

Equal Opportunities Policy

No child, individual or family should be excluded from the setting or activities on the ground of age, gender, sexuality, class, family status, means, disability, colour, ethnic origin, culture, religion or belief

We aim to ensure that all that wish to work in, or volunteer to help with our setting have equal chance to do so

Anti-racist childcare

Don't let incidents pass- If racism takes place in the setting we will act positively to stop the incident. If a child is involved, the abused child will be comforted and we will firmly and supportively explain to the child who has caused the hurt why their behaviour is unacceptable. If staff or other adults are involved the incident it should be discussed on a one to one basis or brought to the attention of the manager for action

Displays must reflect our policy in positively representing all races and cultures and if mistakes are made we will change the display as quickly as possible

Books and equipment – We will examine books for prejudice and review our resources periodically, books used in the setting should display cultural and religious differences, positive images and role models to children.

Food – In the setting we will endeavour to use all opportunities to introduce children to a wide variety of foods drawn from as many cultures as possible

Dated: 29/10/2009

Review Date: 01/11/2010

Non violent childcare

Violence can be physical i.e. fighting or hitting or verbal i.e. abuse, aggressive behaviour. It may be the result of frustration or anger. It may be the way that adults or children have learned to behave or deal with difficulties.

Children are influenced by violence from an early age and the setting aims to counter this in every way possible.

Dealing with problems – Violence of any form is not an acceptable way of dealing with problems and disagreements in the setting. This includes problems between children or adults and children. Children will be helped to resolve their problem and feelings constructively i.e. by talking, reasoning and sharing difficulties.

Toys – Play materials in the setting will be non – violent. There will be no guns, swords, etc provided.

Labels – As practitioners we will not label children. Labels such as bad, naughty are a short cut to explaining why behaviour is unacceptable. Labels can actually reinforce children's unacceptable behaviour for example a child constantly called naughty sees her/himself as naughty and continues the unacceptable behaviour.

Parents – The door is always open to parents and they will be given the opportunity to input into the management of their children's care.

Dated: 29/10/2009

Review Date: 01/11/2010

People with disabilities

Environment – We will provide an environment that is easily accessible to disabled people with enough space for them to interact with everyone, making them feel welcome and encourage independence

Books – we will provide positive images of people with disabilities in a range of situations and roles to ensure they are not stereotyped

Staff – We will use outside agencies to enhance our knowledge so as to meet the needs of children`s specific needs sensitivity

Anti sexist childcare

Children are influenced by sexism from a very early age. This limits horizons and is damaging to both sexes by restricting choices. The setting aims to counter this in every way possible

Space – we will act positively to see that girls/boys get their fair share of space, so they can move, play and take part in activities. We will intervene if any child monopolises the equipment

Time - we will act positively, as practitioners we give each child time to talk and to be listened to. It is important to be aware that everyone needs time to converse verbally or non verbally and time is given to each child to enhance their self esteem and confidence in this life skill

Toys/activities and resources – toys will be chosen for all children and won`t be sex defined, i.e. trains for boys, dolls for girls. Children will be encouraged to use all toys. All activities will be available for everyone to participate in, regardless of gender.

Books – both boys and girls should see positive and varied images in books. We will actively choose books that provide positive non – stereotypical roles and images of both sexes.

Dated: 29/10/2009

Review Date: 01/11/2010

Confidentiality in the Nursery

Parents who share a problem with any member of staff will be assured of their confidentiality, unless it is a Safeguarding issue, in which case we have to report this to the relevant authority, BY LAW

Staff and students will refrain from discussing anything regarding the children in the setting. Parents concerns, or issues that arise at staff meeting. Will not be discussed with any person outside the nursery

At times it may be necessary for a member of staff to discuss with the manager issues that may need his or her attention, or they do not have the experience to deal with the issue.

Any member of staff or student who breaks this policy will be subject to a written warning or instant dismissal dependent of the severity of the offence.

Students will be requested at induction to sign a confidentiality agreement form which they will adhere to.

Dated: 29/10/2009

Review Date: 01/11/2010

Health & Hygiene

Preventing the spread of infection and maintaining the cleanliness of the premises and equipment is achieved by

Premises: - Our premises are checked each day before our service commences. We have appointed a cleaner who is employed by Waterloo Primary School who cleans when our service is closed

Play area: - Surfaces between activities are cleaned with anti bacterial solution.

