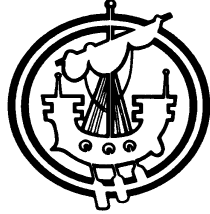


Comhairle nan Eilean Siar



Nursery Policy Guidelines

Dear Parent/Carer

This booklet is aimed at providing parents with information regarding CNES Nursery Policies Guidelines and Procedures.

We hope you find this useful and informative, if you require any more information please ask your child's key worker or the nursery manager.

Thank you

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SUPPORTING CHILDREN WITH ADDITIONAL SUPPORT NEEDS IN THE NURSERY

In keeping with council policy and current legislative requirements, our nursery is committed to providing an inclusive learning environment where each child can maximise their potential.

Due regard is given, without discrimination, to the individual child's needs. These may fall into one of the following groups:

- Learning Environment,
- Family Circumstances,
- Disability or Health Need; and
- Social and Emotional Factors.

The Rationale

When a child with an Additional Support Need is offered a place in our Nursery we will -

1. Work in partnership with parents or carers by:

- offering a warm welcome and support,
- taking account of their views,
- encouraging participation in making decisions affecting the care and welfare of their child,
- ensuring that confidential information about a child's situation and family is treated with sensitivity and understanding; and.
- Arranging effective transition procedures with parents/carers and receiving establishments.

2. Take the appropriate action to ensure the nursery is safe and has easy access to all areas and that children are able to participate independently by:

- ensuring the play area is accessible
- ensuring bathroom and changing facilities are suitable
- acquiring necessary specialist equipment and resources
- ensuring appropriate health and safety arrangements are in place: and
- ensuring members of staff are aware of Risk Assessment procedures.

3. Supporting our staff by:

- encouraging liaison with a range of specialist staff and ensuring that nursery practice is fully informed by their advice. E.g. therapists, health workers, social workers, psychologists
- providing training e.g. in the use of specialist aids and equipment to support the child, signing, undertaking essential procedures such as physical handling or administering medicines etc.
- ensuring they understand the care and welfare needs, including those related to Child Protection. We operate under procedures outlined by the Local Authority Child Protection Policy.

The Curriculum

Children with ASN have equal entitlement to that of their peers. Essential resources will be provided to support their independence and give access to the broad range of areas in our curriculum.

Where additional support is needed a staff member or registered support worker will be appointed to assist the child. Working in partnership with other agencies staff will contribute to the development and implementation of care plans as appropriate.

A record of the child's progress will be kept. It will be shared with parents /carers who must give permission before its content can be released to any other agency. Interagency working will be encouraged to ensure the child's needs are being met to their full potential. With parental/carer permission the child's name will be added to the 'children's record database' where information is shared between professionals (see data protection policy)

Personal Support and Care

After discussion with the child's parents or carers, all necessary personal care will be given to ensure the child's comfort, safety and well being. This includes dietary and medical care as well as personal hygiene. A written record of this discussion will be kept in the child's file.

Medication will only be administered under strict guidelines agreed by parents or carers. A daily log will be kept outlining dietary requirements and medication administered.

Insurance

We will inform parents or carers of children with Additional Support Needs of the specialist terms or considerations applicable to them under the Personal Accident and Public Liability Cover of the Nursery's Insurance Policy.

The following is a list of supporting policies and procedures which we adhere to:

Child Protection
Equal Opportunities
Local Inclusion Policy
Additional Support for Learning Act (2004) Code of Practice

ADMINISTERING OF MEDICATION POLICY

Staff are unable to give medication without written permission from parent/carer. Consent forms are available from the nursery manager.

1. Medicines will be stored in a safe place out with the reach of children in a locked cupboard with access only by an authorised person.
2. Medicine should be stored in conditions that ensure that their quality is maintained – either cold storage (between 2-8°C) or storage below 25°C: - medication details label should be checked. Where children have access to the fridge care should be taken to ensure children cannot access the medication.
3. Medicines should be kept in their original container and must be clearly marked with the child's name and details of medication.
4. A record will be kept of the time, dose and the signature of the person who administered the medication, counter signed by a second member of staff. A copy will be given to the parents when the child is collected.
5. Any member of staff giving medication to a child should check
 - i. The written permission provided by the parents/ guardian.
 - ii. The medication is for the child
 - iii. The prescribed dose.
 - iv. The prescribed date.
 - v. The dose frequency.
 - vi. The expiry date.
 - vii. Any additional or cautionary labels.
 - viii. Any side effects that may occur.
6. Two members of staff will always be present when administering medication.
7. If in doubt about any of the procedures or information staff should check with the parents before taking further action.
8. If staff have concerns the child's GP and Health Visitor should be contacted for advice.
9. If a child refuses to take medication, staff should not force them to do so and the parents informed immediately.
10. If required staff will attend training to administer medication that is administered via non-oral routes. For example – Rectal diazepam/paracetamol, subcutaneous insulin or Epi pen (this will be updated as required). Staff should take care to maintain child's dignity at all times.
11. Staff should check that the parent has previously given at least one dose of medication to ensure that the child does not have an adverse reaction to it.
12. Records of medication administered should be kept in the child's file for the whole time they remain in the group.
13. It is our policy to apply sun cream and where appropriate to encourage children to apply their own when the children are out in the sun. Parents are encouraged to supply sun cream, clearly labelled with child's name, for the child's use. If there is any reason parents/guardians do not wish sun cream to be applied to their child their wishes should be put in writing and kept in the child's records and all staff to be informed.

14. Insurance details are checked to ensure that the group is covered for administering medication.
15. If a group is asked to administer calpol or an antibiotic in a one-off situation or for a short period of time a consent form must be signed by the parent detailing the name of the medication. Parents should also notify staff of the time of the last time the child received a dose of the medication.
16. At all times, if written procedures are followed, nursery staff will be deemed to have acted in good faith. Nursery staff are required to act as would a caring parent and not as a medically trained professional.
17. During trips and visits, essential medicines and medical forms will be taken and controlled by the member of staff leading the party
18. The setting will endeavour to ensure all other staff complete basic first aid training.

Reference Materials

Administration of medicines in schools – Scottish Government guidance document.

(Available from the Early Years Office Tel No 01851 822282)

Administration and control of medicines in care homes and children's service. (June 2003) – www.rpsgb.org.uk

SPPA Administration of Medication:
Scottish Pre-School Play Association
SPPA Centre
45 Finneston Street
Glasgow
G3 8JU

ADMISSIONS, ENROLMENT AND SETTLING IN

Admissions and Settling in

The Nursery aims to ensure that the admission of children is fair and equitable and responsive to the needs of children, their parents and carers. Intakes of children are done throughout the year when space becomes available. A waiting list is in operation for all playrooms.

Children are admitted from the waiting list in the following order of priority:

- Increase in hours of children already attending.
- Siblings of children already attending.
- Date of application ('first come first served basis')

Parents are invited to come and view the nursery by appointment with the operational manager.

If your nursery is registered with SCSWIS to provide pre-school education and a care service for children aged 2.5 years to 5 years, children aged 2.5 can be enrolled at the nursery if there is sufficient space and their third birthday falls before the 28th of February of the current academic year. If demand for places outweighs supply priority will be given to children eligible for their pre-school funded place.

Settling in is an important stage in the transition between home and Nursery. Arrangements will be made to ensure the parent/carer and child has the opportunity for a settling in period. This will include parent/carer and child visits to the group so that they familiarise themselves with the setting, staff and other children. A warm and welcoming environment will be offered and the needs of individual children and parents/carers will be recognised and dealt with sensitively.

Application, Registration and Consent forms

An application/registration form, consent form and contract will be issued to parents on application for a place at the nursery. It is essential that all forms are completed by parent/guardian prior to the child attending.

The nursery aims to ensure that the admission of children is fair and equitable and responsive to the needs of children, their parents and carers. Intakes of children are done throughout the year when space becomes available.

Enrolment and Eligibility for Pre-school Education

Pre-school education enrolment usually takes place in January on a date notified to parents by local press advertisement.

With the exception of children born in March, your child is entitled to a funded pre-school place in the term after their 3rd birthday.

| Birthday | Funding |
|--|----------------|
| 1 st of March – 31 st August | Autumn term |
| 1 st September – 31 st December | Spring term |
| 1 st of January – 29 th February | Summer term |

Children receiving a funded place are entitled to 475 hours over 38 weeks. A maximum of 12.5 hours pre-school education hours will be provided in any one week. The group charge for wrap around care based on a rate of £3 per hour for children aged 3-5 years and £3.50 for children aged 2- 3 years. This cost increases annually by 10 pence each August. Children eligible for pre-school funding will have their pre-school hours deducted from their final bill.

Open Day

During the year the nursery will hold an open day when parents / carers or other family members can come in to visit the nursery and talk to staff.

Outings

We frequently visit places of interest and attend events in the wider community. Parents are sometimes invited along to enjoy the learning experience.

Notice Board

We maintain an information notice board for parents. **Please check the notice board regularly** and **read the nursery policies** which are also on display for your interest and information.

Nursery Security

For the safety of all children a door security system is operational.

Signing in System

Parents are asked to sign their child in on arrival at nursery and sign out on departure. Adults, not the children, are required to sign the sheet. Parents must notify nursery staff if/when another adult is to collect their child. To ensure the nursery meets the required adult child ratios, please ensure your child does not arrive at the nursery until the time they are booked in.

