



The Ivy League Prospectus

The Early Years Foundation



This framework came into force in September 2008. The four principles of the EYFS are:

A UNIQUE CHILD

Child Development: Babies and children develop in individual ways and at different rates. Every area of development – physical, cognitive, linguistic, spiritual, social, and emotional – is equally important.

Inclusive Practice – The diversity of individuals and communities is valued and respected. No child or family is discriminated against.

Keeping Safe – Young children are vulnerable. They develop resilience when their physical and physiological well-being is protected by adults.

Health and Well-Being – Children's health is a vital part of their emotional, mental, social, environmental, and spiritual well-being and is supported by attention to these elements.

POSITIVE RELATIONSHIPS

Respecting Each Other – Every communication is based on caring professional relationships and respectful acknowledgement of the feelings of children and their families.

Parents as Partners – Parents are children's first and most permanent educators. When parents and staff work together in early years settings, the results have a positive impact on children's learning and development.

Supporting Learning – Warm, trusting relationships with knowledgeable adults supports children's learning more effectively than any number of resources.

Key Person – A key person has special responsibilities for working with a small number of children, giving them the reassurance to feel safe and cared for and building relationships with their parents.

ENABLING ENVIRONMENTS

Observation, Assessment and Planning – Babies and young children are individuals first, each with unique abilities. Schedules and routines flow with the child's needs. All planning starts with observing children, in order to understand and consider their current interests, development and learning.

Supporting Every Child – We aim to support every child's learning through planned experiences and activities that are challenging but achievable.

The Learning Environment – A rich and varied environment supports children's learning and development. It gives them the confidence to explore and learn in a secure and safe, yet challenging indoor and outdoor spaces.

The Wider Context – Working in partnership with other settings, other professionals and with individuals and groups in the community supports children's development and progress towards the outcomes of 'Every Child Matters': being healthy, staying safe, enjoying, and achieving, making a positive contribution and economic well-being.

LEARNING AND DEVELOPMENT

Play and Exploration – Children's play reflects their wide ranging and varied interests. In their play, children learn at their own level. Play with friends is important for children's development.

Active Learning – Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas, and events that engage and involve children for sustained periods.

Creativity and Critical Thinking – When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances the ability to think critically and ask questions.



Areas of Learning and Development – The Early Years Foundation Stage (EYFS) is made up of seven areas of Learning and Development. All areas of Learning and Development are important and interconnected; three areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. These prime areas are:

- ❖ Communication and Language
- ❖ Physical Development
- ❖ Personal, Social and Emotional Development

Children will also be supported in the four specific areas through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding the world: and
- Expressive arts and design

All areas of Learning and Development are underpinned by the Principles of the EYFS.

These principles underpin effective practice in the care, learning and development of young children. The core elements are that every child is a competent learner from birth, who can be resilient, capable, confident and self-assured; that children learn to be strong and independent from a base of loving and secure relationships with parents and/or key carers; that the environment plays a key role in supporting and extending children’s development and learning; and that children develop and learn in different ways and at different rates, and all areas of learning are equally important and interconnected.



EVERY CHILD MATTERS

In 2003 the Government issued a guide for all professionals who encountered children. It sets out guidance covering everything that the child needs to be kept safe. Whilst we work primarily with the children, we also understand that we need to have a close link to you: the parent/carer

and the child’s family. This way we will be able to work together to share a common goal to give your child the very best opportunities, education, information, and support that they need to get the most out of their childhood.

The Aims of the framework are:

PROTECTING CHILDREN FROM HARM AND KEEPING THEM SAFE

Keeping children safe is all about children having care, security and stability including all that entails. Here are just some of the ways in which we at Ivy League Day Nursery cover these aspects:

We make sure that your child will only be collected by people on your list and use passwords for those we do not know. We care for your child in a safe environment whilst allowing them to discover and explore through manageable risk taking. We undertake regular risk assessments and will not expose your child to unacceptable dangers, but nor will we create a ‘cotton wool’ environment in which your child is denied the richness of life’s varied experiences. Our policies are designed to promote a ‘can do’ approach providing the risk is assessed and controlled. All our toys and equipment are of a high quality and comply with all relevant regulations (kite mark, health and safety etc). They are kept clean and regularly checked for hazards.

