



POLICIES AND PROCEDURES

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POLICIES AND PROCEDURES

This document contains all current Paint Pots policies apart from the Safeguarding Policy which has been moved into a policy document of its own.

Please ensure that you read them carefully.

Staff are required to read them carefully and ensure that they use them in their work at Paint Pots. Policy documents are supplemented by procedures for carrying out duties at Paint Pots. All staff are asked to sign a statement that they have read these documents and agree to comply with their provisions.

When the policies are changed or updated in any way, the Head Teacher(s) / Room Leaders(s) will ensure that each member of staff signs a copy of the circulated update so that everyone is aware of the change.

In this version of the Policies and Procedures we have introduced a matrix of changes.

These policies and procedures in conjunction with the Terms & Conditions form the legally binding contract between The School* and The Parents* of every child attending our settings.

*as defined within the Terms & Conditions

OFSTED EARLY YEARS
The National Business Unit,
Piccadilly Gate,
Store Street, Manchester
[Tel:- 0300 123 1231](tel:03001231231)

OFSTED is our regulatory body. We will notify them in the case of a safeguarding case, emergency or serious accident, lost child, food poisoning or if we have an Infection Disease.

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MATRIX OF CHANGES

NEW POLICIES

Many of these new policies existed as sub sections within other policies but have now been extracted and expanded as stand-alone, for example the new Biting Policy was referenced in both our Behaviour Policy and the Safeguarding & Child Protection Policy.

- Anti-Bribery Policy
- Bereavement Policy
- Biting Policy
- Critical Incident Policy
- Conflict Resolution With Parents Policy
- Environmental Sustainability Procedure
- Equipment & Resources Policy
- Immunisation Policy
- Live Feed Video Policy
- Menopause Policy
- Nutrition & Mealtime Policy
- Separated Family Policy
- Sleep Policy
- Staff Absence Policy
- Training Policy
- Transition Policy
- Vehicle Policy
- Visitor Policy
- Well-being Policy

RENAMED POLICIES

- Inclusion & Equality Policy - Formerly: Equality of Opportunity & Diversity Policy

UPDATED POLICIES

- Admissions Policy
- Arrival & Collection of Child Policy
- British Values Policy
- Children's Learning Record Policy - Formerly: Record Keeping Policy
- Complaints & Compliments Policy - Formerly: Complaints Policy
- Confidentiality Policy
- Curriculum Policy
- Devices Policy

- Emergency Lockdown Procedure
- English as an Additional Language Policy
- Fire Safety Policy
- Health & Safety Policy
- Key Person Policy
- Lost Child Policy
- Positive Behaviour & Self-Regulation Policy – Behaviour Management Policy
- Recruitment Policy
- Safeguarding & Child Protection Policy
- Staffing Policy
- Toileting Policy
- Whistleblowing Policy
- Working in Partnership with Parents & Carers Policy

POLICIES ADDED INTO THIS DOCUMENT

- Data Protection & Confidentiality Policy
- GDPR & Information Policy

POLICIES MOVED INTO A NEW DOCUMENT

- Safeguarding Policy

MISSION STATEMENT

First and foremost, nursery school should be fun! This is our main priority in everything we do.

We aim to make learning an enjoyable, exciting and challenging experience, which will give a good foundation to the children for many years ahead. By ensuring that our classrooms are filled with joy we support the children to learn in a positive way, allowing them to lead their own learning. The habits and skills developed in early years will help them concentrate and work efficiently for a lifetime leading to serenity and shared happiness.

The first steps a child takes during their first experiences of nursery are vital. At Paint Pots our aim is to make these steps as happy and as rewarding an experience as possible, helping each individual child to develop confidence, self-esteem, independence, concentration, social skills and self-discipline.

All our Nursery Schools and Creative Classes follow the Montessori philosophy of education. We recognise the importance of the early years in forming a child's character and talents in later life, aptitude for learning and respect for the world and others. Children learn at their own pace, absorbing new information and concepts naturally.

We value the inclusion of the Peace and Nature curriculum in our schools alongside the EYFS. Paint Pots has always had a strong creative influence in all aspects of what we do and we value our talented in-house team, who balance creativity with practical learning to develop each child's full potential.

We encourage parents to keep their children at Paint Pots until they are approaching 5 years of age, to benefit fully from our carefully structured programme which combines a Montessori approach with the Early Years Foundation Stage Curriculum.

Paint Pots is committed to safeguarding and promoting the welfare of children. We believe everyone has a responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them.

We are committed to always using positive language with the children, to continuously learn and expand our knowledge through training, and to have personal practices of self-reflection and spiritual preparation.

ADMISSIONS POLICY & PROCEDURE

ADMISSIONS POLICY

Information about all our settings is available on our website www.paint-pots.co.uk

Paint Pots The Park is open for children between 2 and 5 years and is term time only.

Paint Pots The Boltons is open to children between the ages of 2 to 5 years and is term time only.

Paint Pots The Grove is open for children 1 to 5 years and is open all year round apart from bank holidays and a week at Christmas and a week in August.

We commit to being fair and welcoming to all families interested in Paint Pots, we do this by:

- Making all information about Paint Pots publicly available
- Clearly outlining our Admission Procedure
- Treating each registration equally

Offers of a place to attend Paint Pots are subject to availability.

ADMISSIONS PROCEDURE

Enquiries

- Parents enquiring about a place at Paint Pots are guided to the school office
- Families will be offered a show round, we strongly encourage all families to visit us before making a final decision
- Show rounds offer the opportunity to see the classroom in action and ask questions

Registrations

- Registration for a place can be made online on our website
- We charge a compulsory £70 registration fee
- Families may only register for one setting at a time
- Registrations are added onto the registration list of their preferred setting for their requested starting term
- We keep in regular contact with our registrations

Being Offered A Place

- We start to offer places 3-4 terms in advance of your child's preferred start date
- We will always prioritise requests for change in attendance from families currently enrolled
- We will always prioritise Nest to Nursery classrooms transitions at Paint Pots The Grove

- Remaining spaces on our register are then offered in the following order:
 - Sibling registrations
 - Date of receipt of registration form and registration fee

Accepting A Place

- Families will receive an offer letter with an acceptance form and deadline
- Acceptance of a place requires the school office confirming receipt of a completed acceptance form, proof of the child/ren's date of birth and the deposit payment
- Full terms and conditions for our deposits are available on our website
- The school office will confirm acceptance of your place and the next steps

ARRIVAL & COLLECTION OF CHILDREN POLICY

At Paint Pots we give a warm welcome and goodbye to every child and family on their arrival and departure, as well as ensuring the safety of all children and adults.

We consider the safety and security of the children to be paramount. Therefore, it is important that the arrival and collection of children is carefully monitored to ensure that our Teachers always know who is on the premises.

The main doors to the school are only open at arrival and collection times. The monitoring and times of doors opening varies from site to site and are available in the parents' handbook.

Parents/carers are welcome into the school at arrival times. Parents who arrive late should ring the doorbell and wait for a teacher to come to the door. Please be aware that latecomers disturb the children's work cycle and concentration so on these occasions the parent should hand their child to a teacher at the door.

ARRIVAL

If we are not advised that a child will be absent and we have not heard from the family they will be contacted 30 mins after their expected arrival time, in order to ascertain the welfare of the child.

If we do not hear from a family with 24 hours we will then try to contact their listed emergency contacts so that we can ensure the family is supported if necessary.

RECORDING ATTENDANCE

We monitor the children's attendance within our schools via our school registers. To prepare children for primary schools and compulsory education we encourage children to maintain regular attendance.

On arrival children are entered on the paper register as well as My Montessori Child. We use this paper register to record the adult collecting each day.

If the parent requests the child is given medicine during the day the teacher must ensure that the Medication procedure is followed. Any messages or information given by any parent is noted in the register and My Montessori Child.

While attendance in nursery is not a statutory requirement, we as a nursery school are required to ensure the wellbeing of every child on our register. To enable us to do this all parents must advise us if their child will not be attending nursery via text or a phone call.

We fully support families choice to let us know they will not be attending for quiet home days, family events, religious festivals and other

opportunities/activities. These days will be recorded as Holiday. Holidays are also noted in the 'need to know' notes on My Montessori Child.

When a child is not attending school the registers are marked according to the code below:-

M	-	Medical Appointment
S	-	Sick
E	-	Educational
H	-	Holiday
A	-	Absent with no advice from a parent (Parents will be contacted)
O	-	Not due in for that session

COLLECTION PROCEDURE

On collection we ask parents to wait outside the doors and we will say goodbye to each child and direct them to the parent.

Once the child has left, the teacher member releasing the child must mark the attendance register immediately to show that the child has left the premises. A record is kept of who picks up each child.

At enrolment we ask for a list of authorised adults who are able to collect each child. This list can be updated by the parents at any time. We will ask for a photograph, full name, contact number and their relationship to the child of all authorised adults who we have not met in person during induction. We advise parents to give all authorised persons our school mobile number so that they can contact us if delayed.

The nursery will not release a child to anyone other than the known parent (even if they are an authorised person) unless an agreement has been made on arrival or by phone with the parent. The nursery will not release a child to anyone under the age of 18.

In case of emergency, if an unauthorised adult is sent by a parent to collect their child we will follow the unauthorised adult procedure below.

If an adult collecting a child is not known to or recognised by the teacher on the door we will follow the unrecognised adult procedure below.

UNAUTHORISED ADULT PROCEDURE

We recognise that in case of emergency there may be a need for an unauthorised adult to collect a child. To ensure the safety of the child we will:

- Ask the parent to confirm this with us by text or email. We will confirm receipt of this text or email so that the parent has confirmation that a new plan has been agreed.

- Whenever possible we will ask parents to send us a photograph of the adult who will be collecting.

Unauthorised adults will be asked to wait outside the setting while their identity is confirmed.

We will ask the unauthorised adult collecting to identify:

- Themselves
- The child they are collecting

We will check the appearance of the person in front of us matches the photograph sent to us by the parents. Or if a photograph cannot be provided we will ask the unauthorised adult to show us a form of ID.

If a teacher is every feeling uncertain about the identity of the adult collecting they will call the parents and ask them to speak to the collecting adult to confirm that they are who they say they are.

UNRECOGNISED ADULT PROCEDURE

If the teacher on the door does not recognise the adult collecting we will ask them to wait outside the setting while their identity is confirmed.

We will ask the unrecognised adult to identify:

- Themselves
- The child they are collecting

We will:

- Check if they are a name authorised person or follow the unauthorised person procedure.
- Check if another teacher or member of staff can identify them.

If the adult cannot be identified from the above steps then we will:

- Call the parents and ask them to speak to the collecting adult to confirm that they are who they say they are.
- Send a password by text to the parent, who will forward it onto the unrecognised person, who will confirm that password with us.

THE LATE/NON COLLECTION OF CHILDREN

Please remember your child will become distressed if you are very late, or even regularly late. Children don't like to be the last to leave or to worry that you may not come for them. Obviously if you are delayed by traffic or something unavoidable, please contact us by telephone or text message and let us know what is happening.

Any children that have not been collected will still have two members of staff, including at least one teacher to look after them.

If you (or an authorised adult) do not collect your child at the correct time and we have not heard from you:

- after 15 minutes a teacher will telephone you at home and/or work
- if no contact has been made within a further 15 minutes, the teacher in charge will telephone the authorised adults using the numbers in the Emergency Contacts File
- If an authorised adult cannot be contacted within a further 15 minutes, the teacher in charge will contact the boroughs Children's Services.

We have to follow these procedures in line with current Child Protection legislation. Every possible effort will be made to contact you before this drastic action is taken.

ANTI-BRIBERY POLICY

LEGISLATION

The Bribery Act 2010 creates an offence which can be committed by an organisation which fails to prevent persons associated with them from committing bribery on its behalf, but only if that person performs services for you in business. It is unlikely that the organisation will be liable for the actions of someone who simply supplies goods to you. There is full defence if it can be shown that there are adequate procedures and risk assessments in place to prevent bribery.

At Paint Pots we have adopted this policy to ensure that we have adequate procedures in place. It is our policy to conduct all of our business in an honest and ethical manner. We take a zero-tolerance approach to bribery and corruption and are committed to acting professionally, fairly and with integrity in all our dealings wherever we operate. We are also committed to implementing and enforcing effective systems to counter bribery.

WHAT IS A BRIBE?

A bribe is a financial or other advantage offered or given:

To anyone to persuade them to or reward them for performing their duties improperly

To any public official with the intention of influencing the official in the performance of his/her duties.

GIFTS AND HOSPITALITY

A 'gift' is defined as any item, cash, goods, or any service which is offered for personal benefit at a cost, or no cost, that is less than its commercial value.

If a gift is offered you should consider whether it is appropriate to accept it.

Parents may wish to thank nursery staff for looking after their children with Christmas gifts or gifts when the child moves on from a particular room or leaves the nursery. This is perfectly understandable. Each staff member is responsible for deciding if this gift is appropriate to accept and if it should be shared with the wider team. If in any doubt staff should discuss this with the Head Teacher/Nursery Manager.

The nursery will not accept gifts from service providers. This may be deemed as a bribe to maintain a contract. The nursery will remain transparent and open at all times.

ANTI-BULLYING POLICY

At Paint Pots we believe that children have the right to play and learn in a supportive, caring and safe environment. When behavioural expectations are consistent and reasonable boundaries are put in place by caring and supportive teachers, it will minimise the occurrence of bullying.

Bullying affects everyone, not just the bullies and the victims. No one person or group, whether adult or child, should have to accept this type of behaviour. Only when all issues of bullying are addressed, will a child best be able to benefit from the opportunities available at Paint Pots.

Although bullying in the strongest context of the word does not generally occur at Paint Pots we recognise that our children are developing their personalities and friendships, as well as exploring boundaries and appropriate behaviour which can result in conflict and clashes of personality. We will support children to manage their behaviour in a kind and considerate manner.

Our teachers minimise occurrences by being observant and providing opportunities for children to work alone and with friends. We are small nursery schools so our teachers have a strong understanding of every individual in our care and by observing them we can assist children with appropriate behaviour. If any level of bullying is suspected observed or reported, the matter will be taken seriously, dealt with promptly and all parties will be supported appropriately and fairly. This will involve working towards a shared understanding of the causes of the behaviour. We understand that all behaviour is a form of communication and should be recognised as such. Matters will be documented and shared with the team and parents if deemed necessary. We encourage parents to share any concerns with us.

WHAT IS BULLYING?

Bullying can occur through several types of anti-social behaviour. It can be:-

- PHYSICAL - child can be physically punched, kicked, hit, spat at, etc.
- VERBAL - Verbal abuse can take the form of name calling.
- EMOTIONAL - A child can be bullied simply by being excluded from discussions/activities or play, with those they believe to be their friends.

AS A PARENT

- Look for unusual behaviour in your children. For example, they may suddenly not wish to attend nursery or they may regularly say that they feel ill.
- Always take an active role in your child's education. Enquire how their day has gone and who they have spent their time with.

- If your child encounters any problems with their friends please make sure that you tell us immediately so that we can resolve the issue as soon as possible.
- It is important that you advise your child not to fight back. It can make matters worse! Tell them to ask for help and to tell any adult as soon as possible so the incident can be dealt with effectively.
- Try to ensure that your child maintains a positive image of themselves.

AT PAINT POTS

At Paint Pots we will:

- Provide an enabling and proactive environment in order to minimise opportunities for bullying.
- Use any opportunity to discuss the appropriate way to behave towards each other. Circle time. Topics, puppets, role play, when going outside, conversations and our Peace Curriculum.
- Deal quickly, firmly and fairly with any complaints, involving parents where necessary in a discreet, positive and calm manner.
- The teachers will continue to have a firm but fair approach to behaviour management. The rules should be few, simple and easy to understand.
- Do not use teaching materials or equipment which gives negative views of any group because of their ethnic origin, gender, appearance, disability etc.
- Encourage children to discuss how they get on with other people and to form positive attitudes towards other people exploring what friendship is.
- Encourage children to treat everyone with respect.
- We will treat bullying as a serious offence and take every possible action to eradicate it from our schools aiming for a social environment that is kind, considerate and respectful.

ACTION TO BE TAKEN WHEN BULLYING IS SUSPECTED.

We will support children as follows:

- Approach calmly, stopping any harmful actions.
- Acknowledge all children's feelings.
- Gather information from all parties.
- Restate the problem.
- Ask for ideas and solutions and choose one together.
- Be prepared to give follow up support.

