen doors and gates remain closed/locked at all times. Children are only permitted for supervised baking activities.
- Food not used immediately is refrigerated or frozen within 60 minutes or disposed of.

A cleaning rota and records are maintained for transparency and accountability.

Deep Cleaning and Infection Control

Deep cleaning is scheduled regularly and escalated as needed, particularly in the event of illness, outbreaks, or contamination. Rooms, carpets, toys, and furnishings are included in these deep cleans.

Separate colour-coded mops and cloths are used for general cleaning and bodily fluid incidents to prevent cross-contamination. Staff are trained on correct usage and storage of cleaning equipment.

Pest Control and Physical Contamination

To prevent pest infestation and contamination, the nursery ensures:

- Food and waste are disposed of correctly and not left exposed.
- Kitchen areas are inspected regularly.
- Any signs of infestation are reported immediately, and appropriate pest control measures are enacted.

Staff Responsibilities and Training

All staff are responsible for contributing to a clean and safe nursery environment. They must follow agreed cleaning procedures and COSHH guidance and are expected to report any hazards or hygiene concerns without delay.

Staff are required to wear appropriate PPE when handling cleaning chemicals or bodily fluids. Ongoing training is provided in infection control, hygiene procedures, and COSHH regulations, and staff are expected to remain compliant with best practices at all times.

CCTV Policy

Beckermet Nursery uses a CCTV surveillance system to promote and maintain a safe, secure environment for the children in our care, staff, parents/carers, and visitors. The system helps us to:

- Maintain high standards of care and supervision.
- Assist in the security of the premises, assets, and individuals.
- Deter and detect incidents of theft, vandalism, or any criminal activity.
- Support internal investigations, including safeguarding and disciplinary matters, by providing visual evidence.
- Offer training and reflective learning opportunities for staff to improve practice and outcomes for children.

CCTV System Operation

Cameras are installed at strategic external locations around the premises, including the front door, sides, rear of the building, and entrance pathways. These have been positioned to maximise coverage and visibility while ensuring that privacy and dignity are maintained. The system does not cover internal rooms or children's toileting or changing areas.

All cameras operate using a digital audio-visual recording system running 24 hours a day. Recordings are retained for a maximum of 21 days**,** after which footage is automatically overwritten unless required for investigation.

Prominent signs are displayed at all access points informing staff, visitors, and members of the public that CCTV is in operation, in accordance with the ICO's CCTV Code of Practice.

Data Protection Compliance

The nursery adheres to the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 in the operation of its CCTV system. This includes ensuring that personal data captured by CCTV is:

- Processed lawfully, fairly, and transparently.
- Kept secure and only accessible to authorised personnel.
- Used for specific, legitimate purposes related to safeguarding, security, and management.

Access to Footage

Only the Nursery Manager, Deputy Manager, and Committee Chairperson are permitted to view CCTV footage. In the event of a serious incident or investigation, authorised members of staff may be asked to view relevant footage under supervision.

Footage will not be shared with parents/carers, staff, or the public unless there is a legal obligation or justification to do so. Individuals may request access to footage of themselves by submitting a Subject Access Request, although such access is subject to redaction and safeguarding considerations.

Disclosure to Authorities

CCTV footage may be shared with the police or other lawful authorities where there is a legitimate need for evidence in a criminal investigation or safeguarding concern. A record of any such disclosure, including the date, reason, and individual granting permission, will be securely documented. Once the footage is disclosed, the agency receiving it becomes the data controller for that copy.

Remote Access and Security

Out-of-hours access to live footage is available to designated senior managers via secure, encrypted remote access. The system itself is password-protected and updated regularly to ensure it remains compliant with current security standards. Footage is never stored on removable devices unless strictly necessary and authorised.

System Maintenance

The CCTV system is maintained and tested annually by a professional contractor to ensure it functions effectively and reliably. Faults or breaches must be reported immediately to the Nursery Manager and investigated accordingly.

Policy Review

This policy is reviewed annually or following a significant incident, change in legislation, or update in system operation. Beckermet Nursery remains committed to ensuring the appropriate, lawful use of CCTV in supporting the safety and wellbeing of all children, staff, and visitors.

Visitors Policy

At Beckermet Nursery, we welcome visitors while maintaining the highest standards of safety, security, and safeguarding for all children and staff. This policy outlines the procedures and expectations for all visitors to ensure compliance with our legal responsibilities and operational requirements.

Arrival and Signing In

All visitors must sign in on arrival using the Visitor's Book located at the main entrance. By signing in, visitors agree to comply with the nursery's visitor rules, which are clearly displayed and available on request. Visitors must also sign out when leaving the premises, providing accurate arrival and departure times.

On arrival, the staff member receiving the visitor will:

- Explain the emergency evacuation procedure, including the nearest fire exit and the designated assembly point.
- Ensure the visitor understands that they must remain at the assembly point during a fire evacuation until a member of staff records their presence and confirms it is safe to leave.
- Remind the visitor that they must be accompanied by a staff member at all times while on the premises.

Supervision and Conduct

Visitors, including professionals, contractors, or family members, are not permitted to be left alone in areas where children are present. All visitors will be accompanied at all times by a designated member of staff. The Manager or Deputy Manager is responsible for ensuring these protocols are consistently upheld.

Visitors are expected to conduct themselves professionally and respectfully at all times. Any concerns about the conduct of a visitor should be reported immediately to the Nursery Manager.

Contractors and External Personnel

Where possible, contractors should carry out maintenance or repair work outside of operating hours when children are not present. If this is not feasible, the Manager must ensure that:

- Contractors are never left unsupervised in areas accessible to children.
- Appropriate safeguarding checks are completed if the visit is frequent or prolonged.
- The nature of the work is assessed and poses no risk to the safety or wellbeing of children or staff.

Contractors do not require an enhanced DBS check if they are supervised and not undertaking regulated activity. However, Beckermet Nursery will always act cautiously and follow guidance from local safeguarding partnerships.

Security and Identification

Staff will verify the identity of any visitor they do not recognise before allowing them access to the building. All external doors and gates must remain locked during nursery hours, with access granted only by authorised personnel. Internal doors and safety gates should remain closed at all times to prevent children from moving between areas unsupervised.

Visitors are not permitted to use personal mobile phones or take photographs while on the premises. Mobile phones must be switched off or silenced and stored out of sight throughout the duration of the visit.

Visitor Responsibilities

By signing in, visitors agree to the following:

1. They will comply with the nursery's safeguarding and health and safety policies.
2. They will follow fire evacuation procedures as instructed.

3. They will report any incidents or injuries occurring during the visit to the Manager before leaving.
4. They will immediately share any safeguarding concerns regarding a child with the Manager or Designated Safeguarding Lead.
5. They understand that children remain under the full supervision and responsibility of nursery staff at all times.

Monitoring and Review

This policy is reviewed annually or in response to updates in statutory guidance, security incidents, or feedback from staff and visitors. The Manager is responsible for ensuring all staff are familiar with and follow this policy.

Pets, Plants and Animal Handling Policy

At Beckermet Nursery, we recognise that contact with animals and the natural world can significantly enrich a child's early learning experience. However, we are equally committed to ensuring the health, safety, and wellbeing of all children, staff, and visitors. This policy outlines our approach to managing the presence of plants, pets, and interactions with animals in a safe, educational, and age-appropriate manner

Poisonous Plants

Trees, flowers, and other plants can provide meaningful learning opportunities and help create a vibrant, engaging environment. However, certain plants may be hazardous due to their potential to cause harm through ingestion, contact, or physical injury.

Risks and Hazards:

- **Ingestion:** Some plants may be toxic when eaten, causing symptoms of poisoning.
- **Skin contact:** Certain species may irritate the skin or eyes on contact.
- **Physical injury:** Thorns, spines, or rough leaves can cause cuts, scratches or punctures.

Plant Parts of Concern:

Any part of a plant may be considered potentially hazardous, especially:

- Berries and seeds
- Leaves and stems
- Flowers and pollen

Controls and Monitoring:

Indoor plants with known hazards are not permitted, especially if there is a risk of falling leaves or petals being accessible to children. Outdoor play areas are inspected weekly for the presence of hazardous or unfamiliar plant species. These inspections form part of the setting's regular risk assessments. Any identified harmful plants will be removed immediately.

First Aid Response:

If a child has ingested a plant or experienced a skin reaction, the incident must be treated as a medical emergency. Emergency services will be contacted where necessary, and basic first aid

will be administered only if safe and appropriate to do so. If possible, a sample of the suspected plant will be retained to show medical personnel. All incidents must be recorded in the Accident Book and reported in line with nursery protocols.

Pets and Onsite Animals

While animals can offer many positive experiences and learning opportunities, Beckermet Nursery operates a minimal pet policy. At present, the nursery only keeps goldfish in a secure and hygienic tank that is maintained regularly by designated staff.

Children are introduced to the concept of responsible pet care through age-appropriate discussions, stories, and activities. This approach allows us to engage children in the topic of animals while maintaining high standards of hygiene and safety.

Should the nursery wish to introduce other pets or temporary animal visitors in the future (e.g. during educational sessions), a detailed risk assessment will be undertaken, and parental consent will be obtained.

Animal Handling

Children may occasionally have the opportunity to interact with animals through structured educational visits (e.g. farm animals, reptile encounters) or through contact with service animals (e.g. therapy dogs). In such cases, the following controls are in place to ensure safety and wellbeing:

- **Risk Assessment:** A full risk assessment will be carried out prior to any planned animal visit. This will include evaluating the animal's health, temperament, and handling procedure.
- **Supervision:** Children will be closely supervised during all animal interactions. Staff will explain appropriate behaviour, such as calm movement, quiet voices, and using gentle touch.
- **Hygiene:** Handwashing facilities will be made available immediately before and after handling any animals. Children will be reminded not to touch their faces or eat during these sessions.
- **Animal Welfare:** Only animals that are healthy, well-socialised, and accustomed to being handled will be permitted. The welfare of the animals is also a priority, and they will never be put in distressing or unsuitable situations.
- **Emergency Protocols:** Staff will be prepared to act swiftly if a child has an allergic reaction, is scratched/bitten, or becomes distressed. Incidents will be logged, and parents will be informed.

Review and Compliance

This policy will be reviewed annually or in response to any incidents or changes to legislation and guidance relating to early years education, health and safety, or animal welfare.

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Health, Medical & Hygiene

Health, Medical & Hygiene

Sick Child & Emergency Care Policy

At Beckermet Nursery, the health, safety and wellbeing of all children are our highest priority. We value parents and carers as the people who know their children best, and we strive to work in close partnership to support each child's health needs with empathy and professionalism. While we understand the pressures on working families, we must also ensure the nursery environment remains safe for all children and staff.

Reporting Illness

Parents and carers are asked to inform the nursery of any illness or infection affecting their child within 24 hours of onset**.** This allows us to take appropriate measures to protect others and minimise the risk of transmission. While details will be treated confidentially, anonymised information may be shared with other parents to ensure vigilance and promote preventive actions.

We request that children remain at home when unwell. If your child is diagnosed with a contagious illness**,** they must not return until symptoms have resolved and, where applicable, until the recommended exclusion period has passed. The nursery manager has final discretion regarding the exclusion or readmission of a child, particularly where health concerns remain.

In some cases, a medical clearance letter may be required before a child can return.

Infection Control and Hygiene Practices

Beckermet Nursery follows rigorous hygiene procedures in line with Public Health England guidance and statutory EYFS welfare requirements. These include:

- Daily sanitation of surfaces, toys and equipment.
- Immediate deep cleaning following a reported illness in any nursery room.
- Ongoing staff training on hygiene protocols and illness prevention.

Children returning from illness must be symptom-free, medicine free and well enough to participate in nursery activities.

Please note: There are no refunds or fee reductions for time off due to illness.

Procedure: If a Child Becomes Unwell at Nursery

If a staff member suspects that a child is unwell, the following steps are taken:

1. The concern is reported to management immediately.
2. The child's condition is assessed by a senior staff member.
3. If the child has a temperature, parents will be contacted and may be asked to provide verbal consent for Calpol to be administered (in line with our Medication Policy).
    - A temperature of 39°C or above is considered high-risk for febrile convulsions and requires immediate collection by a parent/carer.
4. Parents are contacted using the phone numbers provided on the enrolment form. If unavailable, emergency contacts will be called.

5. While waiting for collection, the child will be cared for in a quiet, comfortable area, supervised by their key person or a senior member of staff.

Medical Emergencies

In the event of a medical emergency:

- An ambulance will be called immediately.
- The parent or emergency contact will be informed and advised of which hospital the child is being taken to.
- A senior staff member will accompany the child to hospital, taking with them the child's registration form, care plan (if applicable), and any required medication.
- The parent/carer will be asked to meet the child at the hospital as quickly as possible.

Reporting and Notifiable Illnesses

If an infectious illness is identified as having spread or poses a risk of outbreak:

- Parents will be notified promptly by email, phone or written communication**.**
- Outbreaks are logged and closely monitored.
- In line with Children Act Regulations (1989) and the Public Health (Infectious Diseases) Regulations 1988**,** Ofsted will be informed of any notifiable illness as determined by a medical professional.
- Where appropriate, Environmental Health Services will also be contacted.

Further Guidance

If parents are uncertain about whether a child should attend nursery while recovering from illness, they are encouraged to contact the nursery for advice. We are happy to advise based on the latest NHS and Public Health England guidelines.

Medication Administration Policy

The health and wellbeing of every child in our care is paramount. To achieve this, we maintain a robust system for the safe administration of medication, ensuring all procedures align with legal guidance, best practice, and individual medical needs.

Medical Information and Parental Responsibility

Parents and carers must provide full medical information about their child upon registration, including details of any medication and medical conditions. Any changes to this information must be submitted in writing and discussed with staff to ensure continued appropriate care. This information is treated confidentially and stored securely.

Functional Medication

Functional medication refers to treatments essential for a child to participate fully in nursery life, such as:

- Inhalers (e.g. Ventolin)
- Adrenaline auto-injectors (e.g. EpiPens)

- Insulin
- Ritalin or similar
- Diazepam/Valium
- Eczema creams

Before administering such medication, a Health Care Plan must be in place. Medication must be clearly labelled with the child's name, dose, and expiry date, and remain in its original container. Children with ongoing needs will have an individual medication box and care procedure sheet, which will accompany them throughout the nursery day. The SENCo oversees these arrangements and coordinates any necessary training for key staff.

Prescription Medication

We will only administer prescription medication if it would be detrimental to the child's health not to do so, and when the parent or carer has completed a Medication Consent Form. Staff may begin administration on the fourth day of antibiotic treatment if the child is symptom-free and able to attend nursery without requiring pain relief.

- Medication will only be given if clearly labelled, in-date, and accompanied by written consent.
- Two qualified staff members must be present—one to administer and one to witness and verify details.
- If a child refuses medication, they will not be forced. Parents will be contacted, and emergency services called if necessary.

Non-Prescription Medication

We do not routinely administer non-prescription medication (e.g. Calpol) unless in an emergency, such as a dangerously high temperature. In these instances:

- Management must approve administration.
- Verbal consent must be obtained from the parent or carer.
- The child must be collected immediately following administration.
- A Medication Form will be completed with the time of verbal consent noted.

Important Guidelines:

- Calpol is only administered in line with bottle instructions (max 7.5ml for children under 4).
- Aspirin is never administered to children under 16 unless prescribed by a doctor.
- Only **one dose** of Calpol will be administered in any instance.

Temperature and Fever Management

A child is considered to have a high temperature if it exceeds the following thresholds:

- Under 3 months: 38°C (note: paracetamol cannot be given unless prescribed)
- 3–6 months: 38.9°C

- 6 months and older: 39°C

Staff will assess whether symptoms accompany the fever before any treatment is administered. These guidelines align with the NICE (National Institute for Health and Care Excellence) standards.

Baby Medications and Lotions

- **Teething gels** will not be administered by nursery staff.
- **Barrier creams** (e.g. Sudocrem, Vaseline) may be applied if provided in sealed, clearly labelled containers.
- **Prescribed nappy creams** and **colic relief** (e.g. gripe water) will be administered in accordance with consent procedures.
- **Nail-biting deterrent lotions** are permitted if supplied in sealed containers labelled with the child's name.

Storage and Security

All medication is stored out of children's reach and at appropriate temperatures. First aid boxes and medication stocks are checked and refreshed regularly. Staff members' own medication must be stored in the nursery office and not taken into child-accessible areas.

Medication must:

- Be in original packaging.
- Display the child's name and dosage instructions.
- Be in date and appropriate for the child's age.

Administering Medication – Procedure

Parents must complete a **Medication Form** detailing:

- Child's name and date of birth
- Medication name and purpose
- Dosage and time of administration
- Date and time of last dose
- Parent/carer and practitioner signatures

Before administration, staff must verify:

- The medication is prescribed
- Child's name and dosage are correct
- Expiry date and time of last dose are checked

At the time of administration:

- Both administering staff and witness sign the form
- Dosage, time and date are recorded

- Parent/carer signs the form on collection

Forms are stored securely and remain confidential.

In Case of Policy Breach

Should a breach occur, the following steps will be taken:

- Inform the parent/carer immediately
- Seek medical advice if necessary
- Notify the nursery manager and registered person
- Report to the Local Authority Designated Officer (LADO)
- Record all actions and times accurately

Exclusion from Nursery

We reserve the right to exclude a child if:

- They are unwell and require medication to remain at nursery
- They have an infectious illness (e.g. vomiting/diarrhoea). Children must remain at home for 48 hours after the last episode (extended to 72 hours during outbreaks).

Medical Emergencies

In an emergency, a staff member will accompany the child to hospital while the parent/carer is contacted. Emergency contact details and medical records will be taken, along with the child's medication and comfort item.

Allergy & Anaphylaxis Management Policy

Beckermet Nursery is committed to promoting the health, safety and wellbeing of all children in our care. We recognise that some children may have serious allergies and that appropriate measures must be in place to manage and reduce the risk of exposure to allergens, as well as to respond swiftly and effectively to any allergic reactions or anaphylactic episodes.

Identification and Assessment

Upon enrolment, all parents/carers must complete an Individual Healthcare Plan (IHP) which details any known allergies, food intolerances, or medical conditions. Where a child has a diagnosed allergy or has had a previous allergic reaction (e.g., to food, insect stings, medications), the nursery manager will meet with parents to gain a detailed understanding of the condition, previous reactions, triggers, emergency protocols, and any necessary medication.

If a child develops an allergy during their time at nursery, their records will be immediately updated, and a revised healthcare plan will be completed. A full allergy risk assessment will be undertaken, and advice from the child's GP or allergy specialist will be incorporated into the care plan. Hand washing, food handling, and cleaning procedures will be reviewed accordingly to minimise exposure risks.

Staff Training and Responsibilities

All staff are trained in paediatric first aid, including recognition and response to allergic reactions and anaphylaxis. Where a child has been prescribed an EpiPen (adrenaline auto-injector),

training is provided by a qualified healthcare professional on safe administration procedures. Only trained staff will administer emergency medication, and at least two trained individuals will be on duty at all times when a child with a known severe allergy is present.

The nursery manager is responsible for ensuring:

- All staff are familiar with individual healthcare plans.
- A current list of children with allergies is visible in key staff areas (e.g., kitchen, staff room).
- Emergency medication is securely stored but accessible, labelled, and within expiry dates.

Food Preparation and Allergen Control

The nursery complies with the Food Information for Consumers Regulation 1169/2011 and the Food Information Regulations 2014, ensuring that parents/carers have full access to allergen information relating to meals prepared on site.

An Allergy Register is maintained in the kitchen and must be checked during every food preparation activity.

- Meals for children with allergies are prepared in a designated area, with clean utensils that have not been in contact with allergens.
- Meal substitutions or modified menus are implemented as needed, in collaboration with parents and the nursery cook.
- Weaning practices for young children begin with low-allergenic foods, introduced gradually.

Children with allergies may be seated separately or in designated areas depending on the severity of their allergy. Staff will closely supervise meal times and reinforce allergy awareness in an age-appropriate way.

Recognising and Responding to Allergic Reactions

Staff must be able to recognise the early signs of an allergic reaction, which may include:

- Itching, swelling of the lips, face, tongue or throat
- Hives or flushing
- Difficulty breathing or swallowing
- Nausea, vomiting, abdominal cramps
- Floppiness, collapse or unconsciousness (in severe cases)

If a child exhibits symptoms of an allergic reaction, staff will:

1. Immediately stop exposure (e.g., remove food, sting).
2. Administer prescribed medication (e.g., antihistamine or EpiPen), if authorised.
3. Call emergency services immediately if anaphylaxis is suspected.

4. Place the child in the recovery position where possible or elevate their legs to assist circulation.
5. Remain with the child and offer comfort until emergency personnel arrive.
6. Notify parents/carers immediately and complete all required documentation, including incident reports and medical logs.

In the event of a first-time or unknown allergy, the child will be made comfortable while medical assistance is sought urgently. Staff will observe the child closely and preserve any suspected allergen sample for medical staff if possible.

EpiPen Protocol

If a child requires an EpiPen:

- The device must be clearly labelled and stored securely in the designated medication box (e.g., in the office).
- A list of instructions, medication sheet, gloves, and documentation tools (to log dosage/time) must be stored alongside.
- If symptoms persist and paramedics have not arrived within 5–10 minutes, a second dose may be administered.
- Staff must ensure that affected children are not transported by nursery vehicles.

Communication and Record Keeping

All allergy-related incidents must be:

- Recorded in the Incident Book and Allergy Register
- Reviewed as part of the child's care plan
- Shared with parents/carers at the earliest opportunity, with signed acknowledgement

Children witnessing a reaction may require reassurance and emotional support from staff to reduce anxiety and confusion.

Roles and Responsibilities

Parents/Carers must:

- Inform the nursery of any known allergies upon registration.
- Provide updated information following any diagnosis or incidents.
- Ensure prescribed medications are in date and replaced as necessary.

Staff must:

- Review all Individual Healthcare Plans for children in their care.
- Be familiar with signs and symptoms of allergic reactions.
- Follow the procedure for managing anaphylaxis quickly and calmly.

This policy is reviewed annually or after any serious allergic incident, in conjunction with medical advice, to ensure best practice is maintained.

Asthma & Medical Needs Policy

At Beckermet Nursery, we are committed to supporting the health and wellbeing of all children, including those with asthma and other ongoing medical conditions. We understand that every child's needs are unique, and our approach is designed to ensure that each child can safely and confidently participate in all nursery activities.

Supporting Children with Asthma

Asthma is a common but potentially serious condition affecting children of all ages. To ensure the safety and comfort of children with asthma, we will:

- Ensure staff are aware of all children with asthma and are trained to recognise and respond to asthma symptoms.
- Ask parents/carers to provide full medical information upon registration, including specific asthma triggers, signs of an attack, medication required, and emergency action plans.
- Encourage children with asthma to fully engage in all nursery activities, with suitable adjustments made where needed.
- Keep the environment asthma-friendly by minimising potential triggers and promoting good air quality.
- Allow children immediate access to their reliever inhaler (blue) whenever required, including carrying it on their person if appropriate.
- Store a spare, in-date inhaler in the nursery (provided by parents) and ensure it is clearly labelled and easily accessible.
- Respect each child's comfort and privacy when taking medication—children may request to take inhalers privately if they prefer.