PROMOTING POSITIVE BEHAVIOUR

Staff will at all times aim to work in partnership with parents and carers taking into account their wishes and aspirations for their children. They will work with parents by promoting positive strategies towards their child's development and behaviour.

Behaviour Management Policy

For the Nursery to function effectively there must be an agreed framework of rules so that positive behaviour is promoted within the nursery. The Nursery recognises it has a duty to safeguard the well being of users and that the rules should contribute to providing a safe stimulating environment in which children's potential for learning and development is at its best. The purpose of the rules is to enable all children to flourish. By promoting good behaviour, valuing co-operation and a caring attitude the nursery aims to help children develop a sense of responsibility and well being for themselves and others.

The nursery aims to treat everyone as an individual whilst encouraging self awareness and an appreciation of how an individual's actions affect others. With this in mind the nursery will:

- ▶ establish rules which set out the standard operating procedures and behaviour expected in the nursery
- ▶ endeavour to include the children, as well as parents and carers, in drawing up ground rules
- ▶ inform parents, carers and children of the rules and will check that they are understood and accepted
- ▶ provide explanations for why a particular rule should be respected
- ▶ encourage all adults to provide positive role models by showing consideration good manners and respect to and for others, including the children
- ▶ praise and encourage acceptable behaviour
- ▶ provide opportunities for freedom, self expression and exploration without threatening the enjoyment of others
- ▶ help children develop a good self image and acquire self discipline
- ▶ understand age/stage appropriate behaviour
- ▶ be able to differentiate between deliberate and accidental occurrences
- ▶ use appropriate language and establish eye contact when talking to the children
- ▶ deal sensitively with anyone who breaches the codes
- ▶ work with parents and carers to promote acceptable behaviour
- ▶ review rules periodically to ensure they are still appropriate

The Nursery recognises that sometimes, despite all the best efforts of staff and helpers, children may behave in a way which is seen as unacceptable; Depending on the circumstances the following strategies may be applied:

- ▶ A warning and a consequence. For example stop writing on the table, you have not stopped writing on the table I am removing the pens for 5 minutes.
- ▶ Ignoring (only attention seeking behaviour or temper tantrums)
- ▶ Removal of a toy or an activity for a short period of time (as above)
- ▶ Behaviour charts (this strategy is only used in full consultation with the parent for particular problem behaviour. Behaviour charts are only used for a couple of weeks and then phased out)
- ▶ When none of the other strategies work, the child will be expected to sit out of an activity quietly for a few minutes. This will take place within the child's playroom.

Once the incident has been dealt with, adults will quickly try and engage the child in another activity and as soon as possible after the event praise the child for playing nicely.

Staff will remain calm and at no time raise their voices to the children. Children will NEVER be smacked, shaken, humiliated, ridiculed, isolated, threatened or made to feel unwanted or undervalued by any adults whilst in the care of the nursery.

Physical restraint, such as holding, will only be used to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Play Leader and are recorded in our Incident Book. The parent/carer is informed on the same day and signs the Incident Book to indicate that he/she has been informed. So far as is reasonably practicable any staff member taking part in a physical restraint should be appropriately trained by a recognised body.

When a child's behaviour is giving rise to concern the nursery will make every effort to understand why a child is acting that way and will consult with the parents or carers to identify ways in which the child can be supported. Confidentiality will be respected.

It may be appropriate for advice to be sought from agencies (i.e. Social Services or Education Support) to develop plans in addressing the difficulties staff might be experiencing with children's behaviour. We aim to work in partnership with parents and referrals to such agencies will be made with the informed consent of parents and/or other relevant carers

Please see Education and Children's Services Departments 'Improving behaviour policy' for more information.

CHILD PROTECTION POLICY

The child is at the heart of everything we do and our first consideration is what would be best for the child. We work closely with parents/carers and professionals to ensure that we work together to this end. We have duties and responsibilities in relation to the protection of children as set out in the Western Isles Child Protection Committee Inter-Agency Procedures and Guidelines.

Purpose and aim

This policy aims to provide information to staff, parents, other professionals and everyone who has contact with the children in our care. We aim to make explicit our commitment to the development of good practice and sound procedures. The purpose of the policy is, therefore, to ensure that child protection concerns and referrals are handled sensitively, professionally and in ways that support the needs of the child.

Introduction

We fully recognise the contribution that we can make to the protection of children and support for the children in our care. There are three main elements to our child protection policy:

1. Prevention (positive nursery atmosphere, careful and vigilant supervision, pastoral care, support to children, providing good adult role models).
2. Protection (following agreed procedures; ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns).
3. Support (to children and staff and to those who may have been abused).

Framework

We do not operate in isolation. Child protection is the responsibility of all adults and especially those working with children. We aim to help protect the children in our care by working consistently and appropriately with parents/carers and other agencies.

Roles and responsibilities

All adults working with or on behalf of children have a responsibility to protect children. Within our establishment the **Designated Person** is the **Manager** who should be informed immediately by any member of staff, parent/carer or other professional in the following circumstances:

- Suspicion that a child is being abused
- There is evidence that a child is being abused
- In the event of a complaint made by a child against a member of staff.

They will keep a full record of reports made and make referrals on to the Police and/or Children and Families, Education and Children's Services if necessary and contact parents/carers where appropriate. Responsibility for investigation rests solely with the Police, whose role is to investigate any possible criminal conviction, and Children and Families, Education and Children's Services, whose role is to protect the child. All contracted staff will receive child protection training annually.

Staff roles include:

Observing and listening:

- Observe any changes in the child's usual behaviour.
- Always give time to listen to children.
- If a child arrives with obvious injury ask the parent/carer how it occurred and record the injury and parent/carer's response.
- Always be aware of any bumps and bruises and their location and the importance of reporting them.
- Ensure confidentiality at all times.

Record and monitoring: Well kept records are essential to good child protection practice. We are clear about the need to record any concerns held about a child or children within our care, the status of such records and when these records should be passed over to other agencies.

Therefore, any referrals made will be recorded and held securely on file. In addition, a log should be kept on a daily basis until the child protection process reaches a conclusion. All records will be shredded when they leave preschool, as per the procedure with all other records, unless there are found to be child protection concerns. In this case the relevant records will be passed on to the receiving school at the appropriate time.

How to respond if a child confides in you: It can take a great deal of courage for a child to talk to an adult about their abuse because the child is 'telling' on someone more powerful than they are. Therefore this should be kept in mind: The child may be betraying a person who is not only close to them but also loved by them and they are risking a great deal in the hope that you will believe what they say.

- Remain calm, approachable and receptive. Do not pre-judge.
- Listen carefully, without interrupting.
- Make it clear that you are taking them seriously.
- Acknowledge their courage and good sense.
- Reassure them that they should not feel guilty and that you're sorry this has happened to them.
- Let them know that you are going to do everything you can to help them and what may happen as a result of their disclosure.

What to do next:

- You must make an immediate, careful record of what has been said, using the child's actual words wherever possible (not your interpretation of them). If you record opinions, ensure that these cannot be confused with facts.
- Immediately contact the Manager. They will make a decision based on your report, judging whether the issue should be referred to outside agencies or not. In the absence of the Manager, the Area Inclusion Manager should be informed.
- Record, in writing, the fact that you have reported the situation.
- Remain caring and supportive to the child.

What to avoid: If a disclosure is made to you

- Do not allow your shock or distaste to show
- Do not probe for more information than is offered. You must not question the child or attempt to counsel the child.
- Do not speculate or make assumptions.
- Do not make negative comments about the alleged abuser.
- Do not make any promises that you cannot keep, such as promising that 'everything will be alright'.
- Do not agree to keep a secret.

Your role is to:

- Be vigilant and responsible
- Report accurately and carefully to the Manager
- Support the child by being caring

There is no more to your role.

Children missing from education

Our policy on absence management includes:

- Agreement with parents enrolling their child with the service of the expectation regarding communication when a child is ill or unable to attend.
- A system for monitoring attendance each session.
- Procedures for following up on any absence, whether expected or unexpected
- Clear roles and responsibilities within the staff team for these procedures and arrangements for staff training and induction for these roles.

Supporting children at risk

We recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. Our establishment may be the only stable, secure and predictable element in the lives of some of the children under its care. We, therefore, recognise that such children might exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour. We also recognise that some children who have experienced abuse may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support. We will endeavour to support all children through:

- The curriculum, to encourage self-esteem and self-motivation
- The nursery ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued
- A coherent management of behaviour
- A consistent approach which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the nursery setting
- Liaison with other professionals and agencies who support children
- A commitment to develop productive, supportive relationships with parents whenever it is in the child's interests to do so
- The development and support of a responsive and knowledgeable staff group.

Late/non – collection of children

In the event that a child is not collected by an authorised adult at the end of a pre-school session/day, the nursery puts into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child. We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

PROCEDURES

Parents of children starting at the pre-school are asked to provide specific information which is recorded on our Registration Form, including:

- home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour's;
- place of work, address and telephone number (if applicable);
- mobile telephone number (if applicable);
- names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from pre-school, for example a childminder or grandparent; and
- Information about any person who does not have legal access to the child.

