

Lynnfield Primary School  
2 Year Old Policy

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## 1. Statement of intent

At Lynnfield Primary School, we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development.

This policy has been developed in conjunction with the relevant DfE guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's 'school readiness' and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We seek to provide:

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

## 2. Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- Childcare Act 2006- 2018
- The Safeguarding Vulnerable Groups Act 2006
- The GDPR Data Protection Act 2018

This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2021) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2015) 'The prevent duty'
- DfE (2014) schools: statutory guidance

This policy is intended to be used in conjunction with the following school policies:

- Early Years Policy
- Early Years Teaching and Learning Policy
- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policies
- Allegations of Abuse Against Staff Policy
- Drug and Alcohol Policy
- Whole-School Food Policy
- Equal Opportunities Policy
- Administering Medication Policy
- Health and Safety Policy
- Recruitment Policy
- Data Protection Policy
- Photography Policy
- Complaints Procedures Policy

### **3. Introduction**

At Lynnfield Primary School, we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. It is also important to view the EYFS as preparation for life and not simply preparation for the next stage of education. The EYFS for children is from birth to five years of age. All children begin school with different experiences and it is our role in the foundation stage to build upon these. This is done through a holistic approach to learning ensuring that parent and guardians, support staff and the Foundation Stage team work effectively together to support the learning and development of the children in their charge. The 2 Year Old Provision at Lynnfield Primary School is known as Leo's Nursery.

### **4. Admission**

All children will be eligible for a place within Leo's (the two year old unit) following the term after their second birthday. Allocation of places will be decided through liaison with the local authority and following regulated assessment checks through the Department for Education funding pathway.

It is the intention to follow the Local Authority admissions procedures which allocate places to children according to:

1. Care of the local authority
2. Sibling link
3. School Admission Zone
4. Out of School Admission Zone following the shortest walking distance.

Therefore ensuring that children who will be eligible to move into school nursery are allocated a space, upon the term after their third birthday or on their third birthday dependent upon availability of nursery spaces.

Once a child is identified as having a need, initial contact will be made to arrange a home visit.

## 5. Initial Contact

Parents will be invited into the setting with their child for an initial viewing. During this visit the key worker will introduce themselves to the parents and share all the information within the welcome pack. This will also give an opportunity for the parents to share information for the start of their child's learning journey.

## 6. Pre admission visit

As soon as the Local Authority has identified eligibility, parents will be encouraged to visit Leo's Nursery with their child on a weekly basis until a start date has been confirmed. This gives parent and child the opportunity to work together and develop confidence within the environment.

Following the term after the child's second birthday an official start date will be offered and the child will commence Leo's on a daily basis.

## 7. Staffing

### i. Key worker

We will provide a 'special person' (Key worker) for all children attending Leo's Nursery.

The Key Worker is deeply committed to the detail of each child's day, their role is to:

- Provide a structure to the day which allows the child to feel safe and settled.
- Promote a learning environment which encourages children to make healthy choices, become independent and have a sense of belonging.
- Promote the learning and development of the children.
- Provide individual personal care and comfort for the children in their family group.
- Develop warm, affectionate and responsive relationships with the children and their families.
- Keep parents informed of their child's progress.
- Use the information about the children's experiences at home to support the children's learning and development and enhance the experiences offered in nursery.
- Be responsible for carrying out the two year old progress check and sharing the report with the parents.

### ii. Staffing Arrangements

Staffing ratios in the setting are as indicated in the EYFS Statutory Guidance (2021): 1:4 children aged 2 years.

These are the minimum ratios we follow and children with additional needs will be cared for with a ratio that is appropriate to meet their needs.

A register of staff and children is kept on a daily basis in the setting. Staff sign themselves in and out on arrival and when leaving.

## 8. Attendance

### i. Session times

Leo's Nursery operates two 3 hour sessions per day.

The doors open for the start of the morning session at:

- **8.30a.m. - 8.45a.m.**

Collection at the end of the morning session is between:

- **11.15a.m. - 11.30a.m.**

The doors will open for the start of the afternoon session at:

- **12.30p.m - 12.45p.m.**

Collection at the end of the afternoon session is between:

- **3.15p.m – 3.30p.m.**

All children are expected to be on time for the start of their session and to be collected promptly at the end of their session.

### ii. Late Arrivals

If for any reason you are late arriving to Leo's Nursery you will be required to inform the main school office where they will receive their mark.