We will speak openly with parents/carers in order to formulate a mutual agreement regarding action to move the situation forwards in a way which meets individual needs. If necessary, outside agencies will be contacted in order to support the setting, child and parents/carers.

BEREAVEMENT POLICY

At Paint Pots we recognise that children and their families may experience grief and the loss of close family members, or friends, or their family pets whilst with us in the nursery. We understand that this is not only a difficult time for families, but it may also be a confusing time for young children, especially if they have little or no understanding of why their family is upset and why this person or pet is no longer around.

We aim to support both the child and their family and will adapt the following procedure to suit their individual needs and family preferences:

- We ask that if there is a loss of a family member or close friend that the parents inform the nursery as soon as they feel able to. This will enable us to support both the child and the family wherever we can and helps us to understand any potential changes in behaviour of a child who may be grieving themselves.
- The key person and/or the Head Teacher/Room Leader will talk with the family to ascertain what support is needed or wanted from the nursery. This may be an informal discussion or a meeting away from the child to help calm a potentially upsetting situation.
- The child may need extra support or one-to-one care during this difficult time. We will adapt our staffing arrangements, so the child is fully supported by the most appropriate teacher on duty, where possible the child's key person.
- We will be as flexible as possible with attendance, adapting the sessions attended to meet the needs of the child and family during this time.

We will adapt the above procedure as appropriate when a family pet dies to help the child to understand their loss and support their emotions through this time.

We also recognise the nursery team would be affected by a death of a child or member of staff. This will be a difficult time for the staff team, children and families. Below are some agencies that may be able to offer further support and counselling if this occurs.

The Samaritans: www.samaritans.org 116 123 or text SHOUT to 85258

Priory: www.priorygroup.com 0800 691 1481

Child Bereavement UK: www.childbereavementuk.org 01494 568 900

Cruse Bereavement Care: <https://www.cruse.org.uk> 0808 808 1677

British Association of Counselling: www.bacp.co.uk

SANDS: <https://www.sands.org.uk/>

USEFUL BOOKS ABOUT GRIEF:

The Memory Tree – Britta Teckentrup

The Invisible Leash – Patrice Karst

The Memory Box: A Book About Grief – Joanna Rowland

I Lost Something Very Special – Na'ima B. Robert

I Miss My Pet: A First Look At When A Pet Dies – Pat Thomas

Always and Forever – Alan Durant

BITING POLICY

At Paint Pots we promote positive behaviour at all times. We understand that children may use certain behaviours, such as biting, to communicate their feelings and needs. Biting is a common type of behaviour that some children use to help them make sense of the world around them and to manage interactions with others. It can be triggered when they do not have the words to communicate their anger, frustration or need. It can also be used to fulfil an oral stimulation need, such as during periods of teething or developmental exploration. Sometimes biting can be due to a special educational need and/or disability.

The nursery uses the following strategies to help prevent biting:

- Individual, one-to-one and small group times so that each child is receiving positive attention.
- Quiet and cosy areas for children who are feeling overwhelmed to go to
- Stories and discussions about emotions and feelings including activities and stories that help support children to recognise feelings and empathise with characters and events.
- Additional resources for children who have oral stimulation needs, such as teething rings or chew necklaces.
- Vigilant teachers that know the children well can identify when children need more stimulation or quiet times.
- Adequate resources are provided and, where possible, more than one resource or toy is sought to minimise conflicts.

Every child is treated as an individual and we work with families to support all children's individual needs. With this in mind, it will be necessary to implement different strategies depending on the needs of the child carrying out the biting.

In the event of a child being bitten we use the following procedures.

The most relevant teacher(s) will:

- Comfort any child who has been bitten and check for any visible injury. Administer any paediatric first aid where necessary and complete an accident form once the child is settled again. If deemed appropriate the parents will be informed via telephone. Our teachers will continue to observe the bitten area for signs of infection. For confidentiality purposes and possible conflict, we do not disclose to the parents the name of the child who has caused the bite.
- Tell the child who has caused the bite in terms that they understand that biting (the behaviour and not the child) is unkind and show the child that it makes the teacher and the child who has been bitten sad.
- Ask the child what they can do to make the 'child who has been bitten' feel better (this could be fetching them a toy or sharing toys with them, a rub on the back etc.).
- Complete an incident form to share with the parents at the end of the child's session.

Bite Care and Treatment:

- In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, give prompt treatment to both the child who has bitten and the child who has been bitten. The parent will then be contacted and notified in case they wish to seek further medical attention.
- If a member of staff receives a bite breaking the skin, to reduce the risk of infection from bacteria, give prompt treatment. Remind them that current medical guidance is to get the wound cleaned professionally and ask whether they wish to visit A&E now.
- All bites, especially those that do not receive professional medical attention, must be regularly monitored while at nursery until they are healed.
- For any bite wound where the skin has been severely broken and/or where there is visible blood. After initial first aid has been carried out, we must arrange for the child/teacher to receive urgent medical attention. Staff members will be immediately released to go to A&E, Children must either be collected by their parents to visit A&E or be accompanied by a teacher.

If a child continues to bite:

- Carry out observations to try to distinguish a cause e.g. tiredness or frustration.
- Arrange for a meeting with the child's parents to develop strategies to prevent ongoing biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault.

In cases where a child may repeatedly bite and/or if they have a particular special educational need or disability that lends itself to increased biting, the Head Teacher/Nursery Manager will carry out a risk assessment.

BRITISH VALUES POLICY

British Values are

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

These attributes contribute to an environment where teachers support children to have a positive view of themselves. They provide for plenty of opportunities for children to make their own choices, as well as show respect for each other regardless of differences. These have always been an integral part of our Montessori philosophy and the curriculum that we teach.

DEMOCRACY

Making decisions together.

Our teachers can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate we demonstrate democracy in action, for example, making choices for the group through a simple voting process, children can tick yes or no. This is part of our Personal, Social and Emotional Curriculum.

Our teachers can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children will be given opportunity to develop enquiring minds in an atmosphere where questions are valued.

RULE OF LAW

Understanding rules matter.

As part of the focus on managing feelings and behaviour our teachers aim to ensure that children are helped to understand their own and others' behaviour and its consequences as well as learning to distinguish right from wrong.

We will support children to understand the ground rules and the reasons for them within our schools.

Our teachers will plan for a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.

Our teachers will encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.

Our teachers will promote diverse attitudes and challenge stereotypes, for example share stories that reflect and value the diversity of children's experiences and provide resources and activities that challenge gender, cultural and racial stereotyping.

INDIVIDUAL LIBERTY

Within Paint Pots we encourage children to make choices knowing that they are in a safe and supportive environment. As a school we provide boundaries and ground rules so that they can make safe choices. Children are encouraged to know, understand and exercise their rights and personal freedoms.

MUTUAL RESPECT

Our school ethos and behaviour policy is based on respect. Children gain respect through interaction with the caring teaching team who show and value their individual personalities. Positive, caring and polite behaviour will be encouraged at all times in an environment where children learn to respect themselves, other people and their surroundings.

All staff who are either employed or volunteer at Paint Pots Montessori Schools will ensure that these values are respected and promoted within our settings.

CHILDRENS LEARNING RECORD POLICY

We record children's learning journeys to identify next steps for their learning and review the progress that child has made while at Paint Pots. We use an online record keeping system called My Montessori Child.

We observe the children at work taking photos and occasional videos that are then uploaded with comments, including information about the child's levels of concentration and familiarity with the task. Artwork is documented for My Montessori Child and then the originals are available to take home.

My Montessori Child combines the Montessori Philosophy with the Early Years Foundation Stage ensuring that all areas of learning are represented. Parents have access to their child's records by using their own individual pin number to enter My Montessori Child's secure website.

We use a range of different observation methods, detailed narrative, event sampling, time sampling, tracking observations and quick anecdotal. We write observations for all children in the classroom, not just the teacher's allocated key children. We make individual plans for each child which are stored on My Montessori Child.

At the end of each child's time at Paint Pots the family is given a My Montessori Child learning album of their time with us.

INDIVIDUAL PLANNING

Individual planning is the ongoing review of the activities provided for and learning impact for an individual child.

We support each child's development through individual planning. These accurate and well thought out plans are then implemented, and the impact of their learning is recorded. The records of these learning outcomes form the starting point for the next steps to inform the individual planning for this child.

We discuss children's development, planning and assessment in our team meetings and 1-to-1 teacher discussions.

BASELINE ASSESMENT

A baseline check enables us to gain a holistic view of where each child is at developmentally when they start their time at Paint Pots.

Parents are invited to a Baseline Assessment meeting with the teacher who is assigned to be their child's key person. The Baseline Assessment is recorded on My Montessori Child.

THE PROGRESS CHECK AT AGE 2

When completing the 2 year progress check we will refer to the supporting guidance as supplied by the Department of Education: Guidance to provide support for early years practitioners when completing the early years foundation stage (EYFS) progress check at age 2.

The progress check at age two has three main purposes:

1. Partnership with parents. While practitioners and other professionals can support children's development and wellbeing individually, they can achieve so much more by working together.
2. Action for every child. Writing down observations and sharing reports do not help children. Practitioners need to listen to the child, talk with each other and then plan together. Working together can make a difference.
3. Early identification. Some children need extra help for a while as they grow and develop - for example, with their communication. Other children may have long-term developmental needs. Some families may struggle and need support. Whatever the circumstances, sensitive early intervention can make a big difference. Children develop rapidly between the ages of two and three - practitioners need to be quick to support and identify help where it is needed.

We will review each child and provide parents with a short written summary of their child's development in the prime areas; communication and language, physical development and personal, social and emotional development.

We will discuss with parents how the summary can be used to support learning and development at home. We will also describe the activities and strategies we will use at Paint Pots to address any issues or concerns.

We will generally complete this progress check within a child's first term at Paint Pots. For children at Paint Pots The Grove transitioning from the nest to the nursery classroom at 2 years old or just rising 2 we will complete the progress check within their first term in the nursery classroom. For those who turn 2 years old in the nest classroom this progress check will be completed in the term in which they turn 2 years old.

The two year progress check will:

The summary must highlight areas where:

- good progress is being made.
- some additional support might be needed.
- there is a concern that a child may have a developmental delay (which may indicate SEND).

As part of the process supporting our 2 year progress check we will also:

- Record if there are any significant emerging concerns, or an identified special education need or disability.
- develop a targeted plan to support the child's future learning and development if required.
- involve parents and other professionals (for example SENDCO or health professionals) as appropriate.

Parents will be provided with a copy of the completed progress check and offered the opportunity to book a parent-teacher consultation should they wish to discuss anything in more detail.

CRITICAL INCIDENT POLICY

At Paint Pots we understand we need to plan for all eventualities to ensure the health, safety and welfare of all the children we care for. With this in mind, we have a critical incident policy in place to ensure our nursery is able to operate effectively in the case of a critical incident. These include:

- Flood.
- Fire.
- Burglary.
- Abduction or threatened abduction of a child.
- Bomb threat or terrorism attack.
- National outbreaks of infection or health pandemic.
- Any other incident that may affect the care of the children in the nursery.

If any of these incidents impact on the ability of the nursery to operate, we will contact parents at the earliest opportunity e.g. before the start of the nursery day.

FLOOD

If flooding occurs during the nursery day, the Head Teacher/Nursery Manager will make a decision based on the severity and location of this flooding. It may be deemed necessary to follow the same procedure as the fire evacuation procedure. In this instance children will be kept safe, and parents will be notified in the same way as the fire procedure (see Fire safety policy).

FIRE

Please refer to the Fire safety policy.

BURGLARY

Our staff ensure that all doors and windows are closed and locked before vacating the premises. Should a member of staff discover that the nursery has been broken into they will follow the procedure below:

- In an emergency dial 999 or non-emergency dial 101 with as many details as possible, i.e. name and location, details of what you have found and emphasise this is a nursery and children will be arriving soon.
- Contain the area to ensure no-one enters until the police arrive.
- Where it is safe to do so, we will direct parents and children to a separate area as they arrive. If all areas have been disturbed staff will follow police advice. This may include temporary short-term closure.
- A member of staff will be selected by the Head Teacher/Nursery Manager to help the police with enquiries e.g. by identifying items missing, areas of entry etc.
- The Head Teacher/Nursery Manager will be available at all times during this time to speak to parents, reassure children and direct enquires.

- Arrangements will be made to ensure the nursery is made safe and secure again.

ABDUCTION OR THREATENED ABDUCTION OF A CHILD

We have procedures in place to ensure children are safe and to prevent unauthorised persons entering the premises. Teachers are vigilant at all times and report any persons lingering on nursery property immediately to the Head Teacher/Nursery Manager. All doors to the nursery are locked and cannot be accessed unless staff members allow individuals in. External boundaries are regularly checked to ensure they are secure, and gates are locked when they are barrier to an area in use by the children. A member of staff is always on our Nursery door at arrival/collection times. Visitors and general security are covered in more detail in the Visitor Policy.

Children will only be released into the care of a designated adult; see the Arrivals & Collection Policy for more details. Parents are requested to inform the nursery of any potential custody proceedings or family concerns as soon as they arise, so the nursery is able to support the child. The nursery will not take sides in relation to any custody arrangements and will remain neutral for the child. If an absent parent arrives to collect their child, the nursery will not restrict access **unless** a court order is in place. Parents are requested to issue the nursery with a copy of these documents should they be in place.

If a member of staff witnesses an actual or potential abduction from nursery, we have the following procedures which are followed immediately:

- The staff member will notify the Head Teacher/Room Leader immediately.
- The Head Teacher/Room Leader will take control, dialling 999 and requesting the police.

The police will be given as many details as possible including details of the child, description of the abductor, car registration number if used, time and direction of travel if seen and any family situations that may have impacted on this abduction.

- The parent(s) will be contacted.
- All other children will be kept safe and secure, reassured and calmed where necessary.
- The Head Teacher/Room Leader will inform the Company Safeguarding Lead.
- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was abducted, time identified, notification to police and findings on an incident form.
- In the unlikely event that the child is not found, the nursery will follow the local authority and police procedure.
- Ofsted will be contacted and informed of the incident within 14 days.
- With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. The Head Teacher/Room Leader will provide this or seek further support where necessary.

- In any cases with media attention staff will not speak to any media representatives.
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced.

BOMB THREAT/TERRORISM ATTACK

Most bomb/terrorism threats are hoaxes perpetuated by persons who for whatever reason enjoy causing panic and observing the resulting confusion. We must however treat each threat seriously and take appropriate action.

Our policy is to:

- Train staff in telephone techniques.
- Implement a procedure for obtaining bomb threat details.
- Assist police in obtaining telephoned threat details.
- Follow the fire evacuation procedure.
- Inform Ofsted within 14 days.

HOW TO HANDLE A THREATENING CALL

- Slowly and deliberately repeat the threat to the person. “You said there is a bomb in the building?” Ask ...
 - when it is going to explode or when the attack will happen.
 - where it is in the building or where the attack will happen.
 - when the bomb was placed in the building.

You may or may not get replies. Write down what they say because you will be nervous.

- Hopefully, someone nearby will have heard you repeat the threat, but if not you need to get someone’s attention.
That person should notify other staff to commence evacuation from all classrooms and then dial 999 and explain that you have a bomb threat (hopefully whilst the caller making the threat is still on the phone).

With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. The Head Teacher/Room Leader will provide this or seek further support where necessary.

ANY OTHER SIGNIFICANT INCIDENTS

All incidents will be managed by the Head Teacher/Room Leader. With the priority of the welfare of the children in mind, all staff will co-operate with any emergency services on the scene, where applicable. The fire evacuation procedure will be followed for any other incident that requires an emergency evacuation. Other incidents e.g. no water supply, will be dealt with on an individual basis taking into account the effect on the safety, health and welfare of the children and staff in the nursery.

If there is an incident outside of the nursery building and it is safer to stay inside the building, we will follow the Lockdown policy.

NATIONAL OUTBREAKS OF INFECTION AND/OR HEALTH PANDEMICS

In the event of a national outbreak of infection and/or health pandemic, we will follow Government health and local authority advice and guidance.

The setting will remain open as long as we have sufficient teachers to care for the children and a risk assessment deems it safe to do so. Depending on the nature of the pandemic we will follow all advice and implement measures to ensure that risks to vulnerable children and staff are minimised. This may include excluding infected children, staff, parents or family members from the setting for a set period of time, to prevent the spread of infection. Each case will be reviewed on an individual basis.