In the event of an asthma attack:

- A staff member will remain calm and reassure the child.
- The child will be helped to use their reliever inhaler as prescribed.
- Emergency services will be called if symptoms do not improve or worsen.
- Parents/carers will be informed as soon as possible.

Parents must inform us if their child requires assistance remembering to take their inhaler or if they are not mature enough to carry it. In such cases, staff will store the inhaler in a designated location near the child and ensure access is immediate.

Individual Medical Needs and Healthcare Plans

For any child with a long-term or complex medical condition (e.g. epilepsy, diabetes, allergies, eczema), an Individual Healthcare Plan (IHP) will be created in partnership with parents, carers, and, where appropriate, medical professionals. This plan will detail:

- The medical condition and symptoms
- Medication required (including dosage, timing, and storage needs)

- Signs of worsening symptoms and agreed responses
- Emergency contact information
- Any additional support needed during the day (e.g. mobility, feeding, hygiene)

The IHP will be regularly reviewed and updated if there are any changes to the child's health or treatment.

Medication and Emergency Preparedness

For more detailed guidance on how medication is stored, administered, and recorded at Beckermet Nursery, please refer to our Medication Administration Policy**.**

Parents are responsible for providing all medications, ensuring they are in original packaging, clearly labelled, and within expiry date. Staff will check expiry dates and request replacements as necessary.

In an emergency, staff will follow the child's IHP and contact emergency services if required. A senior member of staff will accompany the child to hospital and parents/carers will be contacted immediately.

Intimate Care & Toileting Procedures

Beckermet Nursery is committed to promoting the dignity, privacy, and independence of every child in our care. We recognise that intimate care is a sensitive area of practice and requires a consistent, respectful approach. Our procedures are designed to meet children's individual needs, support their physical and emotional wellbeing, and ensure the highest standards of safeguarding and hygiene.

Our intention is to:

- Promote a positive and respectful approach to intimate care.
- Support children in managing their own hygiene as developmentally appropriate.
- Work in close partnership with parents/carers to understand individual needs, routines and preferences.
- Ensure every child feels safe, secure, and comfortable when receiving intimate care.

No child is ever excluded from nursery on the basis of toileting needs. We provide all necessary care to children who are not yet toilet trained or who require support with personal hygiene for any reason.

General Principles of Practice

- Every child is treated as an individual, with sensitivity, dignity and respect.
- All intimate care is carried out by staff members who have undergone enhanced DBS checks and relevant induction training.
- Staff follow best practice in safeguarding, health and safety, confidentiality, and hygiene at all times.
- Intimate care procedures are explained to the child beforehand, using their preferred communication method.

- Staff adapt their approach in line with cultural or religious considerations and developmental stages.
- A key person or familiar adult will carry out personal care whenever possible, to maintain continuity and trust.
- If a child expresses discomfort with a particular adult, the matter will be addressed sensitively and alternative arrangements made.
- Where two staff are present (e.g., due to specific needs or safeguarding concerns), this is documented clearly.

Nappy Changing Procedures

Beckermet Nursery follows a routine and hygienic nappy changing procedure to ensure comfort, safety, and consistency:

- Nappy changes take place at least three times daily and additionally if required.
- Children are asked for permission before the change begins to support understanding and autonomy.
- The changing area is kept warm, clean, and well-stocked.
- Each child has a personal drawer with their nappies, wipes, and creams (if supplied).
- Staff wear disposable gloves and aprons and have all supplies ready before placing the child on the mat.
- Nappies are changed gently and without unnecessary comments about contents.
- Staff never make inappropriate comments regarding a child's body.
- Soiled nappies are double-bagged and disposed of hygienically.
- After changing, the child is redressed, the mat is cleaned and disinfected, and hands are washed.
- The nappy change is recorded on the daily chart.
- **Note:** Throughout the change, staff engage the child with gentle conversation or singing to maintain a positive and reassuring atmosphere. We use nappy change time as an opportunity to teach children about respect and privacy.

Potty Training Routine

We understand that potty training is a key developmental stage and should be supported in a consistent and encouraging way:

- Potty training begins in close consultation with the child's parent/carer.
- Practitioners observe and document any signs of readiness and agree on a routine with families.
- Strategies used at home are mirrored in nursery where appropriate, promoting continuity.

- Staff respond sensitively to accidents, offering reassurance and helping children understand their bodily cues.
- Accidents are recorded on daily sheets and discussed with parents at collection.
- Any soiled clothing is rinsed, double-bagged, labelled, and placed in the child's bag for home.
- Children are encouraged to re-dress themselves to build confidence and independence.
- Practitioners never leave children undressed or unattended and never use food-based rewards (see Healthy Eating Policy). Positive reinforcement may include stickers or verbal praise. We use toileting time as an opportunity to teach children about respect and privacy.
- Take one child to the potty at a time.

General Toileting Guidance

Children are actively encouraged to ask when they need to use the toilet, and staff respond to these requests without delay. While privacy is respected, practitioners remain attentive to ensure children's safety and hygiene are upheld at all times. If a child wishes, cubicle doors may be closed to offer greater privacy, and assistance is always available when needed. After using the toilet, children are supported to clean themselves appropriately, flush, wash and dry their hands, and return to their activities. Where necessary, staff discreetly assist with cleaning and ensure that the area is left clean and hygienic. All personal, cultural and religious preferences are honoured, and staff are sensitive to each child's individual needs.

Safeguarding and Protection of Children

Staff remain vigilant during intimate care procedures and will immediately report and document any physical signs that cause concern, such as unusual marks, bruises, or soreness, to the Designated Safeguarding Lead (DSL). The nursery follows its Safeguarding and Child Protection Policy in full, including in cases of disclosures or signs of potential abuse or neglect. Practitioners are also alert to behavioural changes that may indicate discomfort, anxiety, or distress in a child, and will respond with sensitivity and in accordance with safeguarding protocols.

Protection of Staff

To protect staff from misunderstandings or allegations:

- Staff inform a colleague when they are about to carry out intimate care.
- A record is kept of any assistance provided beyond routine care.
- If a child becomes distressed or uncomfortable, the procedure is paused, and the DSL consulted.
- The Whistleblowing Policy is in place to ensure concerns can be raised safely.

Working in Partnership with Parents and Carers

At Beckermet Nursery, we prioritise open and respectful communication with families to ensure continuity of care and mutual understanding. We actively encourage parents and carers to share their child's individual routines, preferences, and any cultural or religious considerations

relevant to their care. Where necessary, individual care plans are developed in collaboration with families to support children with additional needs or disabilities. By working closely together, we ensure that the care provided at nursery reflects what is familiar and comforting at home. All intimate care activities are documented thoroughly and can be reviewed by parents upon request, reinforcing transparency and trust. This policy will be reviewed annually or in response to changes in legislation, guidance, or nursery needs.

Hygiene, Infection Control & Exclusion Periods

At Beckermet Nursery, we are committed to maintaining high standards of hygiene and infection control to protect the health and wellbeing of all children, staff, and families. This policy outlines our preventative hygiene measures, procedures for managing illness, and exclusion periods to reduce the risk of communicable diseases spreading within the setting.

Infection Control and Hygiene Practices

To prevent the spread of infection, we adopt the following measures:

- Children are taught and encouraged to use tissues for coughs/sneezes ("catch it, bin it, kill it") and to wash hands thoroughly afterwards.
- Handwashing is routine before meals, after using the toilet, after outdoor play, and after contact with animals. Visual prompts and staff guidance support handwashing routines using soap and warm water for at least 20 seconds.
- Staff support children in understanding the importance of oral hygiene and healthy food choices.
- Open cuts or sores are appropriately covered. Plasters may be applied with prior parental consent; for children with allergies, bandages and sterile dressings are used.
- PPE (gloves, aprons) is worn when handling bodily fluids, including nappy changes, toileting, cleaning vomit or blood, and food preparation.
- Changing mats and potties are cleaned and disinfected between each use.
- Toilets are cleaned daily and more frequently if needed.
- Toys and equipment are disinfected regularly in line with a cleaning rota. Baby/toddler items are washed after each use if mouthed.
- Each child has their own labelled bedding and dummy box, which are cleaned and changed weekly or more often if needed.
- Items such as dummies, bottles, and soothers are sterilised if dropped or shared.
- Rooms are periodically deep cleaned, including carpets and soft furnishings.
- Sufficient stock of tissues, hand soap, sanitiser, cleaning products, gloves and aprons is maintained at all times.

Daily Cleaning Procedures

A professional cleaner is responsible for thoroughly cleaning the nursery each evening. Managers or supervisors check all rooms before the start of the day to ensure cleanliness and safety. In addition, staff follow a rigorous routine throughout the day to maintain hygiene:

- Tables are cleaned before and after meals with anti-bacterial spray.
- Sand is swept regularly and discarded properly.
- Water trays are emptied and cleaned at the end of each day, then refilled each morning.
- Floors are swept and mopped as needed, particularly after meals or spills.
- All spills are mopped immediately, with wet floor signage in place until dry.
- Nappy changing and toilet areas are cleaned and sanitised multiple times daily.
- Dummies are sterilised between uses and cleaned immediately if dropped or shared.
- Waste is disposed of in appropriate bins, and lids are cleaned daily.

Nursery Environment

- All surfaces are kept clean and clutter-free.
- Each child has their own bedding, washed weekly or when soiled.
- Appropriate mop heads are used and washed weekly.
- Vacuum cleaner bags are changed frequently.
- High-touch areas and shared resources are cleaned throughout the day.

Cleaning Supplies and Procedures

- Cleaning materials are securely stored in a locked cupboard.
- Colour-coded mops and cloths are used for different areas to prevent cross-contamination and are replaced regularly.
- Separate equipment is used for bodily fluid spills.
- Rooms undergo periodic deep cleans, including soft furnishings and carpets.
- Toy-washing rotas are established in all rooms and monitored by supervisors. Toys are cleaned with appropriate sanitising solutions.

Children's Learning and Activities

Good hygiene practices are woven into the daily routines and curriculum at Beckermet Nursery. Children are supported in learning the importance of personal hygiene through consistent modelling and age-appropriate teaching. They are encouraged to use tissues and dispose of them properly, to cover their mouths when coughing or sneezing, and to use the toilet appropriately, followed by thorough handwashing. Hand hygiene is also reinforced before eating and after outdoor play. To support these routines, handwashing posters are displayed in all wash areas as visual reminders.

Staff Rooms

All staff are responsible for keeping the staff room clean, hygienic, and orderly. Fridges are emptied and cleaned on a weekly basis, and microwaves must be wiped down after every use. Surfaces are disinfected daily, and staff members are expected to wash, dry, and put away any utensils or crockery they use during breaks.

Animals

Contact with animals is permitted only under supervision. Staff ensure handwashing occurs after contact. HSE guidance on managing animal-related health risks is followed rigorously.

Vulnerable Children

Children with compromised immune systems are at increased risk of infections. Staff are informed of such vulnerabilities and act promptly if exposure to conditions such as chickenpox, measles, or parvovirus B19 occurs. Families are notified, and medical advice is sought where required.

Female Staff – Pregnancy

Pregnant staff are informed of the risks associated with infectious illnesses such as:

- **Chickenpox and Shingles**: Any exposure must be reported to GP/midwife; a blood test may be required.
- **Rubella (German Measles)**: Exposure during early pregnancy may affect the unborn child—staff must inform medical professionals immediately.
- **Slapped Cheek Syndrome (Parvovirus B19)**: If exposure occurs before 20 weeks, immediate medical advice is required.
- **Measles**: Can result in early delivery or miscarriage—exposure must be reported and assessed promptly.

Exclusion and Attendance During Illness

We follow exclusion periods in line with UK Health Security Agency (UKHSA) and Public Health England guidance. Parents will be notified of any suspected outbreaks or communicable illnesses in the setting.

Children will not be admitted to the nursery if they are unwell, contagious, or unable to participate in routine activities. Staff are also expected to remain at home if unwell and may be excluded at the manager's discretion.

Children prescribed antibiotics for the first time must remain at home for 48 hours after the first dose is administered. This helps ensure the child does not experience a reaction while at nursery.

(Please see below for Exclusion Timeframe Table)

Key Exclusion Periods - **Exclusion Timeframe Table**

Condition	**Exclusion Period**
Sickness and diarrhoea	48 hours after the last episode (72 hours if required by public health)

Condition	Exclusion Period
Conjunctivitis	24–48 hours after treatment begins (if infectious)
Chickenpox	Until all spots have crusted over
Measles	4 days from onset of rash
Mumps	5 days from onset of swelling
Hand, foot and mouth	Until child is well enough – exclude if drooling/blisters present
Scarlet Fever	24 hours after starting antibiotics
Whooping Cough	5 days after antibiotics OR 21 days from onset without treatment
Impetigo	Until lesions are crusted or 48 hours after starting antibiotics
Flu / Influenza	Until child is fully recovered
Hepatitis A	7 days after onset of jaundice or symptoms
Meningitis (bacterial)	Until fully recovered (GP confirmation)
Cryptosporidiosis	48 hours after diarrhoea ends. Avoid swimming for 2 weeks.
Shingles	Exclude only if rash cannot be covered and is weeping
Scabies	Return after first treatment. Close contacts should also be treated.

No exclusion necessary for:

- Colds, sore throats (unless severe)
- Slapped cheek (fifth disease)
- Glandular fever
- Ringworm (once treatment starts)
- Head lice
- Threadworms
- MRSA
- Molluscum contagiosum
- Viral meningitis

Covid-19 (As of 2025)

We continue to monitor government advice regarding COVID-19 and follow UKHSA guidelines as required. Currently, children with COVID-19 symptoms are advised to stay home until they feel well enough and do not have a fever.

Head Lice (Pediculosis Capitis)

Head lice are common and not an indication of poor hygiene. We adopt a supportive, non-judgmental approach and request that parents:

- Check hair weekly using a detection comb.
- Inform staff if lice or nits are found.
- Begin treatment promptly if lice are identified.

Nursery staff will notify all parents if a case is identified (child remains anonymous). Long hair should be tied up, and dressing-up hats/hairbrushes are cleaned regularly.

Confidentiality and Safeguarding

Medical information is treated confidentially. We do not disclose a child's condition to other families unless essential for infection control. Where necessary (e.g., HIV), our standard hygiene procedures are robust and protective for all children and staff.

Monitoring and Notifications

- The nursery will report any notifiable disease to Ofsted and the local Health Protection Team in line with the Public Health (Control of Disease) Act 1984.
- Outbreaks of illness are monitored and logged.
- Parents will be notified promptly in writing or via digital communications in the event of any contagious illness affecting the setting.

Immunisation Policy

Beckermet Nursery supports the health and wellbeing of all children in our care and recognises the role of immunisations in reducing the risk of preventable infectious diseases. We fully respect parental choice and do not discriminate against any child or family based on immunisation status.

Children's Immunisations

Immunisation is not a condition of enrolment. We respect parents' rights to make informed decisions regarding vaccinations for their children. We encourage families to follow the NHS Childhood Immunisation Schedule, where possible, to protect their children and others from communicable diseases. The nursery monitors for signs of illness in all children and implements strict hygiene and infection control protocols to minimise the spread of infectious diseases.

It is the responsibility of parents and carers to inform the nursery if their child has not received routine immunisations or if there are any exemptions due to medical, religious, or personal reasons. This information is held confidentially and used solely for safeguarding and infection control purposes. It will not be disclosed to other parents.

Recording and Monitoring

We record each child's immunisation status at the point of registration and expect parents to update this information as their child receives further vaccinations. This ensures that we maintain accurate health records for each child and can respond swiftly to any public health alerts. Parents are regularly reminded—through newsletters, parents' evenings and notices on

the nursery communication board—to keep both medical and emergency contact information up to date. These reviews are encouraged at least every six months or sooner if a child's health circumstances change.

Managing Risk in the Setting

In the event of a confirmed or suspected outbreak of a notifiable illness (such as measles or mumps), the nursery will immediately consult with the UK Health Security Agency (UKHSA) for advice and implement any control measures necessary to protect the health of all children and staff. This may include temporary exclusion of non-immunised children if they are deemed at increased risk of contracting or spreading the infection. Any such measures will be proportionate, non-discriminatory, and based on public health guidance. Throughout, we will maintain our usual high standards of hygiene, cleaning, and monitoring, and will ensure that all communications with families are sensitive, transparent, and timely.

Staff Vaccinations

While we do not mandate vaccinations for staff, we encourage all employees to remain up to date with vaccinations that are considered beneficial for working in early years settings. These include tetanus, tuberculosis, rubella, hepatitis B, and polio. Staff who are unsure of their vaccination status are advised to speak with their GP or practice nurse to review their records or arrange any booster immunisations. Regardless of immunisation status, all staff must continue to adhere to the setting's infection prevention and control procedures, including use of personal protective equipment and regular hand hygiene.

Confidentiality and Equal Treatment

All information regarding a child's or staff member's immunisation history is treated with the highest level of confidentiality. These details are stored securely and accessed only when necessary for safeguarding or health-related purposes. At no point will individual immunisation status be shared with other parents or families. Beckermet Nursery upholds a non-discriminatory approach; no child, parent or staff member will be treated less favourably because of their decision regarding immunisation. We are committed to providing a safe, respectful, and inclusive environment for all, regardless of personal medical choices or circumstances.

Bereavement & Loss Support

At Beckermet Nursery, we recognise that grief and loss are deeply personal and can significantly impact the wellbeing of children and their families. The loss of a loved one—whether a close family member, friend, or family pet—can be distressing and confusing, especially for young children who may not fully understand the concept of death or why the people around them are upset.

We are committed to providing a sensitive, supportive, and flexible approach to bereavement, tailored to the individual needs of the child and their family. Our goal is to create a safe space in which children can begin to make sense of their emotions, and where families feel comforted and supported during a difficult time.

Supporting the Child and Family

We kindly ask families to inform the nursery as soon as they feel able following a bereavement. This allows us to offer appropriate support, prepare staff, and understand any changes in a child's behaviour that may be linked to their experience of grief.

Once informed, the child's key person and/or the nursery manager will arrange to speak with the family, either informally or in a private meeting, to determine what kind of support the nursery can provide. We understand that every family's needs and preferences are different. This initial conversation helps us shape an appropriate response in line with their cultural, spiritual or emotional expectations.

The child may need additional emotional support, one-to-one time, or gentle reassurance during this time. Staffing arrangements will be adjusted to ensure the child is supported by a consistent and trusted adult, ideally their key person, to offer comfort and familiarity.

We will also offer flexibility in session attendance and routine if needed, in recognition of how grief can affect daily functioning. We aim to ease pressure during this period by working in partnership with families to identify what arrangements best support their child.

Bereavement of a Family Pet

The death of a family pet can be a child's first experience of loss and should be approached with sensitivity and care. We will adapt our support approach to help the child process their emotions, which may include conversation, storytelling, creative expression (e.g. drawing or memory-making), and providing opportunities to talk through their feelings in a supportive environment.

Bereavement within the Nursery Community

In rare and unfortunate cases, the nursery may be affected by the loss of a child, member of staff, or close member of the nursery community. Such circumstances will deeply impact children, families, and the staff team. In these instances, we will:

- Provide emotional support for staff, children and parents through calm, respectful and age-appropriate communication.
- Ensure consistent communication and partnership with families, supporting children with understanding death and the feelings that accompany it.
- Offer referrals or signpost families and staff to professional bereavement services and counselling, if appropriate.

We will handle all bereavement situations with compassion and discretion and will ensure that all communications are respectful and preserve the dignity of the person who has died.

Risk Assessment Considerations

Beckermet Nursery may conduct individual risk assessments following a bereavement if it is identified that a child may require additional emotional or behavioural support that could impact safety and wellbeing. For example, if a child is known to be more vulnerable due to existing Special Educational Needs and/or disabilities (including communication difficulties, physical conditions, or emotional fragility), additional strategies may be put in place to support both the child and the staff team.

Options for Bereavement Charities and External Support Services

At Beckermet Nursery, we are committed to signposting families and staff to appropriate external bereavement support where needed. Professional services can offer specialised guidance, counselling, and age-appropriate resources for those navigating grief.

Some recommended charities and organisations include:

- **Winston's Wish** – Supports children and young people after the death of a parent or sibling.
  Website: www.winstonswish.org | Helpline: 08088 020 021
- **Child Bereavement UK** – Provides support to children, young people and families when a baby or child dies or when a child is facing bereavement.
  Website: www.childbereavementuk.org | Helpline: 0800 02 888 40
- **Cruse Bereavement Support** – Offers confidential advice and emotional support to people of all ages who have lost someone.
  Website: www.cruse.org.uk | Helpline: 0808 808 1677
- **Grief Encounter** – Provides therapeutic services to bereaved children and young people.
  Website: www.griefencounter.org.uk | Helpline: 0808 802 0111

We encourage any family or staff member in need of further support to contact these services directly or speak to the Nursery Manager for assistance with referrals.

Supporting Children Through Play, Stories and Emotional Expression

Young children may not yet have the vocabulary or emotional maturity to articulate their grief, but they will often express feelings of sadness, confusion, or anxiety through behaviour or play. At Beckermet Nursery, our team is trained to recognise and sensitively support these expressions.

Play-Based Support:

Children may explore themes of loss through role play, storytelling, drawings, or re-enacting scenarios. Staff will ensure these opportunities are available and will support children by observing their play, offering gentle questions or comments to open up discussion, and following the child's lead. Staff will never force a child to talk but will remain emotionally available and responsive.

Storybooks and Visual Tools:

Using storybooks is an effective way to help children make sense of bereavement in an age-appropriate and comforting manner. Staff have access to a range of storybooks that deal with themes such as death, emotions, and remembrance. These may be read individually with the child or shared in small group settings where appropriate.

Emotion Coaching and Language:

Staff will support children by naming and validating emotions ("You look like you feel sad today. It's okay to feel sad when someone we love has died."). They will reassure children that their feelings are normal and provide comfort and security through consistent presence and routines.

Creative Activities:

Children may be invited to draw pictures, make memory boxes, or participate in other simple creative activities that give them the opportunity to remember and talk about the person or pet who has died, if they wish to do so.

All staff will use a child-centred, sensitive approach and will seek guidance from the Designated Safeguarding Lead or manager if any concerns arise.

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Nutrition, Food & Mealtimes

Nutrition, Food & Mealtimes

Healthy Eating, Meals & Nutrition Policy

We are committed to providing children with nutritious meals and snacks that support their health, development, and wellbeing. All food served is developed in consultation with a qualified nutritionist to ensure a balanced intake of essential food groups throughout the day. Our provision aligns with the *EYFS Welfare Requirements* and meets the standards outlined in *Ofsted Care Standards on Food and Drink (Standard 8)*.

Dietary Needs and Allergies

Before a child starts at nursery, we collect comprehensive information from parents regarding their child's dietary needs and allergies. This information is recorded in the registration form and signed by parents to confirm accuracy. If a health care professional has indicated allergies, we provide a health care plan to parents who must complete this with a health care professional before starting nursery. We review this regularly and update it whenever changes occur, with signed parental confirmation.

We clearly display up-to-date information on individual dietary requirements in each room and the kitchen, ensuring that all staff and volunteers are informed. Systems are in place to ensure children only receive food and drink that meets their dietary requirements and aligns with parental wishes.

All food provided is nut-free. We also require any food brought from home to be nut-free, in support of our allergy-safe environment.

