



Dawmouse Montessori Nursery School Policies

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Dawmouse Montessori policies: signatory and review date is displayed within the nursery

1. Equal Opportunities

The Early Years Alliance is committed to helping pre-schools provide equality of opportunity for all children and families. As a member of the Alliance, Dawmouse Montessori Nursery School works in accordance with all relevant legislation. We believe that group's activities should be open to all children and families, and to all adults committed to their welfare. We aim to ensure that all who wish to work in, or volunteer to help with, our nursery have an equal chance to do so. Dawmouse Montessori Nursery School wishes to employ staff and teach children in an environment that understands we live in a multicultural and multiracial society. We wish to promote understanding of and a commitment to the principles of racial equality and justice. This commitment extends to the children we receive at Dawmouse and we have a responsibility to promote positive racial attitudes and should welcome, respect and value every child and family. These values include race, sex, class or disability. We recognise the advantages of disabled adults and children playing and learning together.

2. Admissions

Dawmouse Montessori Nursery School is open to every family in the community. We operate a waiting list that accepts children in order of registration and date of birth. The children attend the nursery from the age of 2 yrs to 5yrs of age. We describe the nursery and its practices in terms which make it clear that it welcomes both mothers and fathers, other relations and other carers, including childminders, and people from all cultural, ethnic, religious and social groups, with and without disabilities.

3. The areas of learning and development

Early Learning Goals:

- The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below.
- The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development, from being read to frequently to playing with friends.
- Instead, the ELGs should support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1.
- When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is sufficient evidence to assess a child's individual level of development in relation to each of the ELGs. Sources of written or photographic evidence are not required, and teachers are not required to record evidence.

There are seven areas of learning and development that must shape educational programmes in the early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The prime areas are:

- **Communication and language**

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

- **Personal, social and emotional development**

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

- **Physical development**

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Dawmuse must also support children in four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

- **Literacy**

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

- **Mathematics**

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

- **Understanding the world**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

- **Expressive arts and design**

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Further information can be found in the "Guide to the Early Years Foundation Stage in the Montessori settings" based on the Statutory Framework for the Early Years Foundation Stage. 10/2022 .

4. Assessment

Assessment plays an important part in helping parents, carers and practitioners to recognize children's progress, understand their needs, and to plan activities and support. At Dawmouse assessment is ongoing and it involves practitioners observing children to understand their level of achievement, interests and learning styles and then to shape learning experiences for each child reflecting those observations. This is reported through My Montessori Child.

5. Progress Check at aged two

- May 2022, the revised EYFS (DfE, 2022). When a child is aged between 24 and 36 months, practitioners must review their progress in the prime areas of learning and development; Communication and language, Physical development, and Personal, social and emotional development.
- When a child is aged between 2 and 3 years, practitioners must review their progress, and provide parents and/or carers with a short-written summary of their child's development in the prime areas. The progress check must identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special need or disability, practitioners should develop a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals (for example, the providers Special Educational Needs Co-coordinator or health professionals) as appropriate.
- Beyond the prime areas, it is for practitioners to decide what the written summary should include, reflecting the development level and needs of the individual child. The summary must highlight areas in which a child is progressing well; areas in which some additional support might be needed; and focus particularly on any areas where there is a concern that a child may have a developmental delay (which may indicate a special educational need or disability) It must describe the activities and strategies the provider intends to adopt to address any issues or concerns. If a child moves settings between the ages of two and three it is expected that the progress check would usually be undertaken by the setting where the child has spent most time. Practitioners must discuss with parents and/or carers how the summary of development can be used to support learning at home.
- Practitioners should encourage parents and/or carers to share information from the progress check with other relevant professionals, including their health visitor and the staff of any new provision the child may transfer to. Practitioners must agree with parents and/or carers when will be the most useful point to provide a summary. Where possible, the progress check and the Healthy Child Programme health and development review at age two (when health visitors gather information on a child's health and development, allowing them to identify any developmental delay and any particular support from which they think the child/family might benefit) should inform each other and support integrated working. This will allow health and education professionals to identify strengths as well as any developmental delay and provide support from which they think the child/family might benefit. Providers must have the consent of parents and/or carers to share information directly with other relevant professionals.
- Staff will agree with parents and/or carers when will be the most useful point to provide a summary. It should be provided in time for the child's 2 to 3 year health and development check.
- Children should have attended Dawmouse for a minimum of 12 weeks (1 term) before a summary can be provided, as this time will be needed to observe the child.

- If a child moves settings between the ages of two and three it is expected that the progress check would usually be undertaken by the setting where the child has spent the most time.
- Dawmouse will gain the parents' consent and/or carers to share information directly with other relevant professionals, if they consider this would be helpful.

6. Integrated Review at age two to two and a half

From September 2015, local authorities, health visiting services and early years providers will be expected to bring together health and early education reviews for children at the age of 2 to 2½ years of age.

Integrated review offers the potential to bring together a parent's views and concerns about their child's progress with early years practitioners' detailed day to day observations and health visitors expertise in the health and development of young children.

The integrated reviews will combine the Healthy Child Programme's health and development reviews at 2-2 ½ years and the EYFS Progress Checks at age 2-3yrs.

Age two is an important time for children and their parents. It is a period of rapid growth, learning and development in a young child's life. It is also a crucial time when a child's need for additional support from the NHS or the education system can be identified. Integrating the existing health and education reviews at age two will give parents a more complete picture of their child's development, reducing duplication across the system and helping to put in place support for children who need it.

When a child enters our setting, we will immediately ask the parents to sign a consent form in respect of the sharing of relevant information about their child with health visitor services and local authorities.

7. The Safeguarding and Welfare requirements

The safety of young children is of paramount importance.

In order to ensure the safety of both children and adults, the nursery will insure that:

- All children are supervised by adults at all times and will always be within sight of an adult.
- A book is available at each session for the reporting of any accident or existing injury.
- All adults are aware of the systems in operation for the children's arrivals and departures and an adult will be on the door during these periods.
- Children will leave the school only with authorised adults.
- Safety checks and risk assessments on the premises, both outdoor and indoor are made every day.
- When the gates are locked parents have access to the school via the Haldane Road entrance or St Thomas Way (Brunswick) using the entry phone.
- Fire doors are never obstructed.
- Radiators, fires, heaters, electric points, wires and leads are adequately guarded.
- All dangerous materials, including cleaning materials, are stored out of reach of children.
- Adults do not walk around the nursery with hot drinks or place hot drinks within the reach of children.

- Fire drills are held at least twice a term.
- A register of adults and children is completed as people arrive so that a complete record of all those present is available in an emergency.
- There is a no smoking policy in any part of the nursery.
- A correctly stocked first aid box is available at all times.
- Fire extinguishers are checked regularly and staff know how to use them.
- Whenever children are on the premises at least two adults are present.
- Domestic violence, parental substance dependency: we will direct the parent to our local children's centre; Fulham Central Children's Centre 020 7736 4350 or Melcombe's children's centre; 020 8748 2939
- We have the right to refuse any parent/carer collecting a child under the influence of alcohol or drugs. Staff will contact the child's emergency contact and ask them to collect the child.
- All incidents and unusual behaviour (indicators are regressive behaviour and emotional changes in behaviour) will be recorded confidentially through My Montessori Child.
- Appropriate staff will attend safeguarding training.
- Public liability is in place.