Equipment:-is checked when setting up and putting away checking for breakages, sharp edges.

Resources are to be cleaned when and where necessary for the next session i.e. play dough equipment, dressing up clothes.

Disposable tissues:-are supplied, children are to be encouraged to be independent and dispose of tissues in bins supplied. ***Please monitor to avoid empty boxes***

Sand pit;- Sand to be changed each term, sand to be sieved for foreign bodies and spraying with diluted sterilising fluid after each session cover to be placed on pit when not in use, dispose of spilt sand

Toilets: - toilets to be checked regularly, to be cleaned with antibacterial wipes provided, mop floors with designated buckets and mop coloured red.

Use protective clothing at all times

Change children undergarments when soiled or wet, place in a carrier bag, place in child`s tray, complete a letter for parents, relating information of incident, ensure tray to be cleaned for next session.

Encouragement given to children to wash hands after using toilet

Spare clothing is stored in toilet area, monitor clothing for stock, and ensure baskets are closed at all times.

Ensure diary is completed which is stored in disabled toilet with the disposable gloves.

All materials must be monitored to avoid emptiness

All clinical waste will be distributed by Waterloo Primary School outside contractors.

Kitchen :- rubbish to be disposed of in bins supplied all lids to be kept closed at all times, rubbish will be disposed of after session and placed in school bins by contracted cleaner. Please make sure all bins are kept clean and tidy for everyday use, please take note of signs to wash hands at all times ,when working in this area complete fridge temp chart each day. All items stored in kitchen must be kept in the right storage area. Please ensure there is no risk to all that enter this area.

Doors to be kept closed at all times

Children crockery/cutlery

All items used at snack time will be washed by children in hot soapy water rinsed and placed in welsh dresser

Each member of staff is responsible for the toys and equipment used at each session it is their responsibility to ensure all equipment is presented to the children in a safe and clean manner
All toys to be washed where and when necessary

Each term all toys to be cleaned for next session. July each year the nursery will obtain a thorough clean by removing all resources to be cleaned

Dated: 29/10/2009

Review Date: 01/11/2010

Fire precaution and action

All staff must understand their roles and responsibilities in the event of a fire and comply with all Fire precaution notices displayed in all areas of the setting
Fire doors will be marked as such and are to be kept closed. Under no circumstances should fire doors be wedged open or obstructed at any times

Emergency fire exits are marked

All emergency Fire Exits will be checked before session begins by Manager or person in charge
All details for alerting the emergency services are kept by the security monitor system.

Actions to be taken in the event of a fire

On discovering a fire sound the alarm located by main exit doors play area and main entrance. All members of staff are to inform all children to make their way to the main fire exit door in the play room to evacuate the building in an orderly manner and report to our designated area which is located in front playground next to main front entrance of the school in the little garden area.

No member is allowed to re-enter the building unless advised to do so by the fire brigade
Manager or designated person is to obtain register which is kept on cupboard by the security monitor in play room by main exit door. All areas of the setting to be checked by a designated person before leaving the setting

Sound of fire alarm:- All members of staff are to inform all children to make their way to the main fire exit door in the play room to evacuate the building in an orderly manner and report to our designated area which is located in front playground opposite next to main front entrance of the school in the little garden area. No member is allowed to re-enter the building unless advised to do so by the fire brigade or caretaker/manager or person in charge. (Children with hearing impairments are supported by their key carers who have a red handkerchief in their pockets at all times to indicate to the children the fire alarm is sounding and to begin their fire safety routine)

Fire Drills: - Will be carried out on a termly basis unless otherwise been notified by Waterloo Primary School

Records of Fire – Fire Drills: - All information to be recorded accurately on a form displayed on notice board in the main foyer area to be recorded by Manager or person in charge.

Emergency Evacuation:- arrangements have been accommodated at the Plaza cinema for all safety

Dated: 29/10/2009 Review Date: 01/11/2010

Manual Handling and lifting policy

All Staff are trained during induction on showing staff how to lift correctly

Strains and sprains caused by manual handling, they are easily incurred and extremely painful they often result in long periods of disablement. In many cases the injury can be permanent

Postural Awareness

Good posture is vital when carrying out manual tasks.

