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## **Parent information pack**

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## What parents think of The Bridge Lane Nursery

These quotes are taken from recent Parent questionnaires

- Your staff always seems friendly and helpful. The daily sheets are good to get, the children's food seems great and I'm glad when my son gets messy because it means he's enjoying things he isn't always given the chance to do at home. I think the kids are lucky that they get to play on the field a lot.
- The general mood and atmosphere in the nursery is always very positive.
- A happy child centered environment, welcoming both parents and children. I would highly recommend it.
- Our son is always happy to arrive and reluctant to leave.
- Daily information is very good and well communicated.
- The menus show a very good variety and help the children to try different things.
- My overall impression of the nursery is very good, the same staff from 5 years ago.
- Parents are always invited to attend sports day, fun day, field trips, but work commitments prevent attending them all!
- The staff in the office and in the main nursery always seems very happy to see us. We have been very impressed with the warm and friendly team.
- A lovely happy place, where children are put first and every effort is made to maintain the same parenting style as at home.
- The genuine affection that the team has for our little girl has really moved us, and was a very pleasant surprise.
- The staff has excelled themselves. They have listened and supported and acted accordingly.



## Immunization

Immunization means using a vaccine to protect people from getting a disease. Immunization is usually the safest and most effective protection for children. Infectious diseases can be very serious and sometimes fatal. As more people are immunized, the diseases become rarer.

Most vaccinations are given during childhood. Some are given more than once to make sure the protection continues- this „top-up. is called a booster. Childhood vaccinations usually follow this timetable:

Age routinely vaccinated	Vaccination
Neonatal period/ first month of life	BCG and/ or Hepatitis B for infants at risk
2 months 3 months 4 months	Diphtheria, tetanus, pertussis (whooping cough), polio and Hib (DTaP/IPV/Hib) Pneumococcal conjugate vaccine (PCV)(2 & 4 months) Meningitis C (3 months)
12 months	Hib, Meningitis C
Around 13 months old	Measles, mumps and rubella (MMR) Pneumococcal conjugate vaccine (PCV)
3-5 years	Diphtheria, tetanus and acellular pertussis, polio, MMR, Hib (if not already immunized)

### Exclusion periods

Disease	Exclusion period
Chickenpox	For 5 days after rash appears
Conjunctivitis	None
Diarrhoea and vomiting	Until free of symptoms for at least 24 hours. A longer period of exclusion may be appropriate for children under age 5 and older children unable to maintain good personal hygiene.
Hand, Foot and Mouth disease	Hand, Foot and Mouth disease
Hepatitis A	For 5 days after onset of jaundice
Impetigo	Until lesions are crusted or healed
Measles	For 5 days after rash appears
Mumps	For 5 days after onset of swollen glands
Ringworm	None, although proper treatment by GP is



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	important. Scalp ringworm needs treatment with an oral antifungal.
Rubella (German measles)	For 5 days after onset of rash
Scabies	Until treated
Scarlet fever	For 5 days after commencing antibiotics
Threadworms	None
Tuberculosis	CCDC will advise necessary action
Whooping cough (pertussis)	For 5 days after commencing antibiotics

This information is based on recommendations from the Public Health laboratory Service and information from NHS direct.

### Weaning policy

It is the nursery policy to follow parent's wishes and work in partnership with them when the baby is being weaned. Guidelines recommend that weaning begins at 6 months, but this is at the parent's discretion. We provide a nutritious menu and when the parent feels it is time to begin to introduce solid food to the baby, we offer to liquidize the meals the children are eating to a suitable texture for the baby. Alternatively we can liquidize only the components the parent wants the baby to eat, for example, the vegetables. At first some parents prefer to bring in their own meals until the baby has adjusted to eating a variety of food and we also accommodate these wishes. There are always a range of Hip organic baby jars available when required.

### Healthy Eating

We encourage healthy eating at the nursery, and meal times are a happy, social occasion for staff and children alike. Parents, children and staff are all invited to make suggestions for menus, and these are updated regularly. It is recommended that we eat five portions of fruit and vegetables daily, and the nursery aims to provide 3-4 portions of these per day.