Meals, Snacks and Menus

Children attending for a full day receive a healthy breakfast, a midday meal, and two nutritious snacks. We also offer suitable early or late snacks depending on individual session times, and ensure each meal is appropriate to the child's needs.

Menus are planned in advance, with input from children and parents. They are displayed in the kitchen and include details of allergens in accordance with food safety regulations. All menus aim to include a minimum of three servings of fruit or vegetables per day. We ensure food is low in salt, sugar, and fat, and avoid artificial additives, preservatives, and colourings.

A wide variety of foods from the four main food groups is included:

- Meat, fish, and plant-based protein alternatives
- Dairy or dairy alternatives
- Whole grains and starchy vegetables
- Fresh fruit and vegetables

We include cultural foods that offer familiarity and exposure to new experiences. Dietary needs associated with religious practices, allergies, or preferences (e.g. vegetarian/vegan) are accommodated respectfully and sensitively.

Meal and snack times are viewed as key opportunities for children's social and personal development. Staff and children eat together in a relaxed, social atmosphere. Children are

encouraged to make choices, serve themselves where safe and appropriate, and practice good table manners and independence.

We also ensure appropriate utensils and seating arrangements, considering developmental stage and cultural practices. Sharing of food is strongly discouraged, especially to protect children with allergies.

Drinks

Fresh drinking water is freely available throughout the day, including cooled boiled water for babies under 1 year. Children are encouraged to help themselves and ask for water at any time.

For children who drink milk, we provide whole pasteurised milk or appropriate alternatives if a milk allergy is present. All allergy substitutions are agreed upon with parents and documented.

Hot Drinks

To safeguard the health and wellbeing of children, staff, parents/carers, and all visitors to the setting, Beckermet Nursery maintains strict protocols around the consumption of hot drinks.

Children are only permitted to consume warm drinks (such as milk) if they are served at a safe, lukewarm temperature and in lidded cups or bottles. This precaution helps prevent the risk of burns or scalds from accidental spills and ensures the safety of all children.

Staff may only consume hot drinks in designated areas that are inaccessible to children. This measure reduces the risk of accidental contact or injury during nursery hours.

Parents and carers are kindly asked not to bring hot drinks onto the premises. This is a health and safety requirement and helps us maintain a safe and consistent environment for everyone in our care.

Food Safety and Handling

All food is sourced from reputable suppliers and stored, handled, and served according to food hygiene standards. Frozen items are kept frozen in transit and stored appropriately.

Meals are served at set times, with flexibility built in where needed. Children who arrive late or wake from sleep after a scheduled meal will be offered food that is still safe and appetising. If reheating is not appropriate, an alternative meal will be provided.

Children are encouraged to serve themselves with cold foods such as fruit and sandwiches, while hot meals are served by staff for safety reasons. Practitioners offer gentle encouragement to reluctant eaters and work with parents to identify and address any underlying concerns.

Parent Partnership

Parents receive daily written feedback about their child's meals, snacks, feeding preferences and any issues. We also provide copies of favourite nursery recipes for families to try at home.

If parents choose to provide packed lunches, we ensure a discussion takes place about healthy food choices and suitable packaging. Packed lunches must be clearly labelled and stored in the kitchen fridge. As a nut-free nursery, we require all packed lunches to comply, and we recommend a written disclaimer in lunchboxes when homemade items are included.

If a parent forgets to provide a lunch, we will contact them for guidance and offer a suitable alternative.

Celebrations and Special Occasions

We celebrate birthdays and other events with sensitivity to each child's cultural background. If families wish to bring in a birthday cake, it must be nut-free and include a disclaimer if it is homemade. Staff will ensure all children with allergies are considered during celebrations.

Cultural, Religious, and Dietary Inclusion

Children's cultural and religious dietary requirements are fully respected and incorporated into meal planning through ongoing discussions with parents. We encourage all children to enjoy meals together while learning about and respecting differences in food habits.

Children are supported to express likes and dislikes while being encouraged to try new foods. Staff model respectful and inclusive attitudes around the dining table and promote sensitive awareness of others' needs.

Managing Dietary Requirements

To ensure the safety and well-being of all children, up-to-date dietary requirements are clearly displayed in each room and on Ovivio. This ensures that all staff, volunteers, and students are aware of individual needs and can adhere to them consistently throughout the day. In addition, duplicate copies of these dietary lists are maintained in the kitchen area, allowing the nursery cook and food preparation staff to accommodate any allergies, intolerances, cultural requirements, or specific parental requests. All updates to children's dietary needs are communicated promptly to relevant team members to ensure accuracy and compliance.

Meal Time Procedures

Mealtimes are relaxed and child centred. Food and drink are offered at regular intervals in sufficient quantities and are always nutritious and respectful of dietary and cultural needs.

Practitioners are expected to:

- Create a positive, unhurried environment at all meals with no distractions.
- Encourage children to feed themselves and develop independence.
- Promote and model good table manners.
- Respect all cultural and religious dietary practices.
- Have children in sight and sound at all times.

Staff sit with children and engage positively during mealtimes to support healthy attitudes towards food.

Staff Meals and Food Conduct

Staff are welcome to eat lunch provided by nursery at no cost and are encouraged to eat with the children.
While we respect individual food choices, staff are expected to avoid eating visibly unhealthy foods around children to uphold the nursery's healthy ethos.

Hot drinks are not permitted in rooms or areas accessed by children for health and safety reasons. This includes outdoor areas and communal corridors. Fresh water is available for staff throughout the day.

Food Safety & Hygiene

Our nursery is dedicated to upholding the highest standards of food safety and hygiene to protect the health and wellbeing of all children in our care. We ensure that all food provided is prepared, stored, and served in accordance with current food hygiene regulations and best practice, as outlined in the Food Standards Agency's guidelines and EYFS welfare requirements.

Staff Hygiene and Training

All staff involved in the preparation or serving of food are trained in food hygiene and hold a current Food Hygiene Certificate. These certificates are displayed in the nursery kitchen and reviewed regularly to ensure they remain up to date. Kitchen staff are employed specifically for food preparation and maintain excellent personal hygiene at all times. Practitioners who serve food in the rooms also adhere to safe food handling procedures.

Staff must wear clean and appropriate protective clothing, including aprons and gloves, during food handling. Long hair must be securely tied back, and no jewellery is permitted except for plain wedding bands. Any minor cuts must be covered with a blue waterproof plaster from the designated first aid box. Staff suffering from infectious conditions, including sickness and diarrhoea, are required to remain away from food preparation areas and must not return to work until 48 hours after their symptoms have ceased.

Kitchen and Cleaning Practices

The nursery kitchen is maintained to a high standard of cleanliness and hygiene. A clean-as-you-go policy is implemented alongside a daily deep-clean routine. Anti-bacterial cleaning products are used on surfaces before and after food preparation, and COSHH guidelines are strictly followed. All substances are stored in original containers, clearly labelled, and securely out of children's reach.

Separate sinks are provided for handwashing and for washing kitchen equipment. Staff use hot water with washing-up liquid and allow items to drip-dry hygienically. Colour-coded chopping boards, utensils, and cleaning equipment (e.g., mops) are used to prevent cross-contamination between raw and cooked foods or allergenic ingredients. Allergy utensils and chopping board are located on the shelf in the kitchen, separate from other items.

Food Preparation and Storage

All food is freshly prepared on-site using ingredients sourced from reputable suppliers. Items are transported to children's rooms in clean, covered containers. Hot food is probed before serving to ensure it reaches a core temperature of at least 70°C and is served immediately thereafter. Any food left over is discarded in accordance with food safety procedures.

Refrigerators and freezers are checked and logged twice daily to ensure correct temperatures are maintained. Cooked and raw foods are stored separately and labelled clearly. The fridge is cleaned regularly, and all opened foods are dated and stored in line with manufacturer recommendations.

Meal Service Procedures

Before each mealtime, all surfaces where children eat are cleaned using antibacterial spray. Children are supported in handwashing before meals using age-appropriate facilities. Where sinks are not available, individual flannels or cloths are provided to maintain hygiene.

Information regarding dietary requirements, allergies and food intolerances is kept up to date and displayed prominently in relevant areas, including rooms and the kitchen, to ensure that food provided meets each child's needs.

Food Purchasing and Supplies

Food is purchased weekly by the manager from reputable, quality-assured suppliers. Delivery and transport of food items are monitored to ensure chilled and frozen goods are kept at safe temperatures throughout transit and delivery.

Reporting Food Incidents

In the event of any food poisoning incident affecting a child while in the care of Beckermet Nursery, Ofsted will be notified as soon as reasonably practicable and within 14 days of the incident. This includes outbreaks linked to unsafe food, poor handling, or confirmed contamination.

Feeding and Comfort Policies

At Beckermet Nursery, we are committed to supporting the health, emotional wellbeing, and developmental needs of every child through responsive and nurturing feeding and comfort practices. This policy covers dummy use, weaning, and both breast and bottle feeding, and is designed to align with best practice guidelines and to work in partnership with families.

Dummy Use

We recognise that dummies can be a source of comfort, particularly for young children during rest or distress. However, research shows that prolonged dummy use can delay speech and language development. Children who use dummies extensively tend to make fewer vocalisations, reducing opportunities to practice essential communication skills.

Our approach is to support families in managing dummy use constructively. Children may use a dummy for comfort at sleep times or during moments of distress, but staff will encourage its removal during active play and conversation to promote verbal interaction and developmental progress.

Each key person will work closely with parents to understand individual routines and will support any agreed plan to phase out dummy use, if appropriate. Children are given "no dummy talking time" each day to encourage unrestricted communication, and staff gently prompt children to remove dummies before speaking to adults or peers. Leaflets and advice about dummy use are available to parents on request.

Weaning

Weaning is a key milestone in a child's development, and we support each child and family through this process in an individualised and collaborative way. We work closely with parents to

determine the right time to begin weaning—usually around six months, but earlier/later in some cases at parental discretion and in line with medical guidance.

During the weaning process, we ensure that all food offered is appropriate to the child's age and stage of development. Infants under six months are not given foods that may pose risks such as those containing gluten, honey, eggs, or citrus. Salt, sugar, and artificial sweeteners are avoided entirely, and naturally sweet and savoury foods are used to provide a broad sensory and nutritional experience.

We support a range of textures and iron-rich foods (such as lentils, meat and fish), and work with families to provide a routine that matches their home feeding schedule. If commercial weaning foods are used, we follow all storage and handling guidelines carefully to ensure safety. Staff spoon portions into clean containers before feeding and discard leftovers from jars if directly fed from.

Staff can provide take-home leaflets and guidance for families navigating this stage, and the baby room team are trained to support parents through what can be a confusing and emotional transition.

Breast and Bottle Feeding

We fully support parents' choices regarding infant feeding, including breastfeeding, expressed milk, and formula feeding. Our nursery is a safe, inclusive space where families are empowered to make informed decisions, and our staff are trained to provide non-judgmental and knowledgeable support.

Breastfeeding Support

At Beckermet Nursery, we are committed to supporting families in their infant feeding choices. This policy is designed to promote good practice, not to dictate maternal choices. We aim to foster an inclusive, respectful environment where breastfeeding is welcomed, supported, and normalised.

Our goal is to enable more mothers to continue breastfeeding for as long as they wish, whether exclusively or as part of a mixed feeding approach. We actively work with health professionals, including health visitors, to offer support and accurate information to families. All staff are trained to adhere to this policy, eliminating conflicting advice and ensuring consistent, sensitive care.

Expressed Breast Milk

The nursery welcomes expressed breast milk (EBM) brought in daily by families. While we do not store frozen breast milk on site, chilled EBM can be accepted under the following conditions:

- All milk containers must be clearly labelled with the child's full name and the date of expression.
- Milk should be stored immediately in a designated refrigerator and used in date order, with the oldest milk used first.
- Milk stored at 0–4°C in the back of a fridge may be used for up to 8 days. If the temperature rises above 4°C, the milk should be used within 6 hours**,** or immediately**.**

- EBM can also be stored:
    - At room temperature (up to 25°C) for a maximum of 6 hours.
    - In a fridge between 5–10°C for a maximum of 3 days.

Staff are encouraged to feed breast milk straight from the fridge to avoid overheating. If warming is necessary, bottles should be placed in a container of warm water and never microwaved. Milk should be swirled gently (not shaken) to redistribute fat that may have separated. If the milk smells sour or unusual, it should not be used and parents should be informed.

Any remaining milk from a partially used bottle will not be reused and will be returned to the parent or disposed of in line with hygiene procedures.

If no EBM is supplied on a given day, an appropriate infant formula will be offered in consultation with the parent/carer and in accordance with the child's individual care plan.

Handling Errors

In the rare event that expressed milk is accidentally given to the wrong baby, the following procedure will be followed to safeguard both families involved:

The mother who expressed the milk will:

- Be informed of the incident as soon as possible.
- Be asked when the milk was expressed and how it was handled/stored before being brought to the nursery.
- Be asked, sensitively and confidentially, whether she has been tested for communicable diseases (e.g., HIV, Hepatitis B or C) and if she would be willing to share this information with the other family.
- If testing has not previously been undertaken, the mother will be asked if she is willing to undergo testing and share the results with the affected family.

The parent/guardian of the baby who received the milk will:

- Be informed promptly of the switch and reassured that the risk of disease transmission is extremely low**.**
- Be given relevant information about how the milk was stored, handled and administered.
- Be encouraged to notify their child's GP and seek guidance.
- Be advised (as a precautionary measure) to consider baseline testing for blood-borne infections such as HIV, in accordance with NHS advice.

All such incidents will be documented clearly, handled with care and respect, and reviewed with the Designated Safeguarding Lead and nursery management.

Formula Feeding

Formula feeds are prepared safely using water boiled and cooled for no more than 30 minutes to ensure it remains above 70°C. All instructions from the formula manufacturer are followed precisely. Bottles are prepared hygienically, and staff check the temperature before feeding to

prevent scalding. Bottle prep machines are cleaned and maintained in accordance with manufacturer's guidance.

Formula Feeding Procedure

Preparing infant formula safely is essential to protect babies from harmful bacteria, such as *Cronobacter sakazakii*. Beckermet Nursery follows strict hygiene and preparation protocols to ensure each feed is prepared safely and individually, using either boiled water or a bottle preparation machine maintained according to manufacturer's guidance.

Step-by-step guide to preparing formula:

1. **Use fresh water** – Fill the kettle with at least 1 litre of fresh tap water. Do not use pre-boiled or artificially softened water.
2. **Boil and cool** – Boil the water, then allow it to cool for no more than 30 minutes. The water should still be at least 70°C when used to ensure bacteria in the formula powder are killed.
3. **Clean the preparation area** – Wipe down and disinfect the work surface where the formula will be prepared.
4. **Wash hands thoroughly** – Staff must wash and dry their hands before handling sterilised bottles or formula.
5. **Sterilise equipment** – If using cold-water sterilisation, shake off excess solution. Rinse bottles and teats with freshly boiled and cooled water (never tap water).
6. **Set up equipment** – Place the sterilised bottle on the clean surface and prepare the necessary items (formula, scoop, cap).
7. **Add hot water first** – Following the manufacturer's instructions, pour the correct amount of hot water into the bottle first. Double check the water level for accuracy.
8. **Measure the powder** – Use the correct scoop provided with the formula brand. Loosely fill and level off with the leveller provided or the flat edge of a clean, dry knife. Never pack the powder or use a scoop from a different brand.
9. **Assemble the bottle** – Holding the edge of the sterilised teat, place it on the bottle and screw on the retaining ring securely.
10. **Mix thoroughly** – Cover the teat with the cap and shake the bottle gently but firmly until all powder is fully dissolved.
11. **Cool before serving** – Hold the bottle under cold running water (with the cap on) to reduce the temperature safely.
12. **Test the temperature** – Always test a few drops on the inside of your wrist before offering the feed. It should feel warm or neutral, never hot.
13. **Discard leftovers** – Any unused formula must be discarded immediately after the feed. Bottles are never reheated or reused.

14. **Bottle preparation machines** – We also use a bottle prep machine for some feeds, which is cleaned and maintained regularly in accordance with the manufacturer's instructions, including timely filter replacement.

Any unfinished feed is discarded, and bottles are thoroughly cleaned and sterilised between uses. We always prioritise infection control by preparing feeds on demand and using fresh, safe water. Bottled water is not used for making formula.

At Beckermet Nursery, we aim to create a nurturing, responsive environment that encourages healthy development, emotional reassurance, and parent-staff collaboration. All staff are trained to follow this policy and adapt routines to suit each individual child and their family's preferences.

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Curriculum & Learning (EYFS)

Curriculum & Learning (EYFS)

EYFS Implementation Statement

A key principle of Beckermet Nursery's service is to deliver a high-quality early education experience through full and effective implementation of the Early Years Foundation Stage (EYFS). This statutory framework sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. Our provision promotes teaching and learning to ensure children are ready for school and equips them with a broad range of knowledge and skills for future success.

We aim to:

- Provide a happy, secure, stimulating and inclusive learning environment where children feel valued and supported.
- Implement a well-structured curriculum based on the EYFS statutory guidance and non-statutory Development Matters (2021), enabling each child to reach their full potential.
- Plan purposeful and play-based experiences that reflect each child's individual needs, interests, and developmental stage.
- Promote equality, inclusion, and the British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance.
- Foster strong partnerships with parents and carers, recognising them as primary educators and involving them in all aspects of their child's learning and development.
- Ensure all practitioners are knowledgeable, reflective, and continuously improving through professional development.

The Four EYFS Themes and Principles

We embed the EYFS through the four key themes and principles:

1. **A Unique Child** – Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
2. **Positive Relationships** – Children learn to be strong and independent through positive relationships with adults and peers.
3. **Enabling Environments** – Children learn and develop well in environments that respond to their individual needs, and where there is a strong partnership between practitioners, parents, and carers.
4. **Learning and Development** – Children develop and learn in different ways and at different rates.

Curriculum and Educational Programmes

Our curriculum is designed to be ambitious, inclusive and developmentally appropriate. It supports the characteristics of effective learning: Playing and Exploring, Active Learning**,** and Creating and Thinking Critically**.**

The EYFS specifies seven areas of learning and development**,** which are all inter-connected.

Prime Areas (0–5 years):

1. **Communication and Language** – Supporting listening, attention, understanding, and speaking in a language-rich environment.
2. **Physical Development** – Developing gross and fine motor skills, coordination, health, and self-care.
3. **Personal, Social and Emotional Development (PSED)** – Encouraging positive relationships, self-confidence, emotional regulation, and social understanding.

These prime areas are particularly crucial for igniting curiosity, engagement, and the ability to thrive.

Specific Areas:

4. **Literacy** – Promoting language comprehension, phonics, reading and writing using developmentally appropriate approaches.
5. **Mathematics** – Building a secure understanding of numbers, counting, patterns, spatial reasoning and measures.
6. **Understanding the World** – Encouraging awareness of community, history, nature, cultures, and digital literacy.
7. **Expressive Arts and Design** – Inspiring creativity through art, music, dance, role-play and design.

The Seven Areas of Learning and Development

The EYFS curriculum is structured around seven interconnected areas of learning and development. These areas shape educational provision in early years settings and are essential in supporting children's holistic growth and readiness for school.

Prime Areas of Learning

These are particularly crucial for igniting curiosity, building relationships, and laying secure foundations for learning across all other areas.

1. **Communication and Language**

The development of spoken language underpins all areas of learning. At Beckermet Nursery, we provide a rich language environment where high-quality interactions between children and adults are central. Staff engage in sustained shared thinking, modelling language, and extending vocabulary through conversations, storytelling, rhymes, and songs. We foster a love of stories and books, and encourage children to express ideas, ask questions and share thoughts confidently. Through activities such as role play, questioning, and meaningful back-and-forth exchanges, children develop both receptive and expressive language skills, becoming confident communicators.

2. **Physical Development**

Physical activity is embedded throughout our daily routine and is essential to children's overall well-being. Children are supported to develop gross motor skills through activities that encourage core strength, coordination, spatial awareness and agility—such as outdoor play,

dance, and movement games. Fine motor development is nurtured through small world play, mark-making, threading, puzzles, and use of tools. These experiences support early writing, independence, and confidence. Hygiene, personal care and health are promoted through daily routines and consistent modelling by staff. Our provision reflects the UK Physical Activity Guidelines to promote healthy, active lifestyles from the earliest stage.

3. **Personal, Social and Emotional Development (PSED)**

PSED is fundamental to children's cognitive growth, emotional security and social resilience. We create a nurturing and inclusive environment where strong attachments and respectful relationships are prioritised. Children are supported to develop self-awareness, regulate emotions, build positive relationships, and work collaboratively. They are encouraged to set simple goals, persevere with tasks, and show empathy for others. Through play and adult guidance, children learn important life skills such as turn-taking, resolving conflicts, managing routines, and understanding their place in the community.

Specific Areas of Learning

These areas build on the prime areas and are developed more formally as children grow in confidence and capability.

4. **Literacy**

We promote a love of reading and writing through daily storytelling, rhyme time, phonics games and mark-making opportunities. Literacy development includes both language comprehension—developed through shared reading, discussion, and listening—and word reading, which involves phonological awareness and decoding skills taught in developmentally appropriate ways. Writing is encouraged through meaningful contexts, and children are given opportunities to articulate and structure ideas through talk before writing. Mark-making materials are always accessible, and staff model purposeful uses of writing across the setting.

5. **Mathematics**

Children explore mathematical concepts through engaging, hands-on activities that support a deep understanding of numbers to 10 and beyond. We use everyday objects, natural materials and visual representations (such as ten frames and number lines) to support number recognition, counting, and comparison. Children are introduced to shape, space and measure through play, construction, cooking and sensory exploration. Positive mathematical talk is encouraged to develop vocabulary, confidence and problem-solving skills. Staff help children notice patterns, make connections and persevere when faced with challenges.

6. **Understanding the World**

Children are encouraged to explore and make sense of their environment, community and wider world. They take part in activities that develop their knowledge of people, cultures, places, and the natural world. We plan regular outings, seasonal activities, and interactions with visitors (e.g., emergency services, local community members) to expand their experiences. Children use technology appropriately and are exposed to a variety of information through books, media, and hands-on learning. Our curriculum also reflects diverse backgrounds, fostering respect, curiosity and global citizenship.

7. **Expressive Arts and Design**

Creativity is fostered through open-ended play, experimentation, and exploration of a wide range of media and materials. Children engage in music, dance, storytelling, painting, and imaginative role play. They learn to express their ideas, emotions and experiences using various tools and techniques. Practitioners support children in developing both imaginative and critical thinking by encouraging exploration and reflection. Children are celebrated for their originality and given time, space, and resources to create and innovate confidently.

Assessment, Observation and Planning

Practitioners carry out regular observations and assessments to understand each child's developmental progress and inform next steps. We use:

- **Formative assessment** through daily interactions, observations, and planned activities.
- **Summative assessment**, such as the Two-Year Progress Check and EYFS Profile at the end of Reception (where applicable).
- **Learning journals**, capturing children's experiences, progress, photos, and examples of their work. Parents are encouraged to contribute.

Our planning follows a cycle of observation–assessment–planning**,** and we adapt learning opportunities to follow children's interests while covering all aspects of the EYFS.

Inclusion, SEND and Additional Support

We are fully inclusive and provide early identification and intervention for children with Special Educational Needs and Disabilities (SEND). Our SENDCo works with staff, families, and external professionals to create individual support plans where needed.