### iii. Late Collection

Should you be late in collecting your child the staff within Leo's nursery will first attempt to make contact with the parents/carers listed on the child collection form. If no contact can be made details will be passed to Mrs Youll (Parent Support Advisor) who will continue to try and establish contact. Your child will remain with a member of staff until collection.

Parents/carers sign their children in on arrival and sign them out when the child leaves.

Each child's personal details and emergency contact numbers are held, this information is stored in the nursery to ensure immediate accessibility.

## 9. Learning and development

### i. Aims of the Early Years Foundation Stage Curriculum :

- To provide quality learning experiences for all the children, learning will be through practical and play activities. These will be structured, balanced, relevant to the child and related to the real world.
- To provide a curriculum which takes account of, and responds to the children's developmental needs and allows them to make progress related to their differing ability. "What the child can do" will be our starting point.

- To ensure the children have positive experiences of success at their own levels in order to give them confidence and motivation for learning in the future.
- To provide a curriculum which promotes the 'Early Learning Goals'
- To create a partnership with parents to support and enhance the development of the children.

ii. **Working in Partnership with Parents**

At Leo's Nursery we pride ourselves in working in partnership with parents; we carry this out in many ways.

- We encourage parents to involve themselves in the nursery in many ways. For some it is engaging in daily chats when they drop their child off in the setting, for others it is actively participating in our weekly parent and child open session.
- We value the time we offer to parents when sharing information about their child during home visits and settling in sessions. We believe it is important that parents can pass on information and they are truly listened to by the staff.
- We feel it is important for staff to share information about their child's day when they are collected. It is an opportunity for parents to ask any questions.
- We are always willing to talk to parents and listen to any concerns or worries.
- We aim to keep all parents informed about their child's progress and will ask for information from home to support the child's learning journey and share the two year old progress check report with parents upon completion.
- Copies of policies and procedures are available in the setting for parents to look through at any time.
- We have clear Admissions Policies which are available on request.
- We also have a written complaints procedure.
- Planning sheets are displayed on the wall for parents to read, discuss and put forward ideas of their child's area of interest.

We encourage the support of parents and value they are the first and most important educators of their children.

iii. **The Curriculum**

In the Early Years Foundation Stage (EYFS) at Lynnfield Primary School we aim to provide a broad, balanced, differentiated curriculum which addresses the children's social, emotional, physical, intellectual, moral and cultural development within a safe, secure, stimulating environment.

Our curriculum enables the child to learn and develop skills, attitudes and understanding in these areas of learning:

The prime areas being:

- Personal, Emotional and Social Development. (PSED)

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- Communication and Language. (CL)
- Physical development (PD)

The specific areas are:

- Mathematics.
- Literacy.
- Understanding the World (UTW)
- Expressive Art and Design (EAD)

Throughout the EY we plan activities to give children learning experiences and opportunities to work towards the Early Learning Goals and prepare them for the National Curriculum. Teaching and learning will take place within the classroom and outside areas. Within these areas children will participate in a variety of activities, both with an adult and independently.

iv. **Providing Healthy Food and Drink for Children Policy**

At Leo's Nursery, the children are encouraged to make choices not only about the things they play with but also about the food and drinks they have. Drinking water is available for the children throughout the day.

Snacks are provided during the morning session and in the afternoon session. At snack time children are offered a variety of fresh fruit, vegetables and foods that are low in salt, sugar, saturated fats and artificial additives with a choice of milk or water.

Children sit at a table together during snack time with familiar adults supporting them.

Information relating to allergies, religious beliefs and special dietary requirements are obtained from parents/carers, and are taken into consideration when snacks and meals are being offered.

Dietary requirements are displayed clearly in food preparation areas.

Staff preparing food and drink hold a current Food Hygiene Certificate

v. **Play**

We believe that play, both indoors and outdoors, is the fundamental way in which young children learn. Play can be enjoyed and challenging. When playing, children behave in different ways. Sometimes, their play will be boisterous, sometimes they will describe and discuss what they are doing, and sometimes they will be quiet and reflective as they play. Through play, children will be developing skills across all the Prime and Specific areas of learning, working towards achieving the Early Learning Goals.