8. Child Protection

We intend to create in our nursery an environment in which children are safe from abuse and in which any suspicion of abuse is promptly and appropriately responded to. In order to achieve this we will when interviewing an applicant for work at the nursery, whether voluntary or paid, ask for at least two recent references and these will always be followed up. After an initial telephone call to the office expressing an interest in the job advert, and application form will be sent through the post to the applicant. After receiving all application forms, those selected will be called to interview. The Principal and Manager always conduct the interviews with a strict format of questions regarding the application. Any gaps in CV's are promptly followed up with questions. All appointments will be subject to a probationary period and will not be confirmed unless the nursery is confident that the applicant can be safely trusted with children. All staff will be subject to a DBS police check (recommended every 3yrs), declaration of health and a declaration with regard to the Children Act 2004.

Changes in children's behaviour/appearance will be investigated. Parents will normally be the first point of reference, though suspicions will also be referred as appropriate to the Single Front Door, which will allocate the referral either to the Early Help Service for level 2 needs, or the Contact and Assessment Service for Level 3 or 4 Needs. If you have a concern for the immediate wellbeing of a child or young person, contact the Police on 999. If Dawmouse have a concern about a child during office hours we will telephone 020 8753 6600, fax 020 8753 4209 or email familyservices@lbhf.gov.uk. If we wish to go in person the address is 145 King St, W6 9XY. If we have a concern about a child which is urgent and outside office hours, we will call 020 8748 8588.

All staff are aware of the new Front Door arrangements for the reception of contacts, referrals and for proportionate information sharing at an early stage. Within 24 hours all contacts will receive an initial judgment about the level of concern and the next steps for family services. All staff are also aware of MULTI-AGENCY SAFEGUARDING HUB (MASH). MASH does not take referrals directly other than

through the Police and Social Care, rather it provides an enhanced and rapid information sharing function and risk analysis to support the decisions of the operational services in each borough. All suspicions will be kept confidential, shared only with those who need to know. Whenever worrying changes are observed in a child's behaviour, physical condition or appearance, a specific and confidential report will be set up, quite separate from the usual ongoing records of children's progress and development. Such records will be kept in a separate file and will not be accessible to people in the nursery other than the Principal and the appropriate member of staff.

The nursery will work in accordance with local authority guidelines, and maintain contact with Social Services, Social Workers and the local NSPCC. The nursery will take every measure to build up trusting and supportive relationships between families and staff. The care and safety of the child must always be paramount; the nursery will do all in its power to support and work with the child's family. Professionals and members of the public either seeking advice, guidance or reporting a concern for a child within Hammersmith and Fulham should contact: 020 8753 6600.

Female Genital Mutilation The safeguarding officer has completed a training course on FGM and all the staff are aware of the signs they need to look for.

Characteristics of adult behaviour to be alerted to in regard to Safeguarding.

We all have a duty to protect the children in our care, the children's welfare is paramount.

- No selective look, gender, age or personality eliminates the possibility of an adult's intention to harm a child.
- Giving one particular child excessive attention.
- Fixation on a child (staring a lot, always asking for them.)
- Distracted when a child is away from the room.
- Trying to gain opportunities to be alone with a child.
- Excessive tactile actions.
- Rule breaking (use of mobile phone, closing doors)
- Purchasing gifts for a particular child.
- Personally accommodating, no job too much.
- Making inappropriate comments, offensive or sexually suggestive regarding the children or around children.
- If a staff member tries excessively to connect with a family and offering babysitting services, without a request.

In the event of an allegation about one member of staff to another

If an allegation is made against one member of staff to another it must be reported in the same way as any other child protection referral. The following action should be taken we have a duty to inform **Ofsted** without delay on 0300 123 1231 of any allegations of serious harm or abuse by anybody working or looking after the children on the premises, or any other abuse which is alleged to have taken place on the premises and of the action taken in respect of these allegations.

In the event of an allegation of abuse the child protection agency will be informed without delay and within 24 hours. We will follow guidance from the local Safeguarding officer identified by the Local Safeguarding Children Board (LSCB). We will contact the Local Authority District Officer (LADO) Megan Brown on 020 87535125 or 07776673020 or email: megan.brown@lbhf.gov.uk

- Record must be made of the detail of the disclosure/ information that gives cause for concern. This is entered into a file on the member of staff in question.
- The designated officer and the manager will inform the Principal, Claire Foxon or the setting manager.
- Due to the serious nature of concerns, the disciplinary procedure must be instigated, and the member of staff suspended until a full investigation has taken place.
- The relevant sections of the referral form are completed and Ofsted informed.
- An investigation is carried out in the usual way i.e. first calling a strategy meeting with the setting manager as designated person (unless they are the person against whom the allegation is being made) and the designated officer attend.
- The local safeguarding officer and police will continue with the investigation. Managers and staff will co-operate fully in the process.
- No further disciplinary action is taken against the member of staff whom the allegations have been made until the LSCB have concluded their investigation.
- If it appears from the result of the investigation that the allegations are justified then managers will instigate disciplinary procedures. This must always be done in full consultation with senior managers and with legal advice.
- When a member of staff is dismissed because of proven or strong likelihood of child abuse, the most senior manager informs the relevant office at the Independent Safeguarding Authority (ISA) for the person's name to be added to the list of people barred from working with children.
- The suspended member of staff is offered support and counselling during his/her period of suspension. False allegations are upsetting and stressful and it is important the staff member is not judged until the result of the investigation is made known.

In the event of an allegation made against a member of staff.

If an allegation of child abuse is made against a member of staff it may come from a parent, another member of staff or from a child's disclosure. It must be reported in the same way as any other child protection referral. The following action should be taken. We have a duty to inform Ofsted without delay on 0300 123 1231, we will also contact the Local Authority District Officer (LADO) We will contact the Local Authority District Officer (LADO) Megan Brown on 020 87535125 or 07776673020 or email: megan.brown@lbhf.gov.uk of any allegations of serious harm or abuse by anybody working or looking after the children on the premises, or any other abuse which is alleged to have taken place on the premises and of the action taken in respect of these allegations. In the event of an allegation of abuse the child protection agency will be informed without delay. We will follow guidance from the local safeguarding officer identified by the local safeguarding children board (LSCB).

- A record must be made of the detail of the disclosure/information that gives cause for concern. This is entered on the file of the child in question.