Practitioners are trained to recognise where a child's progress may cause concern and discuss this with parents at the earliest opportunity. Where additional support is required, we liaise with local agencies, following the SEND Code of Practice.

Working in Partnership with Parents and Carers

We value the critical role of parents and carers and build strong relationships through:

- **Daily verbal updates**, written handovers and online learning journals.
- **Regular progress meetings** and termly reports.
- **Involving families** in planning, review and celebration of learning milestones.
- Respecting cultural, religious and linguistic backgrounds and reflecting these in our provision.

Transitions and School Readiness

At Beckermet Nursery, we are committed to supporting smooth transitions for all children—whether between rooms within the nursery, to another setting, or into school. We facilitate gradual settling-in periods, often including home visits and close communication between parents and the child's key person to ensure consistency and comfort. With parental consent, we share developmental records and assessments with receiving settings or schools to promote continuity of care and learning. Our curriculum promotes independence, social competence and

foundational skills in literacy and numeracy to ensure every child is well-prepared for the next stage of their educational journey.

Safeguarding and Welfare Requirements

The implementation of the EYFS at Beckermet Nursery includes strict adherence to all safeguarding and welfare requirements as outlined in the statutory framework. Each child is assigned a key person who supports their emotional well-being and development. Staffing ratios are maintained in accordance with EYFS standards to ensure safety and quality of care. All staff are subject to safer recruitment procedures, including enhanced DBS checks. Comprehensive policies are in place for first aid, hygiene, and medication administration, and these are rigorously followed. Risk assessments are regularly reviewed and updated to reflect changes in the learning environment or planned activities. Above all, we remain fully committed to the statutory guidance on child protection to ensure every child is safe, valued and protected.

Monitoring and Evaluation

The Senior Leadership Team (SLT) and Room Leaders oversee the consistent delivery of the EYFS through:

- **Regular supervision and peer observations**.
- **Staff CPD** and training aligned with EYFS priorities.
- **Self-evaluation**, reflective practice and parent feedback.
- Ensuring curriculum planning and delivery remain relevant, broad and responsive to individual needs.

Beckermet Nursery's EYFS Implementation Policy reflects our commitment to nurturing the whole child and laying secure foundations for lifelong learning. We aim to provide a high-quality early years experience that supports every child to develop socially, emotionally, physically and cognitively, in a caring and enriched environment.

Planning, Observation & Assessment Policy

Our approach to planning, observation, and assessment is embedded in the principles of the Early Years Foundation Stage (EYFS) and driven by our commitment to supporting every child's learning journey. We recognise that children develop in different ways and at different rates, and our planning is reflective of the individual needs, interests and developmental stages of the children in our care.

Characteristics of Effective Teaching and Learning

Our practitioners reflect on the three characteristics of effective teaching and learning when planning and guiding activities:

- **Playing and exploring** – where children investigate and experience new things and are willing to 'have a go'.
- **Active learning** – where children maintain focus and continue trying even when faced with challenges and gain a sense of achievement through their efforts.
- **Creating and thinking critically** – where children generate their own ideas, make links between experiences and develop problem-solving strategies.

We believe that children thrive in a well-organised and stimulating environment where they are offered a broad and balanced range of experiences. We recognise the importance of providing opportunities for child-initiated play, child-initiated but adult-extended activities, and adult-directed learning experiences. This variety ensures children are engaged, motivated, and supported in their learning. Our carefully structured environment and curriculum are designed to foster children's natural curiosity, independence, and love of learning. We have a robust process for assessing and monitoring each child's development, and the insights gathered through ongoing observation and reflection directly inform our planning. Planning is thoughtfully organised across monthly planning ideas and in the moment planning.

Our Planning Approach

Monthly topic planning around current themes and child's interests, when completing our planning we consider child's development and current interests. In the moment planning is one of our main planning approaches as we feel this works best for our children and team.

Monitoring of Planning

Planning is reviewed regularly in team meetings to ensure it remains reflective, inclusive, and responsive. Room supervisors monitor the effectiveness of activities, and observations of delivery support reflective practice and highlight areas of strength or development for staff.

Observations

Practitioners observe children's learning and development regularly to gather meaningful insight into their progress, interests and engagement. Observations are:

- Conducted by the child's key person or another adult when appropriate.
- Honest, objective, positive, and supportive of each child's development.
- Used to identify significant moments of learning, which inform planning and assessment.

These observations are uploaded to the child's individual learning profile and categorised under the appropriate EYFS areas of learning.

Children's Learning Profiles

Each child has a detailed and continually updated Learning Profile, maintained by their key person. This profile includes:

- An introduction for parents/carers explaining the purpose of the profile and links to the EYFS.
- Sections for parental contributions and observations from home.
- Settling-in and transition notes as the child moves between rooms or into the setting.
- Diary-style observations across the EYFS learning areas.

Profiles are accessible to parents and updated regularly to reflect each child's journey. Parental engagement is encouraged to ensure a holistic understanding of the child's development.

Monitoring of Observations and Profiles

Observations and profiles are reviewed at least termly to ensure they remain up to date, relevant and accurate. Key persons use this review to identify learning gaps and strengths, and to inform future planning. Staff are encouraged to reflect constructively and critically on the quality and frequency of observations to ensure each child's unique learning journey is fully represented. Written observations should be honest, fair, professional, supportive and communicated in a positive manner.

Assessment

Assessment is a continuous process at Beckermet Nursery and is embedded in daily interactions and observations.

The Progress Check at Age Two

In line with EYFS requirements, a Progress Check at Age Two is completed for each child between the ages of 24 and 36 months. The check includes:

- A short written summary of development in the prime areas.
- Identification of strengths and areas where progress is less than expected.
- Recommendations for support and next steps in partnership with parents.

This check is a crucial part of our assessment framework and provides an early opportunity to identify any emerging developmental concerns in the prime areas of learning: Communication and Language, Personal, Social and Emotional Development, and Physical Development**.**

The progress check consists of a concise, written summary which is shared with parents and/or carers. This summary highlights the child's individual strengths and achievements**,** while also identifying any areas where progress may be less than expected**.** Practitioners ensure the summary is written clearly and sensitively, taking into account the views of parents and respecting the uniqueness of each child.

Where concerns are identified, particularly where there may be signs of a developmental delay, special educational need, or disability, practitioners will work in partnership with parents to develop a targeted plan of support. This may involve strategies to use at home, additional observations in the setting, or referrals to external professionals for further advice. The aim is always early intervention and collaborative support that is tailored to the needs of the child and family.

As part of this process, we also complete an ECAT (Every Child a Talker) assessment focusing on speech, language and communication development. This is shared with parents alongside the progress check and used to inform any necessary support planning.

Although the focus is on the prime areas, practitioners may choose to include information on specific areas of learning (e.g. Literacy, Mathematics) if this is relevant to the child's development. The summary should include:

- Areas in which the child is progressing well;
- Areas where further support might be needed;
- Any specific concerns regarding potential developmental delays;

- Descriptions of activities or approaches being used to support the child's learning and development.

The timing of the progress check is agreed with parents/carers to ensure it is most meaningful and supportive for the child and family. If a child moves to a new setting during this age period, the progress check will normally be completed by the setting where the child has spent the most time.

With parental consent, the progress check may be shared with health visitors or other relevant professionals as part of the Healthy Child Programme health and development review at age two. This supports integrated working, allowing both health and early years professionals to align their understanding and recommendations for the child, thus providing a more cohesive and effective approach to support.

Beckermet Nursery is committed to working in full partnership with families, providing a nurturing and proactive environment that supports each child's unique developmental journey.

Key Person Policy

It is essential that we all understand that parents and carers are the most important people in a child's life. We value the vital role of strong and consistent relationships between children, practitioners, and families. The key person approach is central to the Early Years Foundation Stage (EYFS) and is fundamental to providing children with a secure base from which they can explore, grow, and develop.

Role and Purpose

Each child at Beckermet Nursery is assigned a designated key person. This practitioner is responsible for building a warm, trusting, and respectful relationship with both the child and their family. Through this bond, the child gains a sense of security, continuity, and belonging, which supports their emotional well-being and ability to learn.

The key person is the first adult the child learns to trust within the nursery environment. As the child becomes more settled, they begin to develop positive relationships with other staff members, but the key person remains their primary point of contact.

The key person ensures that each child's care and learning is tailored to meet their individual needs. This includes:

- Supporting smooth transitions into and within the setting;
- Offering consistent emotional support and comfort;
- Providing familiarity with routines, preferences, and interests;
- Observing, planning, and documenting learning and development;
- Working in close partnership with parents and carers to share information and celebrate progress.

Partnership with Families

The key person plays a key role in two-way communication with parents and carers. They are available to:

- Share updates on a child's day-to-day experiences and achievements;
- Discuss developmental progress, next steps, and any concerns;
- Collaborate on strategies to support learning at home and in the setting;
- Support families during transitions or times of change (e.g. potty training, home changes, additional needs identification).

While the key person takes lead responsibility for their key children, they are supported by the wider staff team and senior leaders to ensure continuity of care during absences or shift changes.

Ofsted and EYFS Compliance

This policy aligns with the EYFS Statutory Framework (2024)**,** which requires each child to have a key person who:

- Helps the child become familiar with the setting**;**
- Builds a settled relationship with the child**;**
- Works with parents to support the child's overall well-being, learning, and development**.**

Ofsted also places emphasis on the impact of the key person system on:

- Emotional attachments;
- Safeguarding and well-being;
- Quality of interactions and learning opportunities;
- Communication with families and carers.

We ensure that all key persons receive appropriate training and support to fulfil their role effectively and that key relationships are regularly reviewed as part of our quality assurance and reflective practice.

Transitions & Settling In

At Beckermet Nursery, we believe that a well-supported settling-in and transition process is critical to a child's emotional wellbeing and development. We aim to make the nursery a warm, welcoming, and inclusive place where children feel safe, secure, and valued from the outset. Our policy reflects the EYFS principles of the Unique Child and Positive Relationships, promoting strong attachments, personalised care, and a smooth continuity between home and nursery and between settings.

Settling In Procedure

Once a child's registration form and fee have been received, a confirmation letter or email is sent outlining key information including booked sessions, start date, fee/invoicing arrangements, and our settling-in approach.

Our average settling-in period is six weeks, although this is flexible depending on the individual child and family. The first session typically lasts for one hour, after which further visits are arranged and recorded on the child's Ovivio Profile. Settling-in sessions are tailored to support each child's pace and emotional needs.

During Settling-In Visits:

Parents/carers receive detailed information about:

- Their child's designated key person and their role
- EYFS profiles, observation, and assessment procedures
- Daily routines, meal times, menus, and what to bring
- Medication administration and basic first aid protocols
- Contact details and communication systems
- Drop-off and collection procedures
- Compliments and complaints procedures

We also gather essential information about the child's:

- Preferences, routines, comforters, and any specific care requirements
- Health needs, dietary restrictions and any allergies

Parental Permissions Include:

- Seeking emergency medical treatment
- Use of plasters/adhesive dressing, nappy cream, sun cream, and paracetamol (if temperature exceeds 37.2°C)
- Food containing nut traces (if applicable)
- Photographs for internal use, learning journeys, or promotional materials
- Observations shared with other professionals as needed
- External outings and travel (e.g., bus journeys)
- Head lice checks
- Administration of prescribed medicine

Support During Settling:

We consider a child to be settled when they:

- Seek comfort from or show attachment to their key person
- Show interest in their environment, resources, and peers
- Separate confidently from their parent/carer

If a child finds it challenging to settle, we may:

- Encourage the child to bring a comfort object from home
- Offer specific resources or activities they enjoy
- Use star charts to encourage participation
- Arrange for the same staff member to greet the child consistently
- Invite parents to observe or call in for reassurance

- Adjust timings and routines to better suit the child

A review will be arranged if the child remains distressed after a period of time, and we will work collaboratively with parents to determine next steps. We reserve the right to delay a start date if a child cannot be left without high distress.

During the first few sessions, observations and photographs are added to the child's profile. Formal assessments are delayed until approximately six weeks into the child's attendance, giving time for full adjustment.

Room Transitions (Intra-Nursery)

Transitions between rooms (e.g., from baby room to toddler room) are based on developmental readiness, not just age. Typically, moves occur around ages 2 and 3, but decisions are made in partnership with parents and the child's current key person.

The Transition Process Includes:

- Key persons meet to share detailed information about the child's development, routines, and preferences
- Parents are introduced to the new key person and given a tour of the next room
- Taster visits are arranged to familiarise the child with the new environment, with their key person accompanying them initially
- Settling progress is monitored and documented with updates shared with parents
- Peer groups are considered, and where possible, friends transition together for comfort and consistency

Only once the child has settled confidently in the new room will the permanent move occur. If the child requires further support, the transition plan will be extended and agreed collaboratively between practitioners and the family.

Transitions to School or Other Settings

Starting school or moving to a new early years setting can be a significant milestone for children and families. At Beckermet Nursery, we take every step to ensure a smooth and emotionally secure transition.

Our Transition to School Approach Includes:

- Working in close partnership with Beckermet Church of England School and other local primary settings
- Where applicable, arranging visits to the school during the summer term (with parental consent) prior to a September start
- Inviting reception teachers from all relevant schools to visit the children in nursery
- Supporting children through role play, storytelling, discussion groups, and activities about school life
- Preparing a comprehensive transition report for each child which includes their interests, characteristics of learning, and developmental progress in all EYFS areas

- Encouraging parent-child discussions about school and addressing any worries or excitement through sensitive key person interactions

Visits to Primary Schools and Transition Support

Visits to local primary schools, including Beckermet C of E School, play an important role in supporting children's transition to their next phase of education. These visits allow children to become familiar with the school environment, observe routines, and begin to feel comfortable in their future setting. While such visits support emotional readiness and confidence, they do not guarantee a place at Beckermet C of E School. For detailed information about school admissions and intake procedures, please contact the school office directly on 01946 841221 and speak with Mrs L Thomson.

If your child will be attending a different primary school, we welcome visits from that school's reception teacher. These visits help build relationships and ensure a consistent approach to supporting your child's individual needs.

Where possible, we arrange group or individual visits to school with the child's key person. The key person plays an active role in preparing the child by engaging in conversations about what school might be like, discussing what will be new and what will remain familiar.

Our aim is to ensure that every child moves on to school feeling secure, capable, and excited about the new opportunities ahead. We recognise that for some children, transition can evoke anxiety. Practitioners talk through children's concerns, introduce books or activities to support understanding, and remain attentive to their emotional responses. If needed, we liaise with receiving teachers or SENCOs to ensure individual support plans are in place.

Ongoing Commitment

We are committed to working in close partnership with parents and carers throughout all transitions. By sharing knowledge, being responsive to each child's needs, and ensuring clear communication between settings, we aim to provide children with a positive, reassuring experience that supports their continued growth and development.

Listening to Children Policy

All staff at Beckermet Nursery are committed to creating an environment where every child feels heard, valued, and respected. We understand that listening to children is essential for promoting their wellbeing, supporting their learning, and empowering them to contribute meaningfully to the life of the nursery.

Our approach is underpinned by Article 12 of the United Nations Convention on the Rights of the Child**,** which states that all children who are capable of forming their own views have the right to express those views freely in all matters affecting them, and for those views to be taken seriously. This is reflected in the Early Years Foundation Stage (EYFS) framework, particularly through the *Positive Relationships* and *Enabling Environments* principles.

We listen to children in a variety of ways, both verbal and non-verbal, and understand that communication is unique to each child. Our strategies include:

- Carefully observing children during play and routines to understand their interests, preferences, and concerns.

- Offering genuine choices throughout the day and being responsive to children's selections and decisions.
- Engaging in group discussions and small-world play where children are encouraged to share ideas, questions and experiences.
- Holding one-to-one conversations that allow children space to express themselves freely and confidently.
- Supporting children with additional communication needs or those learning English as an additional language through the use of visual aids, signing, gestures and personalised approaches.

We place a strong emphasis on building warm, trusting relationships with children and their families. By being emotionally available and consistent in our interactions, we help children feel secure enough to express their feelings, thoughts and ideas. Practitioners model active listening by giving children their full attention, validating their views, and responding respectfully.

Where needed, we identify and respond to any speech, language or communication difficulties at the earliest opportunity, ensuring appropriate support is in place and working collaboratively with families and external professionals.

By genuinely listening to children, we are able to:

- Strengthen their social and emotional development by fostering a sense of agency and belonging.
- Promote inclusive practice by ensuring all children, including those with SEND or communication barriers, have their voices heard.
- Encourage children to respect the views of others by supporting turn-taking and listening in conversations with peers.
- Use children's ideas and interests to inform planning, shape the learning environment, and select resources that are engaging and relevant.
- Respond appropriately and sensitively to any disclosures or concerns raised by a child, in line with our Safeguarding and Child Protection Policy and local safeguarding procedures.

At Beckermet Nursery, children's voices are not only heard, they are valued. Their contributions help shape the provision and ensure our setting remains a place where every child feels confident, curious, and connected.

Independent Learning & Free Choice

We recognise that independent learning and free choice are foundational to young children's development**.** Our approach encourages children to make decisions about their play and learning, fostering independence, confidence, and a sense of agency. In line with the Early Years Foundation Stage (EYFS) framework, we provide a learning environment that is rich in opportunities, inclusive, safe, and engaging, allowing each child to flourish.

Free Choice and Learning Environment

Throughout the nursery day, children are given the freedom to access a variety of activities and resources that support all seven areas of learning and development within the EYFS. Our continuous provision is designed to support child-initiated, adult-extended, and adult-led activities in a balanced and flexible way. Resources are readily accessible, stored in clearly labelled, child-height drawers and boxes with both pictures and words, allowing even our youngest children to make informed choices and take ownership of their learning.

Each room offers a range of defined spaces to support different types of play and learning, including quiet areas, creative spaces, construction zones, and role play corners. Children are free to move between these spaces, including transitioning between indoor and outdoor areas, which are available concurrently whenever possible. This free flow supports physical development, imaginative thinking, and allows children to explore their environment on their own terms.

Role of the Practitioner

Practitioners play a facilitative and responsive role in children's learning. Staff observe children's play, listen attentively, and intervene sensitively to extend thinking, introduce new language, or offer additional resources that can enrich the learning experience. The adult's role is to scaffold learning—supporting without directing—so that children can maintain ownership of their ideas and build confidence in their decision-making.

Children's play choices are always respected, and practitioners allow children the time and space to become deeply involved in their activities. By observing what children choose to engage in, we gain valuable insight into their interests, development stages, and emerging schemas. This information is used to inform planning, environments, and adult interactions.

Inclusion and Accessibility

We ensure that our environment and resources are fully inclusive and accessible to all children, regardless of their needs or abilities.

- In the 0-2 room, low-level furniture and soft resources are provided to support babies and toddlers in accessing materials independently.
- In the 2-3 and 3-4 rooms, spaces are designed with wide clearances to accommodate wheelchair users and children using mobility aids.
- Sand and water trays are height adjustable or hourglass shaped, ensuring that all children, including those using standing frames, can engage in sensory and exploratory play.

Inclusion is also embedded in our planning and resource selection, which reflects a diverse range of cultures, languages, family structures, and experiences.

Self-Esteem and Celebration of Achievement

We believe that enabling children to make choices and take the lead in their learning builds positive self-esteem and confidence. We consistently praise effort, resilience, creativity and collaboration through:

- Verbal encouragement,
- Celebration of achievements in displays,
- Stickers or certificates where appropriate, and
- Positive feedback shared with parents during daily handovers.

Each child's progress is recognised individually and in a developmentally appropriate way, supporting intrinsic motivation and pride in personal accomplishments.

Risk Management and Learning Through Challenge

Beckermet Nursery supports the idea that risk is a necessary part of learning. We encourage children to assess and manage risk through guidance and modelling by staff. Practitioners carefully consider each child's development and confidence when introducing new tools, materials, or physical challenges.

For example, a child showing readiness to use scissors will be supervised closely. The key person will model safe handling, observe the child's capabilities, and offer reassurance, only stepping in as needed to maintain safety without restricting independence.

Children are also involved in daily discussions about safety, both for themselves and their peers, to help them become mindful and respectful of others in shared spaces.

Partnership with Parents and Carers

We place great value on maintaining strong relationships with parents and carers. Every child has an individual EYFS profile, capturing learning experiences, observations, photos, and developmental milestones. These are available to parents at all times and regularly updated.

Children's learning is celebrated through photographs, wall displays, and shared stories, giving families insight into their child's experience at nursery and promoting strong home-nursery links**.**

We also invite parents to contribute to displays and planning by sharing children's current interests, home experiences, or cultural celebrations, reinforcing that each child's background is respected and valued.

Displays and the Learning Environment

Displays are an important tool in our environment, used to:

- Showcase children's work and thinking processes,
- Highlight current topics or themes,
- Support literacy, numeracy and vocabulary,
- Spark curiosity and discussion among children.

All displays are carefully curated to celebrate children's voices, build self-esteem, and create an immersive, engaging atmosphere. We involve children in display creation where possible, allowing them to choose work they are proud of or co-create themed areas together.

Displays should:

- Be inclusive and child-centred,

- Support and extend learning,
- Stimulate discussion and questions,
- Reflect the diversity and values of the setting.

Inclusive Practice in Learning

At Beckermet Nursery, we are committed to providing an inclusive and welcoming environment where all children, regardless of ability, need, background or experience, are given equal opportunities to learn, thrive and reach their full potential.

Our inclusive approach is guided by the Early Years Foundation Stage (EYFS) statutory framework, the Special Educational Needs and Disabilities (SEND) Code of Practice (2015), and the Equality Act 2010. We recognise and celebrate each child as a unique individual and believe that inclusive education benefits every learner, fostering empathy, respect, and diversity within our setting.

Our Commitments to Inclusive Learning

We aim to:

- Provide a broad, balanced, and accessible curriculum that is adaptable to suit all learning styles, communication methods, and developmental stages.
- Ensure early identification and intervention for children with emerging additional needs or disabilities, working in close partnership with families and external professionals.
- Promote equity of opportunity, challenging all forms of discrimination, bias, or barriers that may prevent a child from fully accessing our provision.
- Celebrate diversity and encourage children to learn about, respect, and value different cultures, abilities, languages, and life experiences.
- Empower all children to participate actively in their own learning, building their confidence, independence, and resilience.

Individualised Support and Differentiation

At Beckermet Nursery, our curriculum and teaching are carefully adapted to meet the diverse developmental needs, interests, and abilities of every child. We follow a graduated approach—assess, plan, do, and review—for any child identified as needing additional support. Our practitioners regularly adapt teaching methods, tailor resources, and modify the learning environment to ensure all children can participate meaningfully and access the full breadth of the curriculum. This may involve the use of visual prompts, sensory materials, signing systems, or alternative communication strategies, particularly for children with Special Educational Needs and Disabilities (SEND) or for those learning English as an Additional Language (EAL). Where appropriate, and always with parental consent, we work in partnership with external professionals, such as speech and language therapists, educational psychologists, and SEND advisors, to ensure consistent and targeted support.

The Role of the Key Person

Each child is assigned a dedicated Key Person who fosters a close, trusting relationship with the child and their family. This role is central to promoting inclusive practice, as the Key Person

ensures that each child's needs are understood and consistently met throughout their daily experiences. Where a child has an individual learning plan, the Key Person is responsible for embedding these strategies into everyday activities and routines. They actively consider and incorporate information provided by parents and carers when shaping support approaches and ensure that the child's own voice, preferences and choices are reflected and respected in their learning journey.