You need

A firm base of support. To keep your spine in its natural shape

The planning stage

Avoid manual lifting where possible

Assess what needs to be done, the situation and the load to be moved

Dress appropriately i.e. use non slip shoes

Use equipment wherever possible

Know your limitations

Prepare the area

Communicate

Preventing measures

Assess whether you need to move the load

Split heavy loads

Maintain good posture

Avoid hunching shoulders

Ensure natural curves are present when moving loads

Use thigh and buttocks muscles

Weight – controlling weight to a safe level will prevent constant forward pull on the lower back, and wear and tear on the joints

Avoid stooping bending over, over stretching and twisting

Ensure seating is firm and supports natural curves

The main principle of correct lifting are:-

Feet set apart for a wide stable base

Maintain natural curves of spine – s shape

Have your knees and hips slightly bent

Bottom out, chest and head up

Keep close to the load

During the task

Non slip shoes

Avoid twisting

Keep close to the load

Elbows tucked in

Keep abdominal muscles tight

Perform the move

Raise your head as you move

Keep shoulders relaxed

Use smooth movements

After the task

Evaluate the move

Did it go well? Could it have been done better?

Dated: 29/10/2009

Review Date: 01/11/2010

Non Smoking Policy

Next Steps Nursery and its surroundings area is a non smoking area, in no circumstances is smoking allowed at anytime during activities indoors/outdoors

All hands must be washed after smoking and before entering the play room.

Dated: 29/10/2009

Review Date: 01/11/2010

Medicines Administered Policy

Medicines will not usually be administered unless prescribed by a doctor, dentist, nurse, or pharmacist

Prescribed medication with written consent from the parent and an agreed member of staff who will administer the medication will be accepted.

Consent forms, care plan to be completed by parents/carer notifying manager of details, all forms are kept in medicine cupboard located in play room.

All forms must be kept in medicine file.

All medication given must be recorded on child chart and counter signed by another member of staff. Parent must sign at the end of each session making sure confidentiality is kept at all times.

All medication must be stored in medicine cupboard clearly marked, or in case of antibiotics which should be kept in the fridge where the children cannot gain access.

Antibiotics must be checked for name, dosage, when expires and reason for child taken the medication.

All staff should be made aware of child's medication by relating information in staff book located in staff room area.

It is the responsibility of the manager or person in charge to administer the medication, all details to be checked by another member of staff who has witnessed the medication been given. Both the manager and member of staff who witnessed the medication must sign the consent form.

Ensure medication is returned to the parent/carer at the end of the session

Dated: 29/10/2009

Review Date: 01/11/2010

First Aid Policy

On induction parents fill in Childs registration form to give consent to emergency 1st Aid

Procedure of the setting:- The Manager or person in charge must be informed of all accidents/incidents occurred in the setting.

1st aider will assess the extent of the injury, record details of findings and how the issue was dealt with; ensuring documentation is counter signed by parent on the day.

Minor incident: - 1st aid will be given on the premises, record details in the incident book, report incident to parent verbally and by letter, asking parent to counter sign details written.

Severe accident: - 1st aider will treat incident until medical assistance arrives, parents will have been contacted of the accident by another member of the team advising of details and were to meet ourselves. Any child hospitalised all records must be reported to Ofsted and H&S Executives.

Details to be recorded:- Time, date and nature of any accident, location of the injury, action taken and by whom, circumstances of the accident, adults and children involved and any witnesses, signature of all who dealt with the incident, countersigned by the parent

It is the manager's responsibilities to review the accidents records regularly to identify any recurring causes of injuries.

Please ensure 1st Aid box is replenished before putting back

Dated: 29/10/2009

Review Date: 01/11/2010

Food & Drink

Next steps provide children with adequate and nutritious snacks and drinks, we have a good understanding of children`s dietary and religious requirements and meet these appropriately..

All staff have a Level 2 Qualification in food hygiene and Catering

Procedure:-

Fresh drinking water is available to children i.e water fountain

Children will be made aware that drinking water is available to them at all times

We provide suitable cups/utensils for the ages and ability of the children

Monitor individual children`s eating and drinking

Information for parents:-

Information given on child`s records will be taken into consideration when planning snack times

Dietary needs and preferences will be met

Children will assist in preparing and clearing away at snack times

Staff will sit with children during snack times

Dated: 29/10/2009

Review Date: 01/11/2010

Dress Code

Adults who work with children young people should ensure they take care to ensure they are dressed appropriately for the tasks and the work they undertake.