On occasions when parents are aware that they will not be at home or in their usual place of work, they record how they can be contacted in our Collection Book.

On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they record the name, address and telephone number of the person who will be collecting their child in our Collection Book. We agree with parents how the identification of the person who is to collect their child will be verified.

Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up procedures. We provide parents with our contact telephone number. We also inform parents that - in the event that their children are not collected from pre-school by an authorised adult and the staff can no longer supervise the child in our premises - we apply our child protection procedures as set out in our child protection policy.

If a child is not collected at the end of the session/day, we follow the following procedures:

- the Collection Book is checked for any information about changes to the normal collection routines;
- if no information is available, parents/carers are contacted at home or at work;
- if this is unsuccessful, the adults who are authorised by the parents to collect their child from pre-school - and whose telephone numbers are recorded on the Registration Form - are contacted;
- all reasonable attempts are made to contact the parents/carers, for example a neighbour is contacted or another member of staff visits the child's home;
- the child stays at pre-school in the care of two fully-vetted workers until the child is safely collected;
- the child does not leave the premises with anyone other than those named on the Registration Form and in the Collection Book;
- if no-one collects the child and the premises are closing, or staff are no longer available to care for the child, we apply the procedures set out in our Child Protection Policy. We contact our local authority social services department and inform Social Care and Social Work Improvement Scotland (SCSWIS).
- a full written report of the incident is recorded; and
- depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.

Definitions of child abuse/neglect

An abused child is a boy or girl under the age of seventeen who has suffered from physical injury, physical neglect, failure to thrive, emotional or sexual abuse, which the person who has had custody, charge or care of the child either caused or knowingly failed to prevent. Having custody, charge or care includes any person, in whatever setting, who, at the time, is responsible for that child.

Physical Injury

Actual injury to a child which was either inflicted or knowingly not prevented.

Physical Neglect

Involves the failure to meet a child's essential needs for food, clothing, cleanliness, shelter and warmth, the failure to secure medical treatment, and allowing a child to follow a lifestyle which jeopardises his/her health.

Non-organic failure to Thrive

Children who significantly fail to reach normal growth and developmental milestones and medical opinion eliminates physical and genetic reasons.

Emotional Abuse

Involves the failure to provide for the child's basic emotional needs which has a severe effect on the behaviour and development of the child.

Sexual Abuse

Involves the exploitation of the child by any person in any activity leading to sexual arousal or gratification in another person or persons.

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. All staff who work, in any capacity, with children who have additional support needs of any kind will need to be particularly sensitive to signs of abuse.

We also recognise that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support and protection.

For help and support:

Contact the relevant Inclusion Manager:

Area 1 (Stornoway, Broadbay) Iain Macaskill, 07771 700927

Area 2,3,4 (Ness, Westside, Uig, Lochs, Harris) Janet Macaskill 07768798603

Area 5 (Uist and Barra) James Mitchell 07771702034

If you are unable to contact the Inclusion Officer please contact Comhairle nan Eilean Siar (0845 600 7090) ask for the Duty Social Worker.

The legal and policy framework for this work is:

- Protection of Children (Scotland) Act 2003
- The Children (Scotland) Act, 1995.
- United Nations Convention on the Rights of the Child (UNCRC) – adopted by the British Government in 1991

- The Rehabilitation of Offenders Act
- Data Protection Act 1984
- National Framework for Standards – Protecting Children and Young People (Scottish Executive, 2005 – including The Charter.
- Happy, Safe and Achieving their Potential (Scottish Executive, 2005)
- Safe and Well, A handbook for staff, schools and education authorities (Scottish Executive)
- Western Isles Child Protection Committee Interagency Procedures and Guidelines, March 2006.

CONFIDENTIALITY POLICY

In the interest of safety it is necessary for us to hold information on children. In some instances information may be shared, as appropriate, with relevant professionals such as Health Visitors, Early Years Staff, Social Worker's etc.

In some instances, where a child has an additional support need or is receiving support from other agencies their name and a brief account of their situation may be retained on Comhairle nan Eilean Siar's Children's Services Database. Further information can be found in the Data Protection Policy

All information will be treated confidentially and will not be disclosed to a third party without the prior consent of parents or guardians, unless it is a child protection concern.

All information exchanged will be held in the strictest confidence. The following steps will be taken to ensure this

1. All members of staff will agree to respect confidentiality.
2. Children will have individual files; developmental progress, contact details, personal details etc and these will be kept in a locked cabinet. In addition, child profiles detailing children's developmental progress and next steps are available to children and their parents in the playroom.
3. Parents will have access to records of their own children and NOT information about other children.
4. Please refer to the Child Protection Policy for information on the storage of this type of information.
5. When the children leave the group, for example, to go school or moving to another area, then the individual files are handed over to the parents/carers or to the school. In the majority of cases the group will hold no information on the children once they leave the group as dictated by Data Protection Act
6. In some circumstances individual children's records concerning personal information relating to medical matters, child protection reports/concerns, additional support needs etc, will be retained for a period of 5 years, then destroyed/shredded.

Complaints Policy

We believe:

- that children and parents are entitled to expect courtesy and prompt attention to their needs and wishes.
- that most complaints are made constructively and can be sorted out at an early stage.
- that in the best interests of the nursery and parents, concerns should be taken seriously and dealt with fairly and in a way that respects confidentiality.

The Comhairle's Complaints procedure governs the nursery. This policy is available on line at <http://www.cne-siar.gov.uk/complaints.asp>, paper copies are also available on request. Complaints will be dealt with speedily, within an agreed time limit. We will keep a register of oral and written concerns. The register will be available to HM Inspectorate of Education, the Local Authority and SCSWIS.

How To Make A Complaint

The Comhairle has a legal duty to provide an accessible and responsive complaints procedure. Our objective is to continually improve so we aim to learn from any complaints. All complaints will be treated seriously and will be investigated with the aim of putting things right as soon as possible if things have gone wrong. You have the right to complain. Your confidentiality will be maintained and no discrimination will result from you making a complaint.

Who Can Complain?

You or someone acting on your behalf can complain if you:-

- Use an Early Years Service
- Have been refused a service provided by Early Years Services

Can I Complain on Behalf of Someone Else?

Yes if you:-

- Are caring for someone who has a complaint
- Are a close relative of someone who has a complaint
- Have been asked to represent someone who has a complaint

Anonymous Complaints

Anonymous complaints will be looked into but if we do not have your contact details we will be unable to get back to you with the outcome.

How Do I Make a Complaint?

You or your representative can make your complaint to any member of staff of the Education and Children Services Department:

- Face to face
- By telephone initially, followed up in writing
- By writing to any office
- By completing the Complaints Form <http://www.cne-siar.gov.uk/complaints.asp>
- By downloading and completing the Complaints Form from the Comhairle nan Eilean Siar website <http://www.cne-siar.gov.uk/complaints.asp>

What if I Need Assistance to Make My Complaint

Please let us know. We will try to overcome any barriers you may have. You can have someone speak on your behalf or if you have language or communication difficulties we will help arrange assistance for you that meets your needs, including independence from the department or Comhairle if so required.

What Happens Next?

Complaints can be either informal or formal. An informal complaint, which is deemed to be serious may well then be referred by the investigating officer to the formal process. Informal complaints will generally be made verbally. Formal complaints will generally be made in writing. For all complaints, within five working days we will write to let you know that we have received your complaint and that it has been recorded. We will tell you the name of the person who will be investigating it. For informal complaints, the nursery manager will speak to those people normally involved. They will then respond to you within 15 working days of discussing the complaint with you, with the results of their investigation and tell you what action will be taken as a result. This may involve the case being investigated formally.

For formal complaints, a senior Education and Children's Services officer will invite you to discuss your complaint more fully at a convenient time and place. You will normally receive a written response to your complaint within 15 working days of the senior officer meeting with you if you are not satisfied with the outcome of your complaint you have the right to appeal. Further information is available within the Comhairle Complaints procedure website. <http://www.cne-siar.gov.uk/complaints.asp>

Social Care and Social Work Improvement Scotland (SCSWIS)

If service is registered with SCSWIS and you have difficulty in complaining to the care provider, you have the right to take your complaint to SCSWIS.

Social Care and Social Work Improvement Scotland
(SCSWIS),
Custom House,
Quay Street,
Stornoway
HS1 2XX
Tel: 01851 706157

CURRICULUM POLICY

The Nursery recognises the importance of quality pre-school care and education for young children. We also recognise the importance of babies early experiences and how they are related to the quality of care that they receive. We are committed to providing a stimulating and challenging environment which will develop and broaden the learning experiences of babies and children in our care.

Recognising that children learn in a variety of different ways we believe that the following make powerful contributions to a child's learning: the opportunity to have first hand experience of a range of different activities and learning situations: The opportunities to play, the opportunity to talk, interact and socialise with other people.

The purpose of the curriculum at this early stage is to support children in all aspects of their emotional, social, cognitive and physical development. It should enable them to become increasingly independent, responsible and eager to progress in their learning.