NOTIFYING OFSTED

The Nursery Manager or Head Teacher will notify Ofsted within 14 days in the event of a critical incident.

CURRICULUM POLICY

At Paint Pots we combine the Montessori approach with the Statutory Framework for the Early Years Foundation Stage (EYFS).

Montessori is a holistic approach with an emphasis on giving children freedom of choice within a prepared environment, allowing them to develop naturally in their own way and at their own pace. Given such an environment, children are self-motivated and quickly develop in independence, confidence and concentration.

We support each child's development through individual planning. These accurate and well thought out plans are then implemented, and the impact of their learning is recorded. The records of these learning outcomes are then shared with parents and form the starting point for the next plans to extend the child's learning. More information can be found in the Child's Records Policy.

Our ethos is fully embedded in our practice in all of our schools which provides opportunities for the children to learn through playing and exploring (engagement), active learning (motivation) & creating and thinking critically (analysis, planning and evaluation).

English is our teaching language yet we like to use simple phrases of all languages used by attending children.

PRINCIPLES OF THE EARLY YEARS FOUNDATION STAGE

The Principles of the Early Years Foundation Stage are grouped into four themes:

A UNIQUE CHILD

Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

We celebrate the individuality of every child and encourage them to work at their own pace and make their own choices. We use observation and assessment to monitor the child's progress. This provides the teachers with a sound knowledge of the child so we are then equipped to stimulate and extend the child's learning journey. We present new activities to the children, show them how to do it and then let them explore the materials for themselves. The teachers monitor their progress and encourage the children to have pride in their work. The children are not corrected but shown the activity again or redirected so that they are continuing to explore in a safe manner. Keeping the children safe and healthy is an integral part of our practice. When a child feels safe, secure, included and happy their minds are like absorbent sponges for learning.

POSITIVE RELATIONSHIPS

Children learn to be strong and independent from a base of loving and secure relationships with parents and/or carers and the practitioners.

Nothing is more important than happy well-balanced children. We aim to provide a warm and caring environment in which children can thrive. We operate a group teacher (key person) system and are careful to employ individuals who believe in and reflect our values (see the Recruitment Policy). We model good behaviour, setting examples of kindness and politeness and praising children when they show these qualities. We encourage children to reflect on their feelings and actions. We value their families and friends and we help them build relationships with other adults and children. We plan for children to work in small and large groups as well as on their own, and we promote community awareness through local visits with the local community. Also see our Parents as Partners Policy.

ENABLING ENVIRONMENTS

The environment plays a key role in supporting and extending children's development and learning.

Maria Montessori always placed huge emphasis on the importance of the prepared environment. We aim to place the materials within reach of the children and ensure that they are the appropriate size. Children are free to request materials that are not on display and where possible we will then provide these. The materials are in good condition so that they are inviting for the children. The children are involved in maintaining the environment which increases their respect for it. The settings are open planned which encourages freedom of movement. We have allocated different areas of learning within the classroom. Every activity has its own learning goal. The environment is regularly assessed and developed. The team are an intrinsic part of our environment leading through example and providing the scaffolding that children may need.

LEARNING AND DEVELOPMENT

Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected. We support all children with this including children with special educational needs and disabilities.

This area includes learning through Playing and Exploring, Active Learning, Creating and Critical Thinking as well as the seven areas of Learning and Development. Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Collaborative play is important for children's development. They learn through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. 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 understanding and way of doing things. Adult support in this process enhances their ability to think critically and ask questions.

CURRICULUM AREAS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities. We offer the children the opportunity to develop self-regulation, managing self and building relationships.

Paint Pots maintains a wonderful atmosphere where the child can explore and make their own choices thus building their self-esteem. The teachers are trained to be sensitive to the children's needs and always answer their questions honestly, trying to use positive language at all times. Teachers help the children build relationships and solve disputes. Our classrooms are open plan so the children benefit from working with children of mixed ages. Each child has their own individual aims which are prepared by their group teacher (key person). We have large circle times including all the children as well as small circle times with group teachers. Activities include sharing their weekend news, show and tell and small projects. Children enjoying snack are encouraged to pour drinks and choose healthy snacks. While the key people have an important role we like to ensure that the children get the opportunity to work with all teachers. The practical life activities help the children do things for themselves which increases their independence and confidence.

The practical life activities are at the heart of the Montessori curriculum and correspond perfectly with the above requirements. Practical Life consist of activities which on the one hand equip children with skills that lead to greater independence, while at the same time being a route to improving the children's fine motor skills, hand-eye co-ordination, sense of order and concentration. The range which these activities can cover is large, and typically the teachers change the materials through the course of the term. The dressing frames (for learning to use large and small buttons, buckles, poppers, zips etc) are always accessible; other activities encompass pouring, threading, polishing, opening and closing boxes and bottles, cutting with scissors, sweeping up and using a dustpan and brush, nuts and bolts, locks and keys, transferring objects with spoons, tongs and tweezers, and transferring liquids with sponges, basters and pipettes. These activities are extended in our outdoor 'classrooms'.

PEACE

From an internal understanding of emotions and wellbeing to a wider understanding of social interactions our Peace curriculum gives children the skills to become happy, healthy members of their communities.

Understanding their emotions and how to regulate them combined with mindfulness practices, give children a range of life-skills to promote good mental health.

Yoga, rest your mind time and quiet contemplation are combined with an introduction to the vocabulary for children to be able to identify and articulately express their feelings. This brings an enlightened dialogue into the classroom. We

may sit in a circle for some breathing exercises, focus on a candle, listen to a bell, chant or gaze at a mind jar, none of which are treated as religious exercises.

Maria Montessori stated that 'the child is both a hope and a promise for mankind'. Montessori saw that peace is not only about cessation of conflict, it is about developing a mind-set of cooperation and respectful acceptance of diversity of cultures, religions and caring attitudes towards our rich natural environment.

At Paint Pots we explore a variety of cultures and religions with particular focus on those of the families in our settings. Caring attitudes to our environment, each other and cooperation is a daily practice within the classroom in every activity.

Our carefully prepared classrooms offer social responsibility, freedom, and limits, which are a mirror of how our wider society functions.

The skills the children gain during these sessions are tools that they can draw on as they get older. It will help them to gain control of their thoughts and emotions, cope with academic stress and deal with the day-to-day pressures of life.

COMMUNICATION AND LANGUAGE

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

At Paint Pots children are exposed to an environment which inspires conversation and dialogue. There is constant learning and interaction throughout the day. Informally the teachers are constantly engaged in conversation with children and there are many points of language learning in the classroom in terms of both scheduled events (Show & Tell, stories, drama, songs) and materials (games, books, audio materials). We aim to identify early and respond to any particular difficulties in a child's speech development, co-ordinating with outside specialists as appropriate. We pride ourselves on how we communicate with all of the children which is particularly advantageous for children whom English is an additional language and we make special efforts to assist them. We recognise the importance of laying the foundations required to be in place prior to the teaching of writing. These include the development of comprehension of spoken language, phonetic awareness, rhyme, rhythm, visual discrimination, small motor control and pincer grip.

PHYSICAL DEVELOPMENT

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

The large open plan rooms encourage movement throughout the day. The practical life materials provide an extensive range of activities designed to refine and strengthen fine motor movements. Gross motor development is nurtured through a wide variety of activities including balancing equipment, walking blocks, obstacle

courses, drama, music and movement and yoga. We go outside every day and the children have opportunities to use large play apparatus. When exercising we help them notice the changes in their bodies through discussion and example. Opportunities for the development of the senses are offered by the sensorial material. We have a strong focus on the importance of healthy eating introducing the children to new foods and using real food in the classroom. We cook regularly, choosing healthy, nutritious recipes from around the world. Lunch time is a social occasion where the value of healthy eating is discussed and celebrated. Children are taught to wash their hands before eating. We have a free snack table where children can independently help themselves to healthy snacks and water when they are hungry or thirsty. We provide time and opportunities for children with physical impairments to develop their physical skills, working with physiotherapists and occupational therapists and using additional adult help if necessary.

Once the foundations have been built in the three prime areas, communication, personal, social and emotional and physical development we then support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

LITERACY

Literacy development involves encouraging children to link sounds and letters, comprehension, word reading and early writing. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest. These are situated in a comfortable and well presented book corner and books are refreshed regularly and we represent different cultures, topics and languages. We also have books in all other areas of the classroom and they are included in our outdoor activities. We love books!

When the child is ready to commence formal written work, we approach this via the well structured sequence of Montessori materials (sand paper letters, large moveable alphabet, pink boxes etc). We are careful to teach children according to their own stage of development and not to push them before they are ready. We have an extensive array of writing equipment to encourage mark making, exploration and creativity.

MATHEMATICS

This involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to explore numerical patterns. Our Montessori materials provide a wide range of materials for children to learn about shape, space and measuring.

The development and training of the senses is central to the unfolding development of the human being - "There is nothing in the brain which did not first enter through the senses". The Montessori sensorial materials provide opportunities for the refining of all the senses which lay a foundation for problem solving, reasoning and numeracy. Tactile is addressed through the touch tablets and fabrics; olfactory with the smelling

boxes; auditory with the sound boxes; sight (both visual discrimination and colour perception) with the knobbed and knobless cylinders and colour boxes; and taste with tasting exercises and in our many cooking activities and in experiencing food from other cultures. Other materials address the sensation of weight, pressure and temperature. Materials such as the broad stair, pink tower and long rods offer multiple sensations (in these cases, dimension and weight). Another set of the sensorial materials embodies mathematical concepts, notably the broad stairs, pink tower, knobbed and knobless cylinders, geometric and solids, constructive triangles and the binomial and trinomial cubes.

In line with Montessori thinking the children are helped to approach mathematics working from concrete to abstract and from simple to complex. There is a well-structured sequence of material with which the children learn the meaning and symbols for numbers from zero to ten (large and small number rods, sand paper numbers, cards and counters, short bead stair) as well as more advanced numbers (golden beads, Séguin boards, number strips). This formal Montessori material is supplemented by a large range of puzzles, books and other mathematical apparatus. Furthermore, we aim to promote general mathematical awareness in much of what we do in the course of the day - through songs, rhymes, stories and games, as well as the opportunities that arise in cooking, small groups, in creative activities and with construction materials.

UNDERSTANDING THE WORLD

Understanding the world involves guiding children to make sense of their physical world through opportunities to explore, observe and a true understanding of past and present. We learn about people, culture and communities so that the children's minds are broadened and prepared for their lives ahead.

In the Montessori curriculum the cultural area covers not only the traditional cultural aspects - learning about different countries, peoples, languages, foods, festivals and cultures - but also elementary biology (lifecycles, terminology cards), geology (globes and maps, land forms, volcanoes) and science (floating and sinking, tasting, gravity, states of matter, properties of air etc). We have drawers full of natural and scientific objects for the children to explore and experiment with. The children are encouraged to use ICT equipment such as stereos, cameras, computers and programmable toys. The curriculum includes regular science and cooking sessions and is further extended by a schedule of well-planned outings to theatres, museums, libraries, fire stations, parks, farms or ecology centres.

NATURE

Children have an innate interest in Nature and all the wonders that it provides and we encourage children to explore and be creative within this environment. We follow the children's curiosity to extend their learning in the wonderful gardens and parks at our disposal.

Outdoors is a valued extension of our classroom and part of our curriculum. We do a wide variety of activities outdoors; This could be observing nature on a mindfulness

walk, going on a scavenger hunt, art in the park, learning about plants, trees and flowers and of course lots of play and exercise!

We use our outdoors 'classrooms' and trips to extend the learning we do in the classroom. Extending mathematics through counting leaves or measuring sticks; expanding language through naming trees, animals and weather; or practicing skills that relate to our knowledge and understanding of our local environment such as following a familiar route and practicing our left and right.

We believe that learning can be practiced in any environment, whether at home, at nursery or outdoors. We encourage the children to be outside in all weathers, our motto is 'there is no bad weather, there is just bad clothing'.

At Paint Pots we like to bring the outdoors indoors. Our classrooms are designed to represent a calm, peaceful and natural environment. We favour natural materials throughout.

The children are encouraged to grow seeds or plants of their own and care for them. Sometimes our cress or salad seeds grow into our lunch. Linking nature to what we eat as a learning experience.

Our classroom plants create a natural green environment and the children help arrange our classroom flowers. Each year we usually have caterpillars growing into butterflies to further explore life cycles.

EXPRESSIVE ARTS AND DESIGN

This involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

We offer a range of opportunities for children's creative development. The children have permanent access to graphic materials (pencils, crayons, pens, chalk), paint, collage and three dimensional modelling, as well as introduction to a wide variety of artistic materials and techniques (clay, plaster, play dough, stencils, stamps, rollers, sponges, water colours etc) on a rotating basis. The children have access to dressing up clothes and role play equipment so that they can create their own stories. The children relate their stories to the teachers who record them and then enable the children to perform their stories. We build up stories for the children to perform for families. Music and musical instruments are available at all times. There is teacher led singing daily and we are often accompanied by our inhouse musicians. We use a wide variety of construction materials and model people and animals which provides opportunity for the children to create stories.

COMPLAINTS & COMPLIMENTS POLICY AND PROCEDURE

At Paint Pots we strive to provide the highest quality of care and education for our children and families and believe that everyone should be treated with care, courtesy and respect.

We hope that at all times parents are happy and satisfied with the quality and service provided and we encourage parents to voice their appreciation to the staff member concerned and/or management.

We welcome any suggestions from parents on how we can improve Paint Pots, and will give prompt and serious attention to any concerns that parents may have. Concerns will be dealt with professionally and promptly to ensure that any issues arising from them are handled effectively and to ensure the welfare of all children, enable ongoing cooperative partnership with parents and to continually improve the quality of the nursery.

We have a formal procedure for dealing with complaints where we are not able to resolve a concern. Where any concern or complaint relates to child protection, we follow our Safeguarding children and child protection policy.

INTERNAL COMPLAINTS PROCEDURE

STAGE 1

If any parent should have cause for concern or any queries regarding the care or early learning provided by the nursery, they should in the first instance take it up with the child's key person or Room Leader. The teacher would then pass on the information to the Room Leader (for The Grove) and Head Teacher/Nursery Manager.

This discussion will be recorded in the consultations records on My Montessori Child. Should the concern include any allegation of misconduct against a member of staff then we will immediately follow the LADO safeguarding procedure and ask the parent to complete a complaint form.

STAGE 2

If the issue still remains unresolved or parents feel they have received an unsatisfactory outcome, then they must present their concerns in writing as a formal complaint using our complaints form available from the school office and sent directly to the Head Teacher/Nursery Manager or to the Principal via the school office.

Paint Pots will then investigate the complaint in relation to the fulfilment of the EYFS requirements and report back to the parent within 28 working days. The manager will document the complaint fully, the actions taken and the outcome in relation to it in the complaints folder.

(Most complaints are usually resolved informally at stage 1 or 2.)

STAGE 3

If parents feel the matter is still not resolved the nursery will hold a formal meeting between the Head Teacher/Nursery Manager/Principal and the parent/s to ensure that the complaint is dealt with comprehensively. The nursery will minute the meeting and document any actions. All parties present at the meeting will review the minutes, and be asked to sign to agree it and receive a copy.

STAGE 4

If the matter cannot be resolved to their satisfaction, then parents have the right to raise the matter with Ofsted. Parents are made aware that they can contact Ofsted whenever they have a concern, including at all stages of the complaints procedure, and information on how to contact Ofsted is displayed in the setting. Ofsted is the registering authority for nurseries in England and investigates all complaints that suggest a provider may not be meeting the requirements of the nursery's registration. It risk assesses all complaints made and may visit the nursery to carry out a full inspection where it believes requirements are not met.

A record of complaints will be kept in the nursery within the complaints file. Ofsted inspectors will have access to this record at any time during visits to ensure actions have been met appropriately. We will store all complaints records for a minimum of 3 years.

INTERNAL COMPLIMENTS PROCEDURE

We record all compliments and share these with our teams whenever possible. Written compliments that can be shared with our teachers are treasured. Written testimonials that can be shared with future families are very helpful to give a flavour of life at Paint Pots.

We will follow this procedure for any other compliments and complaints received from visitors to the provider, where applicable.