Those who dress in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegations.

- The uniform consists of a polo shirt worn with a skirt or trousers of own choice.
- Uniforms must be worn at all times. The nursery will provide all staff with 2 polo shirts and 1 hooded jacket annually.
- It is the staff responsibility to keep uniforms clean and presentable
- Trousers, skirts, jeans and knee length shorts can be worn while working in the setting.
- Sensible footwear is required, heels no higher than 1` or open toes is not allowed.
- Long hair must be kept tied back at all times.
- Nail varnish must not be worn {clear only}
- Rings, earrings and any other jewellery must be kept to a minimum
- Tattoo`s must be covered
- Body piercing to be covered

Dated: 29/10/2009

Review Date: 01/11/2010

Supply Cover Policy

Absence:-

Staff must report absence to manager before session starts.

It is the managers/person in charge responsibility to contact agencies for supply.

Parents would be asked to assist while waiting for supply cover to arrive

Parents will be contacted by manager/person in charge for children to be collected due to insufficient cover.

Dated: 29/10/2009

Review Date: 01/11/2010

Telephone policy

Next Steps can communicate easily by telephone with parents and the emergency services at all times.

All telephones are checked daily, making sure they are in full working order, including adequate reception and adequate charged batteries.

Provisions will be made for those with impaired hearing or limited sight.

Mobile telephone will be active during session time as well as land line phone, which will be positioned in the play area

All emergency numbers are kept in the locked up cupboard, which is situated in play room by the main exit door.

Telephone numbers are displayed on all correspondence relating to Next Steps Nursery.

Communication between adults and parents, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones text messaging, e – mails, digital cameras, videos, web cam, websites (Facebook) and blogs. Adult should not share any personal information with a parent. They should not request, or respond to, any personal information from the parent, other than that which might be appropriate as part of their professional role. Adults should ensure that all communication are transparent and open to scrutiny.

Dated: 29/10/2009

Review Date: 01/11/2010

Settling in policy

The staff at nursery will work in partnership/carers to settle the child into the nursery environment.

On the child's 1st visit to nursery staff will do their utmost to engage with your child so that they familiarise him/herself with the nursery

During the initial few days parents/carer can stay with their child for sufficient time so that the child feels settled and the parent/carer feels comfortable about leaving.

If parents shows concerns, staff will advise to contact the nursery or staff will contact parent to reassure of child's up dates.

For the first few sessions parents/carer have an option to return early if they so wish to do so. No child will be taken on an outing from the nursery until he or she is completely settled in.

Dated: 29/10/2009

Review Date: 01/11/2010

Admission

The manager is aware that children may have an additional need and will ensure that appropriate action will be taken when such a child is admitted to the provision. Steps will be taken to promote the welfare of the child in partnership with the parents and other relevant parties.

Procedure of the setting

Details of families who wish to use our service are asked to complete a card recording date on returning the card were details will be recorded on our waiting list.

Children who wish to join our setting have equal chance to do so

Depending on the availability, children who reach the appropriate age will be notified by letter.

In the event of two dates of birth dates being the same, the date of application will be taken into consideration. Priority will be given to the earliest date recorded on card.

Arrangements will be made for an introduction to staff and viewing of the setting will take place, ,child's needs will be discussed an arrangement made for child to meet the children and staff.

Prospectus/all relevant information will be given to parents/carer regarding the operational running of the setting.

All relevant documentation to be completed on visits

Written notification will be given on regarding start date.

Dated: 29/10/2009

Review Date: 01/11/2010

Working in partnership with parent/carer

Christine Harris assigned Parent Co-ordinator

The manager and staff work in partnership with parents to meet the needs of the children, both individually and as a group. Children benefit most where there is a trusting and mutually supportive partnership. At Next Steps we welcome all parents as equal partners in all aspects of your child education and development; there is a two way flow of information knowledge and expertise.

Procedure of the setting

All changes and updates concerning the setting, parents are informed by a regular newsletter, daily verbal discussion, letters concerning trips

Signs & posters will be displayed around the setting of information when and as received.

Our setting will be adapted for access of Information to families when or where necessarily.

Policies are available to access where they are situated in the main entrance area.

Records of all written communication are kept centrally in a secured file

Exchange of information

General information about nursery is presented to all parents in a prospectus.

Daily discussions take place with parents entering – leaving the setting concerning their child.