In a secure environment with effective adult support, children will be able to:

- Explore, develop and represent learning experiences that help them make sense of the world
- Practise and build up concepts, ideas and skills
- Learn how to control impulses and understand the need for rules
- Be alone, be alongside others or co-operate as they talk to rehearse their feelings
- Take risks and make mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate and solve problems
- Express fears to relieve anxious experiences in controlled and safe situations

Adults in the setting will support play by:

- Planning and resourcing a stimulating environment
- Supporting children's learning through planned play
- Extending and supporting children's spontaneous play
- Extending and developing children's language and communication in their play.
- Listening to all forms of children's communication and their ideas and taking these into account when developing play and planning.
- Narrating children's play.
- Asking questions about children's play.

vi. **Planning, recording and assessment**

Topics are planned using the Lynnfield curriculum which progresses throughout the setting. Although topics are often used as a starting point, planning is based around the children's interests which may alter in response to the needs of the children. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs.

Assessment in the EYFS takes the form of observations made by the practitioner as they engage in play based activities with the children. These observations are recorded in a way that informs next steps and future learning opportunities. The parents and guardians are given the opportunity to meet with the Foundation Stage Team on a weekly basis, at parent's evenings and in the summer term we provide a written summary in relation to the children's age and stage.

Every child has a learning journey which contains key examples of their achievements and work throughout the year. Information gained through recording and assessment will be shared with parents, other school staff and outside agencies as appropriate. Parents are encouraged to contribute to their child's learning journey by; adding things to the child's home learning book, completing 'a moment from home' sheet and recording their thoughts about their child's journey during parent consultations.



## 10. 2 year progress check

The Early Years (EY) requires that parents and carers must be supplied with a short written summary of their child's development in the three prime learning and development areas of the EYFS: Personal, Social and Emotional Development, Physical Development and Communication and Language. This should be completed when the child is aged between 24-36 months.

### i. The aims of the progress check are to:

- Review a child's development in the three prime areas of the EY.
- Share this information with parents at an agreed time to ensure they have a clear picture of their child's development.
- Enable staff at Leo's Nursery to understand the child's needs and plan activities and experiences to meet them in the setting.
- Enable parents to understand the child's needs and enhance development at home, with support from the setting.
- Note areas where the child is progressing well and identify any areas where progress is less than expected.
- Describe actions the setting intends to take to address any developmental concerns (including working with other professionals where appropriate).

### ii. The progress check will:

- Be completed by a practitioner who knows the child well and works directly with them in the setting - this will normally be the child's key person.
- Arise from the ongoing observational assessments carried out as part of everyday practice in the setting.
- Be based on skills, knowledge, understanding and behaviour that the child demonstrates consistently and independently.
- Take account of the views and contributions of parents, and the child if appropriate.
- Take into account the views of other practitioners and, where relevant, other professionals working with the child.

### iii. Leo's Nursery intends that the progress check will:

- Be clear and easy to read, avoiding unfamiliar jargon, acronyms or terminology (with interpretation and translation available where appropriate).
- Present a truthful yet sensitive reflection of what the child can do and their achievements to date.
- Identify areas where the child is progressing at a slower pace than expected.
- Recognise parents' in-depth knowledge of their child by incorporating their observations and comments, and explain how

their child's learning and development will be supported in the setting.

iv. **Practitioners will agree with parents when is the best time to provide the check and the following factors will be considered before commencing:**

- The setting will allow a settling in period for the child to enable their key person and other practitioners to build up good knowledge of the child's development, abilities and interests before completing the progress check. The Key person will share the progress during an open class room which are held termly.
- If a child has a period of ill health or a significant event in their family (e.g. family breakdown, bereavement or the arrival of a sibling) it may be appropriate to delay the check.
- If a child has a period of absence or irregular attendance or attends for limited sessions.
- Where possible, we will carry out the progress check in time for parents to share it with the health visitor at the two year old health and development review.
- If the child has already had the health visitor 2 year old check the setting is still required to carry out the EY 2 year old check.

v. **Children attending more than one setting or changing settings**

In the case of children who are attending more than one setting, the progress check will normally be carried out by the child's key person at the setting where the child spends the greatest amount of time each week.

However, the setting carrying out the progress check will consider whether it would be helpful to get the views of other practitioners working with the child at the other setting or settings.

If a child moves between settings between 24 and 36 months, leaders and managers of the respective settings will agree which provider will complete the check. It will usually be the setting where the child has spent the most time to date.

vi. **Preparing the progress check for a child with SEND**

If the progress check is for a child with an identified disability, medical need or special educational need we will take into account if the child is already being supported by other professionals. Then we will agree with parents how the views and contributions of those professionals can be sought.

The focus will be on what the child can do their unique and individual characteristics and their development to date, rather than describing their development in terms of their need or disability.

## 11. Inclusion and Equal Opportunities

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully; this is in line with the school's Special Needs and Disabilities (SEND) Policy. This includes children that are more able and those with specific learning difficulties and disabilities. Pupil passports will be used to identify targets in specific areas of learning for those children who require additional support. The school's SEND Co-ordinator is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary.