Children have free access to play materials and resources which are rotated regularly so the children have something different to play with. This encourages positive interaction with resources and with other children. We endeavour to keep the nursery clean and always maintained. From time to time, we carry out emergency evacuation drills; your child will then have the knowledge of the evacuation procedure if it is needed. All staff are CRB checked before they are permitted to work unsupervised with the children. They are kept up to date on all aspects of Health and Safety, Child Protection and First Aid. Through this knowledge we can highlight and concerns, keeping children safe and protecting them from harm.

We keep within the adult: child ratios as stated within the Early Years Foundation Stage. Whilst on outings, the ratios are higher to consider any added risks. Risk assessments are carried out and written permission is required for your child to



leave the nursery building on outings. Any hazards identified because of risk assessments are recorded and acted upon. Children are encouraged to learn about managing risk, for example not running indoors and keeping off the climbing equipment if it is slippery and wet.

We have policies relating to bullying and anti-discrimination and set a good example on such matters. These policies are kept up to date and are available to read at any time.

Children have space to play and there are areas for children to rest and be quiet if they want to. We monitor the temperatures in both the pre-school and baby units to ensure it is not too high or too low.

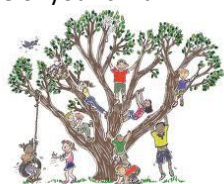
Children are encouraged to use the toilet by themselves, but help is always given by CRB checked staff members if required.

Our insurance certificate and Ofsted Registration certificate is displayed, as are qualification, first aid and safeguarding certificates earned by staff.

We record the names of all visitors in a book. No adult is allowed into the nursery without the permission of the nursery manager or deputy manager.

We ask that parents are escorted to the front door, so as a member of staff may lock it behind you to ensure the safety and security of all children, staff, and visitors to the nursery. We also ask that you do not park on the driveway to the nursery, again to ensure the health and safety of all.

If you have any concerns about your child you are welcome to discuss this matter confidentially with a member of staff. We welcome parents' comments and observations so that we can work together to provide the right balance of rich learning environment and the health, safety, and welfare of your child.



HELPING CHILDREN TO BE HEALTHY

We place a great deal of importance on the health of your child both physically and mentally. We

encourage healthy eating through healthy choices of fruit, vegetables, and carbohydrates at mealtimes; these are displayed on the menu board. Water is available throughout the day and children in both the pre-school and baby units have free access.



During mealtimes, the staff and children sit together; the atmosphere is relaxed and sociable. The children clean their teeth and wash their hands and face after lunch. Before eating, the children are asked to wash their hands and we help them to understand why this is important. We endeavour to keep the nursery clean and well-maintained to minimise the risk of infections or accident.

The children have opportunities throughout the day to engage in play activities both indoors and out. Physical play is encouraged through planned activities and identification of children's interests. We have a designated soft surfaced area to prevent accidents and injuries to children exploring the climbing equipment. We provide children with bikes and scooters as well as smaller construction equipment to encourage both large and small physical movements.



Children receive first aid treatment by those members of staff qualified to do so if you give your permission for us to do this. Any first aid is recorded and countersigned by parents to indicate that you have been informed of the incident.

We only administer medicine to children which is authorised by the parents and is prescribed by a medical professional. We require written permission to administer medication and a signature to indicate that you have been informed of the dosage given and the time. Only qualified



members of staff are permitted to administer medication to children.

From time to time, we will include information relating to help and advice on health-related matters, this can be anything from dealing with head lice, caring for teeth, or helping your child get into a regular sleep pattern. All staff members take the responsibilities seriously and professionally. We are always available to parents to discuss any aspects of their child's health and well-being in a confidential manner.

We will not admit a child into the nursery if they are unwell. This is to ensure the health and safety of all children, staff, and visitors. We ask parents to adhere to the policies and procedures of the nursery regarding exclusion periods and illnesses.

HELPING CHILDREN TO ENJOY AND ACHIEVE

This is all about your child enjoying their time at nursery and getting the most out of it, enjoying their learning through play, exploration, and discovery.

Children are welcome to bring 'security' objects from home to help them to settle or to reassure them during periods of stress.

Throughout your child's time with us, we will document their learning journey in their individual learning and development record. You can contribute to this by telling us about your child's activities at home and discussing their achievements with their key carer.

Song time is a regular favourite, and each child is asked if they want to sing a particular song with the group. In small group circle time, we chat about our experiences and encourage speaking and listening skills.



Children are encouraged to interact positively with each other during their play and at mealtimes. We promote the development of language skills to share thoughts and ideas and to enhance story telling.