Our Curriculum:

Through our curriculum we aim to:

- Provide children with a variety of high quality experiences according to their individual needs.
- Provide a good balance between activities initiated by children and those initiated by adults.
- Be responsive to children's needs and interests and ensure progression in their learning and development.
- use available space and resources imaginatively to enable children to work independently or collaboratively
- reflect the individual nature of our local community

In planning our curriculum, we build on the holistic approach to curriculum design established in A Curriculum for Excellence and The 'Child at the Centre': Self Evaluation in the Early Years.

We provide a flexible and stimulating environment to engage children in their learning through well planned interactive and challenging play. We believe that children learn best when they have scope for active involvement in a wide range of learning experiences. 'A Curriculum for Excellence' provides structure, support and direction to children's learning, enabling all children to become:

- **Successful learners** • **Confident individuals**
- **Responsible citizens** • **Effective contributor**

The experiences and outcomes at the early level will be used in suitable combinations to plan motivating and challenging activities. Taken together, as appropriate to the stage of development of each child, these activities should provide breadth of learning across the curriculum areas.

The following summarises some aspects of learning which will take place within each key area of the curriculum.

Language/ Literacy

- Listen with enjoyment and respond to stories, songs, rhymes and poems
- Listen and talk to children and adults
- Explore books/texts and understand some of the language, layout
- Develop an awareness of letter names and sounds
- Have fun with language and making stories

Mathematics/Numeracy

- Explore numbers; develop understanding of counting, number processes, order, money, time and measure
- Collect objects, ask questions to gather information, organise and display, share findings with others
- Investigate shapes and objects

Health and Wellbeing

- Develop confidence, resilience, self-awareness and self worth
- Form positive relationships, take turns and share resources, follow rules
- Take part in physical play and activities, develop body control, use equipment safely
- Develop awareness of healthy eating and healthy lifestyles, fitness, hygiene, safety

Expressive Arts

- Choose and explore ways to create images and objects using a variety of media
- Explore line, shape, form, colour, tone, pattern and texture
- Make music by singing, clapping, playing musical instruments and music technology
- Explore role play and drama

Social Studies

- Explore the importance of special occasions and important people in our lives
- Explore places of interest in local and wider environment and the role of people in it
- Develop an understanding of the weather
- Make choices and take responsibility in play experiences

Technology

- Play with and explore technologies; communication methods, audio/visual, electronic games
- Show care for the environment through recycling methods
- Explore a wide range of resources, materials, software and tools
- Explore ways of presenting ideas

Science

- Develop an understanding of sustainable materials, plants, animals, climate and earth, outer space
- Explore healthy eating and healthy bodies
- Develop an understanding of electricity, sound and ways of communicating
- Develop an awareness and an understanding of the senses

Religious and Moral Education

- Explore Christian beliefs
- Become familiar with religious beliefs all over the world
- Raise an awareness of festivals and celebrations
- Develop beliefs and values

Pre - Birth to Three

Positive Outcomes for Scotland's Children and Families

Experiences for Children Birth to Three

The nursery is aware of the Importance of the Early Years. Babies are born with a predisposition for learning. They are naturally curious about the world around them and especially the people who engage with them. Whilst babies are eager to learn and make sense of the world, they require positive and consistent relationships to support them in this journey. Babies are 'programmed' to look to other people to help them make sense of their world.

There is a strong relationship between early life experiences and how babies develop cognitively, socially, emotionally and physically throughout their lives. The Early Years Framework states that:

'It is during our very earliest years and even pre-birth that a large part of the pattern for our future adult life is set.'

(Scottish Government, 2008d, p 1)

The **Rights of the Child**, **Relationships**, **Responsive Care** and **Respect** are the four key principles which form the basis of the Pre-Birth to Three guidance. All staff working with babies and young children should be aware that these key principles are interrelated and interdependent.

Rights of the Child - Within the United Nations Convention on the Rights of the Child (UNCRC) is the principle that children should be valued and respected at all levels and have the right to have their views heard and acted upon. This means that all adults and agencies should ensure when supporting babies and young children that their views are '...given due weight in accordance with the age and maturity of the child' (UN, 1989, Article 12).

Children are active citizens in the world and, from a very early age, children are finding out about their rights, often through relationships and the ways in which others treat them. They are learning about expressing themselves, their interdependence with others, how valued they are, and about sharing, making choices and their place in the world.

Relationships – Babies are genetically predisposed to form relationships; this is their strongest evolutionary survival mechanism. This important process begins even before the baby is born. Relationships begin with the care and attention that babies experience whilst in the womb. As a result of this, babies are born with a predisposition to form relationships and make connections with others. Relationships are essential to the baby's health and wellbeing, and determine their future potential and life chances (Balbernie, 2001)

It is essential that all staff working with children are aware of their responsibilities in ensuring and promoting positive relationships and the impact this has on children's future outcomes and life chances. The importance of respecting children, and ensuring they are welcomed into a safe, secure, loving and familiar environment, cannot be overstated.

Responsive Care - Responsive care means knowing and accepting children and respecting that they are unique individuals. Babies make sense of the world through adults, and the responses that they receive let them know that the significant adults in their lives are consistent, reliable and trustworthy, and responsive to their needs. As a result of adults being responsive and affectionate, babies start to trust the adults around them and are more likely to feel secure within themselves.

Responsive care means building close relationships with children, being observant of them and meaningfully involved with them. Adults need to demonstrate a sensitive and caring approach through words and facial expressions. Providing

companionship, time and physical affection is essential if children are to feel, safe, secure and valued. Responsive adults need to be reflective and in tune with what babies are telling them and this enables adults to make sensitive and informed decisions about how to respond appropriately.

Respect - One of the most effective ways of demonstrating respect for children and families is where staff express a genuine interest in them. Children's views, values and attitudes are shaped largely by family and more indirectly by communities, which can support parents to improve outcomes for themselves and their children.

Respecting parents' knowledge of their children and learning from them about effective strategies are fundamental to successful practice. Encouraging self-respect and respect for others begins through the kind of experiences and relationships children have with the people around them.

As children develop their own interests and preferences they become increasingly aware of their needs. Staff should consult directly with children where possible and appropriate.

Children with additional support needs and children who are vulnerable in other ways often require individualised support for the consultation to be effective.

Children need a sense of belonging and a feeling of being appreciated and valued if they are to participate in and contribute to society, feel happy and thrive. Feeling included is essential for all children and is based on mutual respect and warm, reciprocal relationships.

References:

(Early Years Framework, Scottish Government, 2008d, p 1)

www.LTScotland.org.uk/pre-birthtothree

Planning the Curriculum

Planning, observation, record keeping and assessment are used to ensure children's best interests are being served. Planning helps staff provide breadth and balance across the curriculum as well as setting out clear goals for children's learning and development. It is flexible enough to respond to starting points indicated by the children themselves, or their parents or carers.

Through observing, talking to and listening to children, we will monitor and record individual children's progress and their next steps. The information gained is used to ensure that children's needs are being met and that they are being offered activities and experiences which are relevant, meaningful and suitably challenging.

An individual profile is kept for each child which contains pictorial and written information about the child's experiences and learning. Parents/carers of the child are encouraged to contribute to its content along with the child and staff. The information contained in the file is shared with parents or carers informally during day to day activities, and formally at individual parent/carer meetings with a member of staff. These profiles are the property of the child and will be given to the child when he or she leaves the Nursery. Whilst the profile may be copied and sent to the child's receiving school information will not be disclosed to any other person without the consent of parents or carers.

Evaluating the Curriculum

We aim to offer high quality childcare and education and recognise the importance of reviewing and evaluating our practice.

The Nursery complies fully with the inspection process required under the Children (Scotland) Act 2001 and implemented by the registering authority. The Nursery is a pre-school provider, and complies with the inspection requirements of HMIE and SCSWIS. The Nursery endeavours to implement any recommendations made within a reasonable timescale.

Staff meetings are used to monitor and assess the relevance of the curriculum. Staff will attend training in curriculum development, in order to keep abreast of developments.

Evaluation tools, such as the Scottish Executive's The Child at the Centre - Self Evaluation in the Early Years, are used to review and evaluate the curriculum offered and to formulate development plans for maintaining and improving quality across the curriculum.

As a staff team we are continuously reviewing our own practice to ensure we meet the needs of all children and their families.

DEFERRAL POLICY, PROCEDURE AND GUIDELINES.

1 PRE-SCHOOL EDUCATION ENTITLEMENT

- 1.1 Under the Standards in Scotland's Schools Act 2000, Local Authorities have a statutory duty to provide a funded place (up to 475 hours per year normally calculated at 12.5 hours per week over 38 weeks), for all four year olds and eligible three year olds whose parents wish it.

2 PRE-SCHOOL ELIGIBILITY CRITERIA

2.1 (Four year old) children

Eligibility for pre school education is based upon one annual entry date. Generally if a child is three by the end of February that child is eligible for pre-school education from the following August.

2.2 (Three year old) children

Eligibility is based upon three entry dates, one for each term. Under current rules, for the autumn term, children must be three before the end of August that year. For the spring and summer terms, children must be three before the end of December and February respectively.