In line with the school's Equal Opportunities Policy, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual.

During the school visit we will talk to the child and the parents about the child's ethnic, religious and cultural heritage and experiences at home. Staff will use this information when leaning and carrying out activities within the Foundation area to ensure that familiar experiences are used as starting points for learning.

When planning, setting up and altering the rooms, outdoor areas, displays and equipment, the staff will aim to create an environment that encourages a positive attitude to learning. This will include:

- Keeping the environment free from any discriminatory practice or stereotypical images
- Valuing the local community and environment as a source of learning opportunities
- Using displays, resources and equipment that reflect the community in which the children live as well as the wider world.
- A curriculum which provides activities to encourage children to respect their own cultural background and beliefs and those of other people. These will include:
  - Activities relating to a wide range of religious, ethnic and cultural festivals
  - Telling stories, listening to music and looking at pictures and videos from a range of cultures and religions
  - Role play activities that reflect a variety of cultures

We will ensure that all children are given support to participate in activities, experiences, visits and discussions and to make sure that all children are listened to carefully and with respect. We will carefully consider the need for equality of opportunity when planning activities and experiences. When necessary we will modify activities or provide additional equipment or materials to ensure children are not excluded.

## **12. Safeguarding and welfare**

All necessary steps are taken to keep the children in our care safe and well. Any safeguarding or welfare issues will be dealt with in line with the school's Child

Protection and Safeguarding Policies, and all members of staff in the EYFS are required to read these policies as part of their induction training.

**The DSL is Mrs C. Lakin** (Maternity cover for Miss E. Bestford). The deputy DSL are **Mrs S. Sharpe** and **Miss K. McIntyre**. In line with school's policies, the DSL is responsible for safeguarding children and liaising with local children's services as appropriate. The deputy DSL will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL. The DSL and deputy DSL will undertake child protection training as required.

Staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

Specific Safeguarding Issues:

i. **Mobile phones and devices**

For the purposes of this policy, the term 'mobile phone' refers to any electronic device that can be used to take images or record videos, including tablets. Photography policies and procedures are addressed in full in our Photography Policy.

ii. **Use of mobile phones by staff members**

Staff members must not use personal mobile phones or cameras when children are present. Staff may use mobile phones on school premises outside of working hours when no children are present. Staff may use mobile phones in the staffroom during breaks and non-contact time. Mobile phones should be safely stored and in silent mode whilst children are present. Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when children are present. Mobile phones must not be used to take images or videos at any time during trips. Staff who do not adhere to this policy will face disciplinary action. Staff may use their professional judgement in emergencies. Staff must report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policies and the Allegations of Abuse Against Staff Policy.

iii. **Use of mobile phones by parents, visitors and contractors**

Posters are used around the school to indicate that it's a mobile free zone. Parents, visitors and contractors are not permitted to take photographs or record videos without prior permission. Parents may take photographs and videos only containing their own child during school events. Parents may take group photographs at school events but only with the informed consent of the parents of the children involved. The school strongly advises against the publication of any photographs or videos taken at the school or school events on social media. Staff must report all concerns about parents, visitors and

contractors to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policies.

iv. **Use of the school's mobile phones and cameras**

Staff are provided with a school device to ensure that only school devices are used to take photographs and videos. School devices must have passcode protection. School devices must only be used for work related matters. School devices must only be used to take photographs in the presence of another staff member and only with the consent of the child's parent. Staff must not take photographs of bruising or injuries for child protection reasons. Instead, recording concerns forms and body maps are used to record observations relating to child protection concerns – these can be acquired from the DSL. School devices must not be taken off school premises without prior written permission from the Headteacher. Where staff members have concerns over material on a school device, they must report all concerns to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policies.

v. **Intimate Care**

"Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. No intimate care is to be given without the express permission of the parent or guardian of that child and all parents and guardians will be asked to provide that permission when their child joins the Foundation Stage.

vi. **Nappy Changing Procedure**

The child's Key Worker will change the nappies of those children in their group whenever possible. We will always ask the child's permission before changing their nappy: **"Is it ok if I change your nappy?"**

The Key Worker will:

- Talk to the child about having their nappy changed.
- Go with the child to the changing area
- Always wear a disposable apron and disposable gloves.
- Place the dirty nappy and the used wipes in a nappy bag.
- Tie the bag and place in a second bag.
- Place the double wrapped nappy in the nappy disposal unit.