The address and telephone number for OFSTED is:-

Ofsted, 3rd Floor,	<u>School Reference Numbers</u>	
Picadilly Gate		
Store Street	The Park	EY369719
Manchester	The Grove	EY2617818
M1 2WD	The Boltons	EY480045
Telephone 0300 123 1231		
Website: www.ofsted.gov.uk		

These details are displayed on our Paint Pots notice board.

Parents will also be informed if the nursery becomes aware that they are going to be inspected and after inspection the nursery will provide a copy of the report to parents of children attending on a regular basis.

CONFIDENTIALITY POLICY

It is our intention to respect the privacy of children and their parents and carers while at Paint Pots. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. To ensure that all those using – and working in – Paint Pots can do so with confidence, we respect confidentiality in the following ways:

- parents have access to all records of their own children but do not have access to detailed information about any other child. Other children may appear in group or social observations.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Induction includes an awareness of the importance of confidentiality in the role of the key person, they are asked to sign a confidentiality agreement (see Appendix) which is stored in the Policy and Procedures File.
- any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a "need-to-know" basis.
- personal information about children, families and staff is kept in a secure place whilst remaining accessible in case of emergency.
- issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.
- Students, volunteers, cover teachers and work experience placements who are observing or assisting at Paint Pots, are advised of our confidentiality policy, are required to respect it and also sign our Confidentiality Agreement.
- Parents' permission will be sought before photographs are taken of children either as individuals or in groups. We ask parents to sign a photograph consent form.
- Parents are provided a form to fill in where they can volunteer contact details to give to other parents.
- All records are safely stored in locked cupboards.
- Staff are not allowed to use their personal phones, they are securely stored.
- No identifiable photos of children will be used on social media sites without specific permission.
- Staff do not become friends with current parents on social media sites.

All the undertakings above are subject to the paramount commitment of Paint Pots, which is to the safety and well-being of the child. Please see also our Child Protection Policy.

CONFLICT RESOLUTION WITH PARENTS

At Paint Pots we believe that we have a strong partnership with our parents and an open door policy to discuss any matters arising.

If, as a parent, you have any concerns or issues you wish to raise with the nursery then please follow the complaints procedure.

In the case of a parent emailing, calling or using social media to complain the nursery will direct them to the correct procedure for raising a complaint.

We have a zero tolerance on abusive calls, emails, social media contact and face-to-face confrontation.

CALLS OF AN AGGRESSIVE OR ABUSIVE MANNER

The call taker receiving a call leading to abuse or aggression will remain calm and professional and ask the caller to follow the Complaints and Compliments Policy. If the abuse continues the call taker will end the call. Abusive and aggressive calls will be logged with an outline of the conversation.

EMAILS OF AN AGGRESSIVE OR ABUSIVE MANNER

The responder will respond to the email calmly and professionally and in accordance with our Terms & Conditions or as per our Complaints and Compliments Policy. All emails will be kept as evidence until the matter is resolved.

SOCIAL MEDIA

If slanderous or abusive messages appear on any social media sites, we will address these immediately with a request to remove the post and follow our complaints procedure.

HANDLING AGGRESSIVE OR ABUSIVE BEHAVIOUR AT NURSERY PROCEDURE

- Remain within a public area and direct the person away from the children and from the families entrance/exit to the nursery.
- Ensure that a second person is in attendance where possible (Paint Pots team or church personnel), whilst continuing to ensure the safe supervision of the children.
- Remain composed and professional. Stay calm, stay safe and breathe.
- Make it clear that ...
 - We have children on site and it is not okay to speak or behave like this at Paint Pots.
 - We do not tolerate aggressive or abusive language or behaviour.
 - And if the aggressive behaviour continues or escalates, we will contact the police in order to ensure the safety of our team, children and families.

- If the person calms down and stops the aggressive behaviour, listen to their concerns and try to resolve the issue.
- Immediately following an aggressive confrontation write up quick notes of what happened and what was said (in each person's own words) so that you can remember clearly.
- Immediately Inform the office and your Head Teacher/Nursery Manager of the incident.
- On the same day complete an incident form and give it to your Head Teacher/Nursery Manager
- Paint Pots will provide support and reassurance to any staff member involved in such an incident.

Any aggressive behaviour from a parent could result in the removal of a place for the children. Parents will be informed, by the Principal, in writing within one working week of any incident that could result in removal of their child's place.

This policy will be followed in the event of any other visitor or member of the public displaying this type of behaviour either by phone, email, social media or in person.

DEVICES POLICY

This policy refers to all electronic devices able to take pictures, record videos, send or receive calls and messages. This includes cameras, mobile telephones, tablets and any recording devices including smartwatches. More and more devices are technically capable of connecting us to the outside world. We will adapt the policy to include all devices we deem necessary to safeguard children.

MOBILE PHONES AND OTHER DEVICES THAT ACCEPT CALLS, MESSAGES AND VIDEO OR AUDIO CALLING/RECORDING

At Paint Pots we promote the safety and welfare of all children in our care. We believe our teachers should be completely attentive during their hours of working to ensure all children in the nursery receive good quality care and education.

To ensure the safety and well-being of children we do not allow staff to use personal mobile phones, smartwatches during working hours.

We use mobile phones supplied by the nursery only to provide a means of contact in certain circumstances, such as outings.

Teachers must adhere to the following:

- Mobile phones and smartwatches are either turned off or on silent.
- Mobile phones and smartwatches can only be used on a designated break and then this must be away from the children.
- Mobile phones and smartwatches watches must be stored safely in staff lockers or in a secure location outside of the classroom at all times during working hours.
- The use of nursery devices, such as tablets, must only be used for nursery purposes.
- The nursery devices will not have any social media or messaging apps on them, except those used by management for nursery purposes only.
- Any apps downloaded onto nursery devices must be done only by management. This will ensure only age and content appropriate apps are accessible to teachers, or children using them.
- Passwords and/or passcodes for nursery devices must not be shared or written down.
- During outings, teachers must only use mobile phones belonging to the nursery.
- Only nursery owned devices will be used to take photographs or film videos.
- Nursery devices will only be taken home by teachers who have passed their probation and who have signed a working from home declaration form.
- Remote access to My Montessori Child is only available to teachers who have passed their probation and who have signed a working from home declaration form.
- Devices will be charged regularly and remain secure at the setting when not in use.

PARENT USE OF MOBILE PHONES AND SMARTWATCHES

Parents are kindly asked to refrain from using their mobile telephones whilst in the nursery or when collecting or dropping off their children. We will ask any parents using their phone inside the nursery premises to either immediately finish the call or take the call outside. We do this to ensure all children are safeguarded and the time for dropping off and picking up is a quality handover opportunity where we can share details about your child.

Parents are requested not to allow their child to wear or bring in devices that may take photographs or record videos or voices. This includes smart watches with these capabilities, such as Vtech. This ensures all children are safeguarded and also protects their property as it may get damaged or misplaced at the nursery.

VISITORS' USE OF MOBILE PHONES AND SMARTWATCHES

Visitors are not permitted to use their mobile phones or smart watches whilst at nursery and are asked to leave them in a safe secure place such as the nursery office for the duration of their visit.

PHOTOGRAPHS AND VIDEOS

At Paint Pots we recognise that photographs and video recordings play a part in the life of the nursery. We ensure that any photographs or recordings taken of children in our nursery are only done with prior written permission from each child's parent and only share photos with parents in a secure manner. We will obtain this permission when each child is registered.

We ask for individual permissions for photographs and video recordings for a range of purposes including use in the child's learning journey, for display purposes, for promotion materials including our nursery website, brochure and the local press and the different social media platforms we use. We ensure that parents understand that where their child is also on another child's photograph, but not as the primary person, that may be used in another child's learning journey. Photographs and videos will not be taken in areas where intimate care routines are carried out.

If a parent is not satisfied about one or more of these uses, we will respect their wishes and find alternative ways of recording their child's play or learning.

Teachers are not permitted to take any photographs or recordings of a child on their own information storage devices e.g. cameras, mobiles, tablets or smartwatches and may only use those provided by the nursery. The Nursery Manager / Head Teacher will monitor all photographs and recordings to ensure that the parents' wishes are met, and children are safeguarded.

Photographs or videos recorded on nursery mobile devices will be transferred to the correct storage device to ensure no images are left on these mobile devices.

Before an iPad is removed from the setting, it is checked by a Head teacher/Nursery Manager for any cached data or stored photographs, and these are cleared from the device's memory so there is no risk of unauthorised access to data and photographs if the iPad were lost or stolen. Teachers must inform a Head teacher in advance when they plan to remove an iPad from the setting so that this check can be made. When an iPad is returned to the setting, it is checked by a head teacher for any new content including stored photographs, web browsing content or other material not relevant to the setting, all of which is deleted before the iPad may be used again in the setting.

Parents and children are not permitted to use any recording device or camera (including those on mobile phones or smartwatches) on the nursery premises without the prior consent of the manager.

PHOTOS AT SPECIAL EVENTS FOR PARENTS/CARERS

Parents/Carers are allowed to take photos during school trips, outings, school plays and birthday walks. Parents/Carers agree not to share photos of other children on social media. There are children within our setting for whom it is important to have no online presence.

APPLICABLE FOR SETTINGS USING ONLINE LEARNING JOURNALS ONLY

At Paint Pots we use tablets in the rooms to take photos of the children and record these directly on to their My Montessori Child electronic learning journeys.

We also use the tablets to find educational information and videos to show the children. This is always a teacher supervised activity.

SAFEGUARDING

Any teacher has a right to challenge any other teacher regarding their iPad use and is obligated to report any concern immediately and the iPad retained for further investigation. For more information, please refer to the setting's Safeguarding Policy.

We carry out routine checks to ensure that all content on the device (emails, photos, text messages) are work related and appropriate. We remind teachers of the Whistleblowing policy if they observe a teacher breaching these safeguarding procedures.

IPAD RESTRICTIONS

All iPads used in the setting have PIN-protected "Restriction" on web content and apps. In Settings>General>Restrictions, these settings are used:

- Facetime, Installing apps and Deleting apps are OFF
- Allowed Content is restricted (using United Kingdom ratings) as follows: 'Clean' Music & Podcasts, 'U' certificate films, 'CAUTION' TV Shows, 'Restricted' Books and 4+ Apps.

In app purchases are off and require password is set to immediately.

In the Games Centre, Multiplayer Games and Adding Friends are set to off.

Children are allowed to use the iPads under adult supervision. They can sign into the register via My Montessori Child on entry to the Nursery. They can take photos of themselves and the class. They can see their portfolio.

When researching a project a teacher may browse the internet with the children to find out facts or images. To ensure that no inappropriate images appear strict settings as mentioned above are maintained.

EMERGENCY LOCKDOWN POLICY AND PROCEDURE

We will use the emergency lock down procedure when the safety of the children, our team and others on the premises are at risk and we are better placed inside the current building, with doors and windows locked and blinds and/or curtains closed.

We take all reasonable steps to ensure the safety of children, teachers and others on the premises so an emergency lockdown would be put in action in response to an extreme circumstance such as:

- An incident or disturbance in the local area (such as an armed assailant).
- A warning being received regarding a local weather risk (such as a tornado).
- A major fire or explosion in the vicinity of the nursery - as long as it is safer staying in the premises than leaving. (such as a gas pipe explosion).

A lockdown allows for the Emergency Services to secure the children and our team in one place, address any immediate threat and confirm when it is safe to exit the building.

In the event of an emergency requiring a full lock down, the following procedure will be implemented.

LOCK DOWN PROCEDURE

Every Paint Pots setting will have a written lockdown procedure that includes:

- Signal for lock down (e.g. bell being rung, whistle blown etc).
- Signal for all-clear (i.e. different from signal for lock down).

All individuals (including children) will remain in the area they are in, if safe to do so. If the children are outside, teachers are to promptly and calmly direct children into the building. Our team will make efforts to close and lock doors wherever safe to do so.

All individuals will keep away from the windows and doors and children will be occupied in the centre of the room so they are not placed at risk or are able to see any situation developing outside.

Internal communications will be kept to a minimum. Keeping conversation as normal as possible with the children.

After informing the office we will prioritise safety and well-being of the children over other external communication, including parents. For Paint Pots The Grove if children are off-site we will also call them to redirect to a safe place.

For Paint Pots The Grove where our office is also situated. The Nursery/Office Manager will ensure all children, staff and visitors are accounted for and safe before returning to the office area to keep up to date with the current situation.

The teacher in charge (Head, Deputy, Nursery Manager etc) will manage the situation dependent upon the information available. If the nursery is in immediate danger of an intruder, the police will be called as a matter of urgency. In other cases where the situation has been alerted by the police or local area authority then the nursery will await further instructions.

Once the all-clear has been given externally by the emergency services, the manager will issue the all-clear internally. After this time the teachers will try to return to normal practice to enable the children not to be disrupted or upset by the events.

Any children showing worries or concerns will have one to one time with their key person to talk about these.

Parents will be informed about the situation at the earliest safest opportunity and will be kept updated when the information changes.

After the event a post-incident evaluation will be conducted to ensure that each child and staff member was supported fully and the procedure went as planned. Ofsted will be informed.

Lockdown drills will be held to practice exercising the lock down procedures, using non-alarming scenarios. These will be recorded on My Montessori Child.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

English as an additional language (EAL) refers to learners whose first language is not English.

At Paint Pots we are committed to taking reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.

We will also ensure that children have sufficient opportunities to learn and reach a good standard in English language during their time with us, enabling children are ready to benefit from the opportunities available to them when they transition onto their next Primary/Prep school.

At Paint Pots children's communication, language and literacy skills are assessed in English. If a child does not have a strong grasp of English language, we will explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

We believe:

- All children are entitled to equal access to the whole curriculum.
- Learning and using more than one language is an asset and is a learning opportunity for everyone.
- Good development of a child's first language has a positive effect on the development of other languages.
- Being able to speak other languages is a valued and appreciated skill.
- In the importance of using non-verbal communication, such as using smiles and warm greetings; gesture and signing; expression and movement; clear transition signals.
- As children learn English they move through several important stages which may include an extended silent period.
- In the importance of reflecting every child's home language within the classroom in some way and support it through simple phrases, music and books.

ENVIRONMENTAL SUSTAINABILITY POLICY

At Paint Pots we support children to learn about sustainable practices and foster respect and care for the living and non-living environment.

Children are able to develop positive attitudes and values about sustainable practices by exploring solutions to environmental issues, learning about the world around them and how to protect it and watching adults role model sustainable practices.

Working together will help our environment to be more sustainable and make it a better place for our future generations to grow up in.

We support this in the classroom by:

- exploring nature through art and play.
- experiencing the natural environment through natural materials like wood, stone, sand and recycled materials.
- learning how to grow and nurture plants and discovering all about the food cycle.
- learning about water conservation, energy efficiency and waste reduction through play-based activities and adult interactions.
- going on nature walks and learning about plants they see in the local area.
- encouraging outdoor activity.
- recycling and encouraging the children to join in.

We are mindful of our environmental footprint and will wherever possible:

- recycle materials for art and creative activities.
- considering our carbon footprint when purchasing materials and shopping local where possible.
- turning off equipment and lights when not in use.
- using energy saving light bulbs.
- air-dry washing.
- recycling water from the water play to water plants outside.

EQUIPMENT & RESOURCES POLICY

Our classroom environments are carefully designed so that all activities are displayed at the children's level, encouraging freedom of movement and choice.

The space allows the children to share a wide range of Montessori materials and enables them to discover, explore, learn and enhance their skills at their own pace. Every area of the EYFS (Early Years Foundation Stage) is seamlessly blended with our Montessori curriculum and materials.

The teachers observe the children at work which enables them to have a strong understanding of each individual child so that they can plan to follow their interests and extend their learning. Presentations and materials are prepared to challenge children to increase their knowledge and abilities.

We continually assess and refresh our activities to ensure the environment is always fresh, enticing and relevant for our children. The children work and play independently, with their friends or with a teacher.

To ensure this occurs within the nursery and that we maintain our quality provision, we make sure that everything at Paint Pots, including in our outdoor areas:

- is (where applicable) up to the European Standards for Playground Equipment: EN 1176 and EN 1177, BS EN safety standards or Toys (Safety) Regulation (1995).
- represents the multi-cultural community of Paint Pots.
- risk assessments and checks on all resources and equipment before first use to identify any potential risks.
- daily checks at the beginning and end of every session of the environment as a whole, including our resources shelves.