- The designated officer and the manager will inform the Principal, Emma Woodcock.
- Due to the serious nature of the concerns, the disciplinary procedure must be instigated, and the member of staff suspended until a full investigation has taken place.
- The following sections of the referral form are completed, and 14 children's social care informed.
- The investigation is carried out by the children's social care in the usual way i.e. first calling a strategy meeting which the setting manager as designated person (unless they are the person against whom the allegation is being made) and the designated officer attend.
- Children's social care and/or the police will continue with the investigation. Managers and staff co-operate fully with the process.
- No further disciplinary action is taken against the member of staff against whom the allegations have been made until children's social care have concluded their investigation.
- If it appears from the result of the investigation that the allegations are justified then managers will instigate disciplinary procedures. This must be done in full consultation with senior managers and with legal advice.
- Where a member of staff is dismissed because of a proven or strong likelihood of child abuse, the most senior manager informs the relevant office at the Independent Safeguarding Authority (ISA) for the person's name to be added to the list of people barred from working with children. It is important to remember that allegations do not always mean that the alleged incident has taken place. The member of staff concerned must be supported and treated with concern and respect. False allegations are very upsetting and stressful, and it is important that the staff member is not judged until the result of the investigation is made known. The nursery will work in accordance with local authority guidelines, and maintain contact with Social Services, Social Workers and local NSPCC. The nursery will take every measure to build up trusting and supportive relationships between families and staff. The care and safety of the child must always be paramount, the nursery will do all in its power to support and work with the child's family.

9. Fundamental British Values and Prevent Duty

Dawmose provides a safe environment in which all members of staff promote fundamental British values by developing the children's Personal, Social and Emotional and Knowledge and Understanding of the World development, as set out in the statutory framework for the Early Years Foundation Stage.

Dawmose is committed to provide protection for children at risk of radicalisation in the same way as the children in our care are protected from other harms, such as drugs, gangs, neglect and sexual exploitation etc. All staff are aware of the increased risk of online radicalisation through the use of social media and the Internet and are alert to changes in children's and adult's behaviour, which could indicate that they may be in need of protection.

All staff will use their professional judgement in identifying children and adults who use the setting and whom might be at risk, and act proportionately. All staff understand that, when it is appropriate, the appointed Safeguarding and Child Protection Designated Officer within the setting will make a referral to the Channel programme via the Single Front Door facilities in Hammersmith and Fulham, which provide threshold guidance as to the level of concern one might have for a person who may need support. Channel is a programme which focuses on providing support at an early stage to children and people who are identified as being vulnerable to radicalisation; however, an individual's engagement with the programme is entirely voluntary at all stages.

Dawmouse is committed to working in partnership with the Local Safeguarding Children's Board (LSCB) who are responsible for what is done by local agencies for the purpose of safeguarding and promoting the welfare of children in the local area. The Prevent Duty builds on existing local partnership arrangements and LSCB's are responsible for coordinating what is done by local agencies for the purposes of safeguarding and promoting the welfare of children in their local area.

Dawmouse will, in reference to the EYFS and its statutory guidance, recognise the importance of Prevent awareness trying to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. The Home Office has therefore developed a core training product for this purpose Workshop to Raise Awareness of Prevent (WRAP). Dawmouse is committed to prevent awareness training, who will then be able to provide advice and support to other members of staff on protecting children from the risk of radicalisation and that, in due time, Dawmouse will require all members of staff undertake Prevent awareness training.

Dawmouse Nursery makes clear the need for the setting to ensure that children are safe from terrorist and extremist material when accessing the internet and the importance in equipping children to stay safe online, both at nursery school and outside. All staff are aware of the risks posed by online activity of extremist and terrorist groups and will be equipped to help build the children's resilience to radicalisation by providing a safe environment in which to expand Personal, Social and Emotional and Knowledge and Understanding of the World development and within this, promote fundamental British values.

10. Whistle Blowing Policy

Dawmouse expects employees who have any concerns about any aspect of their work to come forward and voice their concerns internally, within the Nursery rather than over-looking the problem or "blowing the whistle" to someone outside. We encourage members of staff to feel confident in raising serious concerns and to question and act upon concerns and practice.

The procedure is intended to supplement, rather than replace the existing complaints and disciplinary procedure and should not be used inappropriately. This concern is intended to cover serious concerns that fall outside the areas of other procedures and may relate to something which:

Is against financial regulations.

Falls below established standards of practice.

Amounts to improper conduct, including something that is believed to be: Against the law, a Health and Safety risk, damaging to the environment, a misuse of money corruption or unethical conduct abuse of clients or service users.

A member of staff should raise their concern with their manager. If this is not possible, they should approach the principal. The person in Management who receives the concern will make initial enquiries as to whether the concern should be investigated. This should be dealt with in a confidential and professional manner. The concern will be dealt with in writing within two weeks.

A member of the Management team will meet with the employee to gather further information and the employee will be expected to co-operate at all times and disclose any information required. The information from the meetings will be recorded. If the manager feels other members of staff are aware they will discreetly approach them and ask them to share any concerns.

The possible outcomes of the concerns are:

- Unable to investigate due to anonymous report and not enough information to proceed.
- If the concern was shared but was inaccurate, no further investigation will be carried out.
- Where there may be grounds for concern further investigation will be carried out
- Further investigations – depending on the nature of the concern e.g. suspected fraud, theft, serious malpractice...the management team may make further investigations.
- Care must be taken at all times when carrying out the investigation to:
 - Protect the employee(s) concerned
 - Avoid alerting employees who may then warn the subject of concern
 - Avoid alerting anyone about whom a concern has been raised
 - Record any information for any further proceedings if it is a serious concern
 - Keep all records secure and confidential

If a concern is raised in good faith and found later to be untrue, no action will be taken against the employee. However, if the allegation is found to have been malicious or for personal gain, disciplinary action may be taken against the employee. Ofsted Whistle Blowing hotline – 0300 123 3155 or whistleblowing@ofsted.gov.uk

11. Suitable people

Disqualification (all registered providers and employees in registered settings.)

A registered provider or childcare worker may be disqualified from registration. In the event of the disqualification of a registered provider, the provider must not continue as an early years provider – nor be directly concerned in the management of such provision. Where a person is disqualified, the provider must not employ that person in connection with early years provision. Where an employer becomes aware of relevant information that may lead to disqualification of an employee, the provider must take appropriate action to ensure the safety of children.

A registered provider or a childcare worker may also be disqualified because they live in the same household as another person who is disqualified, or because they live in the same household where a disqualified person is employed.

A provider must notify Ofsted or the agency with which the childminder is registered of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided. The disqualification of an employee could be an instance of a significant event. If a registered person or childcare worker is disqualified, they may, in some circumstances, be able to obtain a “waiver” from Ofsted.

The provider must give Ofsted or the childminding agency with which they are registered, the following information about themselves or about any person who lives in the same household as the registered provider or who is employed in the household:

- details of any order, determination, conviction, or other ground for disqualification from registration under regulations made under section 75 of the childcare act 2006.
- the date of the order, determination or conviction, or the date when the other ground for disqualification arose.

- the body or court which made the order, termination or conviction, and the sentence (if any) imposed; and
- a certified copy of the relevant order (in relation to an order or conviction)
- Dawmouse will meet all responsibilities in accordance with the Safeguarding Vulnerable Groups Act 2006 * which includes a duty to make a referral to the Disclosure & Barring Service where a member of staff is dismissed (or would have been, had the member of staff not left Dawmouse first) because they have harmed a child or put a child at risk or harm.

*see section 35 of the Safeguarding Vulnerable Groups Act 2006

Staff: child ratios/Key person/Staff qualifications

A high adult: child ratio is essential in providing quality nursery care.