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## General procedures

- Fresh drinking water and milk are available at all times, and the children are constantly encouraged to drink plenty of water.
- Individual dietary requirements will be respected, and staff are aware of children with allergies and cultural preferences. Dietary requirements will be displayed so that the cook and staff are aware of individual needs.
- For medical reasons and cultural needs, we will provide substitute meals or desserts.
- The children can help themselves to fruit on a daily basis, and are encouraged to keep a record of this using a name label system. Younger children will be supported whilst helping themselves.
- Staff will set a good example of good table manners and healthy eating and drinking.
- Cultural differences in eating habits will be respected.
- Children will be encouraged to say „Please. and „Thank you., and to sit appropriately at the table.
- Conversation will be encouraged, but not shouting.
- Children will be supported while they help themselves to food at mealtimes, using serving spoons, and to help to clear away
- Any child who shows signs of distress at being faced with a meal he/ she does not like will have his food removed without any fuss.
- If a child does not finish his first course he/ she will still be given a small helping of dessert.
- Children not on special diets will be gently encouraged to eat a small piece of everything.
- Children who are slow eaters will be given time and not rushed.
- Quantities will take account of the ages of the children. Fresh food will be liquidized or mashed as required for babies being weaned.
- The children are regularly involved in preparing the fruit and various foods for afternoon tea.

We provide cooking activities linked to the learning experiences given within the nursery, and opportunities to learn about healthy eating and food from around the world.

Our aim is to reduce the intake of food and drink containing sugar and to encourage children to eat healthily at nursery. We encourage children and parents/ carers not to bring in sweets.

Good tooth care is encouraged. If you wish to bring a birthday treat for the children alternatives to sweets can be bought. This may be fresh fruit or non-edible treats such as balloons, stickers or pictures to colour.

Birthdays will be celebrated by lighting candles on a pretend cake and singing the Happy Birthday song. Each child will be made to feel special on their important day. We have a birthday box which contains hats, balloons and small toys for the children to choose on their special day.



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## Safeguarding children policy

At the Bridge Lane Nursery we have a moral and legal obligation to ensure the welfare and safety of all children in our care is paramount. Our setting will work with children, parents, staff and the community to ensure the safety of children and to give them the best start in life.

### **Our commitments to the protection of children are:**

- To ensure children are protected from abuse and harm.
- To respond promptly and appropriately to all incidents and concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in „What to do if you're worried a child is being abused. (DFES 2006)
- To ensure that all staff know the procedures for writing and recording their concerns in the setting.
- To work with and discuss with parents any concerns that we may have. However there are occasions when this would not be appropriate and we would go ahead and take necessary action.
- To ensure that all staff have had the appropriate training to ensure that they are able to recognize the signs and symptoms of possible physical abuse, sexual abuse and neglect so that they are aware of the local authority guidelines for making referrals.

### **The Name of the designated member of staff for child protection liaison is Cerasela Anton her role and responsibilities are to:**

- Ensure the above commitments to child protection are met.
- To be available for discussion with staff on suspected abuse.
- To make a decision on referral.
- To maintain a system for record keeping and the collation of information.
- To liaise with other agencies including Safeguarding and Children's Social Care (S&CSC) Department, the Greenwich Safeguarding Children's Board, police, and local health authorities and have knowledge of their roles and responsibilities.
- To notify Ofsted of any incident or accident and any changes in our arrangements which may affect the well being of children.



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## **Recruitment and vetting of staff.**

Our commitment to safeguarding children begins at the recruitment of staff, with robust vetting procedures.

- We provide adequate and appropriate staffing resources to meet the needs of children and to ensure their safety.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Candidates are informed of the need to carry out „enhanced disclosure. checks with Criminal Record Bureau (CRB) before posts can be confirmed.
- We ensure all candidates provide references and CRB checks to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Volunteers do not work unsupervised.
- Staff will be the only adults, other than the child’s own parent/carer to accompany them to the toilet/or change a child.
- We have procedures for recording the details of visitors to the setting.
- We ensure that we have control over who comes into the setting and that no unauthorized person has unsupervised access to the children.