CLEANING AND MAINTAINING OF ALL RESOURCES AND EQUIPMENT

- we repair or replace any unsafe, worn out, dirty or damaged equipment whenever required.
- adults role model and discuss how to use and look after equipment and resources.
- we encourage children to put resources back where they belong after use.

FIRE SAFETY POLICY

Paint Pots will follow the procedures for evacuating the building in the event of the fire alarm being sounded in a way that ensures all children are safely lead away from the building and adults do not taken any undue risks. To achieve this it is our policy to:

- ensure no child or adult will take unnecessary personal risks.
- see that staff fully understand the required procedures and their role.
- ensure that staff follow day-to-day procedures to reduce the risk of fire.
- Follow the advice given by the fire brigade on any matters arising from their visits, including discussing with the church on matters outside our control.
- have a fire procedure displayed on the wall.
- have a fire drill for (6 per year) both morning and afternoon sessions each term, and record the days on which these take place.
- ensure all staff receive training on fire procedures.
- perform a formal risk management assessment at least once a year and monitor risks every day.
- keep registers of children, staff and visitors to Paint Pots for each session.

A copy of the fire drill procedure is given to all staff and is placed on the noticeboard and in prominent positions around the school.

FIRE SAFETY

- Fire doors are clearly marked, never obstructed and easily opened from inside.
- Smoke detectors/alarms and fire fighting appliances conform to BS EN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- Fire alarms are tested regularly.

EMERGENCY EVACUATION PROCEDURE

The Emergency Evacuation Procedure will be effective for the following situations: gas leaks; natural disasters which can include but not be limited to a hurricane, tornado, earthquake; a disgruntled individual that might threaten the well-being of the children; bomb threat; terrorist attack in the building. If there is a terrorist attack in the nearby area we will remain in the building until Emergency Services deign it safe for us to leave.

A. We will be alert to weather conditions and to monitor any significant changes in weather conditions. After assessing the situation, in certain situations it may

best to remain inside until help arrives. For most natural disasters it is best to seek shelter on the lowest level of the building and to remain in an inside location away from doors and windows.

B. The Head or teacher in charge will bring the Outing bag, telephone, register and emergency file during the evacuation procedure; whether or not the group seeks shelter within the building or chooses to leave the building.

C. The implementation of the plan will be as follows:

1. We will evacuate the building as we would during a fire drill. Fire evacuation procedures are displayed at the exits and on the Notice Boards of all Paint Pots sites.
2. The teacher member responsible for collecting emergency file, keys, telephone with emergency contact details will also collect the outing bag.
3. Once all children and staff are safely evacuated from the building, the Head or teacher in charge will assess the situation and make the decision to either remain outside the building or to take the children to the safe locations listed:-
 - Paint Pots Hyde Park: Hyde Park at the Lancaster Gate or Albion Gate entrance.
 - Paint Pots The Grove: St Johns Mews (Walmer Castle)
 - Paint Pots The Boltons: The Boltons Gardens
4. Call the office and request that all parents are contacted and informed them that the children are in a secure location. Request that parents pick up children as soon as it is safe to do so. At least two teachers will remain with the children at all times.
5. Before returning to school, check with appropriate authorities to determine if conditions are safe, check operation of all utilities and call parents.

We will not evacuate the building in the case of loss of heat, water, or power.

We will close the school and contact all parents to collect their children if we are unable to make the building safe as a consequence of these shortages.

DATA PROTECTION & CONFIDENTIALITY POLICY

GDPR & INFORMATION POLICY

All children's records are stored in lockable cupboards which are always locked whenever we leave the building.

Record Keeping - safeguarding

We will keep a detailed record of any allegations and the procedures that followed. This information will be kept on file until the person reaches normal retirement age or for 10 years if that will be longer.

- All Safeguarding Evidence is archived in our Central Office for 25 years according to GDPR 2018.

Safeguarding - These records are signed and dated and kept in a separate confidential file which is securely locked. These records are archived in the office for 21 years.

At Paint Pots we recognise that we hold sensitive and confidential information about children and their families and the staff we employ. This information is used to meet children's needs, for registers, invoices and emergency contacts.

We store all records in a locked cabinet or on the office computer with files that are password protected in line with data protection principles.

Any information shared with the staff team is done on a 'need to know' basis and treated in confidence.

This policy works alongside the GDPR privacy notice to ensure compliance under General Data Protection Regulation (Regulation (EU) 2016/679 (GDPR) and Data Protection Act 2018.

LEGAL REQUIREMENTS

We follow the legal requirements set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) 2021 and accompanying regulations about the information we must hold about registered children and their families and the staff working at the nursery

We follow the requirements of the General Data Protection Regulation (Regulation (EU) 2016/679 (GDPR), Data Protection Act 2018 and the Freedom of Information Act 2000 with regard to the storage of data and access to it.

PROCEDURES

It is our intention to respect the privacy of children and their families and we do so by:

- Storing confidential records in a locked filing cabinet or on the office computer with files that are password protected.
- Ensuring staff, student and volunteer inductions include an awareness of the importance of the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality. This includes ensuring that information about the child and family is not shared outside of the nursery other than with relevant professionals who need to know that information. It is not shared with friends and family, or part of any social discussions outside of the setting. If staff breach any confidentiality provisions, this may result in disciplinary action and, in serious cases, dismissal. Students on placement in the nursery are advised of our Data protection and confidentiality policy and required to respect it.
- Ensuring that all staff, volunteers and students are aware that information about children and families is confidential and only for use within the nursery and to support the child's best interests with parental permission.
- Ensuring that parents have access to files and records of their own children but not to those of any other child, other than where relevant professionals such as the police or local authority children's social care team decide this is not in the child's best interest.
- Ensuring all staff are aware that this information is confidential and only for use within the nursery setting. If any of this information is requested for whatever reason, the parent's permission will always be sought other than in the safeguarding circumstances above.
- Ensuring staff do not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs.
- Ensuring staff, students and volunteers are aware of and follow our confidentiality agreement.
- Ensuring issues concerning the employment of staff remain confidential to the people directly involved with making personnel decisions.
- Ensuring any concerns or evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a 'need-to-know' basis. If, however, a child is considered at risk, our Safeguarding Children and Child Protection Policy will override confidentiality.

All the undertakings above are subject to the paramount commitment of the nursery, which is to the safety and well-being of the child.

GENERAL DATA PROTECTION REGULATION (REGULATION (EU) 2016/679 (GDPR) COMPLIANCE

In order to meet our requirements under GDPR we will also undertake the following:

- We will ensure our terms and conditions, privacy and consent notices are easily accessed and made available in accurate and easy to understand language.
- We will use personal data to ensure the safe, operational and regulatory requirements of running our nursery, these include names, contact numbers, emails etc. We will only make contact in relation to the safe, operational and regulatory requirements of running our nursery, these include names, contact numbers, emails etc. We will not share or use personal data for other purposes. Further detail can be found in the GDPR privacy notice.
- Everyone in our nursery understands that people have the right to access their records or have their records amended or deleted (subject to other laws and regulations).
- We will ensure staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:
 - Being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
 - Understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

STAFF AND VOLUNTEER INFORMATION

- All information and records relating to staff and volunteers will be kept confidentially in a locked cabinet or stored on a secure device.
- Individual staff may request to see their own personal file at any time.

MY MONTESSORI CHILD

We use a online system called My Montessori Child for administrative and record-keeping purposes, including taking the attendance register, making text-based and photographic records of children's activities, planning lessons, reviewing children's progress, and compiling statutory Department for Education reports.

Data and photographs are uploaded into the My Montessori Child system by teachers using Internet-connected Apple iPads at the setting. Data and
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photographs stored remotely on My Montessori Child's online servers are protected by industry-standard internet security procedures including encrypted transmission, passwords, access-device registration and physical protections.

The system administrator of My Montessori Child who has access to the children's data and photographs on a need-to-know basis has been subject to an Enhanced DBS check (Disclosure Number 001382556238). My Montessori Child is registered in accordance with the Data Protection Act with the Information Commissioner's Office (Registration Z3311745).

RECORDS

We keep records of:

- adults authorised to collect children from Paint Pots.
- the names, addresses and telephone numbers of emergency contacts in case of children's illness or accident.
- the allergies, dietary requirements and illnesses of individual children.
- the times of attendance of children, staff, volunteers and visitors.
- Accidents.
- Incidents.

HEALTH & SAFETY POLICY & PROCEDURE

INTRODUCTION

At Paint Pots we provide a safe early learning environment for the children. We also provide and maintain safe and healthy working conditions, equipment and systems of work for all adults within our setting.

To develop and promote a strong health and safety culture within the nursery we provide information, training and supervision. We extend this into the classroom through discussion and activities designed to help children identify and gauge risks so that they can avoid hazards and engage in appropriate risk taking.

Our Health and Safety systems are outlined within this policy. The member of staff responsible for health and safety are listed on the Roles & Responsibilities sheet and displayed on each settings notice board.

We work closely with our Local Borough and follow Government guidelines who both provide up to date information on changes in health protection guidelines.

AIMS

We are committed to taking all reasonably practical steps to ensure the health, safety and welfare of all persons using the premises by:

- Establish and maintain a safe and healthy environment throughout the nursery including outdoor spaces.
- Establish and maintain safe working practices amongst adults and children in the Nursery.
- Make arrangements for ensuring safety, and the minimising of risks to health, in connection with the use, handling, storage and transport of hazardous articles and substances.
- Ensure the provision of sufficient information, instruction and supervision to enable all people working in, or using the nursery, to:
 - avoid hazards.
 - contribute positively to their own health and safety.
- Ensure that staff have access to regular health and safety training.
- Maintain safe entry and exit routes.
- Have effective procedures for fire & other emergencies and for evacuating the nursery premises. Practice the fire procedure on a regular basis to enable the safe and speedy evacuation of the nursery.
- Maintain a safe working environment for pregnant workers, or for workers who have recently given birth, including undertaking appropriate risk assessments.
- Maintain a safe environment for those with special educational needs and disabilities and ensure all areas of the nursery are accessible (wherever practicable).
- Encourage all everyone to report any unsafe working practices or areas to ensure immediate response by the Health & Safety Officer.

OBJECTIVES

We believe the risks in the nursery environment are low. To maintain the maximum protection for children and adults, the nursery:

- Ensures all entrances and exits from the building, including fire exits are clearly identifiable, free from obstruction and easily opened from the inside.
- Regularly check the premises room by room for structural defects, worn fixtures and fittings or faulty electrical equipment and take the necessary remedial action.
- Ensures that all staff, visitors, parents and children are aware of the fire procedures and regular fire drills are carried out.
- Ensure that we hold current employers and public liability insurance.
- Has the appropriate fire detection and control equipment which is checked regularly to make sure it is in working order.
- Ensures that all members of staff are aware of the procedure to follow in case of accidents for staff, visitors and children.
- Ensures that all members of staff take all reasonable action to control the spread of infectious diseases and wear protective gloves and clothing where appropriate.
- Ensures there are suitable hygienic changing facilities.
- Prohibits smoking or vaping on the nursery premises.
- Prohibits any contractor from working on the premises without prior discussion with the manager in charge.
- Encourages children to manage risks safely and prohibits running inside the premises unless in designated areas.
- Risk assesses all electrical sockets and take appropriate measures to reduce risks where necessary and ensure no trailing wires are left around the nursery.
- PAT tests all electrical items annually.
- Ensures all cleaning materials are placed out of the reach of children and kept in their original containers.
- Ensures staff wear protective clothing when cooking or serving food.
- Prohibits certain foods that may relate to children's allergies where appropriate.
- Follows the EU Food Information for Food Consumers Regulations (EU FIC) by identifying the 14 allergens listed by EU Law that we use as ingredients in any of the dishes we provide to children and ensure that all parents are informed.
- Follows the allergies and allergic reactions procedure (found within this policy) for children who have allergies or have a reaction at the nursery.
- Ensures risk assessments are undertaken on the storage and preparation of food produce within the nursery.
- Familiarises all staff and visitors with the position of the first aid boxes and ensure all know who the appointed first aiders are.
- Provides appropriately stocked first aid boxes and check their contents regularly.
- Ensures children are supervised at all times.

- Takes all reasonable steps to prevent unauthorised persons entering the premises and have an agreed procedure for checking the identity of visitors.
- Ensures no student or volunteer is left unsupervised at any time.
- Ensures staff paediatric first aid certificates are on display or made available to parents.
- Display the necessary health and safety posters. Including a list of all members of staff responsible for health and safety.

LEGAL FRAMEWORK

The Principal has overall and final responsibility for Health and Safety being carried out at all Paint Pots locations. The Nursery Manager or Head Teacher will be supporting the Principal on site in each location, to ensure that the Health & Safety Officer is maintaining the Health and Safety Policy.

We follow all relevant legislation and associated guidance relating to health and safety within the nursery including:

- The requirements of the Early Years Foundation Stage (EYFS) Statutory Framework (2021).
- The regulations of the Health and Safety at Work Act (1974) and any other relevant legislation such as Control of Substances Hazardous to Health Regulation (COSHH).
- Any guidance provided by UK Health Security Agency, the local health protection unit, the local authority environmental health department, fire authority or the Health and Safety Executive.

NOTIFY OFSTED

We will notify Ofsted of any serious injuries, accidents and illnesses. Such as:

- anything that requires resuscitation.
- admittance to hospital for more than 24 hours.
- a broken bone or fracture.
- dislocation of any major joint, such as the shoulder, knee, hip or elbow.
- any loss of consciousness.
- severe breathing difficulties, including asphyxia.
- anything leading to hypothermia or heat-induced illness.
- a loss of a child's sight.
- any penetrating injury to the child's eye.
- any chemical or hot metal burn to the child's eye.
- a child suffering any injury from, or requiring medical treatment for, any of the following situations:
 - from absorption of any substance:
 - by inhalation.
 - by ingestion.
 - through the skin.

- from an electric shock or electrical burn.
- where there is reason to believe it resulted from exposure to:
 - a harmful substance.
 - a biological agent.
 - a toxin.
 - an infected material.

The Head Teacher or Nursery Manager will notify Ofsted of any serious injuries, accidents and illnesses.

HEALTH AND SAFETY POLICIES

HEALTH AND SAFETY RESPONSIBILITIES

Health and safety is everyone's responsibility. You must report any concerns to the Health and Safety officer.

INSURANCE COVER

We have public liability insurance and employers' liability insurance. The certificates are displayed on the Noticeboards.

TRAINING

HR, supported by the Health & Safety Officer in each location, are responsible for monitoring staff training. All Health & Safety Officers receive specific training for their role. Health and safety is covered in all induction training for new staff.

FIRST AID

All teachers at Paint Pots hold a current Paediatric First Aid certificate.

The certificate is for a full course consistent with the criteria set out in Annex A of the EYFS. It is a 12 hour full PFA. This is be renewed every three years.

We maintain the legal requirement that at least one member of staff on the premises and available at times when children are present MUST hold a full paediatric first aid (PFA) certificate in the nursery and must accompany children on outings.

TRAINING TABLE

Area	Training required	Who
Paediatric First Aid	Course	All teachers
Safeguarding children and child protection - level 2	In house training/course	All staff and students

Care of babies	Course	At least half of the teachers working with under twos
Health & Safety - level 2	Course	All Health & Safety Officers
Online Safety	Course	All teachers
Risk assessments	In house training/course	All teachers
Fire safety procedures	In house training	All staff and students
Use of fire extinguisher	In house training/course	All teachers where possible
Food hygiene	In house training/course	Anyone involved in preparing and handling food
Allergy awareness	In house training/course	All kitchen staff, teachers and students
Manual handling	In house training/course	All staff and students
Stress awareness and management	In house training/course	All staff
Changing of nappies	In house training	All teachers
Fire marshal duties	External course	Fire marshal
Medication requiring technical or medical knowledge e.g. Epi Pen	External course	As required
SENCo	External course	SENCo
Supervision and appraisal	External course	Managers, Head Teachers & HR

MEDICATION POLICY

PRESCRIPTION MEDICATIONS

Prescription medications can be administered on site if parental consent is given and recorded on the parental consent for medication form.

Children's prescribed drugs must be stored in their original containers, clearly labelled and kept inaccessible to the children. We will check that the medication:

- Has a visible prescription label.
(if the original container has been disposed of then we must have doctor confirmation before administering)
- Is for the named child only.
- Is in date.