The schedule of eligibility dates is set out below

| DATE OF BIRTH | ELIGIBLE FROM |
|---------------------|------------------|
| 01/03/06 – 31/08/06 | Autumn Term 2009 |
| 01/09/06 – 31/12/06 | Spring Term 2010 |
| 01/01/07 – 28/02/07 | Summer Term 2010 |

3 DEFERRED ENTRY ENROLMENT

- 3.1 Where parents wish to defer their child's entry to primary school, the Scottish Government's pre school funding package to local authorities, includes an additional year of funding for children with January and February birthdays. In addition, the Comhairle, may support, on educational grounds, any parents' decision to defer their child's entry to school and may agree to fund pre-school places for children with an earlier birth date (September to December). Birth dates before September will not be considered unless the child has additional support needs. Further information is available in section five.

4 APPLICATION/ASSESSMENT PROCESS

- 4.1 When a parent wishes to apply for a further years funding in order to defer their child's entry to school, the parent should discuss further with the pre-school manager. Pre-school Centre Managers are asked to complete the **Deferred Entry Application Form** and complete the "**Readiness For School Assessment**". The assessment form should be discussed with parents and assessment findings fed back prior to an application being made. If the parent is happy to continue they should sign the application form and the pre-school centre manager should submit this form to the Department. The Department will not consider any application that has not been signed by the child's parent/guardian.
- 4.2 The Education and Children's Services Department may also consider it necessary to carry out further assessments of an individual "child's readiness for school prior to a decision being made". If this is the case the nursery will be notified to arrange a suitable date.

- 4.3 It is the manager/head teacher's responsibility to discuss all deferred entries with the child's receiving school HT prior to application and assessment report being submitted to the Department.
- 4.4 If a Pre-school Centre Manager has determined that it is in a child's best interest to defer entry to primary school, but the parent is not in agreement the Pre-school Centre Manager should discuss further with their Early Years Support Officer.
- 4.5 Applications for deferred entry should be submitted to:
- Patricia White
Early Years Services Manager
Comhairle nan Eilean Siar
Early Years Office
7 Harbour View
Cromwell Street Quay
Stornoway
HS1 2DF

5 **CHILDREN WITH ADDITIONAL SUPPORT NEEDS**

- 5.1 Additional funding for deferred entry will be considered on educational grounds for any child with additional support needs through pre-scat meetings. Taking in to consideration the operating hours of the chosen service provider the pre-scat team will determine if additional hours are required. The Pre-school Centre Manager should submit the deferred entry application form along with a copy of the pre-scat minutes where deferred entry was agreed.

6 **EDUCATION AND CHILDREN'S SERVICES DEPARTMENT AND CHILDREN'S SERVICES ADMINISTRATION PROCESS**

- 6.1 On receipt of the deferred entry application form, the Early Years Manager will consider the information provided and, if necessary, make arrangements for further assessment. On the basis of this a recommendation will be made to Bernard Chisholm, Head of Education and Resources, Education and Children's Services Department, Comhairle nan Eilean Siar.
- 6.2 Where a request for deferred entry has been approved, payment will be for the same hours and at the same rate as for other pre-school children.
- 6.3 The Early Years Service Manager will notify Pre-school Centre Managers and parents in writing with regard the outcome of the application for deferred entry. In addition, The Early Years Service Manager will maintain a register of all children deferring entry to school.

7 **APPEAL PROCESS**

- 7.1 Pre-school Centre Managers and parents wishing to appeal a decision should contact the Director of Education and Children's Services within 4 weeks of receiving notification.
Contact details as follows:
Joan Mackinnon
Director of Education and Children's Services
Comhairle nan Eilean Siar
Sandwick Road
Stornoway
HS1 2BE

EARLY ENTRY POLICY, PROCEDURE AND GUIDELINES.

1 PRE-SCHOOL EDUCATION ENTITLEMENT

- 1.1 Under the Standards in Scotland's Schools Act 2000, Local Authorities have a statutory duty to provide a funded place (up to 475 hours per year normally calculated at 12.5 hours per week over 38 weeks), for all four year olds and eligible three year olds whose parents wish it.

2 PRE-SCHOOL ELIGIBILITY CRITERIA

2.1 (Four year old) children

Eligibility for pre school education is based upon one annual entry date. Generally if a child is three by the end of February that child is eligible for pre-school education from the following August.

2.2 (Three year old) children

Eligibility is based upon three entry dates, one for each term. Under current rules, for the autumn term, children must be three before the end of August that year. For the spring and summer terms, children must be three before the end of December and February respectively.

The schedule of eligibility dates is set out below

| DATE OF BIRTH | ELIGIBLE FROM |
|----------------------|----------------------|
| 01/03/06 – 31/08/06 | Autumn Term 2009 |
| 01/09/06 – 31/12/06 | Spring Term 2010 |
| 01/01/07 – 28/02/07 | Summer Term 2010 |

3 EARLY ENTRY TO SCHOOL

- 3.1 Experience strongly indicates that children who start school early may be disadvantaged, both in terms of their experience of education and in terms of educational outcomes. Although a child may seem intellectually ready for school they may not be physically, socially or emotionally ready. Children who have not developed all the skills needed to help them cope at school may struggle not only in the early stages of school, but at key transitional stages; for example; the transition to secondary school and at exam times. Because of this a request for early entry will be granted only in exceptional circumstances.

Head teachers/Nursery managers will notify parents who are considering early entry of the disadvantages outlined above.

- 3.2 Education and Children's Services staff do not recommend early entry to school for any child who is still eligible for pre-school education.
- 3.3 Some parents may feel that if they enrol a child at school early if that child does not cope they can repeat the year once they have started school. Although this is possible, repeating a year once at school can be socially and emotionally traumatic for a child and can have a dramatic impact on a child's confidence and emotional wellbeing.
- 3.4 If after discussion with the Head Teacher/Nursery Manager, parents/carers still choose to submit a request for early entry to school an application form must be completed and submitted to the Early Years Service Manager.

4 APPLICATION/ASSESSMENT PROCESS

- 4.1 When a parent wishes to apply for early enrolment to school for their child, Head Teachers/Nursery Managers are asked to complete the **Early Entry Application Form** and complete the **“Readiness For School Assessment”**. The assessment form should be discussed with parents and assessment findings fed back prior to an application being made. If the parent is happy to continue they should sign the application form and the pre-school centre manager should submit this form to the Early Years Service Manager. The Early Years Service Manager will not consider any application that has not been signed by the child’s parent/guardian.
- 4.2 On receipt of the application form and the readiness for school assessment the Early Years Service Manger will co-ordinate further assessment of the child prior to making a recommendation to Head of Education and Resources.
Recommendations will be based on the following factors:
- Outcome of psychological and educational assessment.
 - Evidence of exceptional social, emotional and learning maturity.
 - Consideration of home/community circumstances.
 - Consideration of accessible pre-school provision.
 - Consideration of the child’s proposed class make up and whole school context.
- 4.3 When a pre-school centre is not under the direct management of a school, it is the manager’s responsibility to discuss early entry with the head teacher of the child’s receiving school prior to submitting an application and assessment to the Early Years Service Manager.
- 4.5 Applications for early entry should be submitted to:

Patricia White
Early Years Services Manager
Comhairle nan Eilean Siar
Early Years Office
7 Harbour View
Cromwell Street Quay
Stornoway, HS1 2DF

5 **EDUCATION AND CHILDREN’S SERVICES DEPARTMENT ADMINISTRATION PROCESS**

- 5.1 On receipt of the early entry application form, information will be considered and in all cases arrangements will be made to carry out further assessment.
- 5.2 Head teachers/Nursery Managers, the receiving school Head teacher and parents will be notified in writing with regard the outcome of the application for early entry.

7 **APPEAL PROCESS**

- 7.1 Pre-school Centre Managers and parents wishing to appeal a decision should contact the Director of Education and Children’s services within 4 weeks of receiving notification.

Contact
Joan Mackinnon
Director of Education and Children’s Services
Comhairle nan Eilean Siar
Sandwick Road
Stornoway, HS1 2BE

EMERGENCY CLOSURE POLICY

If the Nursery has to close due to unplanned circumstances for example

- Power failure.
- Water Failure.
- Bad weather – snow or severe gales.
- Staff illness.

In these situations parental fees will be refunded.

1. The person in charge will contact all parents/carers or emergency contacts informing them of where and when to collect the children.
2. The children will be made comfortable and warm in a calm atmosphere until collected.
3. No child will be left alone at anytime.
4. Only named persons nominated by parents will be permitted to collect the children.
5. Education and Children's Services staff will arrange and co-ordinate alternative emergency accommodation if required. Parents will be kept fully informed.
6. Please listen to local radio for information on group closure and reopening. In the majority of cases if the local school is closed the group will also be closed. Faire will also be notified of school closure.
7. In the case of staff sickness, parents should remain with children until staff/child ratios are met.

EQUAL OPPORTUNITY POLICY

The Nursery aims to create an environment that celebrates diversity and provides opportunities for all, irrespective of sex, ability and ethnicity. This will be carried out in a welcoming environment for all children where they have equal access to all the play and learning experiences.

We will do this by;

1. Providing themes and activities, which are representative of all children.
2. Providing books puzzles and stories that give positive images of all people of different races, cultures and abilities. Also showing men and women in non-traditional roles.
3. Providing toys and play experiences equally to boys and girls and not following the traditional male/female roles.

