



Nursery & Pre School

Policies & Procedures 2024

Policies In effect	August 2018	Author: Clare Matthews. Sunny Days Ltd prohibits the copy, distribution & use of any company policies which remain confidential. Copies should only be retained by relevant persons within the company/attending families	
<ul style="list-style-type: none"> To be reviewed 	Sept 2023	Carried out date:	Aug 2023/Feb 24
<ul style="list-style-type: none"> To be reviewed 	Aug 2024	Carried out date:	

Please note to ensure all legal and statutory requirements are met policies and procedures are subject to change. Updated versions will be available to parents on our website.

Designated Roles within Sunny Days Pre- School Ltd * Subject to change

Role	<ul style="list-style-type: none"> Managing Director Designated Safeguarding Lead (DSL) Special Educational Needs Co-Ordinator (SENCO) Data controller 	Clare Matthews BA (Hons)
Role	<ul style="list-style-type: none"> Director & Deputy Manager Deputy Safeguarding Lead (including Health & safety) 	Richard Matthews

Policies enclosed

Policies	Details
General Policies	<ul style="list-style-type: none"> • Admissions • Equality & Inclusion • Arrival & Departures • Emergency Closure • Settling in • Transitions • Nappy Changing & Disposal • Supporting Behaviour • Biting • Curriculum Intentions • Care, Learning & Play (including key person arrangements) • Parent and carers Partnerships working • Online learning journal policy • Sick Child (Including Exclusions for illness) and reporting of non-attendance in the setting. • Temperature/fever policy • Administering Medication Policy • Healthy Eating • No smoking, vaping, drugs, or alcohol • Mental Health & Wellbeing • Complaints
Child Protection & Safeguarding	<ul style="list-style-type: none"> • Child Protection & Safeguarding • Bruising in non-mobile children • Prevent Duty • Cultural Capital • Physical contact • Physical restraint • Accident & incident in the setting • Accidents at home/Existing Injuries • Absence reporting/non-attendance Policy & Procedure • Non collection of a child • Health & Safety • Missing Child • Outings • Social Networking
Staff & setting operational related policies	<ul style="list-style-type: none"> • Use of photographic Images/social networking/mobile phones/smart watches • Whistleblowing • Allegations Against a member of staff • Staff taking medications. • Recruitment & Staffing • Health & safety
Confidentiality	<ul style="list-style-type: none"> • Confidentiality • Storage of Confidential information • Sharing of Information • Sharing of Information • GDPR and Privacy policy

It is both Parents and Employee's responsibilities to read all the enclosed policy and bring it to the attention in writing to the manager named above if any policy is not understood or agreed to.

General Policies

Admissions Policy

We currently operate the procedures as outlined below to admit children and families into the setting. Children will be admitted from our waiting list in instances where a place is not available. Sunny Days Nursery & Pre-School welcomes both mothers, fathers, other relations and carers, people from all cultural, ethnic, religious, and social groups, with and without disabilities.

- Carers are invited to place their child's name on our waiting list from birth (if joining between 9 and 18 months) and 9 months (if joining after the age of 18 months) with children being welcomed into the setting at the age of 2 years. This does not guarantee an offer of a place.
- Children are offered places when these become available in order of receipt of confirmation of wanting to secure a place. If a parent chooses to not accept an offered place for any reason when they are offered, they will automatically re-join the waiting using the date of declining the place as the date of application.
- Parents and carers will in most circumstances be contacted a full term in advance with an offer of a place. Upon acceptance of a place parents will be required to pay a deposit equal to 1 month's fees at the setting. This is non-refundable should you later decide not to join the pre-school. This deposit will be held on account and applied to the final months invoice when notice is received to terminate a place at the nursery.
- To provide continuity of care, children aged 2 who are already in the setting receive priority for 3-year places. Places however are not guaranteed, and sessions offered may on occasions differ to those provided to your child between the ages of 2 and 3.
- As far as is reasonably possible we try to accommodate places for siblings as a priority. This however cannot be guaranteed and will be dependent on current availability.
- The Management reserves the right to refuse admission to any parent in the event of aggressive behaviour, or un-proper conduct.
- All admissions comply with our Equality of opportunities and inclusion policy.

Right to Refuse Admission:

Sunny Days Ltd reserves the right to refuse admission to any persons for the following reasons:

- Persons who have previous outstanding debts or in any instances whereby legal proceedings have taken place for recovery for outstanding fees.
- Persons who have displayed inappropriate behaviour or used inappropriate language to gain a place at the nursery.
- If provision does not meet or is not in the best interests of the child at any given time.

Equality of Opportunities and Inclusion Policy

The purpose of this inclusion policy is to demonstrate we are committed to supporting the needs of all children and young people. Many learners are excluded, or feel excluded, from educational opportunities because of their individual needs. This policy has been produced to reflect good practice regarding effective inclusive education. Inclusion is the process of removing barriers to participation and learning so that everyone benefits fully from educational opportunities. We respect and welcome diversity and work with others including yourselves as parents to provide effective care and education for your child. The aim is to provide effective education for all children. All children are equally valued regardless of their abilities, circumstances, or behaviour. Education enables people to develop respect and responsibility for themselves and others. Everyone is entitled to a broad, balanced, and relevant education regardless of abilities. We encourage children and their families to discuss and value their own beliefs and cultures and respect this within the setting and provide opportunities/activities/experiences to promote this. We are happy to take on children with additional needs providing we can provide them with the care they need. If your child has additional needs, please discuss them with us first to ensure we can adapt and adequately meet your needs. Our setting Special Educational needs coordinator (SENCO) will support families where a child requires additional support to ensure they receive the same opportunities as all other children. In circumstances where a child requires additional support, we will endeavour to meet these. Working with the child and family we will take steps to ensure that the child has access to the support they need. This may include developing individual educational plans or carrying out an Early help assessment when we recognize a possible need in a child or young person. The early help approach is a new way of working with children, young people, and families. It recognizes the need to work together as partners across all organizations and agencies to ensure families receive the right support at an early stage, before a small need grows into a larger one. This may be triggered by a change in behaviour, an action, consequence, or something else we think needs attention. In practice this will mean that a wider range of professionals with varied skills and experience will be working with us all. All children are treated equally while considering each child's uniqueness. All children will be provided with the same opportunities and experiences without prejudice and will have access to all the same resources. Positive role modelling is essential in ensuring your child develops accordingly. We asked that you do not use any discriminatory or offensive language within the setting. Such behaviour will affect your child's approach to inclusion.

Arrival & Departure Policy & Procedures

It is important that children understand their nursery routine as this helps them to feel happy safe and secure in their daily routine. Therefore, we ask that children are dropped off at a regular time and collected on time each day. The session times mark the end of the session where staff open the doors and see all children out. Therefore we ask that parents arrive a few minutes before this time to ensure children are greeted and collected on time. This avoids any upset children who are eager to share their day with their parent/carer & avoids other children's or staff routines being disrupted.

Arrival Routines: Doors Open: 8.45 & 11.45

The outer gate will be unlocked for arrival times to give parents entry for drop off, parents are to ensure that they see their child to the member of staff greeting children upon arrival. Parents are responsible for the handover to the member of staff and therefore should not leave until the child has been acknowledged by staff and safely seen into the setting. Parents are reminded that at arrival time safeguarding of the children is paramount, therefore we ask that parents please be patient if they need to relay messages to the staff member at the door.

Late Arrivals:

Please advise if you will be arriving late using your parent app message system. Parents are to ring the doorbell located at the outer gate for attention and staff member will come to greet you and see your child in. **If children are not present and the setting has not been notified by 9.30am of a late arrival, they will be marked off absent on the registers and therefore will not be able to attend for the day. Absence check/wellbeing checks procedures will also begin.** This is for safeguarding purposes and to ensure that the daily routine is not disrupted for other children. We request that children who attend afternoon sessions are not late to arrive due to the lunch times being set.

Departure Routines

Doors Open: 11.45/2.45/6pm

The outer gate will be unlocked for departures to give parents entry for collections, parents should wait inside the playground area where children will be sent out to parents at the end of the session times; therefore, Parents are reminded that at departure time safeguarding of the children is paramount, therefore we ask that parents please be patient if they need to relay messages to the staff member at the door.

For safeguarding purposes, the inner door will always be locked securely other than when a member of staff is greeting/seeing out children. Outside of main collection/departure times to outer gates will also remain closed. If you arrive outside of the regular times, please ring the bell and a member of staff will be out to greet you as soon as they can.

Emergency Closure policy.

We would hope to avoid any disruptions to service however unforeseen events beyond our control may inevitably occur and may force us to close the setting. The setting will close in emergency situations such as:

- Adverse weather, including snow and excessive heat.
- Risk assessment of the premises has deemed children may be put at harm if they attend.
- Damage to the premises
- No water or heating
- Insufficient staff numbers due to circumstances beyond our control where correct ratios cannot be maintained in accordance with the Early Years Foundation Stage. In instances where the setting has to be closed, we will:
 - Advise all parents by email by 8am or as soon as reasonable possible.
 - A sign will be displayed on the settings door stating that a closure has been implemented.
 - In instances where the setting has to be closed whilst children are present, we will:
 - Contact all parents by text message/telephone and arrange for the children's prompt collection.
 - In all circumstances parents will be:
 - Updated daily by 7.30am or as soon as is reasonably possible as to whether the setting will re-open on that day.
- Unfortunately, we cannot refund missed sessions due to emergency closures. Parents should be always contactable. If the setting must close parents are expected to make arrangements for their child's collection promptly either by themselves or an emergency contact.

Settling in Policy for entry into the nursery.

At such a critical point of transition it is important we consider your child's emotional wellbeing, therefore settling in visits are carefully planned to take into account your child's age and contracted days. You will be sent a schedule by the date shown on your contract. For the duration of the settling in period (usually 4 weeks but this may be shorter depending on the number of days per week you attend) children will have reduced sessions so they gradually feel secure with their new environment without making the child anxious or overwhelmed. Some children require longer to settle and if this is the case, we will work with parents to decide on a suitable plan for gradually increasing your child's attendance at a pace they are comfortable with. Staff will monitor a child's progress carefully and advise the manager if any amendments need to be made to the initial settling in schedule. As part of the preparations, we ask you to complete a settling in form and return this to us prior to your child's enrolment. This provides us with important information to prepare for your child's entry. We will work closely with each parent to support the child; we want each child and parent to feel comfortable and secure in the setting.