A child will never be left unattended on a nappy changing unit.

When the Key Worker has finished changing a child, they will clean the nappy changing surface with an antibacterial spray.

They will encourage the child to wash their hands after their nappy has been changed and ensure they wash their own hands thoroughly.

The Key Worker will ensure that nappies are changed in response to each child's needs.

vii. **Learning to use the Potty & Toilet**

When a child is ready to use the Potty and/or the Toilet this will be discussed with the child's parents / carers. We will follow the readiness of the child and honour the requests of the parents / carers. We will follow the same guidelines as for nappy changing.

- Always ask the child's permission
- Remind the child to use the potty and/or toilet
- Go with the child to the bathroom
- Wear a disposable apron and disposable gloves
- After use, empty the potty into the sluice or toilet, clean the potty and wipe with anti- bacterial spray
- Encourage and support the child to wash their hands
- Wash their hands thoroughly

viii. **First Aid**

Leo's Nursery makes every effort to ensure that all children are safeguarded and well cared for. The children are the centre of our focus in all decision-making and arrangements. The nursery sees adequate First Aid provision as vital in the daily process of caring for the children. The Nursery keeps records of illnesses, accidents, and injuries, together with an account of any first aid treatment, prescription medication or treatment given to a child.

**Implementation: Practical Arrangements**

The first aid boxes are located on the wall near the sink in Leo's nursery and a further first aid box is available in the Office within the main nursery building. The contents of the first aid boxes are checked regularly by Michelle Waite (School Administrator).

First aid boxes will be restocked immediately after use of an item or as and when required.

**Practical Arrangements at the point of need**

Any member of first aid trained nursery staff can administer first aid to a child in line with the following procedures:

- Administer first aid as appropriate
- Call for help if appropriate
- Call emergency services if required
- Ensure everyone is safe and the injured party cared for and accompanied
- Call the parents if appropriate immediately after the incident

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- Record the incident / accident
- Ensure that everyone relevant knows
- Take any further action as required

If an ambulance is required for emergency treatment, the child's key worker will accompany the child to hospital if the parent/guardian could not be contacted. The parents will be notified immediately.

Staff members should call emergency services as soon as it becomes clear the injury is beyond the nursery's capability and the health of the child is compromised; if in any doubt, seek immediate guidance from a Senior member of staff.

#### **Recording accidents and informing parents**

Members of Staff who deal with an accident or injury must record the incident in the Accident / Incident forms and inform management.

Parents are always contacted if a child suffers anything more than a trivial injury, or suffers a head injury or if s/he becomes unwell, or if we have any worries or concerns about his/her health. Parents are encouraged to contact the nursery if they have any concern relating to their child's health.

#### **Non Serious Injuries**

Parents will be informed of the accident when the child is collected from nursery at the end of the session.

Records include:

- the date, time and place of incident
- the name of the injured or ill child
- details of the injury/illness and what first aid was administered
- what happened to the person immediately afterwards (e.g. went home, continued in their play, went to hospital)
- name and signature of the person dealing with the incident along with a witness.

#### **Qualified Staff**

All staff receive Paediatric First Aid training at least every 3 years.

#### ix. **Emergency procedure if a child is lost**

- In the event that a child is missing a senior member of staff will be informed immediately.
- A full search of the building and grounds will be undertaken.
- Parents will be informed immediately.
- The police will be required to attend if the child is not found. Advice will be taken from the police at this point.
- C.C.T.V. footage will be examined.

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- A report will be made to Ofsted explaining the nature of the incident. This will be made within 24 hours.
- An immediate risk assessment will be undertaken, dependant on the nature and the outcome of the incident.

External Visits

- If a child becomes lost whilst on an external visit the above procedure will be adhered to.
- With careful planning and co-operative working amongst staff, children should not be out of sight of an adult during an outing.
- If it is realised that a child is no longer with the group, staff should look carefully all around without leaving the group.
- The room leader's key children should be re-allocated to other members of staff.
- The room leader will contact the parents and Lynnfield Primary School immediately.
- The police will be informed and all the children will be returned to Leo's Nursery.
- At the end of the day the room leader will complete an incident report.

x. **Administration of Medicines**

The purpose of this policy is to ensure that any and all medication administered to children has been authorised by the child's parent/carer and has been prescribed by a registered pharmacist. Only authorised members of staff (qualified first aid practitioners) will be allowed to administer medication and accurate records of any medicine administered must be kept.