We offer children plenty of opportunities to develop their writing skills using meaningful mark making. We use paints, chalks, crayons, and pens as well as the less traditional malleable materials such as foam, corn flour or even hair gel! Children use tools to shape and model materials and learn about joining materials and the properties of some natural and man-made materials.



This year, we have built a specific digging area in our large outdoor area. The children are encouraged to choose the plants, sow the seeds and care for them as they grow. We use this area as a perfect opportunity for developing the language associated with growing and changes, as well as making observations on the plants as they grow.



During your child's time with us, we will get to know them through interactions during their play and questions which provide opportunities for the children to think about their learning experiences. They are encouraged to ask for help and to tell us of any problems they are having. Observations and assessments are carried out – these help us to plan for your child's individual needs and interests. We build on what is learned at home. Your child is encouraged to share with us any new knowledge, understanding or skills they have learnt. The goals we set for children are all individual – we aim to know the child well enough to assess their mood, tiredness, or emotional state. Our knowledge of your child will enable us to monitor and support their holistic development.

We strive to make your child's time with us an enjoyable one during which they are keen to learn, as a happy and settled child will learn more.



HELPING CHILDREN TO MAKE A POSITIVE CONTRIBUTION

We have very good links between home and the nursery and parents are given every opportunity to discuss and record their child's interests. We make good use of this information to plan for children's individual needs. Children do better when parents and nursery staff work together.

All parents are required to sign the policies and procedures file to show that they have read and understood the relevant policies and procedures. Copies of our key policies are displayed in the entrance area for ease of access.



We make sure that all children are valued, and their views are taken into consideration. Even at this young age children need to have some say in what is happening around them. Children have a say in decision making processes, such as what they would like to play with or which stories they would like us to read. This way, rules and boundaries are more likely to be followed.

Children are always encouraged to be independent. When engaging in creative activities or malleable play, we encourage children to select and put on their own aprons. We offer those children more confident in these areas the opportunity to challenge their own skills by encouraging them to help those friends who are struggling. We encourage all the children to write the own names for their own creations. At tidy up time, the children are asked to do this independently and praised when they do so well, share and take turns, display friendliness and companionship.

They are also praised and celebrated when they behave. Children are encouraged to show genuine respect for each other. This gives them all a positive self-image, sense of self and encourages helpfulness.

We believe we are good role models and have positive displays of equality, culture, disabilities, and ethnicity. Books, dolls, toys, and games all show that we value everyone. Boys and girls play equally with dolls, cars, trains and dressing up – they are not expected to fit into stereotypical images.

We have close links to the local community; for example, we make regular visits to shops in the area, the local park, and the library. We explore different cultures around the locality, and we have had visits from key people in the community such as police or fire officers. This gives us a sense of belonging and pride in the community. We work with external professionals where a need might exist for additional support for a child and liaise carefully between these professionals and parents to formulate individual action plans for these children.

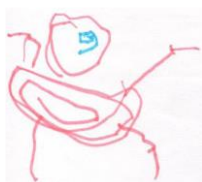
ACHIEVING ECONOMIC WELL BEING

This section focuses on economy. Our robust recruitment and vetting procedures ensure that children are looked after by suitable and qualified staff. All successful applicants apply for an Enhanced Disclosure from the Criminal Records Bureau (CRB) which makes sure that our children are safeguarded. Staffing levels are always maintained and exceeded where possible. Our Management Team are qualified to Degree level and working towards Early Years Professional Status. Our senior staff are qualified to at least Level 3 and are offered opportunities for further professional development. This ensures your children have access to knowledgeable and committed staff who provide activities and opportunities to allow the children to make the most of their early education experiences. In turn, this enables our children to continue towards further education or employment.

Each child has a key carer who they share with other children in a small group; this enables us to get close to our group of children. Part of the planned daily routine includes small group time where the children get together with their key carer to play a game or carry out an activity.



This encourages teamwork, sharing and taking turns, whilst building children's self-esteem and confidence.



HELPING YOUR CHILD

You, as a parent, have been your child's first teacher and you will already have taught them many things! You will have a sound knowledge and understanding about your child and their achievements so far. You can continue to help your child once they have started at nursery by giving them support and encouragement; taking an interest in what goes on at nursery so that you can talk about it at home; encouraging them to ask questions and listen to others; encouraging your child to use pens, paints, pencils and scissors; encouraging your child to count, recognise shapes, colours and numbers; reading your child stories and helping them to learn nursery rhymes...