The settling in periods is designed to be flexible ensuring that each child can gradually get use the change at their level of development. It is always vital that within the settling in period parents are available. Full sessional charges apply for the duration of the settling in period; this enables us to keep ongoing session costs at an affordable rate.

Transitions Policy.

We are committed to making sure that the transitions that your child must cope with are as smooth as possible to support their development and needs. When a child has been with us, it is inevitable that at some point they will leave to enter school or join another pre-school. We will work alongside you, the new carers, and the new setting involved. We will ensure that we provide the new setting with a transition sheet for your child to ensure they are aware of your child's stages of development, interests, likes and dislikes (via yourselves). When a child starts reception, we will liaise with the new school and where possible meet with their new key person to exchange the child's learning journals and discuss your child to ensure they can support your child in the transition also. Dependent on the school involved, we may attend any twilight sessions with your child's new teacher. We will discuss your child's next steps with them, e.g. visiting the school, special 'going to schoolbooks' to prepare them for such transitions. We also welcome your child's new carer/teacher into the setting should they wish to visit prior to the transition.

For daily transitions within the setting, we actively include the children in the setting and the daily routine to prepare them for the next part of the day making such daily transitions seem familiar. We have a regular routine for meal and snack times to help your child feel comfortable and secure. Even small changes in the routine can unsettle your child so we try to avoid doing so. Please also read our drop off and collection routine and settling in policy to support other times of transition.

Nappy changing procedure and Disposal Policy:

We are happy to change nappies when required. Both male and practitioners are responsible for nappy changing. Staff are required to change nappies adhering to the health and safety. Nappies will be disposed of in the appropriate disposal bin and disposed of in line with local government regulations. Children are changed as and when required and at scheduled times ensuring there is minimal disruption to their play.

Staff will record details of any:

- nappy changes
- support provided with dressing and self-care if of an intimate nature.
- support provided to a child who requires support or assistance in relation to toileting.
- support of any instances which required physical intervention.
- Any soreness/nappy rash or the use of any parent provided creams.

Staff will carry out the following Procedure:

- Ensure all the necessary items needed before each nappy change, for example, nappy, wipes, nappy sack, cream if necessary (each child should have their own named cream) is ready and available.
- Identify children in nappies using the electronic logging system
- Wash and dry hands before and in between every nappy change to ensure germs are not spread.
- Wear appropriate PPE when handling soiled items or if practitioner feels more comfortable using gloves (please note if gloves are used these must be changed in between every child)
- Select children in small groups or individually who require nappy changes considering the child's current actions (i.e if a child is highly engaged in an activity consider if they can be done after other children so nappy changing does not disturb learning)
- Support the child to climb the steps onto the nappy unit.
- Remove the nappy and place it inside the nappy sack.
- Use provided wipes, cleaning the child from front to back to minimize infections placing the soiled items in the sealed nappy container.
- Put on a clean nappy and apply cream if necessary.
- Take off the gloves and apron and place them in the nappy bin if used.
- Re-Dress the child.
- Help the child to wash their hands regardless of age, children learn this way! use liquid soap, warm water, and paper towels.
- Take the child back to the room.
- Return to the nappy changing area and using anti-bacterial spray and paper towels clean the changing mat, surrounding area and underneath the mat before leaving to dry and then wash and dry your hands in the disabled toilet. This must be done in between each child.
- Wash your hands using liquid soap, warm water, and paper towels in between every child or change gloves.
- Log details of nappy changes

Toilet accidents:

In the case of 'toilet accidents.

- The accident should be dealt with in the toilets.
- Children should be encouraged to sit on the toilet and try in case they still need the toilet.
- Children should be encouraged to change their clothes independently.
- If the child's clothes are soiled, they should be wrapped and sent home. Faeces can be put down the toilet but for hygiene purposes staff should not rinse them. Soiled waste will be flushed in the toilet.
- Log details of toileting accidents
- Include details of adult support given with wiping in all instances

Supporting Behaviour Policy

At Sunny Days Pre-school we recognize that children may have difficulties with behaviour for various reasons. In our setting we promote inclusion, confidence, self-esteem and a sense of belonging, all of which are important factors in the promotion of positive behaviour.

Promoting positive behaviour is very important and we do this using the following consistent approach:

- Giving the children individual attention and listening to what the children have to say so they feel valued and develop self-esteem.
- Giving lots of praise for good behaviour which contributes to a child's confidence.
- Setting a good example and being a good role model so children know what is expected of them.
- Rewarding good behaviour (choosing next activity etc)
- Using a good behaviour chart
- Giving children certificates for good behaviour, sharing etc.
- Planning a calm, stimulating environment where children can learn to play together enhancing their self-esteem.
- Encouraging children to participate in all aspects of the day, doing so promotes independence.
- Encouraging children to show mutual respect.
- Planning activities to suit and challenge each child's individual needs. This ensures that children do not exhibit signs of negative behaviour because they are under stimulated.
- Ensuring that we provide times for children to work together collaboratively, sharing and taking turns. All of which promote positive behaviour.
- Role modelling behaviour
- Using clear brief language with children at their level of understanding.
- Using the child's name before instructions to ensure we have their attention.

We help the children understand the settings rules, which are realistic, and we are consistent in enforcing them. We are aware of the different reasons why children misbehave and will endeavour to keep to routines so that your child feels safe and is not over tired, hungry, or confused over authority. We ensure that our environment is calm and stimulating as this can have also have an impact on the way a child behaves.

We have developed several different strategies on how to deal with a child misbehaving and use different ones depending on the age/stage of ability of the child and the situation:

- Distraction. Remove the child from the situation and give them an alternative activity.
- Ignore. Depending on the situation we may ignore the bad behaviour if we feel it is being done to get a reaction.
- Discuss with Child. If the child can understand we will discuss their behaviour and try and get them to appreciate the consequences of their actions on others.
- Amend our tone and use appropriate language to discuss the behaviour with the child.
- Amend our body language, getting down to the child's level so they do not feel overwhelmed or threatened in any way.
- Reflection time. Removing the child from the activity and sitting them quietly for a few minutes
- Observation. We observe the child for any signs that negative occurrences of behaviours may occur so we can prevent episodes from occurring in the future.
- Observation. We observe children to monitor for any tale signs of triggers which may cause the child to display signs of negative behaviour.
- Scheduled reinforcement methods. Children can learn to demonstrate signs of negative behaviour due to a carers' response to the episode. If a child feels they are gaining additional attention from behaving negatively they may choose to repeat the episode. Therefore, it is important that some behaviours are ignored and others are dealt with.
- Visual prompts. Children will be shown visual prompts of acceptable behaviour in the setting if it is deemed necessary to support their understanding.

Biting Policy.

In the setting we acknowledge that biting is a behaviour among young children, and it evokes a strong emotion in adults, children, parents, and educators. Biting is often very painful and frightening for the child who is bitten. It can also be very frightening for the child who bites. We recognise that most children will learn not to bite in time and staff are very clear, firm, and calm when a child does bite to ensure children learn that we must not use physical actions or gestures to communicate or hurt others.

If an incident of biting does occur:

- Any first aid and discussions with children will be actioned. A first aid form will be completed if required.
- The parents of the child bitten will be informed of the incident with an accident form. A parental signature will be required.
- The parents of the child who bit will be informed of the incident with an incident form. A parental signature will be required.
- We ask parents to make us aware of any incidents of biting that have occurred outside of the setting as this will enable staff to be more prepared and vigilant.

Reasons why children might bite:

Biting happens for different reasons with different children under different circumstances. The first step in learning to manage it is to look at why it may be happening. Not all children bite out of anger or to hurt another child; young toddlers can't really understand how much pain they're causing. children may bite for several reasons including:

- Curiosity – toddlers may bite to see what their friends' arm may taste like or to see the reaction. It's impulsive and they don't mean to hurt. Often, a baby chomps on someone when they're teething. Sometimes toddlers nip when they're over-excited.
- Emotions – This can be frustration, stress, feelings of lack of power or as a way of showing love. "Toddlers have really intense feelings but don't know how to show them," says Dirk Flower, chartered psychologist. "Biting can be a way of expressing their feelings."
- Defending - Young children learn to bite as a defence, especially if they can't talk and will bite other children whenever they feel anxious or threatened. Sometimes changes or upsets at home can bring on this type of biting. Seeking attention or control - Some children know biting is a way of getting others to do what they want or to gain attention. They don't always do this consciously. It may happen when a group of children are jostling to be leader or gain power. Biting is a good way of getting others to take notice, even if the attention gained is negative.
- Copying – children who see another child or adult biting may think that this is a good idea.
- Communication- some children whose language is not yet developed may use biting as a method of communication.

If a child bites:

- We very firmly and calmly say something like "No we do not bite; it hurts and it's not nice to hurt our friends" We use gesture and facial expression to reinforce the message.
- We will remain calm and firmly remove the child who bites away from the person (whether child or adult) whom he is biting.
- If the child who has bitten is not calm, we will remove them until they have started to calm down, ensuring that they do not try to bite the victim again.
- We make it clear that it is the biting behaviour that we disapprove of - not the child and to reinforce this, positive behaviour will be encouraged and praised.

If a child persists with biting the setting will:

- devise a plan to monitor and support the child. Through monitoring and recording incidents we may identify triggers for the behaviour. Understanding why a child bites is key to beating the problem using this information will inform possible intervention strategies.
- evaluate the environment of the setting in accordance with the Framework for Intervention to establish any causes within the provision.
- regularly meet with the parent/carer of the biter to discuss underlying reasons and common strategies to ensure consistency between the home and nursery.
- Where necessary, permission will be sought from the parent/carer of the child to refer concerns and involve outside agencies and professionals.

If a child is a victim of biting:

- Staff are trained to deal with this situation, staff will follow first aid procedures to relieve pain and injury. Biting is always taken seriously, and staff do their best to ensure that it is stopped as soon as possible.
- Offer the child comfort and reassurance.
- We will not disclose to parents the name of the child who has bitten. It is unnecessary to know their identity, however if a parent finds out who has bitten their child, we strongly recommend that they do not complain directly to the other parents. Parents are asked to remain discrete and allow the staff of the setting to support the child and family effectively.

Our Curriculum Intentions

Our intentions for our children: We want all children to become:

Chatter Boxes!

We intend to develop language & Cognitive development so children can hold rich conversations. We do this through narration, listening, storytelling and modelling. We intend for our children to become comfortable using a rich and wide range of language in English and in their home language.