Inclusive Environment

We ensure that the physical environment is accessible and supportive for all children. This includes:

- Organising resources and activities at child-accessible levels with clear labelling (visual and written).
- Providing quiet zones or sensory spaces where children can self-regulate and manage their emotional needs.
- Ensuring equipment such as adjustable-height furniture or adapted utensils are available where needed.

Partnership with Parents and Carers

We recognise that inclusive learning flourishes through strong, collaborative relationships with parents and carers. Beckermet Nursery promotes regular two-way communication and values parents as equal partners in their child's development. We invite families to participate in joint planning discussions and warmly welcome their input, recognising and respecting the cultural, linguistic and personal values that shape each family's identity. Through these ongoing partnerships, we strengthen continuity between home and nursery and support every child to thrive in a setting where they feel seen, heard, and fully included.

Staff Training and Development

All staff receive ongoing training in inclusive practice, including safeguarding, SEND awareness, cultural competence, and anti-discriminatory practice. We also reflect regularly as a team to ensure our policies, provision and attitudes remain inclusive and child centred.

Monitoring and Review

The nursery's leadership team monitors inclusive practice through:

- Learning walks, staff observations and provision audits.
- Tracking children's progress to ensure any gaps are identified and addressed.
- Consulting with families and external professionals as part of ongoing review cycles.

At Beckermet Nursery, inclusion is not an add-on — it is embedded in everything we do. By placing the child at the centre of our provision and removing barriers to learning, we create an environment where everyone feels valued, supported and empowered to succeed.

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Environmental & Daily Operations

Environment & Daily Operations

Arrivals & Departures Policy

It is our policy to ensuring that all children are welcomed into and leave from the setting in a safe, secure, and emotionally supportive environment. The arrival and departure process is designed to promote positive relationships between staff, children, and their families, ensure the wellbeing of each child, and maintain accurate safeguarding records.

Arrival Procedures

Children and families are welcomed into the nursery each day by a member of staff, usually the child's Key Person. This interaction offers a consistent point of contact for families, encourages smooth handovers, and provides an opportunity for parents and carers to share relevant updates or concerns about their child. Staff take time to support children during separation, promoting a calm and settled start to the day.

All children are signed in by staff upon arrival on room-based daily registers. Staff members, students, volunteers, and visitors must also sign in and out at the main reception using the appropriate log system. Children's individual communication diaries are used to track key elements of their care throughout the day, such as meals, sleep times, nappy changes, and significant observations. This is shared with parents and carers at the end of the session to maintain continuity of care and transparency.

Large whiteboards in each room display a summary of the day's activities and key information for parents. ???

Registration and Contact Information

Each child has a secure registration file that includes essential personal details and emergency contact information. This form, completed by the parent/carer, includes the child's full name, address, medical information, parent/carer contact details, and at least three emergency contacts authorised to collect the child.

Parents are responsible for informing the nursery of any changes to their contact details, address, or authorised collectors. Registration forms are reviewed annually and updated as required. A copy is kept in the office for quick reference and risk management purposes.

If parents know they will be away from their usual location during nursery hours, they must inform a senior member of staff before leaving the child in our care.

Collection Procedures

At the end of the day, children are collected by a parent, carer, or authorised adult as indicated on the child's registration form. Key Persons provide handover updates, referring to the communication diary and discussing any significant moments from the day.

Medication administered during the day is signed out by the parent/carer. Soiled clothes and any important documents (e.g., invoices, newsletters, reminders) are handed to families at this time.

No child will be released from nursery care unless the collecting adult is known and authorised.

Collection by an Unfamiliar Adult

Where a child is to be collected by someone not known to staff, parents must notify the nursery in advance. The following security procedures will be followed:

- The parent provides the name and relationship of the adult collecting the child.
- A password is agreed and must be given by the adult collecting the child.
- If appropriate, identification must be shown.
- If any doubt remains, the parent will be contacted directly.
- If contact with the parent/carer cannot be made, the child will not be released and will remain in nursery care until an authorised person arrives.
- If needed, emergency contacts listed on the registration form will be called to collect the child.
- Staff will remain calm, professional, and firm in explaining that safeguarding is our highest priority.

Unexpected Collections or Safeguarding Concerns

If an individual arrives to collect a child without prior authorisation:

- The child will remain with staff until the identity of the adult can be verified.
- The manager will be informed and will check the child's registration form.
- Parents will be contacted immediately for confirmation.
- If verification is not possible, the child will remain in our care and emergency contacts will be used if needed.
- The individual will be informed of our safeguarding responsibilities and politely asked to wait until clarification is obtained.

Young People Collecting Children

In line with best safeguarding practice, children will not be released to any individual under the age of 16, even if they are a sibling or relative.

Jewellery and Safety

To maintain children's safety during active play and daily routines, we request that children do not wear jewellery during the nursery day. Exceptions are made for:

- Newly pierced ears (studs only), which must be removed during physical activities.
- Items worn for cultural, religious, or medical reasons—parents should discuss these with the nursery manager.

Attendance & Punctuality

Regular attendance and punctuality at Beckermet Nursery are essential in promoting children's learning, wellbeing and readiness for school. A consistent nursery routine helps children develop secure relationships, confidence, and a positive approach to learning. Irregular attendance or

frequent lateness can negatively affect a child's emotional development and future educational outcomes.

We are committed to supporting and monitoring attendance across all age groups, and we encourage strong parent-nursery partnerships to promote regular attendance. While we offer support where challenges arise, the responsibility for ensuring regular and punctual attendance ultimately rests with the parent/carer. Where persistent absence continues without resolution, a child's place may be withdrawn and offered to another family on our waiting list.

Parent/Carer Responsibilities

- Ensure that their child attends all agreed nursery sessions on time.
- Inform the nursery on the first day of absence, or in advance where possible, if their child will not be attending.
- Keep the nursery updated with any changes to their contact details or emergency contacts so we can maintain communication and safeguarding procedures.

Nursery Responsibilities

- Maintain accurate registers to record children's daily attendance.
- Monitor patterns of absence and lateness and act on any concerns.
- Record reasons for absence when provided and follow up with parents when no notification has been received.
- Take action in line with our Cause for Concern Policy when safeguarding thresholds are met.

Attendance Monitoring Procedure

Stage 1: Notifying and Recording Absence

- If a parent calls to report an absence, the designated staff member informs the child's room team, who record it on the register.
- If a child is absent without explanation, the absence is recorded and reported to the Nursery Manager or Deputy.

Stage 2: Persistent Absence

- If a child misses ten or more sessions and parents have not made contact, the Nursery Manager or Deputy will attempt to call the parent/carer. If there is no response, they will try the emergency contacts listed on the registration form.

Stage 3: Safeguarding Escalation

- If the manager/deputy is unable to make contact with the child's parents or emergency contacts, a Cause for Concern Form is completed (including the details of attempted contact) and passed to the Designated Safeguarding Lead (DSL).
- The DSL will assess the situation and decide the next steps, which may include a wellbeing home visit to the family.

Home Visit Process

Where appropriate, and if no contact has been made with the child's family within ten working days of an unexplained absence, a senior member of staff or the Designated Safeguarding Lead (DSL) will conduct a wellbeing visit to the family's home. The purpose of this visit is to establish the reason for the child's absence, confirm whether the family intends to return to nursery, and identify whether any further support may be required. If it is determined during the visit that the child will not be returning, the family will be asked to provide written notice in accordance with the nursery's Admissions Policy.

Following a home visit, the staff member conducting the visit will complete the Cause for Concern Form with all relevant findings and pass it immediately to the DSL. Nursery staff will then be informed of any confirmed return date or changes to the child's placement. Where the family confirms the nursery place is no longer required, the Nursery Manager will process the termination of the place and inform the Local Authority where appropriate, particularly if the child is in receipt of funded hours.

If the Home Visit is Unsuccessful

If the nursery is unable to see or speak to the family or confirm the child's wellbeing:

- Further home visits may be attempted.
- Contact with other involved professionals may be made (e.g. Health Visitor, Social Worker).
- A formal safeguarding referral to Children's Social Care may be made in accordance with our Child Protection Policy**.**

Identifying Patterns of Non-Attendance or Lateness

Daily registers are reviewed by room staff, who escalate concerns to the Nursery Manager. Patterns of absence, irregular attendance or persistent lateness are monitored and discussed with families to understand and address any underlying issues. Consistent communication is key, and families are contacted as early as possible when concerns arise.

Acceptable Reasons for Absence Include:

- Illness.
- Medical or dental appointments (where these cannot be scheduled outside of nursery hours).
- Bereavement.

Term-Time Holidays

We follow the school attendance framework and request that families take holidays during official holiday periods. If a term-time absence is unavoidable, parents must notify the nursery in advance. If a holiday overruns, the nursery must be informed to maintain the child's place and keep registers accurate.

Monitoring Targets

Attendance is especially monitored in the pre-school room (ages 3–4) in preparation for school readiness. Our target attendance rate is 95% in line with national expectations for early years settings. Consistently poor attendance without satisfactory explanation may result in withdrawal of a child's funded or allocated place.

Late Collection Procedure

At Beckermet Nursery, the safety and wellbeing of all children is our highest priority. We expect all children to be collected promptly at the end of their session, and we ask parents/carers to adhere strictly to their agreed collection times. Timely collection ensures children remain calm and reassured and supports the smooth operation of the setting.

Procedure for Late Collection

If a parent or carer anticipates being late, they must inform the nursery as soon as possible by calling the main contact number. This enables us to reassure the child and implement alternative arrangements. If a child is not collected on time and no communication has been received, we will take the following steps:

Initial Actions

- Staff will check for any changes to collection routines noted that day.
- The child's registration form will be reviewed to confirm authorised collectors.
- Staff will attempt to contact the parents/carers on the numbers provided, including home, mobile, and work numbers.
- If parents/carers cannot be reached, staff will contact the named emergency contacts listed on the registration form.
- Attempts to contact all relevant adults will continue at regular intervals (e.g. every 10 minutes) until a responsible adult is reached.

Supervision of the Child

The child will be cared for by two qualified members of staff who will remain with them at all times until they are safely collected. During this time, staff will provide comfort and reassurance to minimise distress. Under no circumstances will the child be allowed to leave the premises with anyone who has not been formally authorised by the parent/carer and verified through direct communication with the nursery.

Escalation and Safeguarding Protocols

- If after one hour no contact has been made and no authorised adult has arrived to collect the child, the nursery will contact:
    - **Cumbria Safeguarding Hub**: 0333 240 1727
    - **Ofsted**: 0300 123 1231
    - **Children's Services Link Advisor** (where appropriate): 07812 972966

- A safeguarding concern will be raised, and we will follow the *Local Authority Safeguarding Procedures*. A full written report of the incident will be completed and retained.

Charges for Late Collection

To cover the additional staffing requirements incurred by late collections, Beckermet Nursery applies a late fee. For collections that occur during nursery hours, the charge is calculated in half-hour increments based on the time the child remains on site past their scheduled collection. If the child is collected after operating hours, defined as after 4:30pm Monday to Thursday or 3:30pm on Fridays, a full hour's charge will be applied regardless of whether the full hour is used. Persistent late collections, particularly where no valid explanation is provided and the pattern exceeds three instances in a two-week period, may result in a review of the child's placement and could lead to the withdrawal of their nursery place. This aligns with our *Arrivals and Departures Policy* and ensures fairness to both staff and other families.

Additional Safeguarding Considerations

- If an unknown adult arrives to collect a child without prior notification or verification, they will be asked to remain in reception until contact is made with the parent/carer to confirm arrangements.
- No child will be released from nursery care without verified authorisation.
- All late collection incidents are logged, and trends are reviewed regularly to support family engagement and address any welfare concerns.

Outdoor Play & Environment Policy

At Beckermet Nursery, we are committed to providing a rich, stimulating, and safe outdoor environment that supports all areas of learning and development. We recognise that outdoor play is a fundamental part of the Early Years Foundation Stage (EYFS), contributing significantly to children's physical health, emotional wellbeing, communication, problem-solving, and understanding of the world. Outdoor learning is not a break from curriculum; it is an extension of it.

Outdoor Learning Philosophy

We believe that children thrive when they are given the opportunity to play and learn outdoors every day, in all weathers. Outdoor environments offer experiences that cannot always be replicated indoors and are essential for developing gross motor skills, confidence, risk-taking, social interaction, and sensory exploration. Our provision promotes autonomy, discovery, and connection with nature, in line with our child-centred, play-based approach.

Safety and Risk Management

The safety and welfare of our children is paramount during outdoor play. Outdoor areas are subject to a daily risk assessment by staff before use, with checks for litter, debris, broken equipment, animal waste, or hazardous plants/weeds. All outdoor toys and apparatus must be checked for safety and suitability prior to use. Gates are to be securely locked during outdoor play to ensure a controlled and secure environment.

Children are encouraged to explore and take age-appropriate risks to build confidence and resilience. These opportunities are always supervised, and staff apply dynamic risk assessment while maintaining appropriate levels of challenge. All accidents or incidents are logged and reported in accordance with our Accident and Incident Policy and safeguarding procedures.

Staffing, Ratios and Supervision

Outdoor play is supervised with the same ratios as indoor activities, in accordance with EYFS requirements. At all times, staff must position themselves strategically across the area to maintain clear sightlines and active supervision. There must always be at least one adult with full visual oversight of the entire outdoor space. Staff should refrain from non-essential conversations and instead focus on engaging with and observing children's play.

A member of staff qualified in paediatric first aid is always present during outdoor play.

Planned Provision and Child-Led Learning

Outdoor play is a purposeful part of our curriculum. Provision is planned weekly and adjusted daily to reflect children's needs, interests, and stages of development. This includes a balance of adult-initiated and child-led opportunities. Children are free to choose activities and explore resources that encourage creativity, problem-solving, role play, and physical challenge.

Our outdoor provision includes areas for:

- Physical development (climbing, balancing, riding)
- Investigation and discovery (water play, mud kitchen, bug hunting)
- Imaginative play and role play
- Construction and mark-making
- Quiet and sensory exploration

Staff are expected to join in children's play, model language, and scaffold learning through meaningful interactions. The learning that occurs outdoors is observed, recorded, and used to inform next steps, just as it is indoors.

Access and Inclusion

All children, regardless of ability or need, will have equitable access to the outdoor environment. Adaptations will be made where necessary to ensure inclusivity, including the use of sensory resources, specialist equipment, or adjusted layouts for accessibility.

Appropriate outdoor clothing (e.g. waterproofs, hats, sun cream) will be used to enable all-weather play, in partnership with parents.

Sand & Water Play Policy

At Beckermet Nursery, we recognise sand and water play as vital components of early learning and development. These sensory-rich experiences foster exploration, imagination, problem-solving, communication, and physical coordination. Sand and water activities support multiple areas of the Early Years Foundation Stage (EYFS), particularly the characteristics of effective teaching and learning, while also promoting wellbeing and inclusion.

This policy ensures that all sand and water play is safe, hygienic, inclusive, and well-supervised, while maximising learning potential.

Sand Play

Supervision and Safety

All sand play at Beckermet Nursery is closely supervised by a member of staff at all times to ensure children's safety and appropriate use. Particular attention is given to younger children to prevent ingestion or unsafe interaction with the sand. Practitioners support children in learning how to use the sand area safely and respectfully, reinforcing behaviours such as keeping sand away from mouths, eyes, and other children's personal space.

Hygiene and Maintenance

- Only specialist, non-toxic play sand suitable for early years use is used in all sand trays and pits.
- Indoor sand trays are covered with well-fitting lids when not in use. Outdoor sand pits are secured with heavy-duty covers to prevent contamination from animals or debris.
- Sand is checked daily for signs of contamination (e.g., foreign objects, food, bodily fluids) and disposed of immediately if compromised.
- Sand is monitored daily for cleanliness and is replaced as necessary, particularly if it becomes contaminated or unhygienic. Regular cleaning and periodic full replacement are carried out as part of our planned maintenance schedule
- Sand trays are cleaned thoroughly each half-term using warm water and a child-safe disinfectant. Outdoor sand pits are also cleared and disinfected periodically.

Inclusion and Access

To promote inclusive play, a variety of equipment such as scoops, buckets, moulds, and funnels is made available to stimulate imaginative and physical development. Sand trays are thoughtfully positioned and, where necessary, adapted to ensure they are accessible to all children, including those with additional needs or mobility challenges. This ensures that every child has the opportunity to fully engage in sand play, regardless of their individual circumstances or abilities.

Water Play

Supervision and Safety

Water play is closely supervised by at least one practitioner at all times to ensure children's safety and to reduce the risk of slipping, ingestion of water, or overly boisterous behaviour. Children are supported to wear protective aprons and appropriate footwear, while staff maintain a dry and safe environment around the water play area. Any spillages are cleaned up immediately to prevent slips or the development of mildew, and warning signs are displayed if the floor is wet to alert others and maintain a safe play environment.

Hygiene and Maintenance

- Water trays are emptied daily**,** cleaned with a mild detergent and rinsed before being refilled the next day.

- Trays are covered with secure lids when not in use.
- Children wash hands before and after engaging in water play.
- Water play involving reusable items (e.g., cups, boats, funnels) is monitored for cleanliness. Items are washed and sterilised weekly or more frequently as required.
- Children showing signs of illness or infection (e.g. vomiting, diarrhoea, or contagious conditions) are not permitted to use shared water trays during their exclusion period, in line with our Hygiene and Infection Control Policy.

Curriculum and Learning

Sand and water play form a key part of our continuous provision and are embedded into the planned curriculum based on children's current interests and developmental needs. Practitioners actively observe and engage with children during sand and water play to extend learning opportunities. They introduce language related to mathematical concepts (such as volume and measurement), explore scientific ideas (like floating and sinking), and support communication and social interaction. These activities also provide inclusive learning experiences that enhance fine and gross motor skills, sensory development, and peer collaboration.

Safeguarding and Risk Management

Daily risk assessments are conducted for all sand and water play areas to ensure they are safe and suitable for use. Staff wear appropriate personal protective equipment, such as gloves and aprons, during cleaning and maintenance tasks. Any concerns arising from children's behaviour, hygiene, or physical well-being observed during sensory play are recorded and responded to in accordance with the nursery's Safeguarding and Wellbeing Policies, ensuring children's safety and support at all times.

Equipment, Resources & Display Policy

Equipment and Resources

Beckermet Nursery is committed to providing high-quality, safe, and developmentally appropriate resources and equipment that support children's learning, independence, and wellbeing. Resources are selected and maintained in accordance with current EYFS requirements, relevant health and safety legislation, and inclusive educational values.

Selection and Provision

We provide a broad range of resources that:

- Are clean, well-maintained, and meet BSEN safety standards or comply with the Toys (Safety) Regulations 2011
- Promote inclusion and reflect the diversity of our community in terms of race, gender, age, ability, family structure, and culture
- Encourage all areas of development and enable children to take risks, solve problems, and explore creatively
- Are made from a balance of manufactured, natural, open-ended, and recycled materials

- Offer both familiar experiences and new challenges that spark curiosity and support progression

Children are encouraged to make independent choices by accessing well-organised and labelled resources. When appropriate, children are involved in the selection of new equipment to promote ownership and decision-making.

Maintenance and Safety

Resources are checked before and after each session for cleanliness and safety. Broken, worn, or unsafe equipment is immediately removed and either repaired or replaced. Staff conduct routine risk assessments and cleaning schedules are followed consistently to maintain hygiene.

We maintain an inventory of all resources, recording purchase dates and prices, which is used to:

- Track resource usage and condition
- Monitor coverage across all areas of the curriculum
- Ensure budgeting is aligned with educational priorities

Respect and Responsibility

Children are supported to take care of equipment and are taught to tidy away after use as part of their Personal, Social and Emotional Development (PSED). Respect for the learning environment is modelled and reinforced by all staff.

Displays

We aim to create an engaging, inclusive, and stimulating learning environment that values and reflects the children's ideas, identities, and achievements. Displays are used not only to celebrate children's work but also to support learning, reflect current themes and interests, and foster curiosity. All displays are planned with educational purpose and visual impact in mind.

Legal and Statutory Displays

To ensure compliance and transparency, the following documents are displayed in clearly visible locations:

- Ofsted registration certificate
- Valid insurance documentation
- Ofsted contact information
- Food hygiene certificate and current food hygiene rating
- Health and Safety Law poster (as required by the HSE)

Information for Parents and Carers

Information given to parents and kept up to date and includes:

- Key policies and procedures
- Staff and key person list
- Committee or governance details (if applicable)

- Weekly menus
- Planning overviews and learning intentions
- Newsletters, nursery brochures, and parent bulletins
- Information about current initiatives, parent workshops, and relevant community events

Learning Environment and Wall Displays

Displays are designed to reflect current curriculum focus, children's interests, and cultural diversity. All materials must be:

- Inclusive, with correct spelling and clear, legible fonts
- Displayed at children's eye level where possible to encourage engagement
- Multi-dimensional, featuring a mix of 2D and 3D resources, real objects, and textured materials
- Interactive where appropriate, offering children opportunities to contribute or respond
- Supported with photographs that show the process and context of children's learning
- Child-led wherever possible – work displayed must be children's own, not adult-made examples

Children take pride in seeing their own work on display and are given the opportunity to take their creations home once displays are rotated. Displays are regularly reviewed to remain fresh, purposeful, and engaging.

Lost or Damaged Property

At Beckermet Nursery, we understand that both staff and children may occasionally bring personal belongings into the setting. This policy outlines our approach to caring for such items and clarifies where responsibility lies in the event of loss or damage.

Staff Belongings

Staff are encouraged to limit the personal items they bring into the nursery to essentials only. Personal possessions must be stored securely in the lockable areas provided. While the nursery will take reasonable measures to keep these items safe, ultimate responsibility rests with the staff member to ensure items are stored appropriately.

All staff are required to sign an agreement acknowledging that Beckermet Nursery cannot accept liability for items that are not securely stored. In the unlikely event that an item stored appropriately is lost or damaged due to circumstances within the nursery's control (e.g. theft or staff misconduct), the incident will be investigated, and a claim may be made through the nursery's formal procedure.

Children's Belongings

To support a calm and inclusive environment, we ask that children do not bring toys or personal items from home unless previously agreed (e.g. comfort items or show-and-tell). We recognise that some children benefit from familiar items, especially during settling-in periods, and will support this sensitively.

However, Beckermet Nursery cannot be held responsible for the loss or damage of any personal belongings brought into the setting. Items are sent in at the parent/carer's discretion and risk. We kindly advise families to avoid sending expensive or irreplaceable items.

As part of the registration process, parents and carers are asked to acknowledge this policy. A reminder of this will also be displayed on our nursery notice board.

Visits, Outings & Trips Policy

At Beckermet Nursery, we recognise that planned visits and outings offer valuable learning opportunities, stimulate curiosity, and support children's understanding of the world. All trips are designed to extend children's interests, link to their learning themes, and offer unique experiences not available within the nursery setting. Each outing is planned and evaluated to ensure it is purposeful, safe, and inclusive.

Parental Consent and Communication

Parental permission for local trips and outings is obtained at the point of registration. For organised trips beyond walking distance or requiring transportation, separate written consent is requested in advance. Parents and carers are informed of trip details in both written and verbal formats, including the purpose of the visit, venue, travel arrangements, staffing, and any specific needs. Individual child needs, including medical or SEND considerations, are discussed with parents prior to the outing to ensure full inclusivity and appropriate support.