In our nursery:

- For children aged two: we have at least one member of staff to every three children. Three years and over: one member of staff for every eight children.
- Only those aged 17 or over may be included in ratios (and staff under 17 should be supervised at all times). Students on long term placements and volunteers (aged 17 and over) and staff working as apprentices in early education (aged 16 and over) may be included in the ratios if the provider is satisfied that they are competent and responsible.
- Our key person system ensures each child and family has one particular staff member who takes a special interest in them. They will ensure that every child's care is tailored to meet their individual needs to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. They will also help families engage with more specialist support if required.
- Dawmouse supports all staff to undertake appropriate training and professional development opportunities to ensure we offer quality learning and development experiences for all children in the setting with continual improvements.
- Regular staff meetings provide opportunities for staff to undertake curriculum planning and to discuss the children's progress and any difficulties and improve their personal effectiveness. Dawmouse have appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Supervision fosters a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussions of sensitive issues.
- Dawmouse ensures that all new members of staff receive induction training to help them understand their roles and responsibilities; these include Dawmouse equality policy, emergency evacuation procedures, safeguarding and child protection and health and safety issues.
- We work towards an equal opportunities employment policy, seeking to offer job opportunities equally to both men and women, with and without disabilities, from all religious, social, ethnic and cultural groups.
- All of our teaching staff and Management have a Montessori Diploma, NNEB, EYFS degree, an equivalent qualification or higher. All employees and extra-curricular staff are DBS checked through the DBS (Disclosure & Barring Service) and hold a current certificate, these are checked annually.

- Staff will have to disclose any convictions, cautions, reprimands and warnings which may affect their suitability to work with children, whether received before or during employment. Staff will be asked to sign a form before they commence employment and during if necessary.

At least one person who has a current paediatric first aid certificate must be on the premises and available at all times when children are present and must accompany children on outings. Paediatric first aid training must be relevant for workers caring for young children and where relevant, babies. Providers should consider the number of children, staff and layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly.

Providers must ensure that staff have sufficient understanding and use of English to ensure the wellbeing of children in their care. For example, settings must be in a position to keep records in English, to liaise with other agencies in English, to summon emergency help, and to understand instructions such as those for the safety of medicines or food hygiene.

12. Supervision Policy

Dawmouse recognises the need for regular and effective supervision of its staff. It enables us to ensure that staff are happy, and feel supported and motivated in their work. Supervision is a well-structured meeting which allows both the supervisor and the supervisee to contribute to the agenda. It is a great opportunity for the supervisor to praise and identify achievements, go through any work-related issues, offer support and additional training and to listen. It also gives the supervisee a place and time to address any issues, bring up any concerns, get support, ask for guidance and where work is discussed, and targets agreed.

Supervision Details:

Frequency and Length: At least once a term for approximately half an hour.

Location: Supervision should take place in a private and undisturbed place.

Arrangements: A date will be discussed in advance to suit both parties and any cancelled meeting will always be rearranged.

Recording supervision sessions: it is the supervisor's responsibility to take notes. Both the supervisor and supervisee will have a signed copy of the meeting. One copy will be kept on the premises in individual folders.

Confidentiality: Every supervision is 100% confidential and will not be discussed with other members of staff. However, it will be shared with the principal.

13. Health

Prevent the spread of infections by ensuring routine immunisation, high standards of personal hygiene and practice, particularly handwashing, and maintaining a clean environment. Please contact the Public Health Agency Health Protection Duty Room (Duty Room) on 0300 555 0119 or visit www.publichealth.hscni.net or www.gov.uk/government/organisations/Public-health-england if you would like any further advice or information, including the latest guidance. Children with rashes should be considered infectious and assessed by their doctor.

Infectious Disease Exclusion List - Sickness Exclusion Policy

Children should only be excluded from the nursery for the following reasons:

- Diarrhoea and vomiting: Exclusion from school until 48hrs after the last episode.
- Flu: Child must not return to school until fully recovered.
- Chicken pox: Exclusion from school until 5 days from the onset of the rash and/or until all vesicles have crusted over.
- COVID-19: This will be treated the same as the flu unless government regulations are put in place.
- German measles: Exclusion from school four days from onset of rash.
- Hand, foot and mouth: Exclude until symptoms clear to protect infection of others.
- Impetigo: Exclusion from school until the lesions are crusted and healed, or 48 hours after commencing antibiotic treatment.
- Measles: Exclusion from school until 4 days from the onset of the rash.
- Scabies: Child may return to school after first treatment.
- Scarlet fever: Child can return 24 hours after commencing appropriate antibiotic treatment.
- Conjunctivitis: Exclude until symptoms clear to protect infection of others.
- Mumps: Exclusion for 5 days from the onset of swollen glands.
- Meningitis: Exclusion until recovered. If a child with a fever shows the following symptoms:
 1. Abnormally drowsy.
 2. Complains of a headache.
 3. Complains that light hurts their eyes.
 4. Has a stiff neck.
 5. Has a generalised rash, which will not disappear when pressed with a glass.

Parents must be contacted immediately. If they are not available, the child must be taken to his or her GP or hospital. If Meningitis is diagnosed, all parents must be informed and urged to notify their own GP, which includes staff. It is a notifiable disease and the public health authorities will be informed.

All parents will be informed immediately via a "Notice" on My Montessori Child if an infectious disease is going around the nursery.

No exclusion required:

- Threadworms: No period of exclusion necessary.
- Tonsillitis: No period of exclusion necessary.
- Molluscum contagiosum: No period of exclusion necessary.
- Ringworm: Once a child has been treated for a parasitic infection there is no reason to exclude them from the nursery. Treatment required.
- Slap cheek: No period of exclusion necessary.

- Head Lice: Once a child has been treated for a parasitic infection there is no reason to exclude them from the nursery. Treatment required.
- Children and adults with vomiting and diarrhoea should be excluded from the nursery until they are well. (As a rule, thick yellow or green mucous runny noses are infectious, clear ones are not) Some children have chronic conditions that are not infectious so we will check with parents before making judgments.

Medication

- No medication is to be administered unless it clearly states the required dosage and the child's name is on the label.
- No medication will be administered unless prescribed by a doctor.
- Dawmouse staff will keep a record of medication administered on My Montessori Child.

It will include the following details:

1. How the medication is stored
2. Date and times medication is administered and by which member of staff.
3. Dosage given.
4. Name of staff witness to the administering of the medicine.
5. The parent must sign and date this record each day upon collection.

Dawmouse must inform parents and/or carers of any accident or injury sustained by the child on the same day, or as soon as reasonably practicable, of any first aid treatment given (please note Accident and Injury policy, page 22)

Accident or Injury (RIDDOR)

- Dawmouse must ensure that there is a well-stocked and regularly updated First Aid Box accessible at all times with appropriate content for use with children. We will keep a digital record of accidents, injuries, existing injuries and first aid treatment on My Montessori Child. We will inform parents and/or carers of any accident or injury sustained by the child on the same day, or as soon as reasonably practicable, of any first aid treatment given.

- Dawmouse must notify Ofsted of any serious accident, illness or injury to, or death of, any child while in their care, and of the action taken. Notification must be made as soon as is reasonably practicable, but in any event within 14 days of the incident occurring. A registered provider, who, without reasonable excuse, fails to comply with this requirement, commits an offence. Dawmouse will notify local child protection agencies of any serious accident or injury to, or the death of, any child while in their care, and must act on any advice from those agencies. We follow the guidelines of the Reporting Injuries, Diseases and Dangerous Occurrences (RIDDOR) for the reporting of accidents and/or injuries.