### **Responsibilities of all staff**

All staff share responsibility for recognizing the signs and symptoms of child abuse. It is essential that any concerns are shared with the designated member of staff as soon as possible about:

- Any significant changes in a child’s behaviour
- Any unexplained bruises or marks
- Any comments children make which give cause for concern
- Any deterioration in a child’s general well being

Such concerns should be recorded by the reporting member of staff and kept in a confidential file in the office. They must be dated and signed and include details of times and places. Staff need to be sensitive to the needs of children when concerns are raised.

### **Recognizing child abuse**

Child abuse manifests itself in a variety of different ways; we acknowledge that this can take different forms. Abuse and neglect are different forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.



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## **Physical Abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

## **Emotional Abuse**

Emotional abuse is the persistent emotional mal-treatment of a child such as to cause severe and persistent adverse effects on the child's development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. These may include interactions that are beyond the child's developmental capability, as well as over protection and limitation of exploitation and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may also involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

## **Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving children looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

## **Neglect**

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or care failing to provide adequate food or clothing, shelter including exclusion from home and abandonment, failing to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

(Working together to Safeguard Children, A guide to inter-agency working to safeguard and promote the welfare of children. HM Government 2006)

## **Making a referral**



Any concerns relating to the safety and well being of children should be referred to the designated member of staff as soon as possible. The protection of children relies on good communication and it is important that any concerns, however apparently trivial are discussed. Whenever possible, concerns will first be discussed with parents or carers (if it is suitable to do so). If the explanation given is judged to be plausible, a note of the incident and enquiry will be kept in the child protection file.

If the designated member of staff does not consider the explanation to be plausible, based on her knowledge and experience, she has a duty to immediately refer the incident to Safeguarding and Children's Social Care Department (S&CSC) Initial Response and Assessment service on 020 8921 3172/3230/3231/3234. Where a child is believed to be in immediate danger contact the police on 999 and then contact S&CSC. If a child's name is already on the child protection register or is allocated a social worker the referral should be made directly to that social worker or their manager. In their absence it should be made to the local duty officer. Out of hours referrals should be made to the emergency duty team on 020 8854 8888.

The information required for making a referral

- The nature of the suspected abuse.
- The referrer's professional relationship to the family.
- The child's personal details (name, age, ethnicity, if any communication difficulties etc)
- The date, time and place of any incident and observations made
- What was observed e.g. marks, injuries, unusual behaviors
- What was said by the child
- What was said by another person, e.g. parent, sibling, other child, colleague
- Whether any other person was involved
- Action taken at what time
- Nature of discussion with designated child protection officer
- Subsequent action taken

A multi-agency referral form must be completed within 48 hours of the referral being made.

Every member of staff should follow the 'What to do if you're worried a child is being abused' (DFES 2006) flowcharts for referral and have regard to the Pan London Child Protection **Procedures when responding to a concern.**

### **Informing parents.**

When a referral is made to S&CSC an agreement should be reached about when, how and by whom the parents are informed, it is up to S&CSC not the setting to conduct an investigation and how they will proceed. Remember that an allegation of child abuse or neglect may lead to a



criminal investigation, so don't do anything that may jeopardize a police investigation, such as asking a child/ parent leading questions or attempting to investigate the allegations of abuse.

When informing parents, staff must be:

- Open and informative
- Fair and non-judgmental
- Be helpful; give appropriate advice making sure procedures are clear and well understood.

### The Child Protection Register

The child protection register is a list of all children in the Borough who have been identified through the process of referral and assessment as being at risk of significant harm and in need of protection.

The register is held and managed by S&CSC.

### Allegations against staff

- We will ensure that all parents know how to complain about staff or volunteers within the setting, which may include an allegation of abuse.
- We will follow the guidance of Wandsworth safeguarding children's Board and Plan London Child Protection Procedures when responding to any complaint that a member of staff or volunteer has abused a child.
- We will respond to any disclosure by children or staff that abuse by a member of staff may have taken or is taking place, by first recording the details of any such alleged incident.
- We will refer any such complaint immediately to wandsworth S&CSC department to investigate.
- We will co-operate entirely with any investigation carried out by S&CSC in conjunction with the police.
- Our policy is to suspend the member of staff during the investigation in order to protect the staff, children and families throughout the process.
- Ofsted will be informed of the allegations by the chair of the committee.

(See guidelines for „Allegations against staff.)



## Communicating Child protection with Children

We introduce key elements of child protection in our curriculum programme to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to and so that they develop understanding of why and how to keep safe.