SPECIAL NEEDS

It is our policy to help each child achieve his/her full potential and to enjoy the learning process in a happy and stimulating environment, working at their own level of ability, with appropriate progression.

Should special needs be identified then, after discussion with parents, appropriate help will be enlisted. We liaise closely with professionals including speech and language therapists, health visitors and physiotherapists to ensure we can best meet the needs of the children.

Our observation and record keeping enables us to monitor children's needs and progress on an individual basis.

ADMISSIONS AND SETTLING IN

Some children find it hard to settle into nursery, and staff reserves the right to suggest an alternative settling in process. Should this situation arise, the decision will be made after consultation with the parents, but the final decision must rest with the staff. You are welcome to stay with your child during the settling in period, but staff may suggest that you reduce the amount of time you spend with your child in the nursery during this time.



It is our intention to make Ivy League Day Nursery genuinely accessible to children and families from all sections of the community. Child numbers are strictly regulated so that the maximum legally permitted is not exceeded.

Children are admitted throughout the year. Where there is a waiting list, children will be selected dependent on the length of time they have waited, regardless of gender, ethnic, or cultural origin, ability, or disability.

At the time of a child's admission to the nursery, parents are requested to fill in detailed information forms relating to their child, for example doctor, health visitor, or other involved professional, emergency contact numbers, permission for photographs or videos to be taken or permission for your child to attend local outings during the nursery day. Information required on these forms is an Ofsted requirement and is standard nationally.

KEY CARERS

On admission to the nursery, your child will be assigned a 'Key Carer', one of the members of staff who will be your first point of contact for any concerns or discussions about your child. Naturally, you can discuss any issues with the manager or the deputy manager at any time of the day.

Your key carer will be responsible for ensuring your child's learning files are up to date, for



carrying out observations and assessments on your child and for ensuring planning is undertaken which considers the child's individual needs and interests.

INFECTIOUS ILLNESS

If your child has an infectious illness, for example sickness and diarrhoea, chicken pox, mumps etc they will not be accepted into the nursery until they have completely recovered. We rely on your integrity on this matter.



If your child becomes ill whilst at nursery we will telephone you. If you are not contactable, we will attempt to contact a named person given by you on our contact information. You will be asked to collect your child immediately. This is to ensure the health and safety of all children and staff.

It is helpful to let us know as soon as possible if your child has been in contact with children who have developed chicken pox or other infections/contagious illnesses. Similarly, it is helpful if you could notify staff if your child has been in contact with head-lice, so that other parents can be alerted to check their child's head. We deal with notifications from parents in a strictly confidential manner. When reporting an illness to parents, such as an outbreak of chicken pox, we do not reveal the source.

We operate a strict exclusion policy for those children who have an infectious illness to ensure the health and safety of all.

BEHAVIOUR

We endeavour to promote good behaviour and manners in the nursery. Disruptive behaviour is unsettling to other children, and we try to discourage this.

We have a strict policy in place for the management of behaviour within the nursery; we do not use negative methods of discipline, for

example smacking or humiliating. We do however, remove children from situations or distract them from situations which may be contributing to the poor behaviour. We always try to explain why the behaviour is unacceptable in a way that is appropriate to the child's age and stage of development.



Behaviour problems will be handled in an appropriate fashion, and you will be informed if your child has behaved in an inappropriate manner.

We would endeavour not to exclude a child for behavioural reasons.

The duty manager is the named contact for behavioural issues within the nursery.

FIRST AID AND EMERGENCY MEDICAL TREATMENT

In the event of your child having an accident at nursery, we always seek the knowledge and skills of a member of staff qualified in first aid, regardless of the type of injury. We record any accidents to include what happened, the injury sustained, and the measures taken to deal with the injury. Our accident entries are signed by the person administering first aid, and then countersigned by a witness. We require you to sign these entries to acknowledge that you have been informed of the accident and the treatment given.



In the unlikely event that your child will need to receive emergency medical treatment, for example needs to go to hospital in an emergency, we will contact you immediately after calling an ambulance. Children who require hospital treatment are always accompanied by a qualified member of staff, usually the child's Key Carer.



CHILD PROTECTION AND SAFEGUARDING

If we considered a child in our care to be 'at risk' in any way e.g. physically, mentally, or sexually we would follow the procedures as stated by our Local Authority. We have a comprehensive policy in place which staff are well aware of, and we take the appropriate measures for raising concerns.