Food and drink policy

Dawmouse is a nut free environment.

Before children attend Dawmouse we will obtain information about any special dietary requirements, preferences and food allergies that the child has, and any special health requirements. Food Standards Agency – complaints co-coordinator: 020 7276 8612

Food has a significant part to play in health and well-being. Government policy requires the nursery to work towards 'A Healthy Child' as noted in the EYFS early year's foundation stages. We regard healthy eating education as a whole school issue and use every opportunity to teach children about the importance of living a healthy lifestyle.

- Children have fruit and vegetables during snack time. All fruit and vegetables are washed and prepared safely for break.
- Fresh water is available and accessible at all times. Milk is offered at snack times.
- Children are encouraged to bring a healthy, balanced and nutritious packed lunch. Food recommendations are included in the welcome pack prior to entry to the nursery.
- All 'out of date' produce is discarded and the action/reason are dated and recorded in accordance with Environmental Health requirements.
- Children must wash hands before eating.
- Sit together and eat lunch appropriately encouraging savoury food before desserts or treats.
- Birthdays - we encourage children to bring exotic fruit to share with their group.

Dawmouse is inspected once a year by Hammersmith and Fulham Environmental Health Services. A Food Hygiene certificate is displayed in the kitchen window (Food Safety Act 1990)24

13. Managing Behaviour

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

In order to achieve this:

- Rules governing children's behaviour and the conduct of the group will be discussed and agreed within the nursery and explained to all newcomers, both children and adults.
- All adults in the nursery will ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build on good habits of behaviour.
- All staff will try to provide a positive model for the children with regard to friendliness, care and courtesy.
- Staff in the nursery will praise and endorse desirable behaviour such as kindness and willingness to share.
- We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.
- We aim to provide a safe and happy environment for all our pupils and bullying of any kind is unacceptable.
- Staff will not give corporal punishment to a child or threaten corporal punishment and must not use or threaten any punishment which could adversely affect a child's well-being

Bullying: policy & practice

- Children's behaviour is underpinned by the stage they have reached in their social and emotional development, the emotional health and well-being, in interaction with the social, emotional and physical environment.
- Bullying behaviours are made by environment factors including physical environment, adults' behaviours, school ethos and how policy is lived
- Shared understanding and application of policy by staff, children, parents and carers are key to minimize bullying.

Characteristics of bullying:

- Bullying is ongoing, deliberate, unequal
 - It involves target(s), person/people doing the bullying, witness
- Forms of bullying:
- Physical - hitting, kicking, taking belongings
 - Verbal - name calling, insulting, making offensive remarks
 - Indirect – spreading malicious rumours, exclusion
 - Racial – stereotyping
 - SEN/Disability – name calling based on special educational need

Head teacher must have a bullying policy – Comply with Human Rights Act 1998 and Race relations Amendment Act 2000

Aims of anti-bullying:

- To minimize incidents of bullying
- To improve children's safety and well-being
- To change the behaviours of the person using bullying behaviours
- To change behaviours of witnesses

Good practice in proactive anti-bullying planning:

- Improving the environmental quality (especially playground)
- Ensuring opportunities for children to be listened to and to listen to each other side
- Curricular approaches to bullying using different media that provide experimental and participative learning (through video, theatre groups)
- Work to improve relationships between adults and children.

Main Aims:

- School should be a happy place for children
- No form of bullying is acceptable
- Everyone should report incidents of bullying

- We will support victims of bullying
- We will always respond to incidents calmly
- We will always listen
- We will confront bullies with the consequences of their actions, and help them to modify their behaviour.

Managing and investigating incidents

All nursery adults take reports/incidents seriously, responding calmly, taking action quickly.

- Comfort and support victim
- Make it clear to the bully what was wrong with the behaviour
- Inform teachers
- Record specific, dated incidents for the child's record
- State concerns at staff meetings
- Complete a written record using physical/restraint bullying incident report Teach bullying prevention strategies
- Children to benefit from learning to distinguish between acceptable and unacceptable behaviours – how to stand up for themselves and when to turn to an adult for help
- Teach by example – be an effective role model

What to do if you see or hear bullying (health and human development)

- Intervene immediately
- Intervene even if you are not sure it's bullying
- Stand between or near the victim and the bully separating them if necessary
- Respond firmly but appropriately
- Get help if needed
- Do not respond aggressively
- Avoid lecturing the bully in front of his/her peers
- Don't impose immediate consequences
- Give praise to bystanders
- Stick around

14. Safety and suitability of premises, environment and equipment

Dawmouse ensures that the premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises. Dawmouse complies with the requirements of health and safety legislation, including fire safety and food hygiene requirements.

Dawmouse takes all steps required for the safety of the children and staff during their time on the premises. Fire procedures and equipment are routinely checked. All fire equipment is checked to be in working order and an emergency evacuation is in place.

Smoking, alcohol and substance

Dawmouse has a strict no smoking, alcohol or use of substance policy. Parents and staff are asked not to participate in these activities anywhere on the premises. None of these activities are permitted in the buildings, the play area or the car park. This policy is enforceable both in and out of school hours. The nursery staff support this policy and will ensure it is observed at all times. This will apply to all staff, parents/carers, and visitors entering the nursery building.

Risk Assessment

Daily risk assessment is carried out by staff. These assessments ensure that the premises are fit for purpose and suitable for the age of children cared for, and the activities provided on the premises. Dawmouse adheres to fire and safety regulations and hygiene requirements. All steps are taken to ensure the safety of the children during their time in the nursery. This is recorded per area and signed and dated by staff. The risk assessment folder is kept in the filing cabinet. In an event where there is a hazard, the manager is involved, and a solution is found and recorded. Risk assessments are carried out in advance of all school outings.

Outings (Educational Visits)

- On commencement of attendance at Dawmouse Montessori School Parents/guardians give written permission for relatively short periods of time when supervised according to LEA regulations.
- Prior to any pre-planned visit, a risk assessment will be carried out by the head teacher. This will include a request for a copy of the risk assessment from the place that is to be visited.
- Prior to any visit further written consent must be obtained by parents after they have been given written detailed information. Opportunities should be made for parents to raise questions, clarify uncertainties and meet helpers and supervisory staff.
- Dawmouse use a higher than recommended ratio of 1:2 or 1:3 to obtain the maximum safety. Only qualified, police checked staff and parents of children at the school will be used to accompany the children. Nannies will be used on the express permission of the child's parents.
- The group leader is responsible for the detailed organisation of the visit and for the adequate briefing of adult helpers. Whenever possible a pre-visit should be made to confirm arrangements and expectations.
- The group leader should have a working knowledge of First Aid. One of the supervisors should be designated to take responsibility for welfare issues, including ensuring that an adequate stocked first aid box is readily available. Staff should also be made aware of child allergies.
- Parents have the right to arrange alternative transport for their child to participate in a visit.
- The group leader and other supervisors should be aware of the appropriate procedures in the case of an emergency.
- The designated leader for the outing will have responsibility for only one child

- Parents and staff must not use mobile phones with cameras on outings and must only use traditional cameras and seek permission to take a picture of another child.