Social Learners!

We intend to support children to develop positive relationships where they can confidently express their emotions whilst recognizing others. This will enable them to make friends, interact and learn to resolve conflicts so they can achieve at school and in life. We aim to support children to become confident and independent in self-care & in all aspects of their day to day lives.

Active Tots!

We intend to support children to pursue happy, healthy, and active lifestyles both in body and mind. We support the development of gross motor skills such as core strength, balance, spatial awareness, co-ordination as well as developing fine motor skills such as hand eye co-ordination which support literacy skills.

Imaginative Bookworms!

We intend for our children to develop a lifelong love of storytelling, reading and imagination. We incorporate storytelling into everyday play so children can understand story structures. We intend for children to develop an awareness of phonetic blending to make words and recognition of the written word.

Mini Mathematicians!

We intend for children to develop a strong understanding of number and mathematics. This includes counting, number recognition, patterns, sequencing, estimation, and problem solving. We encourage a 'have a go' attitude to support children to learn that its ok to have a go and be right or wrong. We aim to develop confidence using trial and error without a fear of failure.

Adventurous Explorers!

We intend for children to be able to make sense of the world around them recognizing its wonders, communities, and their experiences within it. We want to enrich and widen children's views and the different experiences within it. We want children to understand they are unique, and each bring different experiences to each other's lives.

Creative Thinkers!

We intend for children to be artist, musical and have cultural awareness through the exploration of music, creativity, and imagination. We want children to be confident in expressing themselves in a variety of ways showing pride in themselves, their abilities and what they can achieve if they try.

Care, Learning and Play Policy

The Early Years Foundation Stage (EYFS) is a document for us, as early years providers, to help us support your child's learning and development from birth to five years old. All early year's providers must follow the EYFS. The EYFS also sets out what we, as an early year's provider, must do to make sure that your child learns and develops. It promotes teaching and learning through play to make sure all children have the skills for future life. We must make sure that all staff are fully aware of what they have to do, to make sure your child's individual needs are met through the EYFS. The EYFS includes safeguarding and welfare statutory requirements that explain what we must do to keep your child safe. We must regularly update our policies and procedures in line with these requirements. For example:

- We must keep to staff to child ratio requirements.
- We must make sure that our staff are suitable.
- We must make sure our premises are secure and the equipment is safe for your child to use.
- We must be accessing training and providing supervision for all staff to make sure that they fully understand their roles and responsibilities.
- We must keep full records of how to keep and give medicines and who is trained to do this.
- We must have strict data protection and a system to protect confidential information.
- We should have a named person for the management of behaviour.

Through care and play we will support learning in the following three prime areas,

• Communication and language:	• Personal, social and emotional development	• Physical development:
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As well as the three prime areas, we will also plan activities in the following areas of learning and development, known as specific areas.

• Literacy	• Mathematics	• Understanding the world	• Expressive Arts & Design
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How do we check that each child is developing in line with the EYFS requirements?

Your child will be assigned a key person when they start at our setting. You will be told the name of the key person and their role. The key person is there to make sure that your child's learning and care is tailored to meet their individual needs, through discussion with you. They will also support you in giving your ideas on what learning you can do at home with your child. We will think about the individual needs, interests, and stages of development of each child in our care.

Your child's key person will discuss your child's development and interests with you to make sure they are progressing well with us and at home. This will support them, and you, to plan a challenging environment and play based activities to progress your child's learning. This will happen on a regular basis. There are two required progress checks which take place during EYFS. The first is when your child is between two and three years old This is known as a 'two-year progress check'. This summary will be shared with parents and we actively encourage parents to share their thoughts on their child's development within this check. This will be carried out by the end of the first full term that your child is in the setting. The purpose of the progress check is to identify each child's strength and any areas where progress is less than expected. If there are any specific emerging concerns your child's key person will develop a plan to support your child's future learning and development. This may involve working with the special educational needs coordinator (SENCO) within the setting or other professionals as appropriate. The second in the final term of the year in which your child reaches the age of five.

What if you are worried about your child's development?

If you're worried about your child's progress, talk to your child's key person and together you can agree how best to support your child. If your child's home language is not English, we will give them opportunities to develop and use their home language in play and learning to support their language development at home. We will also make sure your child has enough opportunities to learn and reach a good standard in English language during the EYFS. Key persons should discuss any concerns with the settings SENCO as soon as a concern is recognized. The settings SENCO will support each key person to effectively put enhanced provision in place tailored specifically to meet the child's needs.

How do we support each child's learning and development?

Our educational programs are all designed to encourage children to:

- Be engaged and actively participate in their learning: we want children to play and explore to enhance their learning in ways that they choose.

- Be motivated: We want children to become involved, to persist in their efforts and enjoy the reward that achieving what they set out to do can bring.
- Think: We want to encourage children to think, have their own ideas and choose how they want to do things.

Ongoing assessment is central to effective early years practice. Staff within our setting are suitably trained and/or qualified to utilize assessment to support each child's learning and development.

In the setting we:

- Be engaged and actively participate in their learning: we want children to play and explore to enhance their learning in ways that they choose.
- Be motivated: We want children to become involved, to persist in their efforts and enjoy the reward that achieving what they set out to do can bring.
- Think: We want to encourage children to think, have their own ideas and choose how they want to do things.

Ongoing assessment is central to effective early years practice. Staff within our setting are suitably trained and/or qualified to utilize assessment to support each child's learning and development.

In the setting we:

- Observe: Our practitioners observe how children act and interact in their play. Parents also play a large part in this; children often do things differently at home and we encourage parents/carers to share these moments with us.
- Assess: Our practitioners consider what each child can do and match their abilities to the Early years Foundation stage to establish where a child may be in their own individual pathway and in relation to the early learning goals.
- Plan: Our practitioners consider each child's stage of development, interests and characteristics of effective learning and plan in response to their key children

Parent and carer Partnerships:

We encourage parents to actively engage and support the setting. Ongoing communication and involvement are essential for supporting your child. The Early years foundation stage (EYFS) recognizes that partnership working between practitioners and parents/carers is a fundamental aspect in ensuring that each child has the best possible start in their life. It is very important for your child that we work in partnership. This will give your child continuity of care and (s)he will not become confused with different standards of behaviour and boundaries. We encourage you to share events, notable achievements, photos, and pieces of artwork with us in the setting. We will also share this information with you via a daily communication book and your child's learning journal so suitable planning can be devised to support your child in and out of the setting. As Parents you are the central adults in your child's life and the ones making decisions on their behalf. We will endeavor to work closely with you to carry out your wishes for your child wherever we can. It is therefore important that we have an excellent communication system. We will advise you who your child's key person is when your child joins the setting, and this person is your daily point of contact. As your child grows and develops issues will crop up that are very important for us to discuss in order that we can work together, and your wishes be incorporated into the care routine for your child. These could include toilet training, managing behavior, starting school etc. Initially we will discuss this information with you on your first settling in visit to the setting and will complete a 'All about me' form. This should be updated regularly as your child's needs change. We appreciate at times some discussions surrounding development can be sensitive and difficult for both parents and staff and we always request that parents treat and speak to staff with respect and courtesy. The setting reserves the right to terminate a place if they feel partnership working is not effective.

Online Learning journal Policy.

Sunny Days uses an online E-learning journal to record the development of each child in our setting. This system allows us to work with parents and carers to share information and record the children's play and learning in and outside of the setting. It provides each individual child with their own e-learning journey held online. Parents and carers are given their own log-in via an email link. All our key persons are given secure pin log-in number (which only work when the manager is logged in). Staff can then record and assess children linking to the EYFS curriculum, uploading photo or video media. Once saved and completed each observation is approved by the manager. An email is then automatically generated to parents/carers set up to that child's account and they are informed that an observation has been added so they can have a look and add any of their own comments to it.

As parents/carers you can choose who has access to your child's e-learning journal. If you would like both parents added, or you wish to add grandparents/aunts/uncles etc. to the account please complete the additional person box on the permission form and they can be set up. Only those people who you have given permission to have a login and password will be able to see your child's journal.

Sick Child Policy & Reporting of absences:

If your child is unwell:

In all circumstances you must **Please notify us by PHONE MESSAGE or Via Email BY 8AM on each day of sickness to advise if the child will be attending**
If a parent does not inform us of absence, the nursery may contact the parents, safeguarding board and request a welfare check from the police if there are any concerns over a child's non-attendance. If we have not been made aware of absences the following procedure will take place:

If we have not been made aware of absences the following procedure will take place:

1. **9am: Doors are closed.** Child will be noted as absent and will be listed for follow up for a 'Absence check'
2. **9.30am: Setting will send a absence/wellbeing check** the main carers through the parent messaging system. Parents must respond to this with the details requested as noted above without delay. Child will be marked as absent for the day. **We do not allow entry after this time to avoid disturbances to the daily routine of other children.**
3. **11.15am: Setting will make a follow up** call to parents and emergency contacts to seek information regarding absence. Voicemail messages will be left to request contact is made with the setting re absence.
4. **12 noon:** If no responses from parents or emergency carers are received setting will risk assess and consider requesting police assistance for a home visit to carry out a welfare check to ensure all family members are safe.

Sunny Days works with parents to ensure that children attend nursery when they are fit to do so promoting a positive attitude to education. In circumstances where absences are frequent (without good reason), this may be reported to Surrey County Councils funding team.

If your child is unwell their recovery should be aided in their own home with a parent. A child's recovery can be delayed if they are sent back to the setting to early and their attendance increases the chances of other children and staff becoming sick as a result. The setting reserves the right to terminate a place if any parent shows ongoing disregard for this policy.

Therefore:

- If any child is considered not to be able to participate in the regular planned activities for the day you are asked to keep them at home until they are fully recovered. This is for the benefit of all children in our care as well as your own child and ensures that any child's illness does not affect another child's day in the setting.
- We are happy for children with minor coughs and colds to attend providing they are well enough. If your child has excessive symptoms such as a consistently running nose or a heavy cough children need to remain at home. Young children particularly explore toys through their hands and mouth on an ongoing basis. Excessive nose running can spread the infection using toys within the setting, toys cannot be sufficient sterilised after your child has handled them throughout the day which results in other children coming into contact with the illness.
- We cannot care for children who are unwell, infectious, or running a high temperature. Any child who exhibits these symptoms should remain at home for 48 hours after the symptoms have ended. This minimises the risk of spreading the infection.
- Parents should monitor their child at home for a reasonable amount of time before sending them back to the setting for their next session. It is difficult to monitor a child to see if they are recovered when we have a duty of care to all of the children in our setting.
- Children should only return to the setting when a parent is confident that their child is fully recovered. As a parent you know your child, if you have doubts as to whether your child is well enough to attend this would usually be an indication that they are not.