All staff members have received training and are fully qualified with respect to the safeguarding of children as required by Ofsted.

All Staff are cleared by Ofsted to have access to the children.





There is a named contact for child protection and safeguarding issues within the nursery.

CURRICULUM PLANNING

Our planning is based on the seven areas of learning as stipulated in the Early Years Foundation Stage (EYFS):

-  **Personal, Social & Emotional Development.**
-  **Communication & Language.**
-  **Literacy.**
-  **Mathematics.**
-  **Knowledge & Understanding of the World.**
-  **Physical Development.**
-  **Expressive Arts & Design.**

Weekly plans are available so you can see what your child will be doing and contribute to activities if you wish. We display our planning in four colours:

-  **Black:** This shows the activities that have been chosen by adults to enhance general knowledge and skills across all six areas of learning and development.
-  **Red:** This shows 'Next Steps'; these are planned to provide children with achievable challenges to progress their learning.
-  **Green:** This shows activities that the children have been observed as showing an interest in.
-  **Purple:** This shows Parents Requests; activities that have been suggested by parents or to develop a particular skill requested by parents.

Our planning is mostly child-led; in practice this means that we will sometimes be following a theme as a group, and at other times enhancing

our continuous provision play experiences to make sure that every child can achieve their full potential.

We offer a fully play based curriculum. This means that most of the documentation on your child's development comes from our observations of your child at relaxed and stimulating play. Children often lead their own learning, and through observations, we can tailor learning specifically to each individual child.

Play supports all aspects of your child's development. Children learn by doing, by given appropriate responsibility and when they are allowed to make decisions, choices, and errors. We respect and enable children to become autonomous and competent learners. They can decide what resources they want to play with, how to use them and decide whether to play alone or with others. We want to foster a sense of curiosity and interest in children so that they become enthusiastic learners, which will help them later in their school life. It also promotes more abstract thinking, conversation, questioning and experimentation so that we can document children's learning.



All children are encouraged to learn at their own level and activities are differentiated to support learning at more and less-able levels.

MEALTIMES

At Ivy League Nursery the children are provided with three meals a day. Our menu is nutritious and well balanced; considering all the main food groups and offers a variety of cultural foods. We display our weekly menu in the entrance hall for the information of parents.

Breakfast is served from 8:15am until 9:30am and consists of cereal, toast, milk, and water.



Lunch is served at 11:00am and consists of two courses: a main meal and a dessert, with water to drink.

Afternoon tea is served at 3:00pm and consists of a light meal such as mixed sandwiches or teacakes, fruit, and fruit juice to drink.



SLEEPING ARRANGEMENTS

Facilities are provided for those children who require a rest period during the day. Individual cots or sleeping mats are provided for each child. We ask that parents supply us with fresh bedding, for example a small blanket or sheet at the start of their child's nursery week. These are then sent home at the end of the week. We encourage our pre-school children to sleep or rest between 11:30am and 2:00pm. However, should a child appear tired at any other time, we ensure we can provide opportunities for rest.



For those children who do not wish to sleep or rest, we ensure we provide quiet, yet stimulating activities. The design of the nursery building allows the group rooms to be divided into smaller areas to accommodate sleeping arrangements or quiet times.

CLOTHING

If your child needs freshening up at the end of the day, you instinctively know that they have had a good day! We would ask that children are not sent to nursery in their best clothes, as there is a good chance they will get spoilt through malleable, creative or bathroom activities. Additionally, we

would ask parents to provide the nursery with at least two changes of clothes.

To ensure the health and safety of all, we request that spare clothes are not stored in plastic carrier type bags. As spare clothes are kept on the children's pegs, we would ask you to provide a canvas bag, clearly labelled with your child's name.

TOILET TRAINING

We will encourage your child to use the toilet in a calm and sensitive manner, taking into consideration the requests of parents/carers. Children will regularly be reminded to use the toilet, to avoid accidents when they are busy interacting with an activity. However, we would ask that you provide spare clothes in the event of an accident.

For children in nappies, we ask that parents send in an appropriate store of nappies at the beginning of every week, or as and when required. We have storage facilities for nappies and wipes located in both the baby and pre-school units. We have planned into our daily routine regular nappy changing and toileting times, although children will be changed as and when required in addition to these scheduled times.

Practitioners ensure the health and safety of themselves and the children by always wearing gloves and aprons during the toileting/nappy changing process.

Key carers are responsible for ensuring their key children are changed or toileted, using this time in a friendly and sociable way.