15. Special Educational Needs

At Dawmouse Montessori Nursery Schools we acknowledge and adhere to the Equality Act of 2010, the SEN Code of Practice, 2014 and the Children and Families Act 2014. We believe that every child should have the best possible learning opportunities. We will ensure that all children with special educational needs have the opportunity to participate fully in learning activities and experiences by providing a curriculum that responds to the individual development of each child.

There are four broad areas of need and support:

1. Communication and interaction
2. Cognition and Learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

The term 'Special Educational Needs and Disability' (SEND) refers to any child between the ages of 0-25 years with learning difficulties or disabilities that make it harder for them to learn than most children of the same age.

We work closely with parents and carers and other outside agencies to monitor the child's progress and provide the necessary information to support the child's individual needs. The nursery head teacher and the SENCO will work together to ensure the policy works effectively.

All the staff will be made aware of the children with special educational needs in order to provide additional or differentiate support for each individual child's needs.

The role of the SENCO is:

- To work in partnership with the parents/carers
- To liaise with other practitioners/key workers
- To co-ordinate provisions for the children with special educational needs
- To oversee the records of the children
- To attend ongoing training
- To liaise with external agencies

How the nursery will identify a child with special educational needs:

- By the key worker/practitioner identifying special educational needs through ongoing observations.
- By the parents who may have concerns.
- Take into account all information from outside specialists such as: Educational psychologist, health visitors, speech and language etc.
- We recognise that children whose first language is not English will not be considered to have special educational needs because of their language situation alone.

- The SENCO will share concerns with the parent/carer and explain what happens next. Once a child has been identified as having a special educational need the key worker/SENCO will plan for the child's individual learning requirements by differentiating within the weekly planning, through close observations, evaluation, planning and reviewing. Strategies employed to enable the child to progress will be recorded in a Targeted Plan.

This will include:

- Short term targets set for the child.
- Teaching strategies to be implemented.
- When the plan is to be reviewed.
- Outcomes of action taken.
- Parents will be consulted throughout the whole process.

Special Educational Needs Support

The triggers for early intervention could be because the practitioner or parent has a concern about a child who for example despite receiving appropriate early years' experience:

- Makes little or no progress even when teaching approaches are targeted to improve the child's identified needs/areas of development.
- Has communication or interaction difficulties and requires specific individual interventions in order to access learning.
- Has a sensory or physical difficulty and continues to make no progress despite the provision of personal aids equipment.
- Presents persistent emotional/ behaviour difficulties and does not respond to the usual behaviour management techniques in the setting. The SENCO and the key worker will work in partnership with the parents/carers to decide what action will be taken to support the child's progress.

This will include:

- Building on the child's strengths
- 2-3 smart targets
- Strategies for supporting the achievements of the targets
- Review the Targeted plan
- Parent's views will be consulted as part of the review process.

Assessment and Educational, Health and Care Plan/Assessment (EHC) When a request for a statutory assessment (SA1) is agreed the SENCO will send a detailed report with all the evidence gathered on the child relating to their specific difficulties. Reports will also be requested from other agencies involved with the child and from the parents/carers. The statutory assessment may or may not lead to an EHC. However, if it is felt the child needs an EHC based on the information gathered, a multi-disciplinary panel will make the final decision as to what provision needs to be provided and how the needs will be monitored.

(No longer a statement, instead an Educational, Health and Care Plan)

The Local Offer Local Authorities must publish a local offer, setting out in one place information about provision they expect to be available across education, health & social care for children who have SEN or a disability, including those who do not have EHC plans in the local authority's area.

The local offer is a framework of information and guidance for parents of children with SEN and disabilities, to enable them to clearly identify what services they can expect to find and how to access them.

Complaints regarding Special Educational Needs.

We aim to work in partnership with the parents if there are any complaints about our provision for children with special educational needs; parents are asked to approach the SENCO. If the issues cannot be resolved, then advice can be sought by the nursery manager or from Ofsted.

Dawmouse Montessori Nursery Schools Special Educational policy is put into practice with regards to the Equality Act 2010, SEN Code of Practice 2014, Children and Families Act 2014 in that we will provide the necessary resources and make reasonable adjustment to support any child coming into our nursery, and will review our policy annually unless any changes in legislation are made.

16. Information and records

- Dawmouse will maintain records and obtain and share information (with parents and carers, other professionals working with the child, and the police, social services and Ofsted as appropriate) to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met. We will enable a two-way flow of information with parents and/or carers and between providers if a child is attending more than one setting. If requested, providers should incorporate parents' and/or carers' comments into children's records.
- Records will be easily accessible and available (with prior agreement from Ofsted, these may be kept securely off the premises). Confidential information and records about staff and children must be held securely and only accessible and available to those who have a right or professional need to see them. Dawmouse are aware of their responsibilities under the Data Protection Act (DPA) 1998 and where relevant the Freedom of Information Act 2000.
- Dawmouse will 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 the information relating to the child is handled in a way that ensures confidentiality. Parents and/or carers must be given access to all records about their child, provided that no relevant exemptions apply to their disclosure under the DPA.
- Records relating to the individual children must be retained for a reasonable period of time after they have left the provision.

Information about the child

- Dawmouse will record the following information for each child in their care: full name; date of birth; name and address of every parent and/or carer who is known to the provider (and information about any other person who has parental responsibility for the child); which parent(s) and/or carer(s) the child normally lives with; and emergency contact details for parents and/or carers.

Information for parents and carers

Dawmouse will provide the following information to parents and/or carers:

- How the EYFS is being delivered in the setting, and how parents and/or carers can access more information (for example, via the DfE website)
- The range and type of activities and experiences provided for children, the daily routines of the setting, and how parents and carers can share learning at home
- How the setting supports children with special educational needs and disabilities
- Food and drinks provided for children
- Details of the provider's policies and procedures (all providers except child minders must make copies available on request) including the procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting
- Staffing in the setting; the name of their child's key person and their role; and a telephone number for parents and/or carers to contact in an emergency.

17. Parental Involvement

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

- Make all new parents aware of the procedures and policies statement.
- Ensure that parents are informed on a regular basis about their child's progress.
- Ensure that all parents have opportunities to contribute from their own skills, knowledge and interests to the activities of the nursery.
- Involve parents in shared record keeping about their own child, either formally or informally.
- Ensure all parents are fully informed about parent's evenings, newsletters, outings and school events.
- Welcome contributions from parents, whatever form these may take.
- Make known to all parents the systems for registering queries, complaints or suggestions.

18. Transition Policy within the Nursery

1. To talk to a parent and present transition policy.
2. State your intention to move your child across to another group, key worker and for reasons why:
 - Confidence to move
 - Ability
 - Friendly with other children
 - Knows key worker well
 - Sibling

- Child will benefit from separation from another child i.e. sibling
 - Special educational needs
1. Two weeks before transition a child will join future group for a number of activities.
 2. Feedback with parent before and after transition within the nursery.
 3. Time will be made/allocated with the child's parent and key worker to discuss their child's transition.