**Who is Responsible?**

The responsibility of administering medication and the administration of paperwork is the responsibility of Mrs Michelle Waite (School Office).

It is the overall responsibility of Leo's room leaders to ensure that there is written parental/guardian permission to administer medication to children during the session.

It is the responsibility of the staff to ensure that parent / carers complete a medication form prior to any medication being administered and a signature is obtained giving authorisation. A copy of the paperwork will be kept in the school office and displayed in an easily accessible but confidential area within Leo's Nursery.

The medicine administration form must be signed again by the parent or carer signs when they are collecting their child.



### **How will the policy be implemented?**

Staff members **will not** administer the first dose of a new medicine to the child. Parents should have given their child the first dose to ensure no allergic reaction takes place.

Members of staff may only administer prescribed medication to a child with the written consent of the parent/carer and clear instructions with child's name / dosage must be on the medication bottle.

Where members of staff are required to administer medication to a child, whether short term or long term, the parent/carer must first complete and sign a medicine administration form. A new entry should be completed when there is a change in circumstances.

Staff can only administer medication for the length of time stated on the bottle; staff will not administer medication beyond this time-scale unless we have a Doctor's letter.

The medicine administration form will detail the name of the qualified practitioner who administered the medication and another staff member will sign as a witness to the administration of the medication.

Before medicine is administered, the designated member of staff should check the medicine administration form for any changes.

The medicine administration form should be completed each time the child receives their medication, this form must be completed and signed by the person administering the medication, witness and be countersigned by the parent or carer when they collect their child.

Medicines to be stored in the fridge in a plastic lidded box, clearly named and dated. This must go home with the parent after the nursery session.

### **Arrangements for children with particular medical needs**

Prior to joining Leo's nursery, all medical details are required so that the nursery can provide the level of care expected. Where appropriate, parents along with any relevant members of staff will meet prior to a child joining the Nursery to ensure such provision is in place. Special arrangements, such as, training are made when necessary to ensure medical needs are met.

#### **xi. Sick Child Policy**

If a child becomes ill at home prior to attending nursery, we ask that parents inform us of their child's illness. This assists us in caring for the children on their return and enables us to look out for similar symptoms in other children.

When in the setting, if a child is feeling unwell and/or is suspected of having an infectious illness their key worker will support them and stay with them. The key worker will offer comfort to the child and care for them while another staff member contacts the parents.

On contacting the parents, the worker will describe the nature of the illness, the symptoms and how long the child has been feeling unwell. The parents will be asked to come to Leo's Nursery to collect their child.

If an infectious illness is suspected we will refer to the most up to date Infections in Children documentation to determine the appropriate action to take. The key worker will stay with the child in a separate room, away from other children, while they wait for the child to be collected.

If there is a frequent occurrence of an infection all the parents in the setting will be notified. We will inform Ofsted of any infectious diseases that a qualified medical person considers notifiable.

### **13. Behaviour Management**

Leo's Nursery will follow Lynnfield Primary schools behaviour management policy and follow the government guidance of the Positive Handling Plan for teachers and parents. It is important that the team working within Leo's promote positive behaviour and foster an environment that is nurturing and calm in order to support children to develop their own personal, social and emotional development.

We work hard at Leo's Nursery to promote an atmosphere of respect and consideration. Adults are respectful of children and towards each other. We actively encourage the children to show kindness and respect to their peers as well as adults.

Lynnfield Primary Schools Mental Health and Behaviour Policy recognises the need for adults to intervene and support children in times of crisis. This is done in a respectful and supportive way that promotes learning for all of the children involved.

Mrs Lakin is the named person with responsibility for Behaviour management in the school. If required she will meet staff to discuss any concerns and offer advice and strategies for supporting a child within nursery.

Staff employed in the nursery will not use physical punishment, nor will they threaten to use it. If a worker speaks to a child regarding their behaviour the parents will always be informed of the incident and the outcome.

If a child is hurt in the setting by another child the parents of both children will be informed. An explanation of the incident will be given whilst maintaining the confidentiality of others involved.

A Behaviour Strategy document is talked through with parents on initial home visits and/or during settling in.

During daily chats and open evenings we encourage parents to share any concerns they have about their child's behaviour. We then plan together how best to support the child, ensuring a consistent approach at home and in the setting.

**As adults we aim to:**

- Treat each child as an individual and with respect
- Encourage each child to treat others with respect
- Observe each child and assess their well-being
- Understand the context in which the child is growing up
- Work closely with parents, listening and discussing their child's needs with them
- Speak kindly to others and with children
- Pay particular attention to transition periods for children
- Acknowledge children's difficult feelings with them
- Offer real choices to children.