If your child becomes ill whilst in our care staff will:

- make them as comfortable as possible,
- Isolate them from the other children if necessary and reassure them.
- contact you immediately so you can make arrangements for your child to be promptly collected (within 1 hour, unless exceptional travel times impede this process)

If any child is considered not to be able to participate in the regular planned activities for the day due to illness you will be asked to collect your child. We want to make all our sessions enjoyable for all of the children that attend.

Parents responsibilities:

Parents should monitor their child at home for a reasonable amount of time before sending them back to the setting for their next session. It is difficult to monitor a child to see if they are recovered when we have a duty of care to all of the children in our setting. Taking these precautions reduces the risk of spreading germs within the setting and resulting in other children/people becoming ill.

Exclusions for recovery. Following a child being prescribed medication e.g penicillin, antibiotics children should remain at home for 48 hours after the initial dose to ensure they are not allergic to the medication, this also allows the medication adequate time to improve your child's illness and reduces the risk of spreading infection. Unfortunately, we cannot refund parents for children's absence due to illness.

Specific Exclusions:

- Please be aware that although Calpol/children's paracetamol/nurofen reduces a child's temperature and can also mask the symptoms of illness so children cannot attend for 48 hours after their last dose of such medications. In all instances children can return to the setting when they have not had a temperature for 48 hours (without the aid of Calpol/children's paracetamol/ibuprofen). If your child is requiring Calpol/ibuprofen to step any signs of illness they are deemed to be unwell and should be at home.

Illness	Information	Exclusion Period
Sickness, diarrhea, High Temperature:	This is applicable with or without specified diagnosis, please do not request your child return to the setting earlier. If your child develops a temperature in your care, please advise us promptly (on the day) so we can advise any other parents whose children may have had recent contact with.	Exclusion: 48 hours from end of symptoms.
<ul style="list-style-type: none"> • 'Flu'(Influenza) and Colds • Tuberculosis • Cold sores • Glandular fever • Tonsillitis • Respiratory illnesses including coughs 	<p>This will vary dependent on symptoms.</p> <p>Providing the child is well enough to be left without feeling unsettled and can participate in the normal day there is no exclusion. but we also do have to take into account the risk of spreading infection, therefore exclusions may apply. If your child is not able to cope with the day they should not attend. If your child attends and we believe they are not well enough parents will be contacted in all circumstances. We are unable to provide the additional one to one care that is required for unwell children</p>	<p>Light Symptoms Present (may be some, any or all) i.e symptoms i.e minimal runny nose, occasional cough, mild sore throat: No exclusion.</p> <p>Heavy symptoms present (may be some, any or all) i.e continuous runny nose which require frequent nose wiping, sneezing, persistent and/or regular coughing, sore throat which causes changes to voice/crying sounds: Exclusion: Child to remain at home until the worst of the symptoms have passed.</p>
Covid 19	Covid D-19 is a very infectious respiratory disease caused by the SARS-CoV-2 virus. Most children who get COVID-19 infection have no symptoms. Those that do have mild symptoms like a bad cold. A few children and young people will get very poorly and have to go to hospital	Exclusion: If your child has tested positive for COVID-19 or suspected cases of covid 19 (ie other household members positive), children should be kept at home and avoid contact with other people for 3 days after taking the test.
Whooping Cough & Mumps	Treatment is recommended.	Exclusion: 5 days from commencement.
Head Lice	If there are active lice you will have to collect your child to repeat treatment/keep your child at home until the active lice have been removed as head lice can be transmitted.	Exclusion: Children can return to the setting 24 hours after treatment.
Chickenpox:	when all spots have fully scabbed. It is not necessary to wait until spots have healed.	Exclusion: 7-day exclusion from onset of rash
German Measles		Exclusion: 5 days from onset of rash.
Hand, Foot & Mouth Disease (diagnosed or undiagnosed)	For children over school age no exclusion is recommended however disease spreads rapidly especially with younger children. Exclusion applies due to the highly contagious nature of the illness amongst young children	Exclusion: 10-day exclusion
Impetigo:		Exclusion: Until sores are crusted or healed.
Scabies:	Treatment should include all the persons in the household as outbreaks can occur.	Child can return to the setting as soon as properly treated
Scarlet Fever		Exclusion: 5 day from antibiotics commencing
Warts & Verrucae	verrucae should be covered.	None

Conjunctivitis	Conjunctivitis is highly contagious among preschool age children and spreads rapidly to others including staff. Conjunctivitis can cause more severe symptoms.	Exclusion: until all discharge has ceased from the eye and the child is well enough to attend.
Hepatitis A	Older children are more infectious prior to the illness	Exclusion: 5 days from onset of jaundice or stools becoming pale for the under 5s.
Threadworms		Exclusion: 24 hours after medication taken and all guidelines followed.
Eye infections (other than conjunctivitis)	For health purposes we do not administer eye drops/medication to any child. Children should remain at home until the course is completed or parents will be asked to attend to administer the medication at the scheduled times.	
Any illness/signs of illness /symptoms requiring any child paracetamol, Calpol, nurofen or cough syrups.	Non-prescription medication will not be administered in the setting by any member of staff.	Exclusion: Children should not be brought into the setting if they have been administered such medication within a 48 period prior to their session. If a child requires such medication, they are deemed to be unwell to attend the setting to healthily embark on their day of play.

Temperature (fever) Policy

In order to ensure all children remain healthy and to reduce the chances of spreading infections Sunny Days operates a policy of exclusion for children who have a temperature. This is applicable with or without specified diagnosis, please do not request your child return to the setting earlier. If your child develops a temperature in your care, please advise us promptly (on the day) so we can monitor for signs of any illnesses spreading. Please note NHS guidelines advise that a temperature and/or diarrhoea are not signs of teething therefore if your child is teething but showing such symptoms in order to lower the risks of infections spreading the exclusion period does still apply.

A fever is a temporary rise in body temperature. It's one part of an overall response from the body's immune system. A fever is usually caused by an infection. For most children and adults, a fever may be uncomfortable. But it usually isn't a cause for concern. For infants, however, even a low fever may mean there's a serious infection. Fevers generally go away within a few days. Several over-the-counter medications lower a fever. But you don't necessarily need to treat a fever if it's not causing discomfort.

A normal temperature in babies and children can vary slightly from child to child. A Fever is 38C or more. If your child has a high temperature, they might:

- feel hotter than usual when you touch their back or chest
- feel sweaty
- look or feel unwell
- have a seizure or fit, called a [febrile seizure](#)

Body Temperatures:

36.4 to 37.6: Normal body temperature in children

37.7-37.9: Elevated (high) Temperature. Exclusions may apply if other symptoms are present i.e. if the child is generally unwell, if the child is not able to participate in a regular day or if a child is deemed not well enough to attend. Parents will be contacted to collect child if temperature is at this point and other symptoms are present, parents should also keep children home for monitoring if this presents at home.

38: Fever. Children should be kept at home and exclusion for 48 hours applies.

The exclusion period is 48 hours from the end of the symptoms (when your child's temperature drops to a normal level). This must be without the aid of any medications such as Nurofen, Calpol or any medication which contains children's paracetamol. This is because such medications mask the symptoms of illness and artificially lower body temperature.

Often parents describe signs of illnesses with us and ask if we think their child should attend, generally in these circumstances we say if you are unsure this generally means your child is unwell and should not be attending a group setting.

Administering Medication Policy:

Prescribed medication

We are happy to administer prescribed medication to your child providing you have completed the relevant consent form prior to leaving your child in the setting. Please ensure you request a form when you drop your child off and hand them the medication. This will then be safely stored out of children's reach. Your child's key person is responsible for ensuring that your child receives their medication according to your instructions, this will be witnessed by a senior member of staff when necessary. If your child's key person is not on shift this will be administered by a senior member of staff.

Exclusions:

- Staff are aware of the sickness and exclusion policies of the setting.
- If a member of staff is advised/suspects any child who may be unwell/ has been administered medication they will inform the parent they will be required to take the child home until they are recovered/ the exclusion period has passed. We request parents do not ask for their children to return to the setting earlier.

Asthma/Long term Medication

- Each key person is responsible for administering any long term medication. This should be done following the instructions provided on the medication. The child's key person is responsible for ensuring this is recorded.
- Medication should not be administered if appropriate details of how to administer the medication is not on the medication.
- Staff should ensure that they record details on the child's long term medication form and this should be witnessed by another member of staff.
- The key person should immediately bring any issues to the attention of management should they occur.

Asthma Medication

To ensure the health and wellbeing of children in the setting it is imperative that we receive accurate information regarding any asthmatic conditions. Children will be required to have a working, in date inhaler, clearly labelled with their name, in their bag. We require all spacers and inhalers to be in their original box complete with a label showing that both items have been prescribed by a doctor. We will require parents to complete the consent form to allow us to administer/support your child to administer the asthma medication as per your instructions. Parents should advise us immediately should there be any changes or additional special instructions.

Healthy Eating Policy.

Meal and snack times will be used as a way of promoting social skills and will be a social event. At Sunny Days Pre- School we endorse healthy eating to promote child health.

Therefore:

- Fresh drinking water will be available and accessible at all time to children. Children will be encouraged to drink and taught about the effects of food and drink on their bodies to promote a healthy, balanced and nutritious diet.
- Milk will be offered to your child each snack time.
- Before entry we will discuss any dietary requirements, allergies or preferences with yourselves. We will ask parent's to complete initial registration forms which details a child's dietary needs. Parents should inform their key worker immediately if there are any changes to a child's needs.
- All staff will be made aware of any allergies and a list will be displayed within the setting.

Parents responsibilities:

- Parents are required to provide a healthy, nutritious snack for their child for each session. Parents should provide this and any snacks can be placed in the fruit bowl. This will be made available at snack time.
- For children who attend for full day sessions parents are also required to provide a healthy, nutritious lunch for their child.
- This should be placed in a clearly named lunchbox. A cool pack must be provided to maintain the temperature of the lunch.
- We do not allow chocolate bars, cakes, crisps, nuts or seeds to be consumed in the setting. Please do not send your child with such items within their lunch box as these will be removed.
- Juice and fizzy drinks are not to be sent in, for children who stay for lunch a named water bottle can be supplied. NHS Choices recommend that: A balanced pack lunch should contain:
 - Starchy Foods such as bread, rice, potatoes and pasta, sandwiches, bagels, pitta breads, baguettes or wraps
 - Protein Foods such as meat, fish, eggs, beans and others
 - A dairy item such as cheese or yogurt
 - Vegetables or salad and a portion of fruit. These should replace chocolate bars and cakes.