Other transitions:

Transition involves leaving something behind, for instance a place, friends or a particular routine. It also involves encountering something unknown, such as new people, places and routines, as well as entering a new environment. Whether big or small, your child will face some kind of transition experience when they move physically from one place to another. When these changes take place children can feel insecure and their self-esteem can be challenged. Dawmouse staff will plan for those changes so that the child can feel secure enough to make the change smoothly and positively. Staff will consider the child's change whether it is within the nursery, starting a new school, moving house, an overnight stay in hospital or moving to a new country they will consider the new routines the child will face, think about what is necessary and what can be introduced over a period of time to lessen the strength of change and develop their self-esteem. Staff can draw on information from parents, health visitors etc to support their knowledge base of the child before they make their transition. Circle time, stories and puppets can help children come to terms with fears and concerns.

When supporting children with identified learning needs in addition to the list above:

- Staff will ensure everyone who has contact with the child is included in the transitional path
- For young children plan transitional path visits to the new setting in collaboration with parents and the new setting
- The new key worker would benefit visiting the child in their current setting to support their understanding of the child's experiences so far
- Make sure that parents as well as their children know what to expect from the new setting. This is the task of both the old setting and the new setting working together
- Arrange a welcome party of teddy bear's picnic where larger groups of children are starting together. When facing transitional changes practitioners caring for disabled children should enquire about their 'personal project report' which provides a person-centred approach to meeting their personal care and physical access needs.

19. Settling in Policy

We encourage parents to bring children with them when coming to look around the nursery school. If you decide to register with Dawmouse nursery school, we will arrange for the parent and child to attend a pre-school session. This will allow the child to become familiar with the nursery and teachers prior to starting. We also ask parents to fill in a new child's information sheet, which is information the teachers can refer to when helping a child to settle. We then ask the parents on their child's first day of nursery school to bring them to the school where there will be teachers waiting to help at the door and guide them in their new environment. The head teacher will call parents during the morning to update the parents on how their child is settling. All children are individual, and it may take some children longer to settle than others. This is a new stage in a child's life and working in partnership with parents will help the child enormously and over time the child will feel comfortable and happy to come to nursery. They will develop a sense of order and routine and become familiar with their

surroundings. If at any time a parent needs reassurance, there will always be a teacher to talk to and when necessary, we will contact parents by phone to update them on their child settling in. There will also be someone at the end of the session to give you feedback on your child's day at school. We would like to assure families that they will be welcomed and supported at school for as long as it takes for their child to settle in and thereafter. Children cannot play or learn successfully if they feel anxious or unhappy. Our aim is to help parents and children to feel comfortable and happy at nursery school, and to ensure that children feel confident that their parent/carer will return at the end of the session.

20. Transfer of records to school

We recognise that children sometimes move to another early years setting before they go on to school although many will leave our setting to enter a reception class. We prepare children for these transitions and involve parents and the receiving setting in this process. We prepare records about a child's development and learning in the EYFS in our setting; in order to enable smooth transitions, we share appropriate information with the receiving setting or school at transfer. Confidential records are shared where there have been child protection concerns according to the process required by our Local Safeguarding Children Board. The procedure guides this process and determines what information we can and cannot share with a receiving school or setting.

Transfer of development records for a child moving to another early years setting or school.

- Using the EYFS assessment of development and learning ensure the key person prepares a summary of achievements in the 7 areas of learning and development.
- This record refers to any additional language spoken by the child and his or her progress in both languages.
- The record also refers to any additional needs that have been identified or addressed by the setting.
- The record also refers to any special needs or disability and whether a CAF was raised in respect of special needs or disability, whether there is a statement of Special Educational Needs and gives the name of the lead professional.
- The record contains a summary by the key person and a summary of the parent's view of the child.
- The document may be accompanied by other evidence such as photos or drawings that the child has made.
- For transfer to school, most local authorities provide an assessment summary format or a transition record for the setting to follow.
- If there have been any welfare or protection concerns a star is placed on the front of the assessment record.
- The receiving school or setting will need to have a record of concerns that were raised in the setting and what was done about them.
- A summary of the concerns will be made to send to the receiving setting or school along with the date of the last professional meeting or case conference. Some Local Safeguarding Children Boards will stipulate the forms to be used and provide these.
- Where a CAF has been raised in respect of any welfare concerns the name and contact details of the lead professional will be passed on to the receiving setting or school.

- Where there has been an investigation regarding a child protection concern the name and contact details of the child's social worker will be passed on to the receiving setting or school- regardless of the outcome of the investigation.
- The information is posted or taken to the school or setting, addressed to the setting or school's designated person for child protection and marked confidential.
- Ofsted will be informed of any concerns or issues relating to safeguarding.

21. Confidentiality

The nursery's work with children and families will sometimes bring us into contact with confidential information. To ensure that all those using and working in the nursery can do so with confidence, we will respect confidentiality in the following ways:

- Parents will have ready access to the files and records of their own children but will not have access to information about any other child.
- Staff will not discuss individual children, other than for purposes of curriculum planning, with people other than the parents/carers of that child.
- Information given by parents/carers to the principal will not be passed on to other adults without permission.
- Issues to do with the employment of staff, whether paid or unpaid, will remain confidential to the people directly involved with making personal decisions.
- Any anxieties/evidence relating to a child's personal safety will be kept in a confidential file and will not be shared within the group except with the principal.
- Students on courses observing in the nursery will be advised of our confidentiality policy and will be required to respect it.
- All the undertakings above are subject to the paramount commitment of the nursery, which is to the safety and wellbeing of the child.

22. Complaints Procedure

As a member of the Early Years Learning Alliance we aim to provide the highest quality education and care for all our children. We aim to offer a welcome to each individual child and family and to provide a warm and caring environment within which all children can learn and develop as they play. We believe children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. Our intention is to work in partnership with parents and the community generally and we welcome suggestions on how to improve our school at any time.

Making Concerns Known:

- A parent who is uneasy about any aspect of the school's provision should first talk over any worries and anxieties with the school Principal.
- If this does not have a satisfactory outcome within a couple of weeks, or if the problem recurs, the parent should put the concerns or complaints in writing and request a meeting with the Principal/owner of the school. Both parents and the Principal should have a friend or partner present if required and an agreed written record of the discussion should be made.

Parents' Complaints:

- All parents' complaints should be made known directly to the Principal/ Head teacher.
- The Principal/Head teacher or group teacher must deal with parents' complaints immediately.
- Ofsted must be notified of any allegations of serious harm or abuse against a child whilst the child is in the school's care.

Most Complaints Should Be Resolved

- If the matter is still not resolved to the parent's satisfaction, the parent should again contact the Principal/owner. If parents and school cannot reach agreement, it might be helpful to invite an external mediator, one who is acceptable to both parties, to listen to both sides and offer advice. A mediator has no legal powers but can help to clarify the situation. Staff or volunteers within the Pre-school Learning Alliances will be available to act as a mediator if both parties wish it.
- The mediator will help define the problem, review the action so far and suggest further ways in which it might be resolved.
- The mediator will keep all discussion confidential. They will meet with the parties if requested and will keep an agreed written record of any meetings that are held and of any advice they have given.