Children learn their views and attitudes from adults. Staff therefore strive to be good role models for them by;

1. Encouraging them to develop positive views of themselves and others by using praise and responding to problems sensitively.
2. Encouraging enlightening views about gender roles, levels of ability and ethnicity.
3. Having high expectations of the children's behaviour and learning.
4. Giving the children opportunity to participate in decisions that affect them.

Reference Materials

"An Equal Start" – Promoting Equal Opportunities in the Early Years – Equality Commissions for Scotland.

(Available from the Early Years Office Tel No 01851 822280)

FOOD AND HEALTH POLICY

The Nursery regards snack and meal times as an important part of our session. Eating represents a social time for children and adults, and helps children to learn about healthy eating.

At snack time, we aim to provide nutritious food, which meets the children's individual dietary needs. We aim to meet the full requirements of The Scottish Governments "Nutritional guidance for early education and childcare settings for children aged 1-5" (2006)

We will do this by:

- Prior to a child starting at Nursery, we will find out from parents their children's dietary needs and preferences, including any allergies. Information about each child's dietary needs will be recorded on their enrolment form.
- We will regularly consult with parents to ensure that records of their children's dietary needs - including any allergies - are up to date. Parents also have a responsibility to keep the Nursery informed about any food allergies.
- Parents of children who are on special diets will be asked to provide as much written information as possible about suitable foods, and in some cases may be asked to provide the food themselves. A photograph of any child with a special dietary requirement or allergy will be displayed in the food preparation area to ensure that permanent and supply staff are aware of each individual child's needs.
- A weekly snack menu will be displayed in advance. Nursery recipes will be available on request.
- The weekly menu will provide children with a varied and healthy diet.
- Advice will be given to parents about suitable food to bring from home, including suitable party foods and healthy options for packed lunches.
- Where applicable, early session children who do not receive breakfast at home will be offered this when they arrive.
- Milk or water will be served with morning and afternoon snacks. Water will be available to children at all times. Milk or water will also be served with the main meal.
- All dairy products used in the nursery will be full fat.
- Children will be allowed to have second helpings of fruit- or milk-based desserts if available.
- Children will still receive dessert if they refuse their main course.
- Parents or guardians will be advised if their child is not eating well. Uneaten food in packed lunch boxes will be returned home to let parents know what has been eaten.
- Meal and snack times are organised so that they are social occasions in which children and staff participate. Staff will sit with children while they eat and will provide a good role model for healthy eating.
- Meal and snack times are used to help children develop independence through making choices, preparing and serving food and drink and feeding themselves.
- Children will be encouraged to develop good eating skills and table manners and will be given plenty of time to eat.
- Children are provided with utensils that are appropriate for their age and stage of development and that take account of the eating practices in their cultures.
- Withholding food will not be used as a form of punishment.
- Children will be encouraged to play outside everyday, weather permitting. Parents will be asked to provide sunscreen and appropriate clothing for their child.

HEALTH AND SAFETY POLICY

We will provide and maintain safe and healthy working conditions, equipment and systems of work for all its employees, and will provide such information and training as they need for this purpose.

We accept our responsibility for the health and safety of other people who may be affected by its activities. The group recognises that it could be liable for any actions or omissions which affect safety on its premises.

We will ensure that all employees know and understand their responsibility to cooperate in achieving a healthy and safe workplace and to take reasonable care of themselves and others.

Managers and staff will have a working knowledge of this policy.

The Nursery will provide relevant training in health and safety matters to designated staff. All other employees will receive the necessary training to ensure that they are able to do their job safely.

The nursery will identify potential hazards and risks and undertake written risk assessments. The groups will introduce, so far as is reasonably practicable, measures to reduce and minimise risk and potential hazards.

The nursery recognises its duty to inform new staff and visitors of its health and safety procedures to ensure that they are able to comply fully and to minimise the risk of breaches in its health and safety policy and procedures.

The policy will be kept up to date, particularly if the group changes in nature, size and location. To ensure this the policy will be reviewed annually.

General Arrangements:

1. The nursery has public liability insurance
2. All accidents or incidents will be recorded in the accident book/form and signed by the parent and member of staff and a copy issued to the parent. The report is then filed in the child's individual file to ensure confidentiality.
3. There will be a qualified first aider on the duty for each session. The members of staff that hold a valid certificate are displayed on the notice board.
4. A first aid box is clearly labelled and will be checked and restocked weekly by the person in charge and this is recorded.
5. The Centre operates a NO SMOKING policy and asks all people who enter our premise to respect this.
6. A planned fire drill will be carried out every term ensuring each session is included to ensure all children and staff, carry out a fire drill and this recorded. Once a year an unplanned drill will take place.
7. Fire alarms and smoke detectors will be tested on a regular basis and recorded.
8. An authorised firm tests fire extinguishers once a year and this is recorded.
9. All members of staff will be made aware of the location of fire exits, extinguishers and fire blankets.

10. At each fire exit there is a copy of the procedure for evacuation in the event of a fire.
11. In compliance with Infection Control Standards staff wash their hands:
 - Before preparing and eating food
 - Before feeding children
 - After handling body fluids
 - After tending children with cuts, abrasions or suspected infections.
 - After changing a nappy
 - After going to the toilet either with a child or by themselves.
12. Staff ensure that children wash their hands where applicable as above.
13. Tables are cleaned using an anti bacterial liquid before snack/lunch time and carrying out a cooking activity.
14. In compliance with Infection Control Standards all toys and equipment are cleaned on a regular basis and this will be recorded.
15. All cleaning materials are to be stored in a locked cupboard.
16. Comhairle Nan Eilean Siar's Environmental Health inspector inspects the premises and the guidelines on good food hygiene issued by them are adhered to.
17. Staff have the opportunity to attend the Elementary food hygiene course recommended by Comhairle Nan Eilean Siar's Environmental Health Department.
18. A risk assessment is carried out on the premises, inside and outside areas, and a record of this is kept.
19. Individual risk assessments of children will also be carried out to ensure their health, safety and welfare.
20. In accordance with the staff ratios set by the Regulation of Care Act 2001, the following staff ratios will be followed:

| AGE | RATIO |
|---------------|--------------|
| Under 2s | 1:3 |
| 2 to under 3s | 1:5 |
| 3 and over | 1:8 |

Reference Materials –

“Guide to Food Hygiene at Nurseries, Playgroups and Pre-School Care Facilities for the under Fives.”

(Available from the Comhairle nan Eilean Siar's Early Years Office Tel No 01851 822280)

INFECTION CONTROL POLICY

Young children under the age of six are often highly susceptible to infectious diseases because their immunity may not be fully developed. Their close contact in care and play situations, coupled with their inexperience in practising good hygiene makes it easy for germs to spread. In addition, pre-school children lack prior exposure to most germs; this lack of immunity means that they can contract and transmit infections easily resulting in the rapid spread of infection.

The mainstay of infection control in pre-school groups is the implementation of basic precautions outlined in this policy underpinned by a common sense understanding of how germs are transmitted.

Policy Statements

The Environmental Health Team will be consulted if the nursery has any concerns about illness or infection control issues.

Children or adults suffering from an infectious disease will be excluded from the nursery

The exclusion period will take regard of medical guidance for the illness diagnosed.

The child's doctor's guidance regarding periods of exclusion for each illness should be adhered to.

The nursery will provide a healthy and hygienic environment for children and will endeavour to minimise the risk of infection by endorsing basic hygiene procedures based upon a 'common sense' understanding of how germs are transmitted.

If a child becomes unwell during the session they will be taken to a quiet rest area away from others where possible. The child will be closely monitored at this time by a member of staff. The child's parent/carer or emergency contact will be notified as soon as possible. They will be asked to collect the child.

All infectious illnesses will be recorded in the accident and incident record book along with the action taken; for example, exclusion period and informing other parents. The types of infectious illnesses that would be reported to other parents are measles, chicken pox, mumps, scabies, meningitis and whooping cough. The anonymity of children and staff involved will be maintained.

Equipment within the playroom will be cleaned regularly. Home made playdough will be changed at regular weekly intervals, or earlier if it becomes contaminated or foul smelling. Sand will be changed regularly e.g. large groups – monthly, smaller groups – termly or earlier if it becomes discoloured or foul smelling.

Staff and parent helpers will be made aware of, and be expected to adhere to the following procedures and guidelines:

Hand washing

Hand washing is the single most important public health measure in preventing the spread of infectious illnesses. Effective hand washing is the mainstay of infection control for most germs amongst children and adults in a pre-school setting, regardless of the way germs are transmitted.

Hands will always be washed after using the toilet and before meals. Very young children will have help with hand washing and older children will be supervised during hand washing. Use liquid soap (rather than bars of soap which can actually grow germs) and paper towels from dispensers on the wall above the wash basin.

Hands will be washed vigorously using a small amount of simple unscented liquid soap.

Hands will be rubbed together covering all surfaces until a good lather has appeared on all skin surfaces. Allow the lather to last for at least ten seconds.

After using the toilet both adults and children may unwittingly contaminate the taps while turning them on with the germs on their hands. After washing they may re-contaminate their hands by touching the taps, to avoid this, the paper towel used for drying the hands can be used to turn off the tap.

Medicated hand wipes make a useful alternative when washing facilities are inadequate, for example, when out for a walk.

Illness

On occasions there may be instances when children should be excluded from the nursery setting, both in terms of the child's personal well being as well as that of staff and other children.