No smoking, vaping, drugs or alcohol policy.

Parents, visitors and staff are not permitted to smoke, vape, consume drugs or alcohol within the property. Staff are not permitted to smoke whilst in uniform or during their working hours. This includes all outside areas. If any staff member suspects that a parent, visitor, staff member or student at the setting has committed an illegal act and one has taken place they will advise the manager or deputy manager who will call the police. If any member of staff is suspected to be under the influence of alcohol or drugs they will immediately be instructed to leave the premises and disciplinary procedures will be followed.

If any member of staff suspects any parent is unable to care for their child and is under the influence of alcohol or drugs they will:

- request another staff member continues seeing the children out whilst they immediately inform the DSL of their concerns to seek advice. The safeguarding board/and or police will be notified without delay.

Mental health and wellbeing policy

Purpose

The purpose of this policy is for Sunny Days Pre - School to establish, promote and maintain the mental health and wellbeing of all staff, children and families through workplace practices and positive relationship, and to encourage staff to take responsibility for their own mental health and wellbeing and that of their colleagues.

For Staff:

Sunny Days believes that the mental health and wellbeing of all is key to success and sustainability. Many factors in the workplace influence the mental wellbeing of individual employees, particular departments or organisations as a whole. Understanding and addressing the factors which affect people's mental wellbeing at work have a wide range of benefits.

Goals

Sunny Days aims:

- To build and maintain a workplace environment and culture that supports mental health and wellbeing and prevents discrimination (including bullying and harassment).
- To increase employee knowledge and awareness of mental health and wellbeing issues and behaviours.
- To reduce stigma around depression and anxiety in the workplace.
- To facilitate employees active participation in a range of initiatives that support mental health and wellbeing.

Responsibilities

All employees are encouraged to:

- understand this policy and seek clarification from management where required
- consider this policy while completing work-related duties and at any time while representing Sunny Days
- support fellow workers in their awareness of this policy
- support and contribute to Sunny Days aim of providing a mentally healthy and supportive environment for all workers.

All employees have a responsibility to:

- take reasonable care of their own mental health and wellbeing, including physical health
- take reasonable care that their actions do not affect the health and safety of other people in the workplace.
- Address concerns with sensitivity and consideration to the mental health and wellbeing of other staff and not engage in any discussions with colleagues which may affect other individuals.
- Follow the correct grievance reporting process if they are experiencing difficulties or feel that their mental health and wellbeing is not being taken into account. If issues are not discussed these cannot be supported or resolved.

Managers have a responsibility to:

- ensure that all workers are made aware of this policy
- actively support and contribute to the implementation of this policy, including its goals.
- manage the implementation and review of this policy.
- Ensure that employee's are aware that senior staff are always available for discussions regarding mental health and wellbeing and of issues that may affect this.

For Parents, Families & Children:

Sunny Days believes that the mental health and wellbeing is of high importance. Many factors can influence the mental wellbeing of individual, families & children. We aim to Understanding, support and address the factors which affect people's mental wellbeing

Goals

Sunny Days aims:

- To build and maintain a approachable and trusting environment and culture that supports mental health and wellbeing and prevents discrimination (including bullying and harassment).
- To increase parents and carers knowledge and awareness of mental health and wellbeing issues and behaviours.
- To reduce stigma around depression, and concerns parents may have about disclosing any issues
- To facilitate families active participation in a range of initiatives that support mental health and wellbeing.
- To provide a safe, calm and relaxed environment for children to play and learn
- Provide children and families with opportunities to talk
- Provide a suitable relaxation area for children to go if they require time to themselves.
- To provide a setting which encourages and supports using communication and promoting talking.

All staff have a responsibility to:

- Be aware of the signs of poor mental health, taking steps to support any child or family who may require additional support.

- take reasonable care that their actions do not affect the emotional and mental health of other people.
- Address concerns with sensitivity and consideration to the mental health and wellbeing of others and not engage in any discussions with others which may affect other individuals.
- Discuss concerns with a senior member of staff or Designated safeguarding Lead

Managers have a responsibility to:

- actively support and contribute to the implementation of this policy, including its goals.
- manage the implementation and review of this policy.
- Ensure that employee's are aware that senior staff are always available for discussions regarding mental health and wellbeing and of issues that may affect this.
- Ensure that adequate support is put in place for children and families

Sunny Days will ensure that:

- all employees and users of sunny days receive a copy of this policy during the induction/enrolment process
- this policy is easily accessible by all members of the organisation and issued to all families
- employees and families are informed when a particular activity aligns with this policy
- employees and families are empowered to actively contribute and provide feedback to this policy
- employees and families are notified of all changes to this policy.
- Staff are encouraged to actively participate in supervisions
- Staff are encouraged to request additional supervisions and informal discussions should any issue at work which may affect any staff members mental health & wellbeing.

Monitoring and review

Sunny Days will review this policy annually / in line with reviews of company policies

Effectiveness of the policy will be assessed through:

- feedback from workers and management
- review of the policy by management to determine if objectives have been met and to identify barriers and enablers to ongoing policy implementation.
- Staff Morale and happiness
- Observation of team working and colleague relationships

Complaints:

What if you have a concern?

Parents should first discuss their concerns with their child's key person. Most concerns can be resolved at this stage. If you feel that your concern is not resolved through discussion, you should make a formal complaint to the Pre- School manager in writing or by email or letter. You should provide full details of the nature of the complaint and any discussions that have taken place between yourself and your key person.

What you should do if you are not satisfied?

Occasionally you may not be satisfied with the response after following the complaints procedure, or your complaint may relate to an issue that you feel unable to discuss with myself. At this point you can contact Surrey Early years and discuss your concerns with them. If you are not happy with the outcome you can then refer your complaint and any relevant responses from myself to Ofsted.

How do you make a complaint to Ofsted?

You can make a complaint in writing, by telephone, fax or in person to any Ofsted staff. You can contact the Early Years Complaints Line on 0300 123 1231. If you are making a complaint to Ofsted because you are not satisfied with the investigation completed by myself, it is helpful to put your complaint in writing (The National business unit, Ofsted, Piccadilly Gate, Store Street, Manchester M1 2WD). It would assist Ofsted in their investigation if you could enclose a copy of your original complaint to the provider (myself), along with an account of the findings and any action taken, or proposed, by myself and the reasons why you are not satisfied. If you have not made a formal complaint to me before contacting Ofsted, they will ask you to do so unless you have a good reason not to. Sometimes a complaint about a completely separate issue can trigger child protection concerns Where this is the case Ofsted is obliged to pass on full details to the police and children's social care so that they can carry out the necessary investigation.

What will I (the childcare provider) do?

If a parent makes a formal complaint, in writing or by email, Sunny Days Pre-School will investigate fully. Parents will be provided with an account of the findings of any investigation within 28 days of receiving the complaint. We will tell parents about any action that management have taken or intend to take as a result of the findings. Parents can request confirmation by writing or email. Sunny Days Pre-school Ltd are required to keep a record of all complaints and share appropriate information from that record with Ofsted on request. Due to confidentiality and data protection we cannot provide details of any disciplinary action taken against members of staff. We cannot provide you with details of individual staff members involved in any incidents/issues that have led to a complaint being made. Parents will not be provided with specific details of an investigation.

Child Protection & Safeguarding Policies

At Sunny Days we believe it is unacceptable for any child or young person to experience abuse of any kind. Staff recognize that we hold a responsibility to safeguard the welfare of all children and young people. Our practices, policies and procedures demonstrate our commitment to protect children.

We recognize that:

- The welfare of all children/young person is paramount
- All children have the right to equal protection from all types of harm or abuse
- Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare.

The purpose of our safeguarding policy is:

- To provide protection for the children and young people who receive Sunny Days services, including the children of adult members or users.
- To provide staff and volunteers with guidance on procedures they should adopt in the event they suspect an individual may be experiencing, or be at risk of harm.

We will seek to safeguard children and young people by:

- Valuing them, listening to and respecting them
- Adopting child protection guidelines through policy and procedures for staff and volunteers
- Recruiting staff and volunteers safely, ensuring all necessary checks are made in line with our recruitment procedure
- Sharing information about child protection and good practices with children, parents, staff and volunteers
- Sharing information regarding concerns with relevant agencies, and involving parents and children appropriately
- Providing effective management for staff and volunteers through induction, supervision, support and training.

We are committed to ensuring that children are protected from harm and develop in a safe and secure environment.

Our legal duty is to protect all children and ensure the safety and welfare of all the children is in line with the procedures laid out by Surrey Safeguarding Children's Board. The Safeguarding Children Board is responsible for producing Safeguarding Children Procedures based on national guidelines set out in Working Together to Safeguard Children (2013). It monitors the effectiveness of the Procedures systematically and amends them as it becomes necessary.

The children's Act 2004 and Working Together to safeguard 2010 documents places emphasis on our responsibilities to:

- protect children from maltreatment,
- prevent impairment of children's health and development
- ensure that children are able to grow up in circumstances consistent with the provision of safe and effective care.

If we have a concern about a child we will share these with parent/carers. However, if sharing these concerns puts the child at risk of significant or further harm we will seek advice from the duty manager at Surrey County Council's Contact centre by telephoning 0300 1231610. If we are advised that a referral is required, the information that has been given will be regarded as a referral and responded to as such.

If we want to make a referral we will contact:

North East: SURREY COUNTY COUNCIL CALL CENTRE (8am to 6pm): 0300 1231610 EMERGENCY DUTY TEAM: (out of hours) 01483 517898.
If we deem the instance an emergency we will contact the police as well.