**When children face difficulties we aim to:**

- Observe the child and try to discover and understand when and why the challenging behaviour occurs and what the trigger may be
- Talk to the child about why this behaviour is not acceptable and what the consequences are
- Communicate with parents as to the best approach to use
- Monitor the effectiveness of the agreed approach
- With parents' consent seek the help of colleagues from other agencies.

**We ask children to:**

- Follow instructions
- Use inside voices
- Keep our hands, feet and unkind words to ourselves
- Look after each other
- To look after resources
- Listen to each other and adults
- Learn ways in which they can keep themselves safe
- Treat others in a way that they would like to be treated themselves.

**14. Security policy**

The purpose of this policy is to ensure that only authorised persons have access to Leo's Nursery whilst in operation in order to protect the safety of children and staff in line with the health and safety policy.

i. **Who is responsible?**

The Room Leaders have a responsibility to ensure that an appropriate security system is in place.

All members of staff have a responsibility to ensure that the security system is operational and is used at all times.

All members of staff have a responsibility to ensure that they are vigilant at all times and ensuring that access is only granted to authorised persons. Parents have a responsibility to not open the door to any persons seeking access.

ii. **How will the policy be implemented?**

**Parents collecting children and visitors:**

- Only authorised people listed on the registration documents will be allowed to collect children from Leo's Nursery. These people must be over the age of 16 years.
- Where a person who is not listed on the registration form tries to collect a child, they will be asked to wait with a member of staff whilst the primary carer for the child is contacted for confirmation that they are authorised to do so. The member of staff will explain the security policy to the person.
- If the member of staff cannot contact the parent, then they will contact the emergency contact.
- If the parent gives verbal authorisation that the person is allowed to collect the child the member of staff must request the full name of the person collecting
- If anyone, other than those collecting children, requires access to the setting, their visit must be pre-arranged with the room leaders and they must carry identification highlighting the organisation they represent. All visitors will be asked to sign in and out at the main school office.
- Visitors should at no point have unsupervised access to the children.
- All members of staff, when answering the door to any visitor, other than those collecting children, must ask for identification and a clear explanation for their visit. The visitor must only be admitted if and when a member of staff is satisfied with the information provided.
- Visitors must be escorted off the premises by a member of staff, they will be asked to sign out when leaving the premises.

**Children:**

Children should be signed into Leo's Nursery by their parent/carers with the name of the person who will be collecting the child stated.

At the end of the session children will be signed out by the person who collects the child.

**15. Health & Safety Policy**

The Health and Safety of staff, volunteers, children and parents is of paramount importance to us.

All areas of the Centre have been risk assessed to check for safety and appropriateness for use by children. The risk assessment process requires careful examination of the tasks and identifies possible hazards. Room leaders also identify control measures to minimise the risk for every child in the setting. Risk assessments will be carried out and reviewed at least once a year. In the case of an incident, the risk assessment will be reviewed and if necessary amended.

Centre staff will carry out weekly and monthly maintenance checks on equipment, furnishings and the play environment. Any item found to be faulty or damaged will be repaired or replaced immediately.

Any concern regarding general maintenance or hazards with the building will be reported to the Caretaker. The Caretaker carries out daily visual checks of the whole site including the outside area to ensure Health and Safety standards are maintained.

When children are taken to other play spaces in the School, a member of staff will be responsible for ensuring the area they are going to is safe and secure and has appropriate resources for the age of the children attending. They will also be responsible for checking the equipment to be used meets the required safety standards.

## **16. Fire Drill Procedures**

### **i. In the event of fire alarm sounding**

- Line all of the children up near the outside door.
- Escort the children safely out of the building to the fire assembly point.
- Room leader to check the areas to ensure all children are safely out of the building
- Once at the fire assembly point, carryout a register check to ensure all children are accounted for.

### **ii. Available fire exits**

Leo's external garden door– This is the first exit that all staff and children should go to if it is safe to do so. All staff and children will safely go to the large garden area until management confirms that it is safe to re-enter the nursery.

### **iii. Procedure**

- All staff and children to assemble in a calm manner to the nearest available fire exit.
- Staff must then do a quick head count whilst the room leader is checking all areas of the nursery.
- In a calm and quick manner staff must then safely lead all the children to the assembly point (large nursery/reception garden).
- The Room Leader to take in her possession, the registration folder, which contains all of the children's contact details.
- The Room Leader must take the register.
- Once everyone has met at the assembly point the team leader will check that all staff and children are safe and present.