Children or adults should not attend the nursery if suffering from any infectious or contagious illnesses. This would include diarrhoea, vomiting, fever prolonged coughing spells, conjunctivitis, whooping cough, mumps, measles, chicken pox, impetigo, German measles etc.

If a child contracts an infectious illness their parent/carer should inform the nursery as soon as possible to enable precautions regarding cross infection to be taken.

To prevent cross contamination and spread of infections the following should be adhered to:

- Disposable powder-free gloves should be worn when changing nappies and dealing with toilet accidents. Hands should be washed after removing disposable gloves.
- Any accidents should be cleaned immediately using appropriate cleaners and disinfectants.
- Soiled clothing should be placed in a sealed polythene bag with the child's name clearly labelled and given to the child's parent/carer to wash.

Food Handling and Storage

It is essential for food safety to have systems and procedures in place within the kitchen to prevent cross contamination between raw and cooked foods and to ensure that foods are cooked or reheated thoroughly and stored at the correct temperatures.

Food hygiene advice and training will be obtained from the local Environmental Health Officer.

Hands must be thoroughly washed prior to handling or serving food. This applies to both children and adults.

Anyone requiring a plaster should ensure that a blue food handler's plaster is utilised.

Long hair should be tied back and jewellery kept to a minimum. Earrings and rings with stones should not be worn. Nail varnish should not be worn.

Raw and cooked foods should be stored separately with cooked foods stored above raw foods. Working surfaces and utensils should be identified regarding raw or cooked food use. Food items stored should be in suitable airtight containers and

stored at the correct temperature. A fridge thermometer should be in place and checked and recorded daily. Fridge temperatures should be below 8C.

Once food items have been opened they should be date marked to highlight when it was opened and when it should be disposed of (follow manufacturer's recommendations).

Consumables belonging to children or staff should be labelled and dated prior to placing in the fridge or cupboard.

Checks should be carried out to ensure "use by" or 'best before' date is complied with.

Food storage areas should be cleaned weekly or after spillage/contamination.

Cooking times and temperatures should ensure that the centre or core of the product reaches the temperature of 75°C. If foods are to be reheated they should be reheated to a minimum temperature of 82°C. Food should be checked with a probe to ensure the correct temperature. Probe wipes must be used between each use of the probe.

All re-useable cups and dishes are washed in a dishwasher/hot soapy water. Where dish washing is being done in a sink, staff should be made aware to change the water frequently thus avoiding the build up of germs.

Raw Shell Eggs: Should be treated as raw meat and:

- should not be used in uncooked dishes e.g. butter icing or lightly cooked dishes e.g. scrambled eggs.
- Raw eggs or mixtures containing raw eggs such as cake mix should not be eaten. Licking the baking bowl or spoon should be prohibited in a pre-school setting.
- must be well cooked and, if being fried or boiled must be cooked until both the white and yolk are solid.
- should be disposed of safely and should not be used for play.
- eggs must be stored under refrigeration.
- used within the date code; consider using date stamped eggs.
- kept separate from other food to avoid cross contamination.

Cleaning and Disinfection in the Environment

Good housekeeping including vacuuming (avoid sweeping) damp dusting and washing is essential in the prevention of the spread of infection. Floors are cleaned regularly and vacuumed daily, especially as children spend so much time playing on them.

Surfaces in the toilet, such as flush handles, taps, toilet seats and door handles are cleaned daily. Surfaces that toddlers and infants are likely to touch should be washed at least once a day.

Disinfectant solution will be required in the event of the following:

- during an outbreak of gastroenteritis
- when dealing with blood or blood stained spillages of body substances.

Hypochlorite tablets are recommended for use when making up a solution, but ordinary liquid household bleach can be used as well. The concentration required depends on the task.

A general guide is as follows:

- 10,000 parts per million (1% hypochlorite solution): disinfection of spillages of blood and body fluids or follow manufacturer's instructions for other products
- 1,000 parts per million hypochlorite solution when disinfection is required of faeces stained surfaces
- 250 parts per million hypochlorite solution when disinfecting more fragile items that are used to serve food such as babies' bottles
- Ensure the disinfectant is left in contact with the spillage or items for the correct length of time otherwise the disinfectant will not work. Follow manufacturer's instructions.

Granules are also available which can be applied directly to a spillage, **excluding urine.**

Carry out standard cleaning procedures followed by disinfection for small spillages. Wear rubber gloves and a plastic apron when cleaning up small spillages/smears of blood, vomit or excreta. Soak up as much of the spillage as possible with disposable towels or add granules. Clean the area thoroughly with hot water and detergent and, finally, disinfect with a hypochlorite solution, which should be left on the surface for at least ten minutes. Wipe the disinfectant off and dry thoroughly.

Hypochlorite Disinfectants can damage carpets and furnishings. Please assess suitability prior to use.

Do not use bleach products in an unventilated area.

Hygiene and Disposal of Nappies

It is essential that children's nappies are changed and disposed of hygienically, given that their contents may be infectious, potentially transmitting several diseases.

Children's nappies are changed in the toilet area. All toilet waste is therefore being contained within the one area. Nappy sacks and disinfectant wipes are readily available. Dirty nappies are bagged and then disposed off in a nappy bin.

Once the child has been cleaned, changed and removed from the area, the changing surface should be cleaned with a general purpose detergent and water and rinsed and dried. Hands should be thoroughly washed after removing gloves.

Remember infants who have been vaccinated against polio, excrete this into their nappy.

Contact with Animals

During visits to farms or crofts, children are often encouraged to touch live stock and to help bottle-feed calves and lambs. This presents a real risk of children acquiring infections such as E.coli 0157, campylobacter, salmonella and cryptosporidium which can cause severe diarrhoeal illness. These germs can be transmitted to humans by touching animals or their manure and then touching food or mouths.

Visits to these places should not be discouraged. To avoid catching an infection the following guidelines should be followed:

Before the visit

- Check that the farm has suitable washing facilities for visitors - soap, very warm water and disposable towels.
- Ensure that there is an adequate number of supervising adults, taking into account the age and stage of development of any children involved.

Explain to the group that that they cannot eat or drink anything while touring the farm because of the risk of infection.

Advise that Wellington boots or sturdy outdoor shoes (not sandals) should be worn during the visit

Check that cuts and grazes on children's hands are covered with a waterproof dressing.

If anyone is in contact with or feeding farm animals warn them not to place their faces against the animals or put their hands in their mouths afterwards.

Keep everyone especially children away from sick animals.

Everyone should be instructed to wash and dry their hands thoroughly after direct contact with animals, manure or slurry. If young children are in a group, hand washing will need to be supervised.

Everyone must wash their hands before eating any snacks or taking a meal break. Meal breaks or snacks should be taken well away from areas where animals are kept and children warned not to eat anything that has fallen onto the floor.

At the end of visit:

- Ensure that everyone washes their hands thoroughly before departure even if they have had no direct contact with animals.
- Ensure footwear is free from faecal material. Wash hands after removing wellington boots.

Animals within the childcare setting

Children's allergies will be considered prior to a visit; children with asthma may be affected by the presence of animals.

Check that the animal's vaccinations and treatments are up to date and that they have been declared healthy by a vet.

Make sure that children understand that animals may carry germs and that they need to wash their hands after touching animals.

Children will be supervised at all times when handling animals. They should be discouraged from kissing pets and allowing animals to lick their faces.

Animals should not be housed or fed in the kitchen or food preparation area.

HIV, Hepatitis B and Hepatitis C

HIV (human immunodeficiency virus), hepatitis B and hepatitis C infection are spread by direct contact with an infected person's blood or certain body fluids. These infections are not spread by normal daily contact and activities, e.g. coughing, sneezing, kissing, hugging, holding hands, sharing bathrooms and toilets or food, cups, cutlery and crockery.

In nursery the sharing of toothbrushes (which may be contaminated with blood) may spread these infections. Toothbrushes and storage racks should therefore be clearly marked with an appropriate symbol to identify ownership, and staff should be present to ensure that children use their own toothbrushes and avoid potential cross contamination.

OPEN DOOR POLICY

The Nursery recognises and value parents as the prime carer's and educators in their child's life.

Our aim is to ensure, that as parents, you are actively included/involved in all aspects of your child's care, education and learning whilst at nursery.

We ensure parents are kept up to date with their child's experiences and progress whilst at the nursery. We do this by offering informal chats with key workers and more formally through parent's evenings. In the under 2's room and 2-3 room we also provide a home link diary to share general information on your child's routines and experiences. White Boards are used throughout the nursery to inform parents/carer's of the children's daily activities and play opportunities. A nursery news letter is also distributed regularly.

We also recognise that parents have a valuable contribution to make to the life of the nursery. We welcome opportunities for parents to share their talents and skills i.e. baking, woodwork, music, with us and the children.

We also have a parent council which all parents are welcome to attend.

There may be times when staff are unable to speak to you immediately. Where this occurs we would encourage you to either wait until staff are free or schedule a mutually agreeable time.

Access to Playrooms:

We recognise the importance of minimising disruptions to the children's time with us. With this in mind we have introduced guidelines to ensure smooth transitions to each of the play rooms. It is anticipated that these guidelines will help children settle into the rooms whilst also minimising any upset/distress when they are separating from their parents/carers.