Following any telephone referral we will use the multi agency referral form to confirm the referral in writing within 48 hours. All staff employed within our setting attend working together to safeguard children training and refreshers in line with statutory requirements (every 3 years). In addition to the following roles have been allocated to staff members:

Designated Safeguarding Lead (DSL): CLARE MATTHEWS

Deputy Designated Safeguarding Lead:(Deputy DSL): RICHARD MATTHEWS

Both child protection liaison officers will undertake enhanced safeguarding children courses and refreshers every 3 years.. Furthermore all staff are aware of the requirement to complete relevant child accident forms and pre- existing injury forms. All staff receive training on Safeguarding Children (Child Protection) and are aware of the signs and symptoms of child abuse, physical, emotional and sexual, and those of neglect. These may include:

- significant changes in children's behaviour;
- deterioration in children's general well-being;
- unexplained bruising, marks or signs of possible abuse or neglect;
- children's comments which give cause for concern;
- any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or

All staff are made aware within their induction training on what to do if they suspect a children is at risk of or suffering harm including how to share information and any concerns. They are aware of how to respond appropriately and confidentiality in such circumstances and their obligation to act in line with the settings policies and procedures. Within our setting all staff will be vetted prior to working with unsupervised access to children, any visitors to the setting will not be unattended by a member of staff.

If a member of staff has any reason to believe that any child is being abused in any way or if they believe a child has been subject to abuse at home and is not attending the setting due to visible injuries we will report the matter to the Surrey safeguarding children's board (0300 123 1610) (emergency duty team 01483 517898). In the event of child protection and safeguarding issues children confidentiality will be waived.

Bruising in non-mobile children Policy

In circumstances where bruising in Children who are not independently mobile is evident, regardless of the circumstances in which the child sustained an injury it is our responsibility to refer the matter to Surrey safeguarding children's board. In circumstances such as these there may be underlying medical conditions present that may need to be explored.

Prevent Duty (2015)

From 1 July 2015 all schools, registered early years childcare providers and registered later years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. (The Prevent Duty, 2015).

The statutory guidance makes clear that schools and childcare providers are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalization and what to do to support them. If staff have a concern about a particular child they should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead, and where deemed necessary, with children's social care.

Cultural Capital (2019)

This is the essential knowledge that we teach children to prepare them for future success. In accordance with our inclusion policy Sunny Days ensures that we use the curriculum to enhance the opportunities available to all children regardless of background. Sunny Days recognises that all children have different experiences in life. Our curriculum planning is designed to help all children experience the awe and wonder of the world in which they live in recognising every bodies contributions to learning and play

Physical contact Policy:

As early years providers we are very aware that each child has differing needs. Some children like to be affectionate and show it through hugs, kisses etc others are not so tactile. In our setting we are happy to hug, kiss (head or cheek) hold hands, cuddle, tickle etc your child providing both you and your child are happy with this. We would never force a child to do any of the above if it made them feel uncomfortable.

Physical restraint Policy:

We will restrain a child only if they are at risk of inflicting harm on themselves, others, or property. We will separate children if they are fighting. We will restrain a child if they try and run into the road etc. If any member of staff needs to restrain your child this will be documented in the incident book, you will be informed and you will be asked you to sign the record. This is to protect all parties.

Accidents and incident Policy:

We keep a written record of any accidents and incidents with details of injuries and information. The information will be accurate and factual to ensure that the correct information is obtained and shared if necessary. At least one person who has a current paediatric first aid certificate will be on the premises when children are present although we strive to ensure all of our staff are fully paediatric first aid trained. There will be at least one person on outings who has a current paediatric first aid certificate. First aid training will be:

- approved by Surrey County Council
- consistent with guidance set out in the Statutory framework for the Early Years Foundation Stage • a minimum of 12 hours
- renewed every three years for all staff.

Accidents in the setting Policy:

. Following any accidents within the setting:

- we will comfort the child and reassure them
- Ensure that a member of staff who is paediatric first aid trained attends if required.
- we will assess the extent of their injuries and if necessary call for medical support/ambulance or
- we will carry out any first aid procedures that are necessary and that we have been trained to do. Staff will take reasonable steps and will wear protective clothing as deemed necessary.
- Once the child is more settled we will contact you as soon as possible to inform you of the accident if deemed necessary
- if necessary to ask you to return to care for your child/ meet me at the hospital
- The member of staff attending to the incident will ensure that an accident/incident form is completed. The parent will be advised upon collection (if not before) and the parent will be required to sign the accident/incident form.

We may contact you throughout the day to inform you of any accidents which we feel need to be brought to your attention at an earlier time.

If the incident/Accident requires any medical treatment then we will:

- Inform the parent/carer as soon as it is reasonable to do so, and in all instances without delay.
- In the event of a serious accident, injury or death; We will inform Ofsted if a serious accident, injury or death occurs in our childcare provision as soon as we reasonably can, and in all cases, within 14 days of the incident, by telephoning 0300 123 1231.
- Inform our Insurance Company
- Contact local child protection agency; surrey safeguarding board on 0300 123 1610 (emergency duty team 01483 517898) On occasions we may contact other professionals in children's social care. At all times we will respect confidentiality and no personal information about your child, yourself, or family will be disclosed. However in some circumstances relating to child protection this may not be possible.

Accidents at home/Existing Injuries Policy:

Parents MUST inform us at when dropping off their child if there are any existing injuries that need to be brought to our attention. Parents will be required to complete an 'accident at home form' providing us with the details of any accidents at home which may have led to a child sustaining injuries.

If a staff member is aware of a child entering the setting with a visible injury they should request information from the parent as to how the injury was sustained. An injury at home report must be completed prior to the parents departure and placed within designated form area to be signed by management. If an pre-existing injury is noted throughout the session this should be noted as a cause for concern' initially. At the end of the session information should be sought from the parent, if the injury is consistent with the parents description a 'accident at home form' should be completed.

Absence reporting/non-attendance Policy & Procedure

In order for us to safeguard effectively and ensure every child stays healthy we request that all absences are reported via message or via your daily diary on your app by 8am on the day of absence.

We are required to monitor children's symptoms when children are reported absent through illness so we can take steps to prevent illnesses spreading; therefore we ask that you respond with details of:

- Anticipated length of absence
- Reason for absence (i.e sickness, holiday)
- Symptoms if your child is ill (i.e cough, high temperature, headache). This should include the date of the start of symptoms, the end date if symptoms have ceased or if they are ongoing.

If we have not been made aware of absences the following procedure will take place:

If we have not been made aware of absences the following procedure will take place:

1. **9am: Doors are closed.** Child will be noted as absent and will be listed for follow up for a 'Absence check'
2. **9.30am: Setting will send a absence/wellbeing check** the main carers through the parent messaging system. Parents must respond to this with the details requested as noted above without delay. Child will be marked as absent for the day. **We do not allow entry after this time to avoid disturbances to the daily routine of other children.**
3. **11.15am: Setting will make a follow up** call to parents and emergency contacts to seek information regarding absence. Voicemail messages will be left to request contact is made with the setting re absence.
4. **12 noon:** If no responses from parents or emergency carers are received setting will risk assess and consider requesting police assistance for a home visit to carry out a welfare check to ensure all family members are safe.

Non-Collection of a child.

In the event that your child is not collected we will follow the following procedure:

1. 1 Contact you. If there is no response we will:
2. 2 Contact the nominated emergency contact. If there is no response we will:
3. 3 Contact you again.

If after following these procedures we cannot a parent or a nominated other to collect your child within 1 hour the Pre-school manager or deputy manager will Contact the North East social care team for further advice. (0300 123 1610/ out of hours 01483 517898)

A full written report with the following details regarding the situation will be kept:

- Date
- Times
- Who collected the child
- Times of all calls made
- Name of the duty officer at children's social care.

Ofsted will also be notified when social services (and/or the police) attend to the situation. We request that any parent contact the nursery without delay should the event arise whereby their child cannot be collected.

In the event that a child is not collected the responsible staff member will follow the following procedure:

- Contact the parent. If there is no response they should:
- Contact the nominated emergency contact. If there is no response they should:
- Contact the parent again. If there is no response
- Inform the Deputy manager or manager providing them with the written notes detailed below.
- The child's wellbeing should remain paramount; the child is supervised and reassured at all times to minimize distress.
- Continue to attempt telephone contact with the parent/emergency contact for 1 hour
- If the child is collected the actual time of departure should be recorded in the attendance register
- If the child is not collected the staff member should inform the manager/Deputy Manager

Staff will record the following details:

- Date
- Times
- Who collected the child
- Times of all calls made
- Who you informed of the situation and at what time.

If after following these procedures staff cannot contact the parent or a nominated other to collect the child within 1 hour the Pre-school manager or deputy manager will:

1. Obtain the written notes by the staff member as detailed above to provide social care of the full details.
2. Contact the North East social care team for further advice. (0300 123 1610/ out of hours 01483 517898)

Following this call the the manager will record:

- Name of the duty officer at children's social care.
- Add the times of the calls made
- Take action on advice from the care team

Ofsted will also be notified when social services (and/or the police) attend to the situation.

Procedure should a child go missing.

The care of your child is paramount, and we will always ensure that your child is safe. We work in accordance with the EYFS: your child's safety will be guarded at all times. In the unlikely event that a child becomes 'lost' the following procedure that will be followed:

- We will immediately raise the alarm; any member of staff noticing a child is missing must report the issue immediately to the most senior member of staff. This will be the manager or deputy manager. This will be done calmly and discreetly to avoid alarm and panic.

Within the nursery:

- The manager will immediately re-deploy staff. All staff will be made aware and will be responsible for escorting the children they are currently supervising to the book corner.
- The manager should check all entrances and exits for any signs a child may have been able to leave the nursery. The manager should check the immediate vicinity around the premises as a precautionary measure.
- Sufficient members of staff will remain with the group of children, one member of staff will take the register to ensure all other children are safe and cared for. If any other child is not present this should be immediately reported to the manager.
- We will reassure the other children, so it does not result in distress due to a change in routine. The children will continue to be cared for in a lead story-time to re-focus their attention.
- All other members of staff will be allocated area's of the nursery to search, with instruction to inform the manager as soon as the child is found.

If the child remains missing:

- If after an initial search if the child is not found, the manager or DSL will be responsible for alerting the police. The manager should gather the child's files ready for the police. The manager is responsible for liaising with the police and documenting the incident. Redeployed staff should continue to search for the child until otherwise advised by the police.
- The deputy manager should contact the child's parents to alert them, reassuring them that the police have been alerted, and a search is being carried out.