Useful telephone numbers

Wandsworth Initial Response and Assessment Service (IRAS)	
Social Care and Safeguarding emergency duty team	020 8854 8888
Inter agency referral form	020 8856 9932 ext: 204
NSPCC	0808 800 5000
Childline	0800 1111
Police Child protection team, Battersea police station	020 8284 9347
OFSTED	08456 404040
Samaritans	08457 909090
Parentline	0808 800 2222
Wandsworth safeguarding board	

Additional information:

The legal framework for this includes:

The Children Act 1989

The Protection of Children Act 1999

The Children Act 2004 (Every Child Matters)

Rehabilitation of offenders Act 1974

Guidance taken from:

What to do if you're worried a child is being abused (DFES 2006)

Working together to Safeguard Children (revised 2006)

Pan London Child Protection Procedures

This policy was updated on 27/09/2007 and all staff given copies.

Outside play policy

Our policy at The Bridge Lane Day Nursery is to have free flow access to the inside and outside environment. The advantage of having both indoors and outdoors freely available



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is that the children can experience all types of weather- which can prove to be a highly effective learning tool. Children need time to gather thoughts and complete tasks. Movement, play and sensory experience are vehicles through which young children can learn easily. Children not only need plenty of experiences so that they learn how to move, how to play and how to use their senses, but also a range of experiences so that they learn through movement, play and senses. The importance of outside play as a means of effective learning can be shown from the examples below:

#### Communication, language and literacy.

The outdoor environment motivates children to "act out" stories using language creatively. For example, seeing a caterpillar may inspire the child to think about the story "The Very Hungry Caterpillar". Children have access to chalks and can write or draw in a big way on the ground, keeping scores during skittles, writing who has had a turn on the cars and bikes etc...

#### Problem solving, numeracy and reasoning.

Through their play with each other and with staff, children can build up concepts about size, shape, patterns and order. Ideas about more and less short and tall can be tested. Mathematical language is used during play, for example, "Look at me I'm bigger than you" (shouted from the climbing frame). Children can take risks and solve problems using a range of equipment.

#### Personal, social and emotional development.

The outside equipment encourages children to play co-operatively and to value each other's contribution, for example, taking turns with the bikes and scooters. They often work together in groups to build boat, or make a den etc...



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Knowledge and understanding of the world.

Children can explore the constituents of soil, digging for minibeasts and learning about the natural environment. They can observe flowers growing, and the changes in the environment through the seasons. Forces can be investigated through building ramps for cars, using pulleys and ropes, drain pipes, tyres etc...

Physical development.

Children can learn through their whole bodies. They can test their physical powers to the full by running and climbing, jumping, throwing and catching balls etc. large and small muscles can be exercised. Accidents are few because children soon develop an awareness of their own capabilities and they set their own safety limits.

Creative development.

Children can explore sound and texture in the natural environment, and movement on a large scale. They can explore making marks in soil, sand etc, and can continue their imaginative play outside as well as in, e.g. going „out to the shops. etc.

A survey recently carried out showed that most accidents outside are minor cuts and bruises. The things that give rise to them are not „dangerous. - falling when running and similar things. A pencil in the eye - whether indoors or out- is potentially far more dangerous, but we don't suggest banning pencils! It is when the environment that we set up for children enables them to be more adventurous and show physical and social courage that children can begin to understand themselves and others.

Limited outdoor playtime does not help children to behave well! Young children can waste time hanging around waiting for the moment they will be allowed outdoors, asking „is it time to go outside yet.. In these circumstances, when the doors eventually open there is an excited rush so that accidents and quarrels are more likely to happen. Parents sometimes ask staff to keep their children inside because they might catch a cold. But a cold is a virus, something that is passed from one person to another- and with greater ease when people are sitting close together indoors than when they are moving about outside. There is no evidence to show that children can catch a cold from being in the fresh air, exercising, becoming interested in some creature they have found



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or playing a ring game with an adult, whatever the common belief might be. However, children do need to be suitably clothed whatever the weather.

## SUN PROTECTION POLICY

Because of the widespread concern regarding the adverse effects of the sun's rays on young children, the nursery's sun protection policy is to keep the children out of strong sunlight and to give them drinks as necessary.