NON-PRESCRIPTION MEDICATIONS

Non- Prescription medications can be administered on site if parental consent is given and recorded on the parental consent for medication form or topical cream form.

Children's medications must be stored in their original containers, clearly labelled with the child's name and kept inaccessible to the children. We will check that the medication:

- Is in date.
- Has any specific application/dosage instructions.

CALPOL

We believe that if your child is unwell enough to need a painkiller medication then they will be more comfortable and best cared for at home. We ask that children are kept home when this unwell and do not return until they are fully recovered.

At Paint Pots The Grove we do have Calpol available, mainly for our Nest Classroom of 1-2 year olds who are less able to regulate their body temperature. This is a precautionary measure to reduce high temperatures while parents/carers are on their way to collect their child. We will only administer Calpol with parental consent.

MEDICATION PROCEDURE

Parents give prior written permission for the administration of medication (prescription and non-prescription) on our medicine consent form. When the medicine is administered another member of staff is present as witness. We record this on the form and the administrator and witness sign the form. If the administration of prescribed medicine requires medical knowledge, individual training is provided for the relevant teacher by a health professional.

ALLERGIES

On registration parents are given forms asking for any details of medical conditions or allergies. If an allergy is recorded parents are requested to fill in an Allergy Management Plan and supply us with a copy of an Allergy Action Plan from the GP.

A list of all allergies (for both children and staff) using first names only, are displayed in each setting. All staff, students and volunteers are notified of allergies at induction.

In the case of a high risk of anaphylaxis we will consider introducing a ban within the school. If this is put into action all families will be notified and a poster will be displayed. If a child comes to school with food that has been excluded we will

remove and dispose of it. Children are not allowed to share lunches. Any birthday cakes or cooking activities will have all ingredients listed and displayed for all parents.

All our gloves are latex free.

ACCIDENTS

All accidents and incidents are recorded on My Montessori Child in accordance with the accident and incident procedures outlined in the Positive Behaviour and Self Regulation Policy

All teachers are trained on how to complete accident records correctly. We review our records to identify any potential or actual hazards.

SICKNESS

Childhood illness is a normal process of building a strong and healthy immune system.

To prevent the spread of sickness we ask parents not to bring sick children to school. If a child becomes unwell while at Paint Pots we will call the parents and ask them to come and collect their child immediately. If a parent cannot be contacted their emergency contact will be called.

For many illnesses there are specific incubation periods during which children must not come to school. We will follow the Health Protection Agency public health exclusion guidelines for children and young people.

<https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/children-and-young-people-settings-tools-and-resources#exclusion-table>

Some of the most common childhood sickness that have specified absence periods are: *denotes a notifiable disease

Chicken pox	At least 5 days from onset of rash and until all blisters have crusted over.
Diarrhoea and vomiting	exclusion from school until 48 hours after the last episode
Temperature of 38 degrees C or over	exclusion from school for 48 hours (may be waived for non-infections causes such as teething)
Measles	4 days from onset of rash and well enough.
Mumps*	5 days after onset of swelling
Cold and flu-like illness (Including coronavirus)	Individuals should not attend if they have a high temperature and are unwell. Individuals who have a positive test result

	for COVID-19 should follow national guidelines.
Scabies	Can return after first treatment.
Scarlett Fever*	Exclude until 24 hours after starting antibiotic treatment.
Whooping cough (pertussis)*	2 days from starting antibiotic treatment, or 21 days from onset of symptoms if no antibiotics

Some of the most common childhood sickness that have no required absence periods are:

- Conjunctivitis.
- Hand, Foot and Mouth.
- Ringworm.
- Slapped Cheek / Fifth Disease / Parvovirus B19.
- Tonsillitis.
- Head Lice.

If there is an outbreak of any sickness within a setting we will consult the Local Health Protection Team to determine if additional interim measures need to be put in place this could include but is not limited to implementing new required periods of absence. In cases of high levels of teacher illness, we will close the school if we do not have the enough teachers to run our sites safely, this will always be a last resort.

We will inform other parents and carers of infections and sickness that have occurred so that they can observe their own children. But we respect confidentiality by not identifying the children concerned.

NOTIFIABLE DISEASES

If a child has a notifiable disease listed below it is our duty to report it to the Local Authority, who will inform the Health Protection Agency. A list of notifiable diseases is displayed at school.

Acute encephalitis	Acute infectious hepatitis	Acute meningitis
Acute poliomyelitis	Anthrax	Botulism
Brucellosis	Cholera	COVID-19
Diphtheria	Enteric fever (typhoid or paratyphoid fever)	
Food poisoning	Haemolytic uraemic syndrome (HUS)	
Infectious bloody diarrhoea	Invasive group A streptococcal disease	
Legionnaires' disease	Leprosy	Malaria
Measles	Meningococcal septicaemia	Monkeypox
Mumps	Plague	Rabies
Rubella	SARS	Scarlet fever
Smallpox	Tetanus	Tuberculosis
Typhus	Viral haemorrhagic fever (VHF)	Whooping cough
Yellow fever		

NATIONAL OUTBREAKS OF INFECTION AND/OR HEALTH PANDEMICS

In the event of a national outbreak of a health pandemic, we will follow Government health advice and guidance, legal advice and advice from our insurance provider.

The setting will remain open as long as we have sufficient teachers to care for the children. Depending on the nature of the pandemic we will follow all advice and implement measures to ensure that risks to vulnerable children and staff are minimised.

If there is a national outbreak we will consult the Local Health Protection Team to determine if additional interim measures need to be put in place this could include but is not limited to implementing new required periods of absence.

FIRST AID

Every child at Paint Pots must have parental consent for emergency medical treatment. Without this we would not be able to act in the best interests of the children in our care.

Every teacher in ratio with the children holds a current paediatric first aid certificate. All other staff have a first aid certificate that is most appropriate to their role such as First Aid at Work, or Emergency First Aid.

Our First Aid kits:

- comply with the Health and Safety (First Aid) Regulations 1981.
- are checked every month in our year-round setting and every term in our termly settings and are re-stocked as required.
- are easily accessible to adults who all know where they are stored.
- are kept out of the reach of children.
- are stored ...
 - in a cupboard or bag.
 - to be visible within the classroom.
 - out of reach of the children.
 - identifiable from the outside by it's green colour and first aid cross sign.

In the case of a serious accident/incident the First Aider will assess the situation and provide immediate First Aid. If necessary we will call for an ambulance 999 and accompany the child. Parents will be notified immediately, if we cannot get through to you directly, we attempt to get in touch with your emergency contacts.

In the case of minor accidents/incidents that require hospital treatment, if we are unable to contact a family member or emergency contact then we will travel to the nearest Accident and Emergency (A&E) and will stay with the child until a family member arrives at the hospital. Should we need to travel in a vehicle it will be a registered and insured vehicle (such as the nursery minibus or taxi).

VENTILATION

We will be keeping windows open to ensure that good ventilation is maintained so children are advised to bring extra layers of clothing.

We monitor air quality through CO2/Particle monitors. We will regularly review the air quality of all our classrooms to ensure that we maintain the best possible readings within the constraints of the buildings.

Based on the CO2/Particle monitor's readings we will:

Green <i>(Safe)</i>	<ul style="list-style-type: none">• Review every 3-4 months as a minimum
Amber <i>(Safe but need to increase ventilation to avoid a higher risk of infection spread)</i>	<ul style="list-style-type: none">• Increase ventilation• Review the monitor continuously.• Risk Assess how to prevent a Red reading.
Red <i>(Increased risk of spread of infection, further ventilation is required)</i>	<ul style="list-style-type: none">• Increase ventilation• Introduce a HEPA quality air filter.

HYGIENE

At Paint Pots we promote the good health of all children attending (including oral health) through maintaining high hygiene standards to help reduce the chances of infection being spread. We follow the health protection in schools and other childcare facilities guidance¹ which sets out when and how long children need to be excluded from settings, when treatment and/or medication is required and where to get further advice from.

Viruses and infections can be easily passed from person to person by breathing in air containing the virus, which is produced when an infected person talks, coughs or sneezes. It can also spread through hand and face contact after touching a person or surface contaminated with viruses.

We follow the guidance below to prevent a virus or infection from spreading around the nursery.

At Paint Pots:

- Children will be asked to wash their hands regularly during each session. Including when they sneeze or cough, before and after snack, before and

¹ <https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities>

after lunch, after the garden. We may use hand sanitizer, especially if outside.

- Children will be supervised during hand washing and taught to wash their hands in a fun and educational way.
- Encourage all children to use tissues when coughing and sneezing to catch germs.
- Ensure all children and staff wash their hands once the tissue is disposed of.
- We use disposable hand towels and pedal bins which are emptied regularly.
- Develop children's understanding of the above and the need for good hygiene procedures in helping them to stay healthy.
- Wear the appropriate Personal Protective Equipment (PPE) when changing nappies, toileting children and dealing with any other bodily fluids. Staff are requested to dispose of these in the appropriate manner and wash hands immediately.
- Clean and sterilise all potties and changing mats before and after each use.
- Clean toilets at least daily and check them throughout the day.
- Remind children to wash their hands before eating, after visiting the toilet, playing outside or being in contact with any animal and explain the reasons for this.
- Clean all toys, equipment and resources on a regular basis by following a comprehensive cleaning rota and using antibacterial cleanser, or through washing in the washing machine.
- Wash or clean all equipment used by babies and toddlers as and when needed, including when the children have placed it in their mouth.
- Store dummies in individual hygienic dummy boxes labelled with the child's name to prevent cross-contamination with other children.
- Store toothbrushes (where applicable) hygienically to prevent cross-contamination.
- Immediately clean and sterilise (where necessary) any dummy or bottle that falls on the floor or is picked up by another child.
- Provide individual bedding for children that is not used by any other child and wash this at least once a week.
- Ask parents and visitors to remove all outdoor footwear in our 1-2 year old Nest Classroom.
- Where applicable wear specific indoor shoes or slippers whilst inside the rooms and make sure that children wear them as well.
- Follow the any exclusion periods or treatment guidance when children or staff are ill to prevent the spread of any infection in the nursery.

In addition:

- The school retains the right of refusal of anyone (children, parents, carers, staff and visitors) who are deemed contagious and may impact on the welfare of the rest of the nursery.
- Parents will be made aware of the need for these procedures in order for them to follow these guidelines whilst in the nursery.
- Periodically each room in the nursery will be deep cleaned including carpets and soft furnishings to ensure the spread of infection is limited. This will be implemented earlier if the need arises.

- In the event of an infection outbreak the nursery will, where appropriate, undertake a deep clean to ensure the spread of infection is contained.
- The nursery will ensure stocks of tissues, hand washing equipment, cleaning materials and sterilising fluid are maintained at all times. These will be increased during the winter months, or when flu and cold germs are circulating.

FOOD MANAGEMENT

We believe in serving food that is fresh, varied and healthy. Good nutrition is essential during childhood, as it is a time of rapid growth, development and activity. This is also a vital time for healthy tooth development and prevention of decay. General eating habits and patterns are formed in the first few years of life.

A nutritious diet, together with good hydration, provides your child with good eating habits for life, healthy skin, a healthy weight, secure emotional well-being, and improved behaviour.

The teachers have a key role in introducing young children to a wide variety of foods and establishing a pattern of regular meals and healthy snacks.

Eating is about more than food, it is a social event too, and our teachers join your child's mealtimes. Mealtimes are a relaxed and social part of the day where we all sit down and eat together. Teachers encourage interaction between the children, good table manners and the development of social skills.

All staff preparing and handling food have a current level 2 Food Safety certificate and comply with food safety and hygiene regulations.

All food and drink is stored appropriately with consideration for temperature, labelled, and date checked.

All fridges storing food for the children are temperature checked and recorded.

Children are reminded to remain seated while eating.

Fresh drinking water is available to the children at all times.

All food and snacks provided for the children at Paint Pots are healthy, low sugar.

In The Grove where all meals are prepared and served within the nursery: Our meals are freshly prepared by trained chefs who are passionate about the ingredients they work with. Our varied seasonal menus include a range of options to make healthy eating easier for everyone. Our menus are nutritionally well balanced to ensure we meet all children's dietary and cultural needs, as well as exploring different tastes at mealtimes.

KITCHEN

Children do not have free access to the kitchen. Children may be occasionally invited into the kitchen by a teacher on a 1-1 ratio and only once the kitchen has been risk assessed as a safe environment for that activity. For example helping to start the washing machine, or getting a root vegetable for printing.

Children are at all times kept away from kitchen hazards such as hot surfaces, boiling water and sharp knives.

All surfaces are clean and non-porous.

Contaminants in the kitchen such as cleaning materials are not stored in the same cupboard as any food ingredient or preparation items and cross contamination is strictly controlled.

CLEANING

At Paint Pots we maintain a cleaning colour coded system:

- Red/pink - bathroom.
- Yellow - kitchen/food (washed separately).
- Green - general (floors, walls, windows).
- Blue - mess on tables such as paint.

UTILITIES

All electrical/gas equipment conform to safety requirements and are checked regularly by the Landlords.

All Portable appliances are PAT tested annually and records stored in our Health and Safety File.

Our plant systems cupboard is not accessible to the children.

Heaters, hot pipes and radiators are checked to ensure not dangerously hot and that vents are not covered.

We identify and assess any water sources at risk of legionella², and manage these risks including avoiding stagnant water. Legionnaires' disease is a potentially fatal form of pneumonia and everyone is susceptible to infection.

When water sources (e.g. taps and toilets) are not used for a period of time equal to or greater than seven days, we will flush the toilets or run the taps for at least 5 minutes to flush the system.

In the case of an extended period of power outage, loss of heat or water, Paint Pots will close if unable to operate safely. Parents will be contacted and asked to pick up their children.

² <https://www.hse.gov.uk/legionnaires/>

STORAGE

All storage is risk assessed to be safe and fit for purpose.

We will store cleaning materials and other dangerous materials out of reach of the children.

We regularly clear out and review all stored items.

CONTROL OF SUBSTANCES HAZARDOUS TO HEALTH REGULATION – COSHH

COSHH is the adequate control of exposure to materials that cause ill health.

We are committed to preventing or reducing the risk of exposure to hazardous substances by:

- identifying the health hazards.
- deciding how to prevent harm to health (risk assessment).
- providing control measures to reduce harm to health.
- making sure that control measures are maintained.
- providing information, instruction and training for staff and others.
- planning for emergencies.

We will store on site a COSHH folder with information of each hazardous substance within the setting. We will also display a COSHH crib sheet for quick reference.

No hazardous substances will be stored in our settings without COSHH risk assessment and information.

EXTREME WEATHER

We will follow all advice from the Bi-Borough children's services relating to extreme weather.

We are particularly mindful of high temperatures, strong winds and snow but may at times experience other extreme weather. We will put in place all appropriate safety measures to ensure that our settings are suitable in these conditions.

HIGH TEMPERATURES

In periods of high temperatures, we will be very mindful of hydration, encouraging children to drink. We will stay in the shade if outside and may choose to stay indoors.

STRONG WINDS

We will avoid areas with increased risk of falling debris such as trees that can shed large branches. Should winds be strong enough then we will remain indoors.

SNOW

Snow can significantly impact travel. This may mean that while central London is clear of snow some of our teachers who live more remotely may struggle to make it in. If we do not have enough teachers to safely open, then we will close the setting.

BUILDING SECURITY

Our settings are safe and secure with locked external doors (except when free flowing to our outdoor spaces).

Our outdoor spaces are risk assessed and checked for uninvited visitors prior to use by the children.

In our shared use buildings, we maintain strict restrictions of access with the landlords. Any landlord (or their employees) access is risk assessed.

We restrict line of sight by the public into our classrooms.

MANUAL HANDLING

ITEMS

Our staff are trained at induction on the safe storage, movement and lifting of large or heavy items.

When working at height (storage at the top of the cupboard or changing light bulbs) they are provided with safe equipment to do so and will never do this alone.

Our manual handling guidance is available in our Health & Safety file.

RISK ASSESSMENTS

Risk assessments document the hazards or aspects of the environment that need to be checked on a regular basis. These include who could be harmed, existing controls, the seriousness of the risk or possible injury, any further action needed to control the risk, who is responsible for what action, when and how often the action will be undertaken, and how this will be monitored, checked and by whom.