A comments box is displayed in the main entrance which is checked constantly by the manager who will act on comments.

Evaluation forms which we send out enables us to enhance our setting and service we provide for the community.

Parent's access to records:-

Appointment arranged with the manager/key carer

Records are kept in a locked filing cabinet manager/person in charge has the key for access.

Dated: 29/10/2009

Review Date: 01/11/2010

Special needs policy

At next steps we believe children with additional needs are to have their needs met where all members of the group have a secure knowledge and understandings of the individual needs of every child in our care. Staff will work together with parents and other outside parties to organise the environment to ensure all children takes part at a level appropriate to their needs.

We aim to:-

- Encourage and nurture each child
- Provide a warm, safe and secure atmosphere
- Create an exciting, stimulating, orderly, welcoming, learning environment
- Establish a caring, co-operative, friendly and hard working ethos
- Encourage children to express thoughts and explore ideas
- Promote independence and involve children in decision making
- Develop co-operation and team work
- Value the contributions and respect the views of each other and celebrate achievements of everyone in the setting
- Ensure a broad balanced and challenging resources which provides for the needs of each child
- Differentiated resources to provide appropriate learning challenge for all children
- Identify children`s needs and record targets
- Provide appropriate and effective learning methods
- Ensure continuity and progression
- Ensure equal access to the tasks
- Establish high standards
- Provide good role models
- Develop effective partnerships with parents and the community
- Evaluate the effectiveness of our learning by monitoring the children's outcomes

Staff with specific responsibilities:-

Ruth Rimmer manager – Hannah Rimmer and Laura Monro named senco will be responsible for the day to day operation of the group's additional needs policy by:-

Offering advice and liaising with other staff

Co-ordinating the provision for children with additional needs

Liaising with parents of children with additional needs

Contributing to the continuing professional development of other staff

Liaising with external agencies i.e. educational psychology and other support agencies, medical, social services and voluntary bodies.

Senco responsibility:-

Hannah/Ruth/Laura responsibility for ensuring all staff is aware of the code of practice and to liaise with parents

Ensuring that relevant background information about individual children with additional needs is collected recorded and up dated

We believe that provision for children with additional needs should be well co-ordinated

We believe our setting should be accessible to all families

Our setting is proud to have been adapted for access by people using wheelchairs. Any enquires about access should be addressed to the manager

We believe all staff shares the responsibility for children with additional needs

Staff is responsible for allocating their resources in terms of equipment to ensure that children's needs are met

Staff gives extra support to children with additional needs in their care

We aim to identify and access all children with additional needs and to review their progress

The managers will liaise with feeder schools about the needs of children on transition

Manager will make a referral to the appropriate agency if Child's needs cannot be fully identified by SENCO

We believe children with additional needs should have broad and balanced activities.

Through observing we ensure that our children meet their needs and have full access to the whole range of activities on offer in the setting

We believe children with additional needs should be fully integrated with in the setting

We all share responsibility for the integration of children with additional needs in our setting

We aim to improve the following aspects of our additional needs work:-

Attend regular training

Enhance our resources when and where necessary

We aim to provide a good service to all children

We aim to work with parents and solve problems co-operatively

We always inform parents when we feel the need to make special provision for their child, parents contribute to the child's welfare during their stay at nursery

We value comments and constructive criticism

We aim to make the best possible use of our staffing and to draw as fully as possible on the expertise of other services and parents

We value all our staff and we aim to keep on developing our skills in helping children with additional needs

The setting has made additional needs an important part of our setting

How we all provide for additional needs will be an aspect of future identifying problems

Strategies prepared for child to progress

Short term targets

Using the stepping stones

Plan to be reviewed

Outcome of action taken

We value external support

We have access to a toy library who have resource to suit children`s needs we will be making regular use of this service to support children with

Hearing/sensory impairment

Visual impairment

Emotional/social needs

Communication or interaction difficulties

We consult health visitors quite regular. Who assists with advice and liaises with parents.

We value our links with health visitors and social services educational welfare services

These links are vital to a co-ordinated response to children with complex needs

We believe that our links with parents are vital to the success of our children

We welcome parents of children with additional needs to discuss their needs with all staff throughout their stay with us

We value our links with other schools

We maintain close links with our feeder schools

Information of children will be passed on to other schools during transition

Dated: 29/10/2009

Review Date: 01/11/2010