What we require of parents/ carers is to ensure that in the summer:

- Your child is dressed in suitable protective clothing for sunny weather.
- Your child is provided with a sun hat, clearly labeled.
- The nursery is provided with suitable sun cream for your child with the container clearly labeled with your child's name- minimum factor 15+

On sunny days we ask you to ensure your child has been applied with sun cream before coming to the nursery. The nursery staff will top up this cover as necessary during the day- encouraging the children to apply their own cream in front of a mirror.

Staff and students should also follow this procedure

## Arrivals and departures

It is nursery policy to give a warm welcome to each child when they arrive. Parents and carers are requested to pass the care of their child to a specific member of staff who will ensure his/her safety, and that their attendance is recorded in the register.

Parents should encourage their child to find their name card on arrival and put it into the „in. box, and in the „out. box on departure.

The staff member receiving the child will immediately record his/her arrival in the daily attendance register. Any specific information provided by parents should be recorded in the staff communication book.



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If the child is to be collected by someone other than the parent/ carer, an agreed procedure must be followed to identify the nominated adult, e.g. a password given and description of the person.

The planned departure of the child should be anticipated by the key worker in the group. All medicines should be recovered from the medicine box/ fridge only when the parent/ care has arrived and handed to him/her personally.

No child should be handed over to anyone other than the known parent/care unless an agreement has been made at the time of arrival or later during the day. On departure, the child register must be immediately marked to show that the child has left the premises.

### **Medication and sickness policy**

The nursery will only administer medicines and drugs prescribed by a doctor and with prior written agreement from parents/ carers. The dosage, time and the name of who administers the medicine will be recorded in the medication file, and the parent/ care should sign at the end of each day. A permanent member of staff will administer the medicine with another staff member present.

Medication will be stored in a labelled box away from the children, and at the required temperature. Staff will follow the instructions given by the doctor, and check the expiry date, name and date of birth on the label.

If a child has specific medical requirements, training will be accessed to ensure that staff knowledge is up to date.

Teething gels and nappy creams do not need to be prescribed by a doctor, but prior written agreement from parent/ care is needed. The nursery chooses not to administer calpol, junior paracetamol or similar medication if they have been prescribed or not.

There are various reasons for doing this, such as:

- They can mask the symptoms of other more serious illnesses, such as meningitis, therefore delaying appropriate treatment.
- If a child is unwell enough to require calpol, then they are really too poorly to be at nursery, Nurseries do not have the facilities to care for sick children and



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should aim to minimize the spread of infection and illness by excluding the child as soon as possible.

- The child may have an adverse reaction to the medication. If specific consent has not been given by a parent to the nursery, it could cause bad feeling and a breakdown in the relationship between the nursery and the family.

It is acknowledged that there may be exceptions, perhaps, if there is a child in the setting who is prone to febrile convulsions (fits).

If a child has a high temperature, the staff will take steps to reduce the temperature until its parent arrives. This will include:

- The removal of clothes
- Sponging with tepid water
- Placing near a fan
- Being offered cool drinks.

The parent should be contacted and expected to collect their child immediately. If the parent is not immediately available for example they have to travel back from work, then the emergency contact person should be contacted.

The children act regulations state that the nursery must notify Ofsted of any infectious disease that a qualified medical person considers modifiable.

## **Antibiotics**

If a child is prescribed antibiotics by their doctor, he/she must remain absent from the nursery for a period of 48 hours. There are no exceptions to this rule.

This gives enough time for the antibiotics to become effective and the child not to be infectious. Also if a child is poorly enough to need antibiotics then they should not be at the nursery, 2 days off should give them sufficient time to recover.

The nursery can continue to administer the course of antibiotics once the child returns to the nursery, as long as the staff is provided with clear written guidance and consent from the child's parent or care.

If different antibiotics are prescribed, the 48 hour ruling must commence again.



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## **Late collection**

Late collection of children is a problem for the nursery not only because staff has to be provided, but also because of the uncertainty of when staff can get away at the end of a long day- a natural source of tension.

Obviously we want to be helpful and understand that emergencies such as train strikes do occur and that travelling in London is not without its frustrations.