Supervision and Headcounts: Departing and Returning

Staff follow a structured process when leaving and returning to the nursery to ensure all children are accounted for. Room leaders collect the register and children are supported in small groups to prepare and line up. At least two members of staff conduct headcounts, one initial, and a second verification by the room leader, before and after leaving the building. Registers must be used for this process. One staff member supervises the door while another checks no children remain indoors. On return, children are admitted in an orderly manner, and the same process is repeated with headcounts and registers to confirm that every child has returned safely.

Transportation

Outings typically take place within walking distance, but where transport is required, we ensure all legal and safety standards are met. Any private or public transport providers must present documentation including vehicle insurance, MOT certificate, and driver's licence prior to booking. If private cars are used, appropriate insurance and age-appropriate car/booster seats must be in place. Children will only travel if all safety criteria are met, and car seats may be requested from parents in advance.

Risk Assessment and Preparation

Each trip is underpinned by a thorough risk assessment, recorded using our outing risk assessment template. This includes assessments of the route, venue suitability, weather, and children's individual needs. We always aim to operate lower child-to-adult ratios on trips than in nursery, and where appropriate, parents, students, or volunteers are invited to support. A copy of the outing register and emergency contact information remains at the nursery.

The designated lead for the outing ensures that the following are taken:

- A fully stocked first aid kit;
- Spare nappies, wipes, and clothing (where appropriate);
- At least two nursery-registered mobile phones with emergency contact numbers saved;
- Fresh drinking water and snacks, if applicable;
- Suitable outdoor clothing for all children;
- A list of children and staff attending, including a description of each child's clothing (a copy remains in nursery).

At least one paediatric first aider must be present on all outings.

Child Identification and Safety

Children are supervised at all times and remain within assigned small groups led by designated adults. Headcounts are carried out regularly throughout the outing and at key transition points. Meeting points and check-in times are pre-arranged and strictly followed.

Toileting, Care and Emergency Procedure

Toilet and changing breaks are factored in at regular intervals. Any personal care needs are managed discreetly and in line with safeguarding protocols. In case of emergency, the senior member of staff will contact the nursery immediately for guidance or support. If required, the nursery will escalate the situation to emergency services and contact parents/carers.

Staff maintain ongoing communication with the nursery during trips to provide updates and confirm safe return times.

Post-Visit Review

Following each outing, the lead staff member completes an evaluation form detailing what went well, any incidents, and suggested improvements. These reviews are retained and used to inform the planning of future outings, ensuring a reflective and continually improving approach.

Sun Safety & Weather Protection

At Beckermet Nursery, we recognise the importance of protecting children's delicate skin from harmful ultraviolet (UV) rays while still encouraging access to valuable outdoor experiences. This policy outlines our approach to ensuring children remain safe, healthy, and comfortable during hot or sunny weather, including during heatwaves.

Outdoor Access and Shade Provision

We operate a free-flow indoor/outdoor play model wherever possible, allowing children to explore both environments throughout the day. Outdoor time is planned to reduce UV exposure risk, with more outdoor play scheduled before 11:00 am and after 3:00 pm. During peak sunshine hours, particularly in the summer months, children will remain indoors where it is cooler and shaded.

Our outdoor spaces include designated shaded areas using canopies, natural shade, and fixed structures. Activities and seating are intentionally set up within these shaded spaces to encourage their use. Staff also role-model safe sun practices by wearing hats and encouraging children to do the same.

Sun Cream and Protective Clothing

Parents and carers are asked to provide a clearly labelled bottle of long-lasting, high-factor sun cream (minimum SPF 30, ideally SPF 50) for their child. Parents should apply this sun cream before arrival at nursery. Staff will reapply sun cream as necessary throughout the day, especially if children are participating in water-based activities or during prolonged outdoor play. Written consent for staff to apply sun cream is obtained on the child's registration form.

Children without sun cream will not be taken outdoors during sunny weather. Age-appropriate alternative activities will be offered indoors. In addition, parents are expected to dress children in light, breathable clothing that covers shoulders and upper arms, along with a wide-brimmed or legionnaire-style sun hat.

Promoting Sun Safety Awareness

We are committed to embedding sun safety in our everyday practices and curriculum. Staff receive training and guidance on UV protection. Age-appropriate educational activities help children understand the importance of staying safe in the sun. Information is shared with parents and carers via posters, newsletters, and verbal reminders to reinforce shared responsibility for sun protection.

Heatwave Plan

During periods of extreme heat or a declared heatwave (as outlined by the UK Health Security Agency), we implement additional measures to protect all children, with particular attention to babies, very young children, and those with medical or additional needs who are more vulnerable to heat-related illness.

We ensure that children:

- Are dressed appropriately in loose, light-coloured clothing and sun hats.
- Are encouraged to drink water frequently. Extra drinks are offered during sessions.
- Have access to high-water content foods such as fruit and salads.
- Participate in calm, quiet activities instead of vigorous physical play.
- Enjoy water-based sensory play or gentle cooling techniques, such as using damp flannels on the neck.

Rooms are well-ventilated, with blinds drawn to block direct sunlight, and where available, air conditioning or fans are used to maintain a comfortable temperature. Unnecessary electrical equipment is switched off to reduce heat build-up.

Recognising and Responding to Heat Illness

Staff are trained to recognise the signs of heat-related illnesses such as:

Heat Stress: General discomfort, irritability, tiredness, and feeling overheated.

Heat Exhaustion: Symptoms include dizziness, headache, fatigue, nausea, hot and flushed skin.

Heatstroke: This is a medical emergency. A child may stop sweating, appear confused, or lose consciousness.

Emergency Actions:

- Move the child to a cool room immediately.
- Use a cool (not cold) wet sponge or flannel to lower body temperature.
- Place cool packs around the neck, armpits, or wrists if available.
- Use a fan to assist cooling.
- If the child becomes confused or loses consciousness, place them in the recovery position and call 999 immediately.

A record of the incident will be documented, and parents will be informed without delay. The nursery follows guidance from the Department for Education and Public Health England in the event of ongoing extreme weather alerts.

Climate Change & Sustainability Policy

Beckermet Nursery recognises the vital role early years settings play in promoting environmental responsibility, preparing children for the future, and responding to the challenges of climate change. This policy outlines our commitment to fostering a culture of sustainability, supporting environmental awareness, and taking practical steps to reduce our environmental impact.

Decarbonisation

We are committed to reducing the nursery's carbon footprint through responsible operational practices and long-term sustainability goals. Strategies include:

- Reducing energy use by promoting energy-efficient lighting and appliances and switching off equipment when not in use.
- Exploring renewable energy sources where feasible (e.g., solar panels).
- Minimising waste through recycling, reusing materials, and composting food and garden waste.
- Reducing single-use plastics and encouraging use of sustainable, low-impact alternatives.
- Promoting sustainable travel through walking, cycling, car-sharing and other eco-friendly options among staff and families.

Adaptation and Resilience

Recognising the impacts of climate change—such as extreme weather—we aim to ensure our setting is resilient and adaptable:

- Outdoor learning environments are designed to maximise use of natural shade and weather-appropriate shelter.
- We use water butts to collect rainwater for gardening and conservation-based learning.
- Heat management measures (as outlined in our Sun Safety Policy) are in place during heatwaves.
- Risk assessments are adapted to account for increased weather variability, such as heavy rainfall or drought conditions.

Education and Awareness

Environmental sustainability and climate awareness are woven into the early years curriculum through:

- Age-appropriate discussions, stories, and activities that explore nature, weather, seasons, and the importance of protecting the planet.
- Gardening, composting, and recycling projects that promote responsibility and hands-on learning.
- Celebrations such as Earth Day and Eco Week that foster awareness and action.
- Role-modelling by staff of sustainable behaviours such as turning off lights, reusing materials, and respecting the environment.

Community Engagement

We believe that meaningful environmental change is most effective when it involves collaboration at every level. At Beckermet Nursery, we are committed to working alongside local councils, environmental organisations, and schools on community-led projects and green initiatives. We actively encourage families to adopt sustainable practices at home through shared information, nursery-led workshops, and collaborative activities. Our team takes part in local clean-up efforts, planting days, and wildlife-focused events that bring together children, families, and staff to foster a shared sense of responsibility for our environment. To promote transparency and collective engagement, we also showcase our sustainability efforts within the nursery, using visual displays and communication channels to keep everyone informed and inspired.

Review and Evaluation

This policy, along with its associated environmental actions, will be reviewed on an annual basis or in response to significant changes in environmental guidance or developments. We regularly evaluate the effectiveness of our climate-related initiatives and make adjustments where necessary to improve impact. Feedback from staff, families, and the wider community plays an essential role in shaping our sustainability practices and informing ongoing improvements. We celebrate and communicate progress through newsletters, nursery displays, and conversations with families, ensuring our community is both engaged and recognised in the journey toward a more sustainable future.

Beckermet Nursery is committed to nurturing a generation that not only learns about climate change but grows up with the values and skills to care for their world.

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Staff, Conduct & HR

Staffing, Conduct & HR

Staff Conduct and Positive Behaviour Management

Beckermet Nursery is committed to fostering a safe, nurturing, and respectful environment that promotes children's personal, social, and emotional wellbeing. We believe that positive behaviour flourishes in an atmosphere where staff model appropriate conduct, provide consistent guidance, and are supported by clear, fair expectations from the setting's leadership.

Positive Behaviour Management

Promoting positive behaviour is an integral part of our approach to early years development. We recognise that young children are learning how to express themselves, interact with others, and manage emotions. As such, staff are expected to take a calm, compassionate and developmentally appropriate approach to guiding behaviour.

All staff must:

- Model positive behaviour, respectful communication, and empathy at all times.
- Use praise, encouragement, and acknowledgement to reinforce positive behaviours and efforts.
- Set and maintain clear, consistent expectations that reflect the age and individual needs of the child.
- Help children understand the consequences of their actions through gentle explanation and restorative conversation.
- Support children in developing emotional literacy and conflict resolution skills.
- Work collaboratively with families to ensure consistency between home and nursery.

Staff must never:

- Use corporal punishment or physical discipline under any circumstances.
- Humiliate, ridicule, intimidate, or isolate a child in response to behaviour.
- Shout in anger or frustration at a child.

All approaches must prioritise the dignity and wellbeing of the child and be focused on support and teaching rather than punishment.

Behaviour Support Plans:

Where a child displays persistent difficulties, the nursery will work in partnership with families and, where needed, external professionals to develop a behaviour support plan tailored to the child's needs. These plans will be reviewed regularly and monitored sensitively to ensure the child receives consistent and appropriate support.

Staff Code of Conduct

Our expectations for staff conduct are aligned with Beckermet Nursery's values of professionalism, respect, and child-centred care. Staff are trusted role models and play a central role in shaping a positive nursery culture.

All staff are expected to:

- Conduct themselves with professionalism, warmth, and respect at all times.
- Demonstrate high standards of behaviour and communication when interacting with children, families, colleagues, and visitors.
- Treat every child as an individual, showing respect for their background, abilities, and rights.
- Maintain appropriate professional boundaries and avoid any behaviour that could be misinterpreted or compromise safety.
- Handle confidential information with care, in line with our Data Protection and Confidentiality policies.
- Immediately report any concerns or incidents that may affect the welfare of a child, colleague, or the setting.
- Seek clarification or raise concerns with leadership where needed, knowing they will be supported.

Failure to meet these expectations may result in disciplinary procedures, in line with the staff disciplinary policy in the Employee Handbook.

Employer Commitments

The leadership team at Beckermet Nursery recognises its duty to:

- Provide a working environment that upholds the emotional and physical safety of both staff and children.
- Offer clear policies, procedures, and role expectations to all employees.
- Provide appropriate training and regular refreshers on behaviour management, safeguarding, and professional conduct.
- Model respectful and ethical leadership behaviours.
- Support staff in managing challenging behaviour, including the use of external support and resources when needed.
- Investigate all concerns relating to staff conduct or behaviour management in a fair, consistent, and timely manner.

Working Together

Positive behaviour and professional conduct underpin the culture and success of Beckermet Nursery. Staff, leaders, and families working together with mutual respect ensures that all children feel safe, valued, and empowered to thrive.

All staff must read and understand this policy and engage in regular training to ensure these expectations are embedded in everyday practice.

Social Contact Outside of the Workplace

At Beckermet Nursery, we recognise that staff may form genuine friendships with parents or carers outside of their professional role, particularly in small communities or through shared interests. While we appreciate the value of respectful and supportive relationships, we must also ensure that all interactions uphold professional boundaries and protect the integrity and reputation of the nursery.

It is essential to acknowledge that individuals who seek to harm or exploit children, whether through grooming, radicalisation, or other forms of abuse, may attempt to develop personal contact with children or their families outside of the setting. As such, social contact between staff and families must always be approached with transparency and caution to prevent any perception of impropriety or misconduct.

To maintain professional integrity and safeguard all involved, staff are expected to inform senior management of any relationship with a parent or carer that extends beyond a standard professional connection. This includes regular or planned social contact outside of nursery hours. All personal communication or contact with families outside the setting should be approved in advance by management, especially where it arises in contexts outside of work (e.g. community events, shared hobbies, or mutual acquaintances).

If a child or parent initiates contact of a personal nature, or if a situation arises where social interaction occurs unexpectedly, staff must exercise sound professional judgment. Any such instances should be reported to senior management as soon as possible, who will offer guidance and determine whether further action or boundaries are needed. If a child appears to become overly attached or shows signs of infatuation with a staff member, this must also be raised immediately with the Designated Safeguarding Lead.

In cases where a staff member provides support to a parent or carer as part of their role and that individual begins to rely on them for ongoing assistance beyond the workplace, this must be discussed with management. In appropriate cases, signposting to external agencies or services may be arranged to ensure support is provided professionally and safely.

Beckermet Nursery is committed to safeguarding children and protecting staff from situations that may compromise their professional standing. All social contact outside of the workplace must reflect this commitment and should never place the staff member, child, or nursery at risk.

Recruitment & Selection

At Beckermet Nursery, we are committed to recruiting and retaining staff who are not only suitably qualified and experienced, but who also share our values and dedication to safeguarding children. Our recruitment processes are designed to be fair, consistent, and reflective of safer recruitment principles in line with current statutory guidance, including the EYFS Framework**,** Keeping Children Safe in Education (KCSIE)**,** and the Equality Act 2010**.**

We uphold the following core principles throughout all recruitment activity:

- **Fairness and Transparency**: All decisions are based on merit, with selection criteria directly aligned to the job description and person specification. We are an equal opportunities employer and do not discriminate on any protected characteristic.

- **Child-Centred Approach**: We prioritise the safety and wellbeing of children in every stage of the recruitment process.
- **Robust Screening**: All roles are subject to pre-employment checks including identity verification, references, right to work, enhanced DBS checks (with barred list where appropriate), and employment history review.
- **Consistency and Confidentiality**: All applicants are treated with dignity, and information is handled confidentially. Feedback is available upon request.
- **Ongoing Vigilance**: The recruitment process extends into the induction and probation period, where conduct and suitability continue to be monitored.

All staff involved in recruitment are trained in safer recruitment and are familiar with the setting's expectations. For further detail on our safer recruitment procedures, including advertising, shortlisting, interviewing, record-keeping, and post-employment checks, please refer to the separate Safer Recruitment Policy and Procedures document available from the nursery office or management team.

Right to Work Checks Policy

Beckermet Nursery complies fully with the legal obligation to ensure all employees have the right to work in the UK. All prospective staff must provide valid, original documentation to demonstrate their eligibility before employment begins. These checks are conducted in line with the Home Office guidance and include verification and retention of appropriate evidence.

For full details on acceptable documents, timing of checks, and record-keeping, please refer to the nursery's Safer Recruitment Procedures**.**

DBS Checks & Barring Policy

To ensure the ongoing safety and protection of children, Beckermet Nursery requires all staff, volunteers, and regular visitors to undergo an Enhanced Disclosure and Barring Service (DBS) check. This includes a check of the children's barred list where applicable. No individual may have unsupervised access to children until all relevant clearances have been obtained and reviewed.

The nursery's approach also includes regular renewal, DBS update service use (where applicable), and appropriate risk assessments where checks are pending.

We follow rigorous procedures in relation to Disclosure and Barring Service (DBS) checks and the management of information relating to suitability to work with children. This policy outlines the procedures for conducting DBS checks, using the DBS Update Service, making referrals to the DBS, understanding the barring process, and ensuring compliance with Automatic Disqualification rules for charities.

Employer Responsibilities

Beckermet Nursery recognises its legal obligation to ensure that all individuals working in regulated activity with children are appropriately vetted. We will:

- Obtain an enhanced DBS check with Children's Barred List check before allowing new staff to begin unsupervised work with children.

- Where necessary, permit staff to begin work under supervision while awaiting DBS clearance, subject to a documented risk assessment and approval by senior management.
- Maintain a secure and up-to-date Single Central Record (SCR) showing DBS certificate numbers, dates, and status checks.
- Require all staff to complete an annual DBS Declaration confirming no changes to their criminal status or suitability.
- Re-check DBS certificates where concerns arise or after extended periods of absence (generally over three months).

Using the DBS Update Service

The DBS Update Service allows employers to check whether an individual's certificate is still current without requiring a new application, provided the individual has subscribed to the service.

Staff are expected to:

- Register for the Update Service within 30 days of receiving their DBS certificate.
- Provide written consent for Beckermet Nursery to perform online status checks.

The nursery will:

- Conduct periodic status checks using the Update Service.
- Require a new DBS application if a status check reveals that new information is available.

Making a Referral to the DBS

Beckermet Nursery has a legal duty to refer an individual to the DBS when:

1. An individual has been dismissed**,** removed from regulated activity, or would have been removed had they not left the role;
2. There is a safeguarding concern that they may have:
    - Harmed or posed a risk of harm to a child or vulnerable adult;
    - Engaged in relevant misconduct;
    - Satisfied criteria for automatic barring.

Referrals must be made as soon as possible and include all relevant documentation and evidence. Where an immediate risk exists, the nursery will submit a DBS Early Barring Notification (if applicable) and notify other appropriate agencies (e.g., the Local Authority Designated Officer (LADO), Ofsted, or the Police).

Relevant forms:

- **DBS Referral Form** https://www.gov.uk/government/publications/dbs-referrals-form-and-guidance (or see Appendix)
- **DBS Early Barring Notification Form** (if used)

Referrals should be submitted online: www.gov.uk/dbs/making-barring-referrals

The DBS 5-Stage Barring Process

The Disclosure and Barring Service follows a five-stage process when deciding whether to bar an individual from working with children:

1. **Initial Referral and Triage** – Verification of jurisdiction and validity of the referral.
2. **Initial Case Assessment** – Review of available information to determine if further investigation is warranted.
3. **Gathering and Assessment** – Requests for additional information from relevant parties (e.g. Police, Social Care).
4. **'Mind to Bar' Letter** – Opportunity given to the individual to make written representations.
5. **Final Decision** – A determination is made, and both the individual and relevant organisations are informed of the outcome.

Where barring is deemed appropriate, the individual's details will be added to the Children's Barred List.

Automatic Disqualification for Charities

Certain roles within Beckermet Nursery fall under the scope of charity governance rules**,** which prohibit individuals from acting in senior management roles or as trustees if they are subject to automatic disqualification.

Disqualifying reasons include:

- Being on the sex offenders register;
- Certain unspent criminal convictions (e.g. for dishonesty, terrorism, or safeguarding offences);
- Disqualification from being a company director;
- Bankruptcy or insolvency restrictions.

Individuals applying for or holding these roles must complete an Automatic Disqualification Declaration (see Appendix) and inform management of any disqualifying events or restrictions.

For guidance, visit: Automatic Disqualification Rules for Charity Trustees

Appendix – Related Forms and Records

- DBS Annual Declaration Form
- DBS Referral Form
- DBS Early Barring Notification Form (if used)
- Automatic Disqualification Declaration for Charities
- Risk Assessment Template for Supervised Start
- SCR (Single Central Record) – template and guidance

Further guidance is available in our full Safer Recruitment Procedures**,** including processes for handling disclosures, referrals to the DBS, and storage of criminal records information.

Induction & Onboarding Policy

All new staff at Beckermet Nursery undergo a structured induction and onboarding process designed to familiarise them with our policies, safeguarding responsibilities, and daily operational practices. The induction process includes shadowing, mandatory training, and clear expectations for professional conduct and child-centred care.

The onboarding period includes a probationary review and regular supervision to ensure readiness, identify any support needs, and promote successful integration into the team.

Full details are outlined in our Safer Recruitment Procedures, which are available from the nursery office or management team.

Staff Supervision, Appraisals & CPD

At Beckermet Nursery, we are committed to supporting the growth, performance, and wellbeing of all staff through consistent supervision and structured annual appraisals. These processes are vital in ensuring high-quality care, effective professional development, and the continuous improvement of our service.

We Aim:

- To enable employees to perform their roles confidently and competently, maximising job satisfaction and contribution to nursery goals.
- To identify staff development needs in alignment with nursery priorities.
- To recognise potential for progression or expanded responsibilities.
- To reinforce how individual roles contribute to the wider success of Beckermet Nursery.

Supervision

Supervision meetings are conducted regularly and are reflective in nature, focusing on performance, wellbeing, and support. These sessions are opportunities to:

- Reflect on professional practice and discuss any concerns—especially regarding children's welfare or development.
- Identify solutions or strategies to improve outcomes.
- Receive coaching, encouragement, and clarification around role expectations.

Supervision assumes that staff are appropriately skilled and focuses on how those skills are being applied in practice. These meetings are essential in fostering a culture of openness, mutual support, and professional accountability.

Appraisal

Appraisals take a forward-looking approach, focusing on strategic planning and professional development aligned with Beckermet Nursery's objectives. Annual appraisals:

- Review performance over the past year only to support identification of growth areas.
- Set individual goals that support the wider nursery business plan.
- Identify training and development required to meet new expectations.

- Encourage shared ownership between appraiser and appraisee for the achievement of objectives.

Appraisal interviews are conducted annually during a designated two-month period. New staff will receive their first appraisal after six months of employment, then annually thereafter. Appraisers will be trained before conducting reviews to ensure consistency and quality.

Prior to each appraisal, the appraisee will receive a preparation form, their job description, and the appraisal form itself. The appraiser will collect relevant supporting information (supervision notes, training history, feedback) in a respectful and discreet manner.

Interviews are held in private, quiet spaces free from interruptions. Any agreed actions, resource requirements, and timelines are recorded in an Action Plan, which becomes a working document and is reviewed regularly. Appraisees receive a copy of their completed appraisal form.

Continued Personal Professional Development (CPD) Policy

Beckermet Nursery is committed to nurturing the continuous growth of our team. We believe that by investing in personal and professional development, we strengthen our ability to provide high-quality care and education.

We recognise the wide range of experience, skills and potential our employees bring to the nursery. Our approach to CPD is not limited to formal training—it includes reflective practice, mentoring, and collaborative learning.

A proactive and open attitude toward development is essential to our shared vision of excellence. CPD supports retention, progression, and high standards of childcare.

Our Commitments to CPD:

- Each staff member receives a Personal Development Plan (PDP) during their annual appraisal, tailored to their goals and responsibilities.
- Staff are encouraged to share knowledge and support peer learning within the team.
- Regular supervision sessions provide opportunities to reflect on learning and development.
- Access to internal and external training is supported where practical, including workshops, qualifications, and continuous skills development.
- A whole-team training analysis is conducted regularly to ensure development is aligned with individual and organisational needs.