- Upon direction of management staff and children may re-enter the building.
- iv. **Staffs responsibilities:**
- **Registers**  
Room Leaders
  - **Checking all areas of the playrooms / toilets**  
Room Leaders
  - **List of the children's contact details**  
Room Leaders

## 17. Volunteer Policy

A volunteer is a person who gives freely of their time, skills and experience to the Leo's Nursery without expectation of a financial reward.

Volunteering may be:

- a one off activity,
- occur over a limited time to complete a particular activity or project,
- carried out on a regular basis.

Staff endeavour to give volunteers opportunities to exercise and explore their skills in a new environment. They recognise the benefits that volunteers can bring e.g. knowledge of the local community, skills to enhance the work of the nursery.

We share a commitment which enables volunteers to use their experiences within the nursery as part of professional development to support routes into employment or further career progression.

### **This policy applies to:**

Voluntary Workers who may be parents, grandparents, members of the local community etc.

### **The recruitment process**

The recruitment of volunteers will be over seen by Mrs Cairns, a Senior Leader within Lynnfield Primary school. An informal meeting will then be conducted to gauge the person's suitability, to explore the appropriate opportunities within the school and nursery.

They will also be subject to the following checks:

- **References.** Two references are **mandatory** at least one to be a character reference or from an employer.
- **Criminal Records Bureau Disclosure (CRB)/ Disclosure and Barring Service (DBS).** An enhanced disclosure is **mandatory** for any-one when working with vulnerable adults and children. The individual must not commence any voluntary activity until a satisfactory clearance is issued.

### **Our commitment to Volunteers**

- Induction which is appropriate to the level of the role the nursery expects them to undertake and be linked to a worker in the nursery where the activity will be carried out.
- Supervision will be provided by a named person from within the nursery who will offer regular support, reviews the arrangements for the volunteer's role and make any required changes in conjunction with the volunteer co-ordinator if appropriate.

#### **Volunteers rights and Responsibilities**

- All volunteers will be expected to follow the policies and procedures to be aware of and work within the guidelines relating to Safeguarding and Confidentiality.
- Commitment to be reliable in a given piece of work.

#### **Records**

A record of each volunteer will be held with associated documents in accordance with the Data Protection Act 1988.

This policy complies with the provisions of:

#### **The Employment Rights Act 1996**

Volunteers are not the employees of the nursery and therefore do not have a contract of employment or benefit from the terms of the Act.

#### **The Immigration, Asylum and Nationality Act 2006**

It is a criminal offence to employ someone who has no right to work in the United Kingdom, or no right to undertake work being offered. This also applies to volunteer work.

#### **The Safeguarding of Vulnerable Groups Act 2006**

All individuals seeking to volunteer in regulated activities must undergo an enhanced CRB Disclosure check prior to commencement of duties.

#### **The Health and Safety at Work Act 1974**

Under section 3 of the Act the nursery has a duty to ensure that individuals who are not employees are not exposed to health and safety risks. This includes volunteers.

#### **This Policy does not apply to:**

- Placements for students of school age. Such placements should only be part of a structured work experience programme arranged between the school and college.
- Student Work Placements e.g. teaching practice, apprenticeships.

### **18. Complaints procedure**

At Leo's Nursery School we aim to provide the highest quality education and care for all our children. We aim to offer a warm 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 group at any time.

i. **Making concerns known**

A parent who is uneasy about any aspect of the group's provisions should first of all talk over any worries and anxieties with Mrs Wainwright, Early Years Leader. Most complaints should be resolved informally or it could be taken further with the Executive Headteacher, Mrs S. Sharpe. Should the matter not be resolved then it can be taken up with the Governing Body. Please see the School's Complaints Procedures.

OFSTED involvement

A parent has the right to contact the Ofsted helpline if they so desire. Providers must provide Ofsted, on request, with a written record of all complaints made during any specified period, and the action which was taken, as a result of each complaint.

The address is:

Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

Contact number:

0300 1231231

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

**19. Monitoring and review**

This policy is reviewed annually by the Governing Body and the Executive Headteacher.

Any changes made to this policy will be communicated to all members of staff.



Lynnfield Primary School  
2 Year Old Policy

All members of staff directly involved with Leo's Nursery are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

The next scheduled review date for this policy is August 2020.

**Review Date: August 2021**

**Reviewed by: S. Sharpe and J. Wainwright**

**Approved by Governors:**

**Next Review Date: August 2022**

**DRAFT**