The system is as follows:

1. There is a door entry system at the front door; parents will be able to gain entry.
2. Parents are encouraged not to bring their child to nursery before their booked in time, as you will be asked to wait with your child until the correct time.
3. Parents as asked to knock on the playroom door when they are ready to drop of their child and staff will welcome children into the room at the door. The same applies when parents wish to pick up their child. If your child is not ready to leave (for example they are in the middle of an activity and need to be cleaned up) you will be asked to take a seat and wait until staff bring your child to you.
4. Where parents have important information they want to pass on to staff we would appreciate it if this information could be put in writing and handed to staff at the door. This information will be stored in a communication file within the room. This will ensure that information is shared appropriately with all relevant staff.
5. Parents are asked to place their child's packed lunch box in the fridge (If applicable).

If at anytime you have any concerns or worries and want to talk more formally to the manager or your child's key worker appointments can be made by speaking to staff directly. In emergency situations please ask to speak to the manager immediately.

OUTINGS POLICY

At Nursery we use the following procedures when taking the children on a trip out with the premises:

1. **Parents/carers are told in advance**
 - Where and when and the duration of the outing and expected time of return.
 - What activities will be involved
 - Names of adults that will be supervising.
 - Details of how to contact the person in charge while out on the trip.
2. Written permission is obtained from all parents/carers.
3. A Risk Assessment will be carried out prior to the outing to ensure that potential risks are identified and addressed. To ensure the health, safety and welfare of all children, individual risk assessments will also be referred to. Ideally, where reasonably practicable a risk assessment will be carried out and recorded on the location prior to visit. When this is not achievable the risk assessment will be completed on arrival at the location. The risk assessment should include the following:
 - Appropriate adult child ratio's.
 - Place to be visited.
 - Analysis of risk at location.
 - Duration of visit
 - Mode of transport
 - Individual needs of the children
 - Need for and ability to recruit additional staff.
4. Staff will discuss safety rules with children regularly to increase their awareness of dangers and the importance of following rules and instructions when on outings.
5. The person in charge will take a register of the children participating and their contact details.
6. A "head count" will be conducted prior to departing and on arriving. If the group is broken into sub groups then a member of staff will be allocated as the person in charge of the group and will be responsible for the head count for that sub group.
7. A member of staff with a current first aid certificate will be present and a first aid box will be taken.
8. The person in charge will take the accident/incident book, a mobile phone and emergency contact details for all children and medication if required.
9. Transport used will be fully insured and the drivers details satisfactory. All seats must be fitted with safety belts. ROSPA (Royal Society for the prevention of accidents) have issued the following guidance notes:
 - Rear seats in small minibuses - Children under the age of 3 years must use an appropriate child restraint if available. Children aged between 3 and 11 years, under 1.35 metres tall must wear a child restraint if available, or if not available, must wear a seat belt, if available.
 - Rear seats in larger minibuses – Passengers are strongly advised to wear seat belts or the correct child seat on all journeys.

- Rear seats in coaches - Passengers are strongly advised to wear seat belts or the correct child seat on all journeys.

10. Insurance details are checked to ensure the group is covered for outings.

Use of Volunteers

The nursery occasionally needs parent volunteers to help within the nursery and for outings/trips. Where volunteers are used regularly and are left on their own for short periods of time with the children it is necessary for those volunteers to have a Disclosure check. Information on the use of voluntary helpers is included within your pack along with an application form. If you are interested in becoming a volunteer for the nursery please fill in the form in the Welcome Pack and return it to the playleader. Extra help is always appreciated.

PARTNERSHIP WITH PARENTS POLICY

(The term parent should be understood to include guardians (and generally carers) in all following text)

Aim: to enable parents and children to participate in and feel that they can make a valuable contribution to the planning and development of the service.

Parents and children will have an opportunity to formally evaluate the service with the use of questionnaires. The views of parents and children informally will be considered and we will endeavour to adjust the service wherever practical to take into account any suggestions.

The nursery will provide the following:

- Information handbook about the service
- Policies on Child Protection, Healthy Eating, Behaviour Management
- Information on systems for registering queries of complaints
- A link with home in the form of the child's profile to identify the child's previous learning and experiences.
- Informal feedback daily to parents on their child's day and activities they have participated in.
- Opportunity for parents to discuss any concerns they may have

The nursery will strive towards ensuring that parents are:

- Involved with their child's learning
- Welcomed and encouraged to take part in the life of their child's nursery
- Encouraged to express their views on education
- Build positive relationships with those involved in providing education to their child

Parents are asked to provide the following:

- Inform the child's key worker of any change of circumstance that would affect the child
- Update contact, consent etc details as soon as there is a change
- Respect the healthy eating policy when providing snacks or meals
- Ensure children come dressed appropriately for active outdoor and messy activities

Together parents, children and the nursery will:

- Come to an agreement on strategies to be used to deal with issues such as behaviour, eating, change of family structure, toileting.
- Provide links for the child between the child's home and nursery
- Discuss suitable activities and learning targets which can be used in the home as well as nursery
- Review any new practice and adapt as appropriate

These can take the form of informal chats or as a questionnaire.

PHOTOGRAPHIC OR FILMING CHILDREN ON PRE-SCHOOL PREMISES

Information for Parents

Procedures

Children may be filmed or photographed in pre-school centres for a variety of reasons including recording of activities, events such as concerts, or for publicity material such as leaflets or websites. The photographs or film may or may not be accompanied by details about your child such as name, age, general home location, etc.

Where filming of children under Minimum School Leaving Age is taking place through a media company, that company must obtain the permission of the child's parent or guardian under Performance Licensing legislation. Having regard to Data Protection, Child Protection principles and the basic principle of parental consent to activities relating to their children, it has now been agreed that all other photographing or filming of children should only take place in pre-school premises or grounds with the **prior written consent of parents.**

To ensure that your child's nursery has the optimum flexibility to allow filming which you would support, we are seeking your views on such activities in advance of their taking place. You have the options of:

- (i) agreeing to photographs of your child appearing in any publication or form (ie on the pre-school centre's internet site) approved by the Chairperson/Manager of the pre-school centre;
- (i) not agreeing to photographs or film of your child appearing in any form;
- (ii) agreeing to photographs or film of your child being used only in certain ways (which you can specify)
- (iii) advising the pre-school centre whether you are happy for information about your child to accompany any photographs or film - or whether you wish to restrict it.

Once completed, your preferences will be retained by the nursery and will remain in force until you revoke it. If you wish to change your mind at any time, complete a new form, indicating your revised preference.

PLAY POLICY

"Children learn as they play. Most importantly, in play children learn how to learn."

O. Fred Donaldson

The Nursery recognises that "play is a natural, spontaneous and voluntary activity in which everyone - adults and children alike – benefits from engaging in throughout their lives" (Play Scotland, 1998).

The below articles support implementation of this policy:

- Article 31 of the United Nations Convention on the Rights of the Child (UNCRC), ratified by the UK government in Dec 1991 which recognises 'the right of every child to rest, leisure, play and recreational activities'.
- Education (Additional Support for Learning)(Scotland) Act 2004
- Disability Discrimination Act 2005 (DDA)
- Getting It Right For Every Child (GIRFEC) 2006

The Nursery, in seeking to complement the above documents, intends that this statement should contribute to creating an environment that fosters children's play and underpins the Play Strategy for providing children's play needs. We plan to ensure that all children are: *Achieving, Included, Healthy, Safe, Nurtured, Active, Respected and Responsible*

Aims of the Policy

This policy aims to:

" Promote children and young people's development, health and well being through inclusive play opportunities for all.

" Recognise that all children have the right to play (as stated in the 1989 United Nations Convention on the Rights of the Child)

Identify and promote a consistent and shared set of principles by ensuring that change and innovation in play are led by children's needs through participation in decision-making, and that services share a set of principles and definition of play practice that all work to.

Play Policy Objectives

We aim to:

- Work in partnership to promote inclusive and active play opportunities, ensuring equal access to good quality indoor and outdoor play experiences that promote healthier lifestyles.
- Listen to and respect the views of children and young people, and plan and develop play opportunities in consultation to meet their needs.
- Support the development of stimulating and appropriate play opportunities
- Recognise that children need opportunity to manage risk themselves
- Ensure that appropriate and flexible training can be accessed by staff, volunteers and parents or carers working with and caring for children.

Benefits of Play:

Play encompasses children's behaviour, is performed for no external goal or reward, and is a fundamental and integral part of healthy development.

Play promotes all aspects of child development, learning, creativity and independence.

Play keeps children healthy and active - active children become active adults. This in turn helps to create a healthy society and can help combat obesity and therefore has long-term benefits not only for individual children but also for the society in which they live.

Play fosters social inclusion, and allows children to find out about themselves, their environment, their abilities and their interests.

Play is therapeutic, and can help children deal with difficult or painful circumstances, such as emotional stress or medical treatment

Play gives children the chance to challenge their own abilities, learn how to manage risk, let off steam and most importantly have fun! It is the very freedom and child centeredness of play that makes it such an effective and comprehensive learning process.

The location and access of play spaces is pivotal to this Play Policy, as these spaces foster interaction and social cohesion, becoming focal points within the community.