Staff are expected to actively engage in CPD and attend both mandatory (e.g., safeguarding, first aid) and non-compulsory (e.g., specialist CPD) training where reasonably requested. Unauthorised non-attendance at booked training may result in the cost being deducted from wages, as outlined in staff terms and conditions.

We believe that by fostering a culture of curiosity and professionalism, we enable staff to thrive—and in turn, ensure every child at Beckermet Nursery receives the best possible care and learning experience.

Staff Qualifications, Training, Support and Skills

We recognise that the quality of children's daily experiences and outcomes is directly influenced by the skills, knowledge, and commitment of the adults caring for them. We are committed to ensuring that all staff are appropriately qualified, well trained, and continuously supported in their professional development.

Qualifications and Competency

All staff working with children hold, or are working towards, relevant and recognised early years qualifications (Level two or above).

Staff are expected to demonstrate a sound understanding of child development, safeguarding, and the EYFS framework. All team members are required to have sufficient command of the English language to fulfil their roles effectively. This includes the ability to maintain accurate records, understand written procedures, communicate with colleagues and external agencies, and ensure the health and safety of children.

Induction and Ongoing Training

All new staff receive a structured induction to ensure they understand their role and responsibilities. Induction includes training on:

- Safeguarding and child protection- online through local authority

  Safeguarding training for practitioners/childminders and assistants must cover:

  - Definition & Categories: Understanding safeguarding, abuse, harm and neglect.
  - Contributing Factors: Identifying situations leading to abuse.
  - Safe Practices: Working methods to protect children.
  - Identifying Signs: Recognising behavioural changes, wellbeing decline, physical marks, concerning comments and inappropriate behaviour from adults.
  - External Risks: Recognising abuse or neglect outside the setting, including domestic abuse and female genital mutilation (FGM).
  - Response & Reporting: How to respond, record and refer concerns.
  - Policies & Procedures: Understanding the setting's safeguarding policies.
  - Legal Framework: Knowledge of relevant legislation and professional practice.
  - Roles & Responsibilities: Understanding the roles of all professionals involved in safeguarding.
- Emergency evacuation procedures
- Health and safety
- Equality, diversity and inclusion
- Key nursery policies and procedures

We support all staff to complete a minimum of 24 hours of continued professional development (CPD) per year. This may include in-house training, workshops, external courses, online

modules, and reflective supervision. We recognise CPD as vital to maintaining high standards of care, embedding best practice, and fostering staff engagement and retention.

Supervision and Support

All staff who work directly with children and families receive regular supervision sessions with their line manager. Supervision provides a confidential space to:

- Discuss concerns or observations about children's development or wellbeing
- Identify solutions to challenges in practice
- Receive tailored coaching and professional support
- Reflect on performance and agree development goals

Supervision fosters a culture of openness, teamwork, and continuous improvement and supports both staff wellbeing and accountability.

First Aid and Emergency Response

Beckermet Nursery ensures that at all staff included in ratio are paediatric fist aid trained by a recognised training provider. Training is regularly refreshed in line with statutory guidance.

Language Proficiency

All staff are required to have sufficient spoken and written English to:

- Understand and follow health and safety and safeguarding procedures
- Administer and record medication accurately
- Liaise effectively with parents and professionals
- Support children's learning and wellbeing

We are committed to ensuring that language does not pose a barrier to safety, communication, or quality of care.

Team Work policy

Together we believe that effective teamwork is fundamental to delivering high-quality care and education for children. We are proud of our close-knit, collaborative staff team and are committed to fostering a positive, respectful, and supportive working environment.

Shared Values and Collaboration

We expect all staff to demonstrate mutual respect, professionalism, and kindness in their interactions with one another. Each team member contributes to a shared goal of creating a nurturing environment in which children can thrive. Every individual's role is valued, and responsibilities are shared fairly and equitably.

Team members are encouraged to actively support each other, offer help when needed, and work flexibly to meet the needs of the children and the setting. This includes being open to giving and receiving constructive feedback in a way that promotes learning and growth.

Communication and Openness

Effective communication underpins strong teamwork. Staff are expected to communicate openly and professionally on a daily basis—particularly when sharing important information about children's wellbeing, development, or routines.

Ideas, feedback, and concerns—both positive and constructive—are welcomed and discussed respectfully during regular staff meetings. These discussions are collaborative, with all staff given the opportunity to speak and contribute. We believe the best outcomes are achieved when decisions are made together through active listening and mutual respect.

Positive Culture and Accountability

We are committed to maintaining a healthy team culture. This means operating a 'no blame' approach where challenges and mistakes are seen as opportunities to learn and grow. Staff are encouraged to reflect honestly and work together to identify solutions without fear of judgement or criticism.

At the same time, we recognise that accountability is essential to professionalism and trust. Staff are expected to take ownership of their actions and uphold high standards of behaviour and communication, both in the workplace and when representing the nursery externally.

We do not tolerate gossip, miscommunication, or behaviour that undermines team cohesion or morale. Where concerns arise, they should be addressed promptly through appropriate channels.

Management and Team Engagement

The leadership team is committed to maintaining a supportive environment through regular communication, inclusive decision-making, and staff engagement. Management meetings take place routinely and outcomes are shared with staff. Staff are invited to raise matters for discussion in advance and contribute to the shaping of nursery policies and practices.

We are serious about our commitment to creating an enjoyable, inclusive, and purposeful place to work. In return, we expect all staff to uphold their commitment to the nursery, their colleagues, and—most importantly—the children in our care.

Putting Children First

At the heart of everything we do is the wellbeing of the children. We believe that a positive and cooperative team culture directly contributes to a happy, safe, and enriching experience for every child. Teamwork is not only a professional standard—it is a responsibility we carry together in support of each other, the families we serve, and the values of Beckermet Nursery.

Staff Arrival & Departure

Beckermet Nursery is committed to maintaining a secure and well-organised environment for both children and staff. In line with our safeguarding and operational responsibilities, we have clear procedures in place for staff arrival, departure, and break times.

All staff must enter and exit the nursery building through the designated front entrance. This supports our safeguarding protocols and ensures that all comings and goings are appropriately monitored.

Staff are required to use the electronic clocking-in and clocking-out system on arrival and departure. If a member of staff needs to leave the premises during their shift, they must record the time of departure and return on Ovivio and update the staff numbers board accordingly. This ensures that accurate records are kept and that the nursery always remains compliant with the required staff-to-child ratios.

Daily staff attendance is also documented via the register to support accurate record-keeping and enable effective management of staffing levels.

For staff remaining on site during breaks, a designated break area is available away from the children's rooms. This allows staff to rest and recharge without leaving the premises, while still maintaining the privacy and separation needed for effective downtime.

These measures are in place to ensure the safety, accountability, and wellbeing of both children and staff throughout the day.

Working with Own Children Policy

At Beckermet Nursery, we understand that returning to work after having a child or working in the same setting as your child or close relative, can present both emotional and practical challenges. We are committed to supporting staff through these transitions while ensuring our commitment to safeguarding, consistency, and professional standards is maintained across the nursery.

To ensure the needs of the staff member, the child, and the wider nursery community are met, a meeting will take place between the staff member, the Nursery Manager, and, where applicable, the Room Leader prior to the child joining or returning to nursery. This will be used to agree an appropriate support plan and clarify roles, expectations, and boundaries.

Staff are expected to maintain a professional and impartial approach at all times and to treat all children equitably. For this reason, staff will not be assigned to directly care for their own child or a close relative during the nursery day. This helps ensure consistency, neutrality, and supports the emotional wellbeing of the child.

Key principles include:

- **Room Placement:** Wherever possible, staff will be placed in a different room or group than their child or close relative. This includes contingency planning during staff shortages.
- **Neutral Practice:** All children, including those related to staff, will be treated in line with nursery policies and procedures. No special treatment, privileges, or exceptions will be made due to personal relationships.
- **Parental Contact:** While we respect and support the parent-child bond, access to the child during the nursery day (e.g., for visits, settling periods, or comfort) will be agreed with the Nursery Manager and Room Leader in advance. This helps minimise disruption to the child and others in the group, especially where repeated separation may cause distress.
- **Breastfeeding & Expressing Milk:** Staff who are breastfeeding will be supported with flexible arrangements to feed or express milk. A private, comfortable space and suitable

cover will be provided to ensure their needs and the child's needs are fully met in a way that aligns with nursery operations.

- **Review & Adjustment:** Individual circumstances will be reviewed regularly to ensure the arrangements continue to meet the needs of the child, the staff member, and the nursery. Open communication and adaptability are encouraged.

This policy forms part of Beckermet Nursery's wider commitment to staff wellbeing, child development, and safeguarding. We aim to work in partnership with staff to ensure that both personal and professional responsibilities are respected and managed effectively.

Babysitting & Off-Duty Work Policy

At Beckermet Nursery, the safety, wellbeing, and professional boundaries between staff, children, and families are of the utmost importance. This policy sets out our position regarding any private babysitting arrangements involving our staff and parents/carers outside of nursery hours.

Nursery Position

Beckermet Nursery does not permit staff to engage in any form of private babysitting or childcare arrangements for families who currently attend the nursery. This applies to all employees, including permanent, temporary, bank, and agency staff.

This policy is in place to:

- **Protect children:** Avoid any potential safeguarding concerns or perceptions of blurred boundaries.
- **Protect staff:** Reduce the risk of allegations, misunderstandings, or inappropriate expectations outside the work setting.
- **Protect the nursery:** Maintain clear professional standards and avoid reputational or legal liability.

Scope and Clarification

- This restriction includes both ad-hoc and regular childcare arrangements, whether paid or unpaid.
- It applies to babysitting at the child's home, the staff member's home, or any third-party location.
- Staff must **not** discuss, offer, or accept babysitting work from any parent or carer of a child currently attending the setting.
- Former parents/carers (e.g. whose child has left the setting) may only engage staff for private childcare after a minimum period of six months has passed since the child left the setting, and even then, the nursery disclaims any responsibility or involvement.

Breach of Policy

Any breach of this policy will be treated seriously and may result in disciplinary action. It is essential that all staff maintain professional conduct at all times and avoid conflicts of interest that could undermine trust in the nursery's safeguarding and care standards.

Questions and Concerns

We recognise that some staff may have pre-existing personal relationships (e.g. family friends) with families before a child joins the nursery. In such cases, staff must declare the relationship to the Nursery Manager, who will assess whether any adjustments or disclosures are necessary.

This policy reinforces the boundary between professional care and private arrangements, in line with our safeguarding obligations and commitment to upholding the highest standards of integrity.

Whistleblowing

At Beckermet Nursery, we are committed to maintaining a transparent, safe, and accountable environment for all children, staff, and families. We expect everyone working within the nursery to uphold the highest standards of professional conduct and to report any concerns that may put others at risk or compromise the integrity of our setting.

Whistleblowing is the process by which individuals can raise concerns about suspected wrongdoing, malpractice, or risks to children, staff, or the public. These may include, but are not limited to:

- Safeguarding or welfare concerns
- Unsafe practices or serious breaches of health and safety
- Criminal activity or fraud
- Harassment, bullying, or abuse
- Breaches of policies or legal obligations

Staff, volunteers, and contractors are encouraged to raise any concerns promptly and responsibly. All genuine concerns will be treated seriously and in confidence. Individuals raising concerns in good faith will be protected from discrimination, victimisation, or retaliation.

Concerns should be reported directly to the Nursery Manager or Director. If the concern involves a member of management or relates to safeguarding, individuals may escalate the issue to the Local Authority Designated Officer (LADO), Ofsted, or another appropriate body.

This summary should be read alongside the full Whistleblowing Policy available in the Employee Handbook**,** which includes detailed procedures, escalation pathways, and protections.

The Charity Commission – Automatic Disqualification Rules

Under charity law, certain individuals are disqualified from acting as a charity trustee or holding a senior management function within a charity if specific legal disqualification reasons apply. These include unspent convictions for particular offences, inclusion on the barred lists (children or vulnerable adults), and other regulatory breaches or insolvency-related matters.

All trustees and individuals in senior management positions at Beckermet Nursery must be aware of these disqualification rules. The nursery has a legal obligation to ensure that those holding such roles are eligible and not disqualified under the Charity Commission's Automatic Disqualification rules**.**

Further guidance can be found via the Charity Commission website:
https://www.gov.uk/guidance/automatic-disqualification-rule-changes-guidance-for-charities

To comply with these requirements:

- All trustees and relevant senior staff must complete the Automatic Disqualification Declaration for Charities form.
- This declaration must be completed:
    - Upon appointment,
    - Annually thereafter,
    - And whenever there is a change in circumstances which may affect eligibility.
- A copy of the current Automatic Disqualification Declaration for Charities form is available in the appendix and must be retained securely on file.

Failure to declare a disqualification or submit a completed form may result in immediate suspension from duties and further safeguarding action, in line with our governance and safeguarding responsibilities.

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Appendix & Supporting Documents

Appendix and Supporting Documents

Useful Contact Details and Information

Beckermet Nursery, Mill Lane, Beckermet, Cumbria CA21 2YD

Safeguarding and Emergency Contacts

- **Cumbria Safeguarding Children Partnership (CSCP):**
  Safeguarding Hub (for concerns about a child): 0333 240 1727
  www.cumbriasafeguardingchildren.co.uk
- **Local Authority Designated Officer (LADO):**
  For concerns about staff or volunteers: 01768 812267
  lado@cumbria.gov.uk
  (via Multi-Agency Business Support Team)
  Out of Hours Emergency Duty Team: 0333 240 1727
- **Police (emergency): 999** (if a child is in immediate danger)
  Non-emergency (Cumbria Constabulary): 101
  www.cumbria.police.uk

Regulatory and Advisory Bodies

- **Ofsted General Enquiries:** 0300 123 1231
  www.ofsted.gov.uk
- **Ofsted Whistleblowing Hotline:**
  For reporting safeguarding or misconduct concerns:
  0300 123 3155
  whistleblowing@ofsted.gov.uk
- **Disclosure & Barring Service (DBS):**
  DBS Helpline: 0300 020 0190
  Update Service Queries: 0300 020 0190
  www.gov.uk/dbs & https://www.gov.uk/guidance/dbs-check-requests-guidance-for-employers

Relevant Legislation and Guidance Frameworks

Beckermet Nursery policies are underpinned by the following frameworks:

- Statutory Framework for the Early Years Foundation Stage (EYFS)
- The Childcare Act 2006
- Children and Families Act 2014
- Safeguarding Vulnerable Groups Act 2006
- Care Standards Act 2000
- The Equality Act 2010
- General Data Protection Regulation (GDPR) 2018
- Human Rights Act 1998

- Freedom of Information Act 2000
- United Nations Convention on the Rights of the Child
- Protection of Children Act 1999

Staff Confirmation – Agreement to Meet Standards

The Beckermet Nursery Policies and Procedures, while non-contractual in nature, represent a critical framework that underpins the way we operate and deliver care. These documents clearly communicate the standards, expectations, and professional values that all staff are required to uphold in order to maintain a safe, secure, and high-quality environment for children, families, and colleagues.

By signing below, you acknowledge that you have read, understood, and agree to work in line with the principles and procedures contained within these policies. This agreement supports our collective responsibility to safeguard children and promote the highest standards of conduct and care.

This framework will be referenced in the event of any concerns or disciplinary matters to ensure decisions are made fairly, reasonably, and consistently. All employees are expected to uphold the values and behaviours outlined in these policies at all times.

Form for staff signature – NB: A single page printable version can be found overleaf.

Full Name	Date	Signature

Full Name	Date	Signature

Child Registration Form - Enrolment & Consent Information

At Beckermet Nursery, we are committed to providing high-quality, inclusive care and education in a safe, nurturing environment. This form collects essential information about your child to support their individual needs, promote their wellbeing, and ensure we comply with statutory requirements.

All information will be processed in accordance with the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018. It will be treated confidentially and only shared with authorised individuals where necessary to safeguard or support your child.

Child Details

- **Full Name:** .....
- **Date of Birth:** .....
- **Gender:** ☐ Male ☐ Female ☐ Other
- **Ethnicity:** .....
- **Nationality:** .....
- **Language(s) spoken at home:** .....
- **Religion (if applicable):** .....

Home Address

.....
.....
Postcode: .....

Parent/Carer Details

Parent/Carer 1 (Main Contact):

- Full Name: .....
- Relationship to Child: .....
- Address (if different from child's): .....
  .....
- Contact Number: .....
- Email Address: .....

Parent/Carer 2:

- Full Name: .....
- Relationship to Child: .....
- Address (if different): .....
- Contact Number: .....
- Email Address: .....

Emergency Contact (Other than Above)

- Name: .....
- Relationship to Child: .....
- Telephone: .....
- Authorised to Collect: ☐ Yes ☐ No

Collection Authorisations

Please list all individuals authorised to collect your child (including those above if applicable):

Full Name	Relationship to Child	Contact Number

Medical & Health Information

- **Does your child have any known medical conditions, allergies, or dietary requirements?**
  ☐ Yes ☐ No
  If yes, please specify:
  .....
  .....
- **Does your child have any special educational needs or disabilities (SEND)?**
  ☐ Yes ☐ No
  If yes, please provide details or attach supporting information:
  .....
- **Immunisation History:**
  ☐ Up to date ☐ Partially ☐ Not immunised
  (You may be asked to provide a copy of the Red Book or immunisation record.)
- **GP Name & Surgery:** .....
- **GP Contact Number:** .....
- **Dentist Name & Surgery:** .....
- **Dentist Contact Number:** .....

Start Date and Requested Sessions

- **Preferred Start Date:** .....
- **Requested Sessions** (Please tick all that apply):

Day	Morning	Afternoon	Full Day
Monday	☐	☐	☐
Tuesday	☐	☐	☐
Wednesday	☐	☐	☐
Thursday	☐	☐	☐
Friday	☐	☐	☐

Consent Declarations

Please confirm your consent for the following:

☐ Emergency medical treatment in the event of illness or injury
☐ Application of plasters (hypoallergenic)
☐ Use of sun cream (nursery-provided or parent-supplied)
☐ Local walks/outings (pre-risk assessed)
☐ Use of photographs for internal displays
☐ Use of photographs on social media (additional consent form may be provided)
☐ Storage and sharing of information in line with data protection policies
☐ Contacting you via phone/email for nursery updates

Declaration by Parent/Carer

I confirm the information provided is accurate and complete. I understand I must inform the nursery of any changes and that this information will be used and stored in accordance with the nursery's safeguarding and GDPR policies.

Signed: .....

Print Name: .....

Date: .....

Individual Healthcare Plan (IHP) - Medical & Care Support Form

This form is designed to gather essential medical and personal care information so that we can make appropriate adjustments and provide safe, consistent support for your child. The details shared will be treated with strict confidentiality and stored in accordance with data protection laws (UK GDPR and Data Protection Act 2018). Information will only be shared with relevant staff on a need-to-know basis to ensure effective care.

Please complete this form as fully and accurately as possible. If any changes arise in your child's condition or care requirements, please notify the Nursery Manager immediately so the plan can be updated.

Date:

.....

Child's Full Name:

.....

Home Address:

.....

.....

.....

Parent/Carer Contact Details:

.....

.....

To help us meet your child's needs, please provide information on the following:

Religion requiring consideration:

.....

.....

Dietary requirements (e.g. cultural or ethical):

.....

.....

Known food allergies or intolerances:

.....

.....

Medical requirements or health conditions:

.....

.....

Does your child require intimate care?

☐ Yes ☐ No

If yes, please provide details:

.....

.....

Medication required (including dosage and frequency):

.....

.....

Any other relevant requirements or information (including emergency care plans):

.....

.....

Declaration

I confirm that the information provided is accurate and complete to the best of my knowledge. I agree for the nursery to store and use this information to meet my child's care needs, in line with the nursery's policies and data protection obligations.

Signature of parent/carer with legal responsibility:

.....

Full Name (print):

.....

Date:

.....

DBS Self-Declaration and Disclosure Form - Beckermet Nursery

Beckermet Nursery is committed to safeguarding and promoting the welfare of children. As part of our safer recruitment procedures and ongoing suitability checks, all staff working in regulated activity are required to complete this declaration. This form supports our duty to ensure individuals are safe and suitable to work with children.

All information will be processed in line with the Data Protection Act 2018 and UK GDPR and held securely. Information may be shared with external agencies (e.g. Ofsted, the Local Authority Designated Officer (LADO), or DBS) where there is a legal obligation or safeguarding concern.

Applicant Details

Full Name: .....
Date of Birth: .....
Home Address: .....

.....
Contact Number(s): .....
Email: .....
Job Role Applied For: .....
Start Date (if known): .....

Criminal History and Suitability Questions

The role you are applying for is exempt from the Rehabilitation of Offenders Act 1974. You must declare any criminal convictions, cautions, reprimands, or warnings that are not "protected" under the Exceptions Order (as amended in 2020).

Please answer all questions truthfully:

1. Do you have any unspent conditional cautions or convictions under the Rehabilitation of Offenders Act 1974?
   ☐ No ☐ Yes – Please provide details below.
2. Do you have any adult cautions or spent convictions not protected under the 2020 Amendment?
   ☐ No ☐ Yes – Please provide details below.
3. Have you ever been charged with an offence in the UK or abroad, which has not yet been concluded?
   ☐ No ☐ Yes – Please provide details below.
4. Are you currently under police investigation or subject to pending proceedings?
   ☐ No ☐ Yes – Please provide details below.
5. Have you ever been known to any children's services or the police as a risk (or potential risk) to children?
   ☐ No ☐ Yes – Please provide details below.
6. Have you ever been subject to disciplinary action or investigation by any employer or professional body due to concerns about your behaviour towards children?
   ☐ No ☐ Yes – Please provide details below.

7. Have you ever been dismissed, suspended or subject to restrictions in any job or voluntary role working with children?
   ☐ No ☐ Yes – Please provide details below.
8. Are you currently under any investigation by a professional regulator (e.g., Ofsted, Social Work England, HCPC)?
   ☐ No ☐ Yes – Please provide details below.

Additional Safeguarding Declarations

- I confirm that I am not barred from working with children under the Children's Barred List.
- I understand that if I become the subject of an investigation or am cautioned/convicted of any relevant offence while employed, I must inform the Nursery Manager within 24 hours.
- I understand my role may fall under Automatic Disqualification Rules (for example, working in a charity setting with children). I confirm I will complete a separate Automatic Disqualification Declaration for Charities where applicable.

Referral Information

If Beckermet Nursery becomes aware of relevant conduct or harm, we reserve the right to make a DBS referral using the DBS Referral Form. In cases of serious misconduct, early notification to DBS may occur via the DBS Early Barring Notification Form, as outlined in the nursery's safeguarding and safer recruitment policies.

Confirmation and Consent

Please tick to confirm:

☐ I confirm the information provided above is true and complete.
☐ I consent to Beckermet Nursery retaining this form securely and using it for safeguarding assessment.
☐ I understand that failure to disclose information may result in the withdrawal of an offer of employment or dismissal.

Signature: .....

Print Name: .....

Date: .....