The nursery carries out written risk assessments, these are assessed and reviewed regularly. Our risk assessments cover potential risks to children, staff and visitors at the nursery. When circumstances change in the nursery e.g. a significant piece of equipment is introduced or new activity or experience is planned, we review our current risk assessment or conduct a new risk assessment dependent on the nature of this change.

All teachers and managers are trained in the risk assessment process to ensure understanding and compliance of how they manage risks.

DAILY CHECKS

At the start and end of each day our teachers run through a daily risk assessment of the environment. This ensures the safety of everyone at Paint Pots as well as ensuring that the environment is fully prepared and closed at the start and end of each day. When new children start with us we review the risk assessment to determine if the environment needs to be adjusted.

OUTINGS

All outings away from the nursery are individually risk assessed. For more details, please refer to the Outings Policy.

MATERIALS

All materials are individually risk assessed, when new materials are introduced, we add them into our risk assessment. When new children start with us we review the risk assessment to determine if the accessible activities need to be amended. For more details, please refer to the Outings Policy.

IMMUNISATION POLICY

At Paint Pots we encourage parents to have their children immunised to protect both their health and that of the other children in the setting.

We ask that parents inform us if their children are not vaccinated so that we can manage any risks to their own child or other children, teachers and parents in the best way possible.

It is important to remember that there will always be some children who will not be protected for some diseases. This could include:

- children who cannot be immunised for medical reasons.
- children who are too young to be immunised.
- children who missed appointments or were too ill when they were due to be vaccinated.
- children whose parents have decided against vaccination.

For a few children, it might also be the case that a vaccination didn't work for them, so even those who have been vaccinated will not always be protected.

Our nursery does not discriminate against children who have not received their immunisations and will not disclose individual details to other parents. However, we will share the risks of infection if children have not had immunisations and ask parents to keep their child at home when there is a present high risk.

We will maintain a record of the vaccinations that children have had and keep this information in their personal file, along with other important information – including any specific health needs. This record should be updated as further vaccinations are given.

TEACHER VACCINATIONS POLICY

We encourage our teachers to keep up-to-date with their vaccinations to protect both their health and that of the others within the setting.

We ask all teachers to inform us if they are not protected via vaccination on induction.

INCLUSION & EQUALITY POLICY

Paint Pots aims to demonstrate through its work that it positively values and respects everyone (children, families, staff, students and members of the local community) regardless of their ethnic origins/racial groups, religions, cultures, linguistic backgrounds, age, gender, sexuality and abilities. We consider it important to provide a range of experiences and an environment that will instil in the children a positive outlook towards people in our society whom they may see as different from themselves.

We believe that cultural and lifestyle differences enrich society. We promote books, pictures, stories, activities and songs in different languages, about different cultures, about people with disabilities and without sexual stereotyping. Parents are encouraged to share stories or sing songs from their country of origin or in their first language(s).

All children will have access to the full range of activities regardless of race, gender, religion or ability. Teachers will plan and organise activities for the different needs of children, enabling all children to develop their skills and knowledge to their full potential, with high levels of self-esteem and respect for others. We will help them overcome barriers and will respond quickly to any signs of needs that could lead to later difficulties.

We choose our team based on their abilities and dedication to childcare, regardless of gender, religion, race, age, or disability. Our policy for diversity encompasses adults as well as children. All adults will be welcomed to the group, i.e. parents, carers, visitors, helpers, applicants for jobs, and no-one will be discriminated against. All staff are expected to read and abide by the Paint Pots Diversity Policy.

RELIGIOUS FESTIVALS

Paint Pots is not associated with any specific religion and draws children from a variety of faiths as well as families that profess no faith. Our aim is to show a respectful awareness of the diversity of the families and staff at Paint Pots, our local community and society. We achieve this by acknowledging the major festivals celebrated in our area and by the families and staff. This may include sharing stories, celebrations and food relevant to the festival concerned. We do this to help children celebrate the diversity of different beliefs and religions and increase their awareness of different cultures. We encourage parents to share their experiences with us. We are always honest with the children and will provide feedback to parents if sensitive issues have been raised.

KEY PERSON POLICY

Each child has a key person who will build a strong relationship with the child and their family, however we work with and build strong relationships with all children and as a team we will be responsive to the individual needs of each child.

Research shows that a key person approach benefits the child, the parents, the teacher and the setting by providing secure relationships in which children thrive, parents have confidence, teachers are committed and the setting is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with all teachers. We also want parents to have confidence in both their children's well-being and their role as active partners in their child's education and school life.

Paint Pots is a welcoming place. We aim for the settling in of every child to be a positive experience. We understand that every family is unique and we work closely with families to ensure the best for each individual child.

The key person role is outlined in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage.

The key person ...

- supports the settling of the child into their new learning environment with the help of the teaching team
- works with the parents to keep them involved in their child's learning journey and will ensure that their My Montessori Child records are up to date and shared with the families
- hosts parent-teacher meetings
- is responsible for developmental records and keeping those records up-to-date, reflecting the full picture of the child in our setting
- is responsible for sharing information on a regular basis with the child's parents and including in the child's records any information they share to reflect their life at home

We work closely as a team and we all work with every child so when a child's key person is absent the children will always have a familiar adult to support them in the setting.

LIVE FEED VIDEO POLICY

This policy applies to Paint Pots The Grove only.

The nursery live feed video is intended for the purposes of:

- Promoting the health and safety of children, staff and visitors.
- The system comprises of 5 fixed cameras. These are placed outside the nursery in the church entrance area, lift lobby and outside entrance doorbell.

MONITORING

The live feed video is monitored centrally from a screen in the nursery corridor. We do not record any live feed video at any time, we use this purely to permit entry and confirm exit of the church building.

As we do not record any live feed video footage we are not registered with the Information Commissioner's Office (ICO) under the terms of the Data Protection Act.

LOCATION OF CAMERAS

The location of live feed video cameras will be indicated and adequate signage will be placed at each location in which a live feed video camera(s) is sited to indicate that live feed video is in operation. Adequate signage will also be prominently displayed at the entrance of the church.

RESPONSIBILITIES

The Nursery Manager will ensure:

- That the use of live feed video systems is implemented in accordance with this policy.
- They oversee and co-ordinate the use of live feed video monitoring for safety and security purposes.
- That all of live feed video monitoring systems will be evaluated for compliance with this policy.
- That the of live feed video monitoring is consistent with the highest standards and protections.
- That the perimeter of view from fixed location cameras conforms to this policy both internally and externally.

LOST CHILD PROCEDURE

At Paint Pots we take all reasonable steps to ensure the safety of children on the premises.

For outings please see the lost child procedure in the Outings Policy.

We only release children into the care of adults who have been designated individuals with the right to collect by the and keep all external doors and boundaries locked.

We complete appropriate risk assessments for all outings and identify steps to remove, minimise and manage those risks. This includes the consideration of adult to child ratios and carrying out regular head counts of children throughout any outing or visit. A teacher will be allocated as the teacher in charge, this will be the Head Teacher/Room Leader when they go on an outing. We take emergency contact details with us on outings.

In the unlikely event of a child going missing, we have the following procedure which will be implemented immediately:

- All teachers will be aware of the procedure when a child goes missing and supply information to support the search e.g. a recent photograph and a detailed description of clothing.
- The teacher in charge will be informed immediately.
- All staff present will be informed.
- Some staff will be deployed to start an immediate thorough search of the nursery/area, while ensuring that some teachers remain with the other children so they are supervised, calm and supported throughout.
Be mindful of: Cupboards, other parts of the building, the road outside, the grounds around Paint Pots, behind parked cars and other visual obstructions. This should be done as quickly as possible.
- While the initial search is being made, the teacher in charge will make enquiries of all staff to establish last sighting and time, clothes that the child was wearing, and the emotional state of the child.
- The teacher in charge will call the police as soon as they believe the child is missing.
- The most senior teacher will then contact the child's parents giving details of what has happened.
- During this period, some staff will be continually searching for the missing child, whilst other teachers maintain the safety and welfare of the remaining children.
- If within the setting the Head Teacher/Room Leader will meet the police and parents.
- In the unlikely event that the child is not found, the nursery will follow the local authority and police procedure.
- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was lost, time identified, notification to police and findings.

- Ofsted will be contacted and informed of the incident within 14 days
- With incidents of this nature parents, children and staff may require support and reassurance following the traumatic experience. The Head Teacher/Room Leader will provide this or seek further support where necessary.
- In any cases with media attention staff will not speak to any media representatives.
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced.

MENOPAUSE POLICY

INTRODUCTION

Menopause is the time during an individual's life when menstruation periods permanently stop and an individual experiences hormonal changes. It is defined as occurring when the individual has experienced no periods for 12 consecutive months and no other biological or psychological cause can be identified. However, menopausal symptoms can begin months or years before periods stop and this stage is known as the perimenopause. According to the NHS website symptoms last around four years after an individual's last period, although some can experience them for much longer.

The purpose of this policy is to provide details of how the nursery will support our team who may be experiencing issues as a result of symptoms of the menopause. We aim to create a culture that encourages discussions to take place about any matters associated with the menopause and to create supportive working environment.

AIMS

The aims of this policy are to:

- Have a team culture that openly and comfortably supports conversations about menopause.
- Ensure everyone understands our policy and the support we offer.
- Know how we support individuals experiencing these symptoms at work.
- Ensure that those who are experiencing menopause symptoms feel confident to discuss them and ask for any support and reasonable adjustments so they can continue to be successful in their roles.

EMPLOYEE RESPONSIBILITIES

At Paint Pots, as a team we all contribute to a respectful working environment and are willing to support colleagues experiencing the menopause. It is important that employees talk openly with their manager if they need support with menopausal symptoms.

Each individual is responsible for their own health and well-being however we encourage open and honest conversation with colleagues and especially managers if you are experiencing any menopausal symptoms. As individuals we all contribute to the team culture of openness, honesty and care for each other, this extends to supporting any reasonable adjustments made for any team member experiencing menopausal symptoms.

Individual needs will be addressed sensitively and confidentiality will be maintained.

EMPLOYER RESPONSIBILITIES

Paint Pots is responsible for:

- Ensuring that no one experiences less favourable treatment as a result of the menopause.
- Ensuring that any conversations are kept strictly confidential.
- Putting in place any required support and/or adjustments where reasonably possible.
- Recording any agreements made.
- Holding regular reviews with employees regarding support required, including follow up meetings to review adjustments that have been made.
- Seeking additional advice from occupational health where necessary.
- Agreeing with the employee if other colleagues should be informed about any adjustments that have been agreed (even if the reason is not disclosed).

When responding to an employee experiencing difficulties caused by menopause, we will maintain an open-door policy so that individuals feel comfortable to continue the ongoing conversation.

We want to see our team happy and succeeding in their roles and will make any reasonable workplace adjustments we can. We will start with a welfare meeting to ascertain what support is needed for each individual.

HR will be able to supply a wellbeing meeting prompt sheet with list of helpful questions for a manager & individual to work through as part of the initial welfare meeting.

WORKPLACE ADJUSTMENTS

There are numerous symptoms of the menopause that can affect an individual both physically and mentally. The menopause affects individuals in different ways and symptoms can start during the perimenopause and last for many years.

Some of the more common symptoms include:

- Hot flushes.
- Difficulty sleeping.
- Fatigue.
- Headaches.
- Low mood or anxiety.
- Problems with memory or concentration.
- Anxiety.
- Heavy and/or painful periods.
- Panic attacks.

The following options are available to any member of staff who may be experiencing menopausal symptoms, balancing the needs of the individual and the needs of the nursery.

TEMPERATURE CONTROL

We strive to achieve a comfortable working temperature. We will also consider any other appropriate adjustments, for example changing their work location to be outdoors or nearer to a window, or providing cooling aids such as a desk fan.

SICKNESS ABSENCE

See the Absence management procedure.

If a member of staff is unwell due to menopausal symptoms, the nursery will provide them with all reasonable support during this period. It is important that everyone at Paint Pots feels that they are able to be open with their managers about the reasons for any absences and feels supported. We would also encourage discussing any relevant concerns with their GP and confirm to the nursery any relevant advice that the GP has provided.

AVAILABLE SUPPORT

We encourage all members of our team to inform their manager at an early stage if they are experiencing menopausal symptoms that could affect their work to ensure that symptoms are treated as an ongoing health issue rather than as individual instances of ill health.

Employees and managers may find external sources of help and support useful including the following:

Information about the menopause, menopausal symptoms and treatment options (<https://www.menopausematters.co.uk/>)

Support for women experiencing premature menopause or premature ovarian insufficiency (<https://www.daisynetwork.org/>)

Information about events where strangers gather to eat cake, drink tea and discuss the menopause (<https://www.menopausecafe.net/>)

NUTRITION AND MEALTIME POLICY

We believe that mealtimes should be happy, social occasions for children and teachers alike. Very much like a family home meal we talk together sharing our experiences of the day, discussing healthy eating, food and anything else the children bring up as a topic of interest.

We are committed to offering healthy, nutritious and balanced meals and snacks, which meet individual needs and requirements.

In all our settings:

- Only milk and water are provided as drinks to promote oral health.
- We encourage children to bring their own water bottles.
- Fresh drinking water is always available and accessible. It is frequently offered to children and intake is monitored. In hot weather our teachers will encourage children to drink more water to keep them hydrated.
- Individual dietary requirements are respected. We gather information from parents regarding their children's dietary needs, including any special dietary requirements, preferences and food allergies that a child has and any special health requirements, before a child starts or joins the nursery.
- When a food allergy is declared we will ask the parents to complete an allergy form so we can manage this in the best way for each child.
- We give careful consideration to seating to avoid cross contamination of food from child to child. The teacher seated with the children during meals will be aware and observing to further minimise risk. Where appropriate, discussions will also take place with children about allergies and potential risks to make them aware of the dangers of sharing certain foods.
- We will show sensitivity in providing for children's diets and allergies. They do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of their diet or allergy.
- Teachers eat with the children and show good table manners, children are encouraged to use their manners.
- Eating is about more than food, it is a social event too. Mealtimes are a relaxed and social part of the day where we all sit down and eat together. Teachers encourage interaction between the children and the development of social skills.
- We use meal and snack times to help children to develop independence through making choices, serving food and drinks and feeding themselves.
- We support children to make healthy choices and understand the need for healthy eating.
- Anyone who prepares and handles food is competent to do so and receives training in food hygiene.
- In the very unlikely event of any food poisoning affecting two or more children on the premises, whether or not this may arise from food offered at the nursery, we will inform Ofsted as soon as reasonably practical and in all cases within 14 days. We will also inform the relevant health agencies and follow any advice given.

In our 8am-6pm year-round Nursery settings:

- A balanced and healthy breakfast, midday meal, early supper and two daily snacks are provided for children attending a full day .
- Menus are planned in advance and in line with example menu and guidance produced by the Department for Education. These are rotated regularly, reflect cultural diversity and variation and are displayed for children and parents to view.
- All allergens are displayed on the daily menu sheets to show the contents of each meal.
- We believe in serving food that is fresh, varied and healthy.
- Our meals are freshly prepared by trained chefs who are passionate about the ingredients they work with.
- We avoiding large quantities of fat, sugar, salt.
- Feedback from the parents and children is welcomed and included in menu planning.
- Where possible, we provide foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- Cultural differences in eating habits are respected.
- Children not on special diets are encouraged to eat a small piece of everything.
- Children who refuse to eat at the mealtime are offered food later in the day.
- Children are given time to eat at their own pace and not rushed.
- Quantities offered take account of the ages of the children being catered for in line with recommended portion sizes for babies and young children.
- We promote positive attitudes to healthy eating through play opportunities and discussions.
- The nursery provides parents with daily written records of feeding routines for all children under two years old.
- No child is ever left alone when eating or drinking to minimise the risk of choking.
- We will sometimes celebrate special occasions such as birthdays with the occasional treat of foods such as cake, sweets or biscuits.
- We do allow parents to bring in cakes on special occasions, provided they have been prepared in a commercial kitchen environment and come with an ingredients list. We will display the ingredients list on the parents noticeboard.

In our term-time Nursery settings:

- Children attending for a full day bring packed lunches into the setting.
- Children's lunch boxes are checked prior to giving the contents to the children to ensure any risks from potential allergens or choking hazards are managed.
- Children who arrive without a lunch will be provided with something to eat if their parent cannot deliver a home-made lunch to nursery in time.