If the child is found:

- The manager should be informed immediately.
- The manager should write a full incident report, including time frames, location of the missing child and any relevant details.
- The parent of the child should be informed by telephone of the incident.
- The manager should inform Ofsted by telephone as soon as is reasonably possible. This should be followed up in writing providing details of the incident, staff actions and outcome.
- The manager should inform the local safeguarding board
- The health and safety officer is responsible for carrying out a full risk assessment of the property, making all necessary changes to prevent any future incidents

If on an outing:

We take precautions to avoid situations like this happening by implementing the following measures:

- Ensuring the children hold their buddies hand whilst we are out
- Avoid going to places that are overcrowded
- On outings (where appropriate) the children wear wristbands with my mobile number on them
- We teach the children about the dangers of wandering off and of talking to strangers
- We teach the children safety out in the community
- We risk assess any outing prior to the event to ensure that the outing is safe to carry out
- If it is a secure area such as a shopping Centre, we will quickly alert the security staff so they can seal off exits and monitor the situation on any CCTV
- we will provide everyone involved in the search with a description of the child.
- we will reassure the other children with me, as they may be distressed
- we will alert the police and provide a full description
- we will then alert the parents of the situation

Outings Policy

The following procedures will be followed for all outings:

- Written permission must be obtained from all parents prior to the outing if a parent has not consented to outings within their enrolment forms. Impromptu outings may be scheduled to enhance children's learning.
- Staffing ratios must be maintained at the same level as in force in the nursery but for safety reasons we usually increase this to 1 staff to 2 children for the under 3's and 1 staff to 4 children with the 3-5's
- A list of all children's names and contact numbers for the day must be taken
- A mobile phones
- The nursery manager will be informed immediately of any incident that happens (the nursery policy for a lost child will apply when on outings)
- A first aider should be present and a first aid kit should be taken. Any additional medications needed by individual children should also be taken
- The children must be weather appropriately dressed to participate on outings
- Toilet facilities and nappy changing supplies should be taken
- Food and drinks will be provided at similar times to that of the regular nursery routine

Social Networking:

Staff are not permitted to:

- To reference their place of work on any social networking site
- Make friendship links with parents of the setting on social networking sites.
- Discuss any confidential information with any individual parent online or in person.
- Make references to their day on social network which may reflect their day at work in the setting.

Parents are not permitted to:

- share photos obtained through their child's learning journal or post any videos recorded in the setting for personal viewing only (e.g Christmas nativity performances)
- Engage or contact any staff member through social networking sites (or online) for professional or personal reasons at anytime.

Staff & setting operational related policies.

Use of photographic Images/social networking/mobile phones/smart watches Policy:

We will use an electronic device within the setting to document your child's progress for use within your child's learning journal. Any other photographic images are not permitted in the setting and will not be used for public use unless consent has been obtained upon entry into the setting. Visitors and parents who have access to the setting are not permitted to take photographs or use mobile phones within the setting to safeguard the children in our care. Staff members are not permitted to use mobile phones within the setting, all mobile phones will be stored in the manager's office area staff are not permitted to access these whilst at work. Staff are not permitted to input details regarding their place of employment on any social networking site, any member of staff found to have done so will be subject to disciplinary action. Any visitors to the setting must ensure that they give their mobile phones to the member of staff that has signed them in. The responsibility to ensure this is carried out lies with the member of staff who has signed the visitor in. The setting has a Facebook page for marketing purposes only, children's photos will not be used without prior written parental consent. Staff are not permitted to wear smart watches with sound or video recording properties; or such devices which allow personal communications such as calls, emails, or text messages during work hours. If such a device is required to be worn for medical reasons a full risk assessment will be completed for the staff member. Staff are not permitted to have or use any electronic devices on their persons with imaging and sharing capabilities at any time. If staff are found in possession of such devices on shift disciplinary action will be taken.

Whistleblowing Policy:

We want to ensure that each child is cared for correctly and that you are confident in our abilities. It is therefore vital that we have a transparent culture within our Pre-School setting where everyone feels able to raise any concerns they may have. All staff within our setting have a responsibility to disclose any concerns they have regarding the conduct of other staff, volunteers, and students.

If any member of staff has any concerns regarding the way children are being cared for inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images., concerns regarding the practice of myself or any member of staff then they must report them to either the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead:

If we have any concerns regarding the way children are being cared for, concerns regarding the practice of any staff member they will be reported. All concerns raised will be taken seriously and fully investigated. We will contact Ofsted's dedicated whistle-blower hotline (0300 123 3155) to inform them of any concerns.

Procedure For Allegations of Abuse Against a member of staff

In the event an allegation is made the Manager will follow the procedure detailed below:

1. 1) The staff member will be suspended pending the outcome of the investigation dependant of circumstances to ensure that child protection is paramount.
2. 2) The manager will write a detailed record of all related incidents, including what was said and by whom, with times and dates.
3. 3) The manager will request witnesses (if there were any) to write a statement detailing the incident they witnessed and giving their contact details in case it needs to be followed up by the authorities.
4. 4) The manager will contact Surrey County Council local authority child protection designated officer (LADO) by telephoning the Emergency Duty Desk on 01372 833321.
5. 5) The manager will contact Ofsted and notify them of the allegation as soon as possible, but at the latest 14 days of the allegation being made.
6. 6) Both the Lead child protection officer and the deputy child protection officer will investigate considering all the evidence that has been presented to us. Based on this information we will present an account of our findings and any further actions (i.e. dismissal or reinstatement of position) which will need to be taken.
7. 7) In line with our responsibilities set out in the Safeguarding Vulnerable persons Act 2006, we will make a referral to the DBS in instances where a member of staff is, or would have been if they had not left, dismissed because they have harmed a child or put a child at risk of harm.

Staff taking Medication.

All staff are required to advise the manager if they are on any medication which may affect their ability to safely care for children. Staff will only be permitted to work directly with children if the advice from their medical professional supports that the medication is unlikely to impair their ability to look after children. If a staff member is taking medication which may affect their ability to care for children, they should seek medical advice. Practitioners must only work with children if the medical advice confirms that the medication is unlikely to impair the person's ability to look after children properly.

Recruitment and staffing Policy.

At Sunny Days we aim to provide a high standard of care and education to the children and families that attend. To do this we ensure our staff to child ratio's meet the requirements set out by Ofsted in line with the Early Years Foundation Stage Statutory Requirements. Therefore, we operate on a ratio of

1 adult:3 children aged under 2

1 adult: 5 children aged 2-3

1 adult: 8 children aged 3-5.

- Each child has a member of staff as a key person who is responsible for planning, recording his or her development and for holding discussion and consultation with parents and carers.
- Regular staff meetings are held to discuss children's progress, their achievements and any difficulties which may arise from time to time and to ensure planning meets the needs of all children. Time has been allocated within the staff day to permit this.
- Job descriptions are provided for all staff which set out their roles and responsibilities.
- When posts become vacant, applications are welcomed from all sections of the community. Applicants will be considered based on their suitability for the post, regardless of marital status, age, gender, culture, religious belief, ethnic origin, or sexual orientation. Sunny Days offers equality of opportunity by using non- discriminatory procedures for staff recruitment and selection.
- Ofsted guidance is followed for obtaining references and making criminal record checks through the Criminal Records Bureau for staff and volunteers who work with the children.
- Staff members will be vetted through a thorough and fair interview process.
- Staff are given conditional offers of employment, contract of employment is subject to us receiving 2 satisfactory references, an enhanced CRB checks along with registration with the DBS update service which will be renewed annually.
- Budgetary allocation is made to provide regular in-service training for all staff. Training is provided by the Local Education Authority and approved outside agencies.
- Staff induction training is provided in the first week of employment where possible This induction includes Health and Safety Policy and Procedures and Safeguarding Children Policy and Procedures. Other policies and procedures are introduced within an induction plan.
- We support the work of our staff by holding regular supervision meetings and appraisals. We encourage each practitioner to be confident in their knowledge and skills and share these with the team to enhance each other's development.

Health and Safety

We recognize that the health and safety of children is of paramount importance. We make the setting a safe and healthy place by making children, parents, and staff aware of health and safety issues. Doing so minimizes the hazards and risks which aids the children in their ability to thrive in a healthy and safe environment.

Our Safety policies are subject to constant review and updating in consultation with the staff and management. Within the setting we have a competent lead person responsible for health and safety.

Named Person: RICHARD MATTHEWS

This person has undertaken and continues to update their training to ensure that they can carry out the following responsibilities.

Sunny Days pre-school responsibilities:

Insurance Cover

We have public liability insurance and employers' liability insurance. The certificate is displayed within the setting on the notice board.

Safety of adults

- Adults are provided with guidance about the safe storage, movement, lifting and erecting large pieces of equipment.
- When adults need to reach up to store equipment, they are provided with safe equipment to do so.
- All warning signs are clear and in appropriate languages.
- Adults do not remain in the building on their own. Two people will be present to open and close the setting. at all times. If a member of staff is involved in an accident it is recorded.

Electrical/Gas Equipment

- All electrical equipment conforms to safety requirements and regular checks of appliances etc are made and a schedule kept.
- All gas equipment conforms to safety requirements and regular safety checks are made.
- The boiler/electrical switchgear/meter cupboard is not accessible to the children.
- Electric sockets, wires and leads are properly guarded, and the children are taught not to touch them. Radiators are kept at a suitable temperature level.
- Lighting and ventilation are adequate in all areas.

Staff responsibilities:

Knowledge, awareness and understanding:

- Induction training is carried out with all staff within a week of commencing in their position.
- All staff are made aware of safeguarding procedures and policies. They are required to ensure their knowledge is kept up to date and always have access to all policies and procedures.
- Staff will be required to participate in a supervision process.
- If a member of staff is involved in an accident it is recorded.

Risk assessment

Our risk assessment process includes-

- Visually looking for hazards on a regular basis. Daily Checklists to be completed
- Evaluate the risks arising from the hazards and decide whether existing precautions are adequate or whether further action should be taken
- Decide who might be harmed and how, How can risks be minimized/prevented
- Record findings in writing. This is in compliance with Ofsted requirements.
- We will decide upon suitable time frames and review/amend risk assessments when required
- Any significant changes to the premises or equipment will yield a renewed risk assessment.