After 6.55pm certain members of staff are prepared to baby sit for short periods at a rate of £1.00 per minute. The charge is designed to encourage picking up on time. It's not a question for trying to make money out of the system as everyone's preference is that all children are picked up by 7pm.

This arrangement is intended for emergencies only, not regular use, as we still have the problems of ensuring willing staff are available.

If there is an emergency and you are likely to be late, please telephone as early as possible so that a volunteer can be found and arrangements made.

18/06/2009

## **Encouraging good behaviour in the nursery**

The behavior management coordinator is Ana Apostu

The nursery's approach is to emphasize the positive:

- Good behaviour is always rewarded by praise to the child
- Good behaviour is praised in front of other children.
- Particular activities lend themselves to specific forms of praise e.g. clapping a child in a group activity.
- Good role model examples are highlighted in, for example, a story being told to the children in the nursery, and modeling positive behaviour.



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## Dealing with difficult behaviour:

- The difficult behaviour must be clearly identified rather than labeling the child as a bad child.
- Always explain why the behaviour is unacceptable.
- Eye to eye contact with the child by an adult is important to ensure the message gets across, get down to their level.
- If the difficult behaviour persists, the child should be withdrawn from the group for a short time (1 minute per year e.g. 2 year old- 2 minutes. Use a timer to help them to understand). For instance, the child may have to sit aside from the group.
- Communication with the other staff is important so that rules are applied consistently- remember confidentiality.
- If the difficult behaviour persists, a discussion with the parents may be necessary to seek their ideas and background information on possible causes and to agree a strategy to help their child.
- A last step, with parental support, may be to withdraw the child for the remainder of a session or the subsequent session.

## Behaviour procedures

### Positive procedures for encouraging good behaviour

- Prevention- anticipation and removal of potential problems (stop the fight before it happens)
- Interaction- plenty of adult attention (so there's no need to misbehave to attract attention)



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- Praise/ reward- all adults should offer praise for good behaviour (for example, turn taking, co-operation, sharing .... Drawing attention to the good rather than the bad)
  - Provision-provide physically challenging and emotionally satisfying activities for children to "let off steam"
  - Clear expectations- applied in a positive way. "no pushing in the line" becomes "stand tall, still" etc...
  - Leading by positive examples from adults- model good behaviour.

In certain circumstances, such as racist language, physical abuse or dangerous behaviour, an instant adult response is required.

#### Procedures for dealing with unwanted behaviour

- Redirection- distract by another activity or join in with the activity
- A firm "no" and clear explanation of why the behaviour is unacceptable
- Speak calmly and firmly to gain control
- Give a warning of dire consequences if the behaviour does not stop
- Use the consequences e.g. removal of the toy or from the situation
- A fresh start afterwards.

#### Behaviour and sanctions

Children need to have set boundaries of behaviour for their own safety and the safety of their peers.

Within the nursery we aim to set these boundaries in a way, which helps children to develop a sense of the significance of their own behaviour, both in their own environment and those around them.



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Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum. Sanctions applied in the case of unacceptable behaviour must take account of the age and stage of development of the child, be relevant to the actions and be fair. The nursery manager shall ensure that the parents/carers are fully informed about and support the actions being taken to modify the child's unacceptable behaviour.

Corporal punishment (slapping, smacking or shaking) will never be acceptable practices and will not be used. However, it may be necessary to use restraining action in an emergency to prevent personal injury or serious damage to property. It is better to put your arms around a child to restrain them if they are/ another child is in danger and not to hold their arms and pull.(NDNA helpline).

Parents/carers should feel free to discuss any concerns they may have with the nursery manager. All matters will be treated in the strictest confidence.

1. The nursery believes in promoting positive behaviour.
2. We aim to encourage self discipline, consideration for each other, our surroundings and property.
3. By praising children and acknowledging their positive actions and attitudes, we hope to ensure that children see that we value and respect them.
4. Nursery rules are concerned with safety and care and respect for each other. Children who behave inappropriately by physically abusing another child or adult or by verbally bullying may be removed from the group. The child who has been upset will be comforted and the adult will confirm that the other child's behaviour is not acceptable. It is important to acknowledge that a child is feeling angry or upset and that it is the behaviour we are rejecting, not the child.
5. How a particular type of behaviour is handled will depend on the child and the circumstances.