The Role of the Registering Authority

- In some circumstances, it will be necessary to bring in the local authority registration and inspection unit, who have a duty to ensure laid down requirements are adhered to and with whom the Pre-School Learning Alliance works in partnership to encourage high standards. The registering authority would be involved if a child appeared to be at risk or where there seems to be a possible breach of registration requirements. In these cases both parents and school would be informed and the Pre-school Learning Alliance field worker would work with the social services department to ensure a proper investigation of the complaint followed by appropriate action. We believe that most complaints are made constructively and can be resolved at an early stage.

We also believe that it is in the best interests of the school and the parents that complaints should be taken seriously and dealt with fairly and in a way, which respects confidentiality. Ofsted complaints number is 0300 123 4666.

23. Lost or Uncollected

Children If a parent or carer fails to collect a child the following procedure should be adopted:

- Telephone carer
- Telephone parents
- Telephone emergency number

If this fails to make contact with a parent or carer, consider allowing the child to be taken home by the parent or carer of one of his/her friends. Alternatively, telephone Social Services and seek guidance. A teacher should remain on the school premises with the child during this period. Continue to attempt to contact the parents until the situation is resolved.

If a child appears to be lost:

- Principal must be informed and an adult dispatched to look around the area close by.

- Information should be gathered as to when and where the child was last seen, and in whose company.
- A search party should be organised to rule out the possibility of the child hiding nearby.
- Principal must telephone parents/carer
- The police should be informed by ringing 999.
- If a child is lost during an outing, inform the facility's office of missing child including a full description; request that facility put into action their policy for locating missing children
- After child is found, a full examination of all the surrounding circumstances must be carried out. All adults involved should be made aware of the reasons that led to the child being lost and procedures put in place to prevent a recurrence, including the adjustment of this policy.
- The incident must be written up in the incident book.

24. Outside Play (playground/garden)

- A qualified member of staff, having planned the area, is responsible for the safety of the playground and the garden. This includes checking for broken glass, overhanging branches, nettles, broken fencing etc. and that the gates are closed and secure. Any other member of staff outside will also be familiar with the outside play requirements. The ratio of adults to children is 1:10 so generally two staff are required to be outside to ensure all areas are adequately supervised. It is the responsibility of a member of staff to use her/his discretion to ensure adequate supervision through discussion with other staff members outside.
- The C.C.T.V. cameras must be on at all times and before going outside a member of staff must check the camera is switched on and working.
- It is up to the member of staff on outside duty to decide whether the children go on the grass. It is generally accepted that it is unwise for the children to play on the grass if it is wet unless they are involved in an outdoor garden project.
- The children are not allowed to climb the perimeter fence or railings.
- If the weather is sunny parents should apply suncream before the children arrive at school and put a suitable sunhat into the child's bag.
- The children will be lined up at the door before they go into the playground and lined up at the gate on their return to the classroom, to enable the staff to count them in and out.

25. Sun cream

Parents are advised to bring in sun cream and hats during the summer / hot season. We refrain from using sun cream on children in case of allergies. Staff require permission from parents to apply cream.

26. Toileting / Nappies

We promote independent toileting – However children are encouraged to ask a member of staff if they need to use the toilet. We supervise washing their hands afterwards. Children carry spare clothes in their bags. If a child is in nappies they will be changed, when necessary, parents keep changing materials in their child's bag (wet wipes, nappies and sacks) these are not provided by Dawmouse nursery. Changing areas are warm and there are safe areas to lay children if they need to be changed.

Disposable gloves are available to wear when changing a child and all areas used are wiped with an antibacterial spray and nappies are disposed of hygienically (outside bin). Children's and carers hands are always washed after toileting or nappy changing.

27. Mobile Phones

- Staff mobile phones will be kept in a secure area in the nursery. They will not be used by the staff during teaching hours. They may only be used during staff breaks in a private area away from children.
- Parents/carers must not collect their children or children from nursery during a mobile phone conversation (it can have an emotional impact on a child) and parents/carers must adhere to our mobile phone policy within the nursery.

28. Social Media

All staff are aware of professional boundaries between themselves and the parents therefore they will not socialise with them on social media. Even if a current parent asks to be joined on these sites, the staff will politely refuse and will offer an explanation.

29. Cameras

- Setting cameras are used for record keeping, displays and outings with the parents' permission.
- Parents cannot take pictures of any other child without permission, and they cannot take any pictures with identifying factors or features of the nursery i.e. Dawmouse logo.
- It is illegal to upload any pictures/videos and put them on a personal social networking site, i.e. YouTube, Face book, Twitter, etc. It is only permissible if the photo is of their own child with no other child visible and no identifying markers of Dawmouse Nursery.

30. Changes that must be notified to Ofsted

Dawmouse School must notify Ofsted of:

- Any change in the address of the premises; to the premises which may affect the space available to the children and the quality of childcare available to them; in the name or address of the provider, or the provider's other contact information; to the person who is managing the early years provision; or in the persons aged 16 years or older living or working on child minding premises;
- Any proposal to change the hours during which childcare is provided; or to provide overnight care;
- Any significant event which is likely to affect the suitability of the early years provider or any other person who cares for, or is in regular contact with, children on the premises to look after children;
- Where the early years provision is provided by a company, any change in the name or registered number of the company;
- Where the early years provision is provided by a charity, any change in the name or registration number of the charity;
- Where the childcare is provided by a partnership, body corporate or unincorporated association, any change to the "nominated individual"
- Where the childcare is provided by a partnership, body corporate or unincorporated association whose sole or main purpose is the provision of childcare, any change to the individuals who are partners in, or a director, secretary or other officer or members of its governing body.

Where providers are required to notify Ofsted about a change of person except for managers, as specified above, providers must give Ofsted the new person's name, any former names or aliases, date of birth, and home address. If there is a change of manager, providers must notify Ofsted that a new manager has been appointed. Where it is reasonably practicable to do so, notification must be made in advance. In other cases, notification must be made as soon as is reasonably practicable, but always within 14 days. A registered provider who, without reasonable excuse, fails to comply with these requirements commits an offence.

31. My Montessori Child

At Dawmouse we use MY MONTESSORI CHILD, a pioneering software that helps Montessori nurseries to deliver the best possible educational experience for young children. The system comprises two parts: (1) an iPad- or tablet-based system for the setting to use, and (2) a secure website that parents can access. The setting's MY MONTESSORI CHILD system runs on tablets and other computers connected to the Internet. When we observe a child engaged in an activity, the observation notes and a photo are recorded via the tablet into the child's personal profile. The setting can review their collective observations to ensure that each child's development is properly supported in accordance with both Montessori principles and the EYFS (the Government's framework for assessing child development). Parents are given access to their unique parents' MY MONTESSORI CHILD website as soon as there are sufficient observations entered into the system about their child. The parents' site is exclusively about their own child and is regularly updated. The entire MY MONTESSORI CHILD system has been made secure for the protection of the families' personal data. The system is fully compliant with the EU's General Data Protection Regulation (GDPR). All web transmissions are encrypted. The iPads' and teachers' identities are checked every time a teacher logs-in and data is transmitted to and from our servers. The servers themselves are based at a physically-guarded data centre in the UK. Under the GDPR, each parent's consent should be given to process personal data, so as soon as login details are provided.