Guidance and Support

If you are unsure about any disclosures or protected cautions, you can contact:

- **Nacro** – 0300 123 1999 | helpline@nacro.org.uk
- **Unlock** – 01634 247350 | advice@unlock.org.uk | www.unlock.org.uk

Disclosure and Barring Service (DBS) Referral Form

Please refer to the referral form guidance whilst completing this document

Part 1: Details of the person you are referring

A Personal information

Title

Mr ☐ **Mrs** ☐ **Ms** ☐ **Miss** ☐ **Dr** ☐

Other title

Surname

Forename(s)

Date of birth

D D / M M / Y Y Y Y

Or age if date of birth is not known

Previous names and / or alias dates of birth

Gender

Male ☐ **Female** ☐

Nationality

National Insurance Number

B Contact details of the person you are referring

Contact Address

(please include the date this address was provided or was last verified as current)

D D / M M / Y Y Y Y

Post Code

Country

Home telephone

Mobile number

Work telephone (*if still working*)

Email address

C Address history (*most recent first*)

Address	*Date from*	*Date to*

D **Professional registration (*if applicable*)**

Professional regulator

Registration number

Date of registration

D D / M M / Y Y Y Y

E **Teacher reference (*if applicable*)**

Teachers pension number England and Wales

/

F **DBS disclosures**

DBS disclosure reference (*if known*)

Part 2: Qualifications and training history of the person you are referring

G **Qualifications (*please continue on a separate sheet if required*)**

Title of qualification	*Date of certificate*

H **In service training / other training / courses attended (*please continue on a separate sheet if required*)**

Details of training	*Date attended*

Part 3: Details of the work carried out by the person you are referring

I **About their role**

Role Title

Type of role: **Paid** ☐ **Voluntary** ☐

Was the role held by the person you are referring 'regulated activity' with:

Children ☐ **Vulnerable Adults** ☐ **Both** ☐

Date they started working / volunteering in the above role

D D M M Y Y Y Y

Date they ceased working / volunteering in the above role

D D / M M / Y Y Y Y

How did they leave or were removed from the role?

Dismissed ☐ **Resigned** ☐ **Retired** ☐

Other (*please specify*)

Is the person still employed by you?

Yes ☐ **No** ☐

If "Yes" to what role has the person been moved?

To your knowledge, has the person been informed of their referral to DBS?

Yes ☐ **No** ☐ **Don't know** ☐

J **Role Description**

Main duties of the role (*may be continued on a separate sheet if required*)

To your knowledge, has the person ever worked in Scotland?

Yes ☐ **No** ☐ **Don't know** ☐

K **Previous misconduct, disciplinary action or complaints**

Nature of allegation and what action was taken	*Date*

L Previous / other employment (*including any volunteer work if known*)

Organisation / address	*Job title / role*	*Date From*	*Date to*

Part 4: Reason for the referral

M Purpose of the referral

I am referring the person because I think they (*please tick one only*):

☐ **Harmed a child or vulnerable adult through their actions or inactions (*relevant conduct*); or**

☐ **Represent a risk of harm to a child or vulnerable adult (*satisfied the harm test*); or**

☐ **Have received a caution or conviction for a relevant offence.**

N Summary of the circumstances which has resulted in this person being removed from regulated activity

(*may be continued on a separate sheet if necessary*)

Has the person you are referring admitted or accepted responsibility for any harm?

Yes ☐ **No** ☐ **Not Known** ☐

O	Other organisations or agencies involved in the circumstances of the referral			
	Organisation / address	*Contact person / role*	*Contact number*	*email*

Part 5: Chronology of events

P	Chronology of events relating to this referral (please continue on a separate sheet if required)			
	Date	*Event*	*Relevant Documents*	*Persons Involved*

Part 6: Details of the child or vulnerable adult harmed / put at risk of harm

Q **Details of the person harmed / put at risk of harm**

Title

Mr ☐ **Mrs** ☐ **Ms** ☐ **Miss** ☐ **Dr** ☐

Other title

Surname

Forename(s)

Date of birth

D D / M M / Y Y Y Y

Or age if date of birth is not known

Gender

Male ☐ **Female** ☐

For additional victims please use a separate sheet

R **Relationship between the referred and the person harmed / put at risk of harm**

Details of any vulnerability, e.g. emotional, behavioural, medical or physical

Part 7: Documentation supplied

S **Supplied documents (please tick all that apply)**

Application for employment	☐	Investigations and reports of regulatory bodies	☐
Curriculum Vitae / CV / Resume	☐	Investigations and reports of other agencies or bodies	☐
References	☐	Interview report(s) relating to the referral	☐
Letter of employment offer	☐	Witness statement(s)	☐
Job description / role requirement / person specification	☐	Dismissal / resignation / redeployment letters	☐
File notes concerning conduct, behaviour / attitude	☐	Local Authority investigations reports / documents	☐
Care plans for those named in Section Q (where appropriate)	☐	Adult Social Care or Children's Services reports	☐
Victim impact report(s) or statement(s) for those named in Section Q	☐	Police investigations and reports	☐
Documents of internal investigations and outcomes	☐	Minutes of Strategy Meetings	☐
Documentation of any past disciplinary action and complaint(s)	☐	Health and Social Care Trust Investigations reports / documents	☐
Statement(s) made by the referred individual	☐		

T	Additional documents supplied (*please continue on a separate sheet if required*)

Part 8: Referring party

U	Referring organisation / establishment	
	Name of Organisation	**Contact address**
	Type of organisation	
	Sector	**Postcode**
	Select an Option...	**Country**

V	Primary contact	Alternative contact
	Name	**Name**
	Position	**Position**
	Telephone number	**Telephone number**
	Mobile number	**Mobile number**
	Email Address	**Email Address**

Part 9: Declaration – information sharing / complete and accurate information

W **To be signed by the person making the referral**

I understand that any information that I have referred within the referral form or additional to it will be used by DBS for official purposes and may be retained by DBS under its Data Retention Policy. I also understand that any information that I have referred may be disclosed to the referred person or to other parties such as police, professional regulators, prison or probation services in accordance with statutory powers or duties under the Safeguarding Vulnerable Groups Act 2006 or other applicable legislation.

I confirm that to the best of my knowledge the information in this form is complete and accurate and that I have provided all documents legally required and any other relevant documentation that I hold. I understand that the DBS may contact me about the information I hold on the person I have referred.

Signature

Name (*in BLOCK CAPITALS*)

Date

D D / M M / Y Y Y Y

Position

Organisation

Relationship to the individual you are referring

X **Returning the form**

Please check that you have answered all the questions you can and signed the declaration.

This form should be returned, together with all supporting documentary evidence, to the address opposite.

Please return the form to:

Disclosure and Barring Service

PO Box 3963

Royal Wootton Bassett, SN4 4HH

Automatic Disqualification Declaration for Charities

(For senior managers and trustees in registered charities, including early years providers)

Beckermet Nursery will ensure it meets the eligibility requirements set out by the Charity Commission. Certain criminal offences and conduct can automatically disqualify an individual from acting as a trustee or holding certain senior management positions in a charity.

This declaration must be completed by all individuals appointed to, or currently holding, a senior role (e.g. trustee, nursery manager, deputy, or equivalent) at Beckermet Nursery.

Individuals are automatically disqualified from acting as a trustee of a charity if:

- one or more of the reasons in Annex A apply; and
- they have not obtained a waiver of that disqualification from the Charity Commission.

If one of the disqualification reasons does apply, you may be able to apply for a waiver from the Charity Commission which will allow you to act as a trustee.

Personal Details

Full Name: ……
Date of Birth: ……
Address: ……..

……..
Position Held / Applied For: …..
Date of Appointment (if applicable): ……

I declare that:

- I am not disqualified from acting as a trustee; and
- I will inform the trustees promptly if, after the date of this declaration, one or more of the disqualification reasons applies to me.

Full Name:

Signature: **Date:**

Charity Name and Number: Beckermet Nursery -

Disqualification Reasons

Under Section 178 of the Charities Act 2011, you are automatically disqualified from acting as a charity trustee or senior manager if you:

1. You have an unspent conviction for any of the following
   a) an offence involving deception or dishonesty
   b) a terrorism offence
      a. to which Part 4 of the Counter-Terrorism Act 2008 applies
      b. under sections 13 or 19 of the Terrorism Act 2000

c) a money laundering offence within the meaning of section 415 of the Proceeds of Crime Act 2002

d) a bribery offence under sections 1, 2, 6 or 7 of the Bribery Act 2010

e) an offence of contravening a Commission Order or Direction under section 77 of the Charities Act 2011

f) an offence of misconduct in public office, perjury or perverting the course of justice yes/no

g) In relation to the above offences, an offence of attempt, conspiracy, or incitement to commit the offence; aiding, or abetting, counselling or procuring the commission of the offence; or, under Part 2 of the Serious Crime Act 2007(encouraging or assisting) in relation to the offence

2. You are on the sex offenders register (i.e. subject to notification requirements of Part 2 of the Sexual Offences Act 2003)
3. You have an unspent sanction for contempt of court for making, or causing to be made, a false statement or for making, or causing to be made, a false statement in a document verified by a statement of truth
4. You have been found guilty of disobedience to an order or direction of the Commission under section 336(1) of the Charities Act 2011.
5. You are a designated person for the purposes of Part 1 of the Terrorist Asset-Freezing etc. Act 2010, or the Al Qaida (Asset Freezing) Regulations 2011.
6. You have previously been removed as an officer, agent or employee of a charity by the Charity Commission, the Scottish charity regulator, or the High Court due to misconduct or mismanagement
7. You have previously been removed as a trustee of a charity by the Charity Commission, the Scottish charity regulator, or the High Court due to misconduct or mismanagement
8. You have been removed from management or control of anybody under section s34(5)(e) of the Charities and Trustee Investment (Scotland) Act 2005 (or earlier legislation)
9. You are disqualified from being a company director, or have given a disqualification undertaking, and leave has not been granted (as described in section 180 of the Charities Act) for you to act as director of the charity
10. You are currently declared bankrupt (or subject to bankruptcy restrictions or an interim order)
11. You have an individual voluntary arrangement (IVA) to pay off debts with creditors
12. You are subject to a moratorium period under a debt relief order, or a debt relief restrictions order, or an interim order
13. You are subject to an order made under s.429(2) of the Insolvency Act 1986. (Failure to pay under a County Court Administration Order.)

Risk Assessment – Supervised Start (Pending DBS/Pre-employment Checks)

This risk assessment supports the safe and lawful employment of a new nursery staff member or volunteer under strict supervision, in exceptional circumstances, while awaiting completion of all required safeguarding checks, including a full enhanced DBS disclosure.

Safeguarding Commitment
Beckermet Nursery is committed to the highest safeguarding standards. We will only permit a supervised start where the risk is deemed acceptable under this assessment and when all essential controls are in place. This is a time-limited and carefully monitored arrangement. The safeguarding of children remains our paramount concern at all times.

Employee and Role Details

- **Nursery Setting:** Beckermet Nursery
- **Name of Individual:** ……
- **Position Applied For:** ……
- **Date of Proposed Start:** ……..
- **Risk Identified:** Individual to begin work before receiving a full enhanced DBS certificate.
- **Hazard:** Potential for unsupervised access to children without full clearance.

Risk Control Measures Checklist

Please complete all relevant fields and tick the applicable boxes:

Essential Control Measures	**Tick to Confirm**
Two satisfactory references obtained from most recent employers	
DBS Barred List check completed and confirms NOT barred	
Identity verified in accordance with DBS guidance	
Applicant has relevant qualifications or confirmation of registration with professional body (if applicable)	
Individual will be supervised at all times by a staff member with a current enhanced DBS	
All five essential control measures must be confirmed to proceed	
Desirable Control Measures	**Tick to Confirm**
Evidence of a previously issued Enhanced DBS or overseas equivalent	
Applicant has recent experience in similar role (can be verified)	
At least one desirable measure should be confirmed.	

Supervision Arrangements

- **Supervisor's Name:** ……
- **Supervisor's DBS Status:** Enhanced DBS in place and confirmed
- **Supervision Plan:**
  The individual must be within sight and hearing of the designated supervisor at all times. They must not:
    - Be left alone with children
    - Undertake intimate care
    - Administer medication
    - Supervise outings or be included in ratios

Assessment Summary

Based on the control measures above, this risk is:

- **Acceptable Risk** – All essential and at least one desirable criterion are met
- **Unacceptable Risk** – Criteria not met; supervised start cannot be approved

Authorisation

- **Assessed by (Manager Name):** ……

- **Signature:** ……..
- **Position:** ……..
- **Date of Assessment:** ……..

Ongoing Review

This arrangement must be reviewed weekly until the full enhanced DBS is received. If at any point risk becomes unacceptable or new information arises, employment must be paused immediately.

This form should be retained in the employee's safeguarding file. For any uncertainty, consult Cumbria Safeguarding Hub or your Local Authority Designated Officer (LADO) for guidance.

Single Central Record (SCR) – Individual Entry Form & Guidance

Nursery Name: Beckermet Nursery
Location: Mill Lane, Beckermet, CA21 2YD

This Single Central Record is maintained to provide evidence that all required checks have been completed for individuals working or volunteering at the nursery. It should be updated in real-time and securely stored with restricted access.

Staff Member Details

- **Full Name:**
- **Job Title / Role:**
- **Start Date at Nursery:**

Required Checks & Records

1. **Identity Check Completed:**
   ☐ Yes ☐ No
   (Document(s) seen and verified by: ……..)
2. **Enhanced DBS Certificate:**
   ☐ Yes ☐ No
   - **DBS Number:** ……..……..
   - **Issue Date:** ……..……
   - **Issuing Organisation:** ……
   - **Update Service Checked:** ☐ Yes ☐ No Date of Check: ……..
3. **Barred List Check (Children's):**
   ☐ Yes ☐ No ☐ Not Applicable
   (Required only if in regulated activity)
4. **Right to Work in the UK Verified:**
   ☐ Yes ☐ No
   (Evidence seen and copied: ……..)
5. **Qualifications Check:**
   ☐ Yes ☐ No ☐ Not Applicable
   (Details of qualifications and date checked: ……..)
6. **Prohibition from Teaching Check (if applicable):**
   ☐ Yes ☐ No ☐ Not Applicable
   (Required for QTS or teaching staff only)
7. **Section 128 Direction Check (if applicable):**
   ☐ Yes ☐ No ☐ Not Applicable
   (For those in senior management or governance roles)

8. **References Received (Minimum of Two):**
   ☐ Yes ☐ No
   - **Ref 1 Date Received:** ……..
   - **Ref 2 Date Received:** ……..
9. **Medical Fitness Declaration:**
   ☐ Yes ☐ No
   (Date and type of declaration: ……..)
10. **Date Added to SCR:** ……..
11. **Notes / Comments:**
    ……..……..……..……..……
    ……..……..……..……..……
    ……..……..……..……..……..…
    ……..……..……

SCR Guidance Notes (for Employers & Managers)

Who Should Be Included on the SCR?

- All nursery staff (including leadership, admin and part-time workers)
- Volunteers who have regular contact with children
- Third-party staff (e.g. agency workers, therapists, contractors if applicable)
- Students on placement

What Checks Must Be Recorded? The following checks should be recorded (✓ = required):

Check	Required	Notes
Identity verification	✓	Must verify name, DOB, address using original photo ID and documents
Enhanced DBS	✓	Required for all staff working directly with children
Barred List check	✓	Only for those in regulated activity; part of enhanced DBS with children's barred list
Right to work in the UK	✓	Must be checked and evidenced before employment begins
Qualifications check	✓	Particularly where qualification is a requirement (e.g. Level 3 EY Practitioner)
Prohibition from teaching	Only for teachers	Via DfE Teacher Services – not applicable to most early years staff unless QTS
Section 128 direction	For management roles only	For staff in management or committee positions in registered childcare charities

Check	Required	Notes
References	✓	At least two, including most recent employer
Medical fitness	✓	May include self-declaration or occupational health assessment
Date added to SCR	✓	Must be updated promptly after checks are completed

Additional Best Practice

- Keep digital and/or hard copies of original documentation in personnel files.
- Review SCR regularly and audit for compliance (especially prior to Ofsted inspections).
- Ensure there is a named individual responsible for keeping the SCR up to date.
- Document any gaps or delays with clear notes and risk assessments (e.g., pending DBS).

Useful Forms/Resources

- **DBS Self-Declaration and Disclosure Form** – To be completed as part of pre-employment checks
- **Risk Assessment – Supervised** – For staff starting work while awaiting DBS clearance
- **Automatic Disqualification Declaration for Charities** – Required for trustees or senior leaders

Cause for Concern Form

Strictly Confidential – To be completed immediately upon any safeguarding concern

Cause for Concerns should be raised your Room Leader, DSL and the nursery manager as soon as possible. If a child is at immediate risk of harm, contact the Designated Safeguarding Lead (DSL) or Deputy DSL without delay and ensure appropriate action is taken.

Child Details

- **Child's Full Name:** .....
- **Date of Birth:** .....
- **Date of Concern:** .....
- **Time of Concern:** .....
- **Room/Group:** .....

Nature of Concern

☐ Physical injury or unexplained mark
☐ Emotional behaviour or significant change
☐ Possible disclosure by child
☐ Suspicion of abuse/neglect
☐ Safeguarding concern from parent/carer
☐ Other: .....

Details of the Concern

(Please record exactly what was observed, including the child's exact words if a disclosure was made. Stick to factual, objective observations. Avoid interpretation or opinion.)

Immediate Action Taken

(Include whether the concern was reported to DSL, any conversations held, first aid given, and whether parent/carer was informed.)

Names of Any Witnesses

Reporting Member of Staff

- **Full Name:** .....

- **Signature:** .....
- **Date:** .....

DSL/Deputy DSL Review

- **Name of DSL/Deputy DSL who received the form:**
  .....
- **Date/Time Received:** .....
- **Next Steps Taken (tick all that apply):**
  ☐ Internal monitoring
  ☐ Discussion with parent/carer
  ☐ Referral to Children's Social Care
  ☐ Advice from LADO or other agency
  ☐ Immediate referral to police
  ☐ No further action required (explain below)
  ☐ Other (specify): .....

Outcome/Actions Taken by DSL

- **Signature (DSL/Deputy DSL):** .....
- **Date:** .....

Important Notes

- All forms must be stored securely and confidentially in the Safeguarding File.
- If you are not satisfied with the DSL's response, follow the escalation procedures and contact the Local Safeguarding Arrangements Team directly.
- See the nursery's Safeguarding Policy and Whistleblowing Policy for more information.

Accident Record Form

Date of Report: .....

Section 1: Person Involved in the Incident

☐ Child ☐ Adult ☐ Member of Staff

Full Name: .....

Date of Birth: .....

Date of Incident: .....

Time of Incident: .....

Location of Incident: .....

Section 2: Description of the Incident

Please describe fully the events leading up to the accident, how it occurred, and any relevant context:

Section 3: Injury Information

Type and Position of Injury:
(Size, location, type of injury. Use attached body map where applicable)

Was First Aid Provided? ☐ Yes ☐ No
Details of Treatment Given:

Name of First Aider/Staff Member Administering Treatment: _____

Section 4: Further Action Taken

Was additional medical treatment required?

☐ No

☐ Yes – Specify details:

☐ Head Injury – Parent contacted immediately

☐ 999 Emergency Services contacted

Parent/Carer Contacted:

☐ Yes Time Contacted: .....

☐ No (Explain): .....

Section 5: Prevention and Equipment Review

Is there anything that could be done to prevent this from happening again?

Was any equipment/furniture/toy involved in the incident?

☐ No

☐ Yes – Give details and confirm if removed from use:

Signatures

Witness Name & Signature: .....

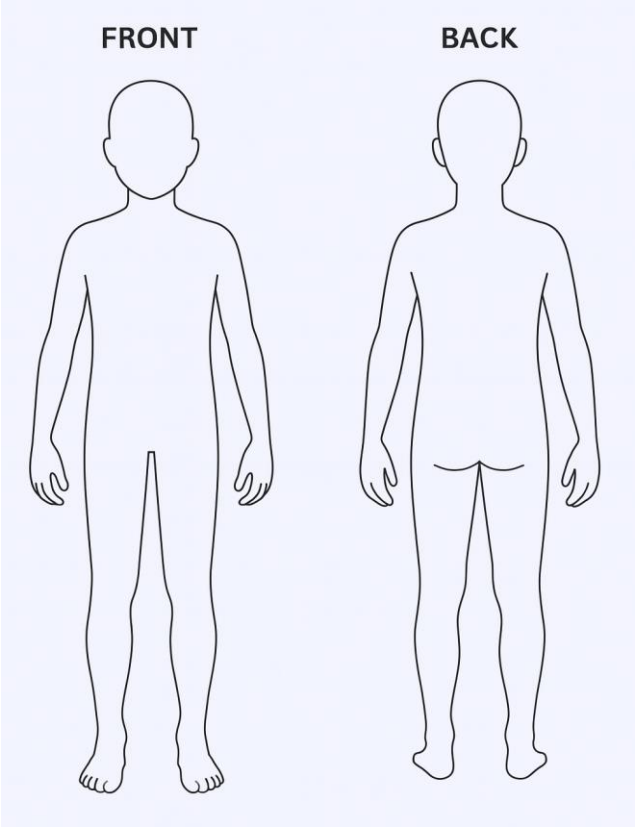
Staff Completing Report (Name & Signature): .....

Manager Signature: .....

Parent/Carer Signature & Print Name: .....

Body Map Attached: ☐ Yes ☐ No

This form is to be completed promptly following an incident and kept in the nursery's central accident record in accordance with health and safety and safeguarding procedures. Serious accidents must be reported to relevant authorities including Ofsted and RIDDOR, where applicable.



Physical Intervention Log

This form must be completed as soon as possible following any incident where physical intervention, restraint, or reasonable force has been used. It should be submitted to the Designated Safeguarding Lead (DSL) and stored securely in accordance with the nursery's safeguarding procedures.

1. Child Details

- **Child's Full Name:** .....
- **Date of Birth:** .....
- **Room/Group:** .....

2. Date & Time of Incident

- **Date:** .....
- **Time:** .....
- **Duration of Incident:** .....

3. Location of Incident

.....

4. Staff Involved

(Include full names and roles)

- .....
- .....
- .....

5. Witnesses Present (Staff or Children)

- .....
- .....
- .....

6. Description of Incident

Provide a brief, factual account of the events leading up to the intervention, the behaviour displayed by the child, and the context of the situation.

.....
.....
.....

7. Reason for Physical Intervention

☐ Risk of harm to the child
☐ Risk of harm to others
☐ Significant damage to property
☐ To prevent a dangerous situation (e.g., running into road)
☐ Other – please specify: .....

8. Description of Physical Intervention Used

(Include how the intervention was applied, type of hold/position if applicable, and duration)

.....

.....

.....

9. Outcome of the Intervention

(Was it effective? Did the child settle? Were further actions needed?)

.....

.....

.....

10. Action Taken After the Incident

☐ Parent/carer informed (date/time/method): .....
☐ Child checked for injury: Yes / No
☐ Incident reviewed with child: Yes / No
☐ Referral to external agency (if applicable): .....
☐ Behaviour or Risk Plan updated: Yes / No

Further notes:

.....

11. Report Completed By

- **Name:** .....
- **Position:** .....
- **Signature:** .....
- **Date:** .....

12. Manager/DSL Review

- **Reviewed by:** .....
- **Date:** .....
- **Follow-up Actions Required:**

  .....

  .....

  .....

  .....

  .....

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