It may involve the child being asked to talk and think about what he or she has done. It may be that the child will not be allowed to make his or her own choice of activities for a limited period of time.

6. The child will also be asked to see if the child/person who was „hurt. is all right and to demonstrate that they are sorry.



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7. In extreme cases the child will be removed from the classroom or garden until he or she has calmed down and had time to reflect on his or her behaviour.
  8. Parents will be informed if their child is persistently unkind to others or if their child has been upset. In all cases inappropriate behaviour will be dealt with in nursery at the time. Parents may be asked to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between home and nursery. In some cases we may request additional advice and support from other professionals such as an Educational Psychologist or child guidance counselor.
  9. Children need to develop non-aggressive strategies to enable them to stand up for themselves so that adults and children listen to them. They need to be given opportunities to release their feelings more creatively.
  10. Children must be encouraged to recognize that bullying, fighting, hurting and racist comments are not acceptable behaviour. We want children to recognize that certain actions are right and that others are wrong.
- By positively promoting good behaviour, valuing co-operation and a caring attitude we hope to ensure that children will develop as responsible members of society.

### **Complaints procedure**

If any Parent should have cause for complaint they should in the first instance take it up with the child's key worker or a senior member of staff. If the issue remains unresolved then the manager should be contacted.

The manager will then investigate the complaint and report back to the parent.

If the matter cannot be resolved to their satisfaction, then the parents have the right to raise the matter with OFSTED.

OFSTED  
National Business unit  
Royal Exchange Buildings  
St Ann.s Square  
Manchester  
M2 7LA  
08456 404040



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If the complaint is put in writing and relates to one or more of the National Standards, the nursery will investigate and report findings in 28 days to the parent who made the complaint, giving an account of the findings and of action taken as a result. A written record of such complaints summarizing the findings and action taken is kept in the complaints log in the office and is available to parents.

### Equal opportunities

The nursery is an equal opportunities nursery. There is no racism, sexism or disadvantage due to disability or age (except for the age of children attending the nursery) in the areas of:

- Employment
- Admission policy
- Selection of toys and equipment
- Provision of play and activities
- Diet
- Interaction between staff, parents, carers and children

All adults and children in the nursery will be equally respected. However, if there is any concern at all about anything that goes on in the nursery in respect of equal opportunities, the management would like to hear about it immediately. It may be that unknowingly something is causing upset and can be improved.

Areas where upsets can unintentionally occur and so need particular care are:

- Racist or sexist remarks even if made in apparent humor
- Inadvertent stereotyping, victimizing or segregation
- Lack of awareness of different cultures including language, festivals, images, dietary requirements
- Displays of activities in the nursery which do not cover the full range of cultural alternatives.



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The Nursery policy is to positively make the most of the diversity of possibilities that viewing things through equal opportunities eyes gives. New suggestions are always welcome.

#### Daily routine

7.00am - open

Breakfast is provided until 9am setting up activities inside and outside together.

9am - welcome register and introduction to the morning activities

9.05- activity time- inside and outside adult focus and child initiated activities (see activity board)

11.30- tidy up time

11.40- story time, and then whole group activities

12pm- lunch time (see menus displayed)

12.50- afternoon activities- inside and outside adult focus and child initiated activities (see activity board)

13.30-sleep time

15.20- tidy up time

15.30- tea time (see menus displayed)

16.00- activities inside and outside

19.00- close.

We have mattresses and sheets which are washed after every use.

#### Things you will need to bring to nursery

- A copy of your child's birth certificate
- Nappies and nappy cream
- Spare clothes labelled clearly with your child's name
- Formula milk if they have other than SMA milk (if applicable)
- A front page for your child's Learning Journey folder. This could include likes and dislikes, photographs of family and pets, favorite foods, favorite television programme, favorite stories and rhymes
- Sun cream labelled with your child's name



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- Appropriate outdoor clothing for the weather (we go outside whatever the weather Bubble room and Star room)
  - A comforter (if applicable)
  - A family photograph to go in the front of your child's profile book

There is additional information available in the parent handbook which is situated in the main reception area along with leaflets and information about the Early Years Foundation Stage curriculum.

Please do not hesitate to speak to a member of staff should you have any question about the nursery.