Safety of children

- Only persons who have been checked for criminal records by an enhanced disclosure from the Criminal Records Bureau have unsupervised access to the children, including helping them with toileting. All staff are required to subscribe to the DBS update service whereby the manager can undertake regular checks
- All children are supervised by adults at all times and will always be within sight and hearing distance of an adult in compliance with statutory requirements.
- Accident record sheets are available at each session for the reporting of any accident/incident.
- Regular safety monitoring will include checking of the accident and incident report sheets. Key issues will be addressed and steps taken to prevent further incidents.
- All adults are aware of the system in operation for children's arrivals and departures and an adult will be at the door during these periods. Parents are asked to familiarize themselves with this policy.
- Children will leave the setting with authorized adults only. Children can only be collected by unfamiliar adults if they are able to supply staff with the correct password which has been set by the main carer.
- Staff to child ratios will be maintained at all times.
- Visual Safety assessments on the premises, both outdoors and indoors, are made before every day/session.
- All surfaces are checked daily to ensure they are clean and not uneven or damaged.
- Children do not have unsupervised access to kitchens, cookers or any cupboards storing hazardous materials.
- Cleaning materials are stored safely.
- Hot drinks for adults are restricted to the kitchen or separate lunch area at designated refreshment breaks only.

Security

- Systems are in place for the safe arrival and departure of children.
- The arrival and departure times of visitors are recorded.
- Visitors are not permitted to be left unsupervised in the setting at any time. Visitors will be required to sign in and out in the visitor book. Visitors will be required to show ID which should be checked by the member of staff who has signed in the visitor. Visitors will be with a member of staff at all times; the staff member who signs in the visitor will be responsible for ensuring they are not left unsupervised at any time.
- Systems are in place to prevent unauthorized access to our premises.
- When the children are in the garden, the gates are locked and sufficient staff are outside to maintain the ratio of staff to children are with the children.
- Children are prevented from leaving the premises as safety precautions are taken.

Environment and Resources:

- All resources and materials which children select are stored safely.
- All equipment and resources are stored safely to prevent them accidentally falling or collapsing.
- All resources are checked to ensure that they are safe for the ages and stages of the children currently attending the pre-school.
- All equipment is regularly checked and any dangerous items are repaired or discarded.
- All materials - including sensory materials - are non-toxic.
- Sand is clean and suitable for children's play.
- Children are taught to recognize dangers and how to handle equipment safely.
- Water is kept at a suitable level to prevent the risk of injury
- The room layout will be considered to enable maximum play space to children to reduce the risk of injury

Outdoor area

- Our outdoor area is securely fenced.
- Our outdoor area is checked for safety and cleared of rubbish before it is used.
- Where water can form a pool on equipment, it is emptied before children start playing outside.
- When children are outside, any external gates locked
- Adults effectively supervise in the garden to ensure no areas are out of view
- All outdoor activities are supervised at all times.
- Children learn about health, safety and personal hygiene through the activities we provide the routines we follow and by the staff role modelling safe practices.

Outings and visits

- A risk assessment is carried out before an outing takes place. Parents always sign consent forms before major outings. Ratio's are maintained and amended to ensure safety if required.
- Children are appropriately supervised to ensure no child gets lost and that there is no unauthorized access to children.

Fire safety

- Fire doors are clearly marked, never obstructed and easily opened from inside.
- Smoke detectors/alarms and fire fighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- Fire extinguishers are available within the premises:
- Our emergency evacuation procedures are: displayed in the premises and explained to new members of staff.
- Evacuation procedures are practised regularly at least once each term and records are kept

First aid

- Sunny Days ensures that all staff members undertake full paediatric training within 6 months of commencement of employment which is renewed every 3 years
- The first aid kit is regularly checked by the health & safety officer and restocked if necessary, it is accessible to adults and is kept out of the reach of children.
- Written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval on enrolment.

Confidentiality Policies:

'Providers must ensure that all staff understand the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensure confidentiality.' (EYFS 2014 Para 3.70)

We will not discuss your child with others unless we have permission from you, however it may be necessary to divulge confidential information to Children's social care and to Ofsted if we have any concerns that your child is being abused. Please see our safeguarding children's policy. Only relevant persons have access to your child's/ families details.

If information that is shared is of a sensitive nature you may ask to speak to your child's key person in privacy and this will be arranged. Should your child's key person require a discussion of a more sensitive nature he/she will request you wait until the children have safely departed before holding a discussion with you. Parents will have access to their own child's records but not to others. All documentation relating to your child is stored in a file, which is not accessible to any other party.

Parents are not permitted to disclose confidential nursery issues to any other persons.

Storage of Confidential information:

We keep records of:-

- adults authorised to collect children
- the names, addresses and telephone numbers of emergency contacts in case of children's illness or accident. the allergies, dietary requirements and illnesses of individual children. accidents; and incidents
- Staff details; including health, medical & financial.

Confidential information will be stored taking into account the Data protection Act 1998. Children's information will only be accessible to their own parents and will be stored securely accordingly. Any information stored in a digital form will be password protected. Our setting is registered with the information commissioners' office complying with data protection regulations Staff records are retained and are stored securely where only relevant persons have access to them.

Sharing of Information:

Any information shared/ to be shared will be done so as to respect the privacy of children, families and staff of the setting. Staff should comply with the responsibilities of the setting as detailed above.

Staff should not discuss any child with others unless we have parental permission to do so only relevant persons have access to your child's/ families details. However it may be necessary to divulge confidential information to Children's social care and to Ofsted if we have any concerns that your child is being abused. Please see our safeguarding children's policy.

If information that is shared is of a sensitive nature this information should be relayed to the child's key person. The child's key person should carry out discussions ensuring privacy. As a key person should you require a discussion of a more sensitive nature you should provide information (via the daily message board) that request a discussion with the parent. All staff should ensure that all the children have safely departed before holding a discussion with any parent. If the information to be shared is of a sensitive or confidential nature parents should be asked to enter the reception area where privacy can be maintained as far as is reasonably possible.

When your child attends multiple settings or has several professionals involved in their care it is important that information regarding your child is shared, keeping all parties informed, at all times. At times we will discuss your child's progress and/or any difficulties they may be having to help support your child with your child's teacher, key worker or external agencies ensuring they benefit from their time in all settings and at home. We will always inform you if such discussions/interactions take place and work with you and the other settings and agencies.

At all times we take into account the views of parents, If you are not happy with this area of practice we can discuss what methods of communication and sharing of information that you would be comfortable using. Should you have any concerns over this process it is important to discuss these with us so we can decide on a suitable way of working together to support your child across the settings. All information will remain confidential and will not be disclosed to anyone other than the relevant persons involved in caring for your child. You will be required to sign a consent form to allow this process to happen. If at any time you decide that you would like to review this process please arrange a time to discuss this with your key person so we can decide on the best way to support your child

GDPR & Privacy Policy

We take your privacy very seriously and therefore we urge you to read this policy carefully because it contains important information about/on:

- Who we are
- How and why we collect, store, use and share personal information
- Your rights in relation to your personal information, and
- How to contact us in the event you have a complaint

Who we are:

Sunny Days Pre School Ltd 'we' or us' collect, use and are responsible for certain personal information about you. When we do so we are regulated under the General Data protection Regulations which apply in the united Kingdom and we are responsible as 'controller' of that personal information for the purpose of those laws. The setting is registered with the information commissioners office 'ICO'

The personal information we collect and use:

We collect the following information that you provide to us:

Parents:

- Full names
- Full address
- Contact details
- Financial details (where applicable)

Children:

- Full Name
- Date of Birth
- Address
- Health information including allergies, dietary requirements & immunization details

Personal information you provide about third parties:

If you give us details about another person, you confirm that the other person has appointed you to act on their behalf and you agree that you:

- Shall consent on their behalf to share their data;
- Shall consent on their behalf to the processing of their sensitive data

Sensitive Personal Information:

Some personal information which includes and information which relates to the following:

- Your generic data
- Your/your child's ethnic origin
- Your/your child's religious beliefs
- Your/your child's physical or mental health or condition
- Whether you have committed a criminal offence

We may request that you provide sensitive information, but if we do, we will explain why we are requesting it and how we intend to use it. We only collect this information with your explicit consent unless it is to comply with Safeguarding requirements. We request sensitive data upon enrolment, through the duration of your time with us, when required if circumstances change.

Monitoring and recording Communications:

We may monitor communications such as emails, telephone calls, discussions for the following purposes:

- Compliance
- Quality & Training Purposes
- To safeguard Children & families in the setting and community
- To safeguard staff

How we use your information:

We collect information about our users for the following purposes:

- Compliance
- Safeguarding
- Providing adequate Care

Who your information may be shared with:

- Law enforcement: In connection with any investigation to help prevent unlawful activities
- Local Education Board: To draw upon funding from the government
- Surrey children's services/ Local safeguarding board: To protect children from and families from harm
- Other Settings: To support the transition into and out of the setting providing a consistent approach
- Outreach services such as occupational or speech and language therapists: To ensure healthy development

We will not share your information with other third parties who are not directly involved in your child's care.

Whether information has to be provided by you and why:

The information detailed above and detailed within our enrolment packs is compulsory, Unfortunately a child cannot be enrolled at the pre-school without doing so

How long your personal data will be kept:

- In accordance with ofsted requirements
- Accidents & incidents 18 years (21 in some circumstances)
- Contractual information (where no legal proceedings are in place: Until the child leaves the setting)
- Funding & financial information: in accordance with relevant laws
- Safeguarding documents: An indefinite period, unless this can be transferred to a new provider

Reasons why we can collect, use and process your personal information:

We rely on the following as the lawful basis on which we collect and use your personal information.

- Consent
- Contractual
- Legal obligations
- Vital interests
- Public task
- Legitimate interests
- Compliance ie OFSTED

Keeping your information secure:

We limit the access of your information to those who have a genuine reason to know it. Those processing information will only do so in an authorized manner and are subject to a duty of confidentiality. We use all reasonable efforts to secure your personal data.

Children and the validity of consent:

Where we ascertain consent from any user we will take reasonable steps to ensure to ascertain the user is over 18 years of age.

What rights do you have:

Under the General Data Protection Regulation you have a number of rights free of charge. In summary these include:

- Fair processing of information and transparency over how we use your information (unless this places any person at risk of harm)
- Access to your personal information and to certain other supplementary information that this privacy notice is designed to address. In some circumstances a small charge may be made for copies of data
- Require us to correct any mistakes of any information we hold
- Require the erasure of personal data concerning you in certain situations

If you would like to exercise these rights please:

Email, call or write to us at

clare@sunnydays-preschool.com

Sunny Days Pre School Ltd, 319B Walton road, West Molesey, Surrey. KT8 2QG.

Changes to privacy notice:

This privacy notice was published on 21/10/2019/ We may change this policy from time to time. You should check this policy regularly on our website : sunndays-preschool.com.

Data Protection officer 'Data controller' Clare Matthews