OUTINGS

In addition to the planned programme of activities taking place within the nursery, there may be times when practitioners plan an outing within the local environment, to further children's knowledge and skills in a variety of contexts. At admission, parents are asked to sign a consent.

form, giving practitioners permission to take children on outings within the local area. Parents are then advised verbally when these will take place. We ensure a high adult: child ratio whilst outside of the nursery building and all outing



destinations are fully risk assessed before the outing takes place.

During the year, outings are planned for the whole nursery to participate in. These may be a trip to the farm or zoo, the seaside or to see a pantomime at Christmas time. These specific trips require formal written consent, separate from the consent given for local outings and a small fee may be payable to cover coach travel or venue admission.



CONFIDENTIALITY

The nature of our work with young children and their families dictates that staff, students and volunteers may have access to personal information. In addition, they may have access to information relating to their colleagues or the business in general.

We operate a strict confidentiality policy at Ivy League Day Nursery in line with the requirements stipulated within the Data Protection Act 1998. We ensure safe and secure storage of all personal information and ensure we only share information with others, including each other on a strictly need to know basis.

Staff who breach the conditions stated within our confidentiality policy may face disciplinary action.

FEES

- 🌻 Fees must be paid monthly in advance by Direct Debit, Bank Transfer made payable to 'Ivy League Nursery' or Standing Order.
- 🌻 Full fees are payable throughout the year, no reductions or refunds will be made for sickness or family holidays, bank holidays or any other reason whatsoever.
- 🌻 Full fees must be paid in advance prior to family holidays being taken. Failure to comply with these terms and conditions may result in the deposit being forfeited and the child's place revoked.

- 🌻 The nursery reserves the right to refuse admission to any child whose fees are in arrears at the beginning of the month.
- 🌻 A non-refundable registration fee is payable upon the reservation of a place for your child at the nursery.
- 🌻 A deposit equalling one month's fee is required within two weeks of acceptance of a place being offered. If no deposit is made at this time, the offered place will be revoked and offered to the next child on the waiting list.
- 🌻 The deposit is refunded in full, less any monies owed, provided one month's written notice is given before the child's leaving date, or any changes to sessions in attendance.
- 🌻 Fees are dependent on the age of the child and the level of care required. A full breakdown of fees will be discussed during the admissions procedure.
- 🌻 Full fees are required for the period of closure, between Christmas and New Year.
- 🌻 Fees are reviewed bi-annually on 1st April and 1st September. Parents are informed in writing of any proposed changes to fees.

OPENING HOURS

The nursery is open from 8:00am until 6:00pm, Monday to Friday. We are open for 51 weeks of the year, closing only for the week in between Christmas and New Year. Our insurance policy dictates that we are unable to accept children before 8:00am and that they should be collected by 6:00pm. We accept that lateness may occur at some point, and we ask that parents inform us as soon as possible if this is likely to happen.


POLICIES AND PROCEDURES

We have comprehensive policies and procedures in place to ensure the health, safety and wellbeing of all staff, children, and visitors to the nursery.

The policy file is available for parents to view at any time, and copies of key policies are displayed in the entrance hall.



Our list of policies includes:

-  Achieving positive behaviour
-  Administering Medicines
-  Admissions
-  Children's Records
-  Children's Rights and Entitlements
-  Confidentiality and Client Access to Records
-  Employment and Staffing
-  Fire Safety and Emergency Evacuation
-  First Aid
-  Food and Drink
-  Food Hygiene
-  Grievance Procedures
-  Health and Safety General Standards
-  Induction of Staff, Volunteers and Managers
-  Information Sharing
-  Maintaining Children's Safety and Security
-  Making a Complaint
-  Managing Children who are Sick or Infectious
-  Missing Child
-  Mobile Phones
-  Nappy Changing
-  No Smoking
-  Parental Involvement
-  Photographs and Videos
-  Provider Records
-  Risk Assessment
-  Safeguarding Children and Child Protection
-  Social Networking
-  Student Placements
-  Supervision of Children on Outings and Visits
-  Supporting Children with Special Educational Needs (SEN)
-  The Role of the Key Person and Settling In
-  Transitions
-  Uncollected Child
-  Valuing Diversity and Promoting Equality
-  Working in Partnership with Other Agencies.

We hope that this information is helpful to you in your search for the perfect setting for your child.

Should you require any further information, please do not hesitate to contact us further.



Karen Aggrey- Odoom
Proprietor