OUTINGS POLICY

We have the following procedures for the safe conduct of outings:

- A risk assessment is carried out before an outing takes place.
- Parents sign a consent form before major outings. The form will notify parents of the adult: child ratios for each outing.
- Adult helpers will be provided with a list explaining the ground rules of the outing, their roles and responsibilities, allergies etc.
- We invite parents and carers to come with their children on outings
- The children are appropriately supervised to ensure no child gets lost and that there is no unauthorised access to children; roll calls are carried out regularly throughout the outing.
- If the group is broken into sub-groups each adult is assigned a small group of children and is responsible for those children at all times.
- We travel by coaches which are fully insured and with all seats equipped with seat belts or London Transport.
- Food and drink is offered, noting allergies & other dietary requirements.
- There will be a first aid kit and at least 2 first aiders.
- A list of contact numbers for parents and paint pots phones will be taken.
- Spare clothes will be taken on the outing.
- Toilet facilities are provided for the children at regular intervals.
- If there are children remaining at Paint Pots, the adult to child ratio conforms to the requirements of the Early Years Foundation Stage.

LOST CHILD ON OUTING PROCEDURE

- If coach travel is part of the outing, a roll call and head count will be taken prior to boarding the coach, before the coach departs and on disembarking.
- If the child is lost at the outings venue the outing supervisor will halt proceedings, gather everyone together and get all children to sit down. A roll call will be taken at this time. Adults will be asked when they last saw the child and what clothes he/she was wearing.
- At least one teacher will immediately commence searching for the child and report back to the outing supervisor.
- At the same time the outing supervisor will alert officials at the venue that there is a missing child and take their advice.
- If the child is not found on the initial search the outing supervisor will call the Police and follow their advice.
- If the parents are not on the outing, the outing supervisor will telephone the parents and advise them of the situation.

POSITIVE BEHAVIOUR AND SELF REGULATION POLICY

STATEMENT

We believe that children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else.

We aim to provide an environment in which children are able to show an understanding of their feelings, the feelings of others and begin to regulate their behaviour accordingly. We support them to be able to set and work towards their goals, being able to wait their turn and control their immediate impulses when appropriate. We support children in working towards listening with focussed attention, respond appropriately when engaged in activities and showing an ability to follow simple instructions.

Our School ethos is based on mutual respect. Our Positive Behaviour and Self Regulation Policy reflects this. Every individual at Paint Pots, both child and adult, have the right to:

- Feel safe and have a responsibility to ensure the safety of others.
- Feel respected and a responsibility to show respect for others.
- To be supported both in their learning and everyday life and a responsibility to assist and support others.
- Be treated fairly and to treat others fairly.
- Move freely and safely, subject to rules.
- Have property kept safe and a responsibility to care for the property of others.
- Members of staff have a responsibility to provide good role models to all pupils by demonstrating respectful behaviour with each other and the children.
- Children have a right to be taught in a respectful manner.

TEACHER RESPONSIBILITIES

The Head Teacher/Nursery Manager has overall responsibility for behaviour management. Teachers are trained in ways to support positive behaviour management and best practice. We ensure that our positive behaviour and self-regulation policy is included in the induction of new teachers and volunteers

POSITIVE BEHAVIOUR POLICY

To support positive behaviour management at Paint Pots:

- We provide a positive model of behaviour by treating children, parents and one another with kindness, care and courtesy.
- We use positive language, with clear and concise explanations, in age-appropriate terms.
- We provide alternative options for dispute resolution by helping children to find solutions in ways which are appropriate for the children's ages and stages of development.
- We have an agreed set of ground rules which are displayed in the nursery.
- We praise and endorse desirable behaviour such as kindness, consideration, and willingness to wait their turn. We avoid creating situations in which children receive adult attention only in return for undesirable behaviour.
- We handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development – e.g. by distraction, discussion or withdrawing the child from the situation.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by a teacher. We work with parents to address recurring unacceptable behaviour, using objective observation records to help us to understand the cause and to decide jointly how to respond appropriately.

It is our commitment that at Paint Pots:

- We never use physical punishment, such as smacking or shaking. Children are never threatened with these and we expect the same at home.
- Never use techniques intended to single out and humiliate individual children.
- Isolation as punishment is unacceptable within our settings. We do remove children to sit quietly, with a teacher after a verbal warning for dangerous behaviour or recurring unacceptable behaviour.
- Racial or any other abuse is unacceptable within our Settings. Children will be provided with explanations and positive examples of behaviour rather than personal blame and parents will be notified.
- Shouting or raising voices in a threatening way to respond to children's behaviour is avoided at all times unless trying to stop a dangerous action. At times a firm tone with raised volume will be used to intervene in recurring unacceptable behaviour. Parents will be informed when this occurs.

DEFINITIONS

Mediation -

Mediation is our action to support positive behaviour management and self-regulation to prevent an incident. Children need guidance and support to learn these skills, mediations are a daily part of nursery life.

Intervention -

An intervention is insertion of the teachers will into the peer-to-peer process for conflict resolution.

Interventions are recorded (see intervention record procedure below) and parents informed.

Examples of behaviour that might require an intervention could include, but are not limited to:

- hitting/biting/scratching another child.
- swearing or use of inappropriate language.
- endangerment of self.

Interventions may result in:

- An intervention form.
- An intervention and corresponding accident form.
- An intervention and corresponding incident form.

Incident -

An incident is an experience that may negatively impact the child. Examples of an incident could include, but are not limited to:

- Witnessing violence between unknown adults while on a school trip.
- Overhearing a profanity.
- Witnessing a serious accident.
- A fire.

Incident are recorded (see incident record procedure below) and parents informed.

PEER ON PEER PHYSICAL HARM PROCEDURE

1. We will take the following action:
 - We intervene to stop the child harming the other child or children.
 - We explain to the child why his/her behaviour is inappropriate.
 - We give reassurance to the child or children who have been hurt and give them words and strategies to deal with circumstances like this.
 - We speak to the child who has hurt somebody about apologising and encourage them to do so without forcing a child into submission.

2. Whenever we have an incident of this nature in the class we confidentially talk to both sets of parents individually, explaining how we are helping the children as well as filling in an incident report. Confidentiality is maintained

INTERVENTION RECORD PROCEDURE

1. The teacher who has had to intervene will write an intervention report on My Montessori Child, making sure that:
 - a. That any other children are not named or identifiable .
 - b. The description box includes specific details, for example: Sophie pushed another child ... while they were standing, from a chair or from the climbing frame ... onto bark chippings, carpet, concrete.
2. The teacher who has had to intervene will assess whether corresponding reports are necessary:
 - a. If another child was harmed, then the teacher who has had to intervene, will write an accident report on My Montessori Child.
 - b. If another child may be impacted, then the teacher who has had to intervene, will write an incident report on My Montessori Child.
3. The Head Teacher/Room Leader will review the report/s and:
 - a. Text/call the parent.
 - b. Make a note of this call/text on the intervention report.
 - c. Make the intervention report parent visible.
4. The teacher on the door at collection will ensure:
 - a. the intervention report is signed.
 - b. any handover conversation about the report is added onto My Montessori Child.

Intervention reports are reviewed termly by the Head Teacher/Room Leader.

INCIDENT RECORD PROCEDURE

1. The teacher who witnessed the incident will write an incident report (or multiple reports if more than 1 child may be negatively impacted) on My Montessori Child, making sure that:
 - a. Any other children are not named or identifiable.
 - b. The description box includes specific details, for example: Sophie pushed another child ... while they were standing, from a chair or from the climbing frame ... onto bark chippings, carpet, concrete.
2. The Head Teacher/Room Leader will review the report and:
 - a. Text/call the parent.
 - b. Make a note of this call/text on the incident report.
 - c. Make the incident report parent visible.
3. The teacher on the door at collection will ensure:
 - a. the incident report is signed.
 - b. any handover conversation about the report is added onto My Montessori Child.

Incident reports are reviewed termly by the Head Teacher/Room Leader.

RECRUITMENT POLICY

At Paint Pots we are committed to safer recruitment and a holistic approach to ensuring that all staff are suitable to fulfil the requirements of their role in order to work with or be in regular contact with children.

We have effective systems in place to ensure that this includes making a decision about suitability, as part of the recruitment process and monitoring continued suitability, as part of regular staff and/or student supervision.

We comply with current legislation and work within our Inclusion & Equality Policy.

RECRUITMENT

The Paint Pots' staff recruitment process is characterised by openness and transparency. To achieve this it is our policy to:

- Advertise all vacancies internally and externally, unless there are overriding reasons for not doing so.
- include a closing date for applications and a reference to the Paint Pots Diversity Policy in all applications.
- Provide all applicants with a clear job description and a person specification for the position advertised.
- Ask all applicants to complete a standard application form.
- Draw up a shortlist of candidates for interview on the basis of information supplied on their application form and CV, with relevance to the job description and person specification.
- Have at least two members of staff (at least one of whom should be the Principal, Vice Principal, Head Teacher, Nursery Manager, Office Manager or Classes Manager and have current safer recruitment training) on the interview panel.
- Use a standard list of questions and record responses for all candidates.
- include subsequent questions for individual applicants where appropriate.
- When possible invite applicant for a trial session.
- inform applicants of the outcome in writing and within a reasonable time frame following the interview.

SAFEGUARDING & PREVENT AWARENESS

- Interviews include a section on personal views to help prevent employing staff with extreme or radical ideas –
- The standard list of questions for all candidates including questions on safeguarding children.
- Applicants are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act (1974) and the need to carry out Enhanced Disclosing and Barring Service (DBS) checks before posts can be confirmed.

EQUAL OPPORTUNITIES

Paint Pots is committed to equality of opportunity and anti-discriminatory practice, ensuring that everyone is included and supported. More information can be found in our Inclusion & Equality Policy.

ONBOARDING DOCUMENTS

When offered a role at Paint Pots all candidates will be given a copy to keep and a copy to sign and return of these documents:

- An offer letter.
- A contract or workers agreement.
- Employee/worker agreements.
- New employee starter sheet.

Staff are also given:

- An employee handbook.
- Job description.
- Access to the Policies & Procedures both online and printed within the classrooms.

INDUCTION

On employment all staff will be provided with a detailed induction with support from their Head Teacher/Room Leader or a member of the management team.

RECRUITMENT CHECKS

All offers of employment subject to receipt of:

- Two suitable references.
- A suitable enhanced DBS check.

PROBATIONARY PERIOD

We require all staff to complete a probationary period before permanent employment is confirmed.

A Probation review meeting will take place to ascertain if:

- They pass and become a permanent member of staff.
- They aren't suited to the role/it isn't working out and you dismiss them.
- Or you extend their probationary review period to give them additional time to get to the level required.

The outcome of the probation review meeting is then confirmed with the member of staff in writing.

SEPERATED FAMILY POLICY

At Paint Pots we support families going through separation by working closely with the parents to establish the most effective transition and support. We understand that this can be a difficult time and support a child's emotional well-being and report any significant changes in behaviour to the parent. Parents are signposted to relevant services and organisations for support for the whole family, where required.

PARENTAL RESPONSIBILITY

While the law does not define in detail what parental responsibility is, the following list sets out some of the key features of someone holding parental responsibility. These include:

- Providing a home for the child.
- Having contact with and living with the child.
- Protecting and maintaining the child.
- Disciplining the child.
- Choosing and providing for the child's education.
- Determining the religion of the child.
- Agreeing to the child's medical treatment.
- Naming the child and agreeing to any change of the child's name.
- Accompanying the child outside the UK and agreeing to the child's emigration, should the issue arise.
- Being responsible for the child's property.
- Appointing a guardian for the child, if necessary.
- Allowing confidential information about the child to be disclosed.

ENGLAND

If the parents of a child are married to each other at the time of the birth, or if they have jointly adopted a child, then they both have parental responsibility. Parents do not lose parental responsibility if they divorce, and this applies to both the resident and the non-resident parent.

This is not automatically the case for unmarried parents. According to current law, a mother always has parental responsibility for her child. However, a father has this responsibility only if he is married to the mother when the child is born or has acquired legal responsibility for his child through one of these three routes:

- By jointly registering the birth of the child with the mother (from 1 December 2003).
- By a parental responsibility agreement with the mother.
- By a parental responsibility order, made by a court.

NURSERY ENROLMENT

During the process of enrolment when preparing to start attending at Paint Pots we collect details about both parents including who has parental responsibility, as this will avoid any future difficult situations.

We request these details within our consent forms. If a parent does not have parental responsibility or has a court order in place to prevent this, we must have a copy of this documentation for the child's records.

If a child is registered by one parent of a separated family, we request disclosure of all relevant details relating to the child and other parent such as court orders or injunctions. This will make sure we can support the child and family fully in accordance with the policy set out below.

We will:

- Ensure the child's welfare is paramount at all times they are in the nursery.
- Comply with any details of a court order where applicable to the child's attendance at the nursery where we have a copy attached to the child's file.
- Provide information on the child's progress e.g. learning journeys, progress checks within the nursery, to both parents where both hold parental responsibility.
- Invite both parents to nursery events, including parental consultations and social events where both hold parental responsibility.
- Ensure any incident or accident within the nursery relating to the child is reported to the person collecting the child.
- Ensure that all matters known by the staff pertaining to the family and the parents' separation remain confidential.
- Ensure that no member of staff takes sides regarding the separation and treats both parents equally and with due respect.
- Not restrict access to any parent with parental responsibility unless a formal court order is in place. We respectfully ask that parents do not put us in this position.

We ask parents to:

- Provide us with all information relating to parental responsibilities, court orders and injunctions.
- Update information that changes any of the above as soon as practicably possible.
- Work with us to ensure continuity of care and support for your child.
- Not involve nursery staff in any family disputes, unless this directly impacts on the care we provide for the child.
- Talk to the Head Teacher/Room Leader and/or key person away from the child when this relates to family separation in order to avoid the child becoming upset. This can be arranged as a more formal meeting or as an informal chat.
- Not ask the nursery to take sides in any dispute. We will only take the side of your child and this will require us to be neutral at all times.

SLEEP POLICY

We aim to ensure that all children have enough sleep to support their development and natural sleeping rhythms in a safe environment.

The safety of children is paramount. When sleeping our children are:

- Never put down to sleep with a bottle to self-feed.
- Monitored visually when sleeping looking for the rise and fall of the chest and if the sleep position has changed.
- Checks are recorded every 15 minutes.
- With teacher supervision at all times.

We provide a safe sleeping environment by:

- Monitoring the room temperature.
- Using clean, light bedding or blankets and ensuring children are appropriately dressed for sleep to avoid overheating.
- Only using safety-approved cots and other suitable sleeping equipment (i.e. mats) that are compliant with British Standard regulations.
- Using a firm and flat waterproof mattress in conjunction with a clean fitted sheet.
- Keeping all spaces around beds clear from hanging objects i.e. hanging cords, blind cords, drawstring bags.
- Ensuring every child is provided with clean bedding labelled for them and working in partnership with parents to meet any individual needs e.g. if a child prefers to sleep in a sleeping bag, we will ask parents to bring one from home.
- Cleaning all bedding as required and at least weekly.
- Transferring any baby who falls asleep while being nursed by a practitioner to a safe sleeping surface to complete their rest.

In our year-round setting at Paint Pots The Grove:

We ask parents to complete forms on their child's sleeping routine with the child's key person when the child starts at nursery and these are reviewed and updated at timely intervals.

We work together with parents to ensure each child's individual sleep routines and well-being continues to be met at nursery. We will not force a child to sleep or keep them awake against their will. We prefer to leave sleeping children to wake naturally from their nap and avoid waking them if possible.

We have set nap times within our classroom and create an environment that helps to settle children that require a sleep, for example dimming the lights or using soft music. We will maintain the needs of the children that do not require a sleep and ensure they can continue to play, learn and develop.

Teachers will discuss with parents any changes in sleep routines at the end of the day and share observations and information about children's behaviour if they do not receive enough sleep.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

Paint Pots Montessori Nursery Schools and Creative Classes is an organisation that aims to provide all children with a broad and balanced learning environment that is committed to the integration of children with Special Needs and Disabilities. Our philosophy is that all children with or without Special Needs or Disabilities should have the opportunity to develop to their full potential alongside other children in an educational environment. Our Policy is written in accordance with the Code of Practice for Special Educational Needs and Disability 2014.

We aim to provide a learning environment suitable for all children, including those with Special Educational Needs and/or Disabilities. To do this the school follows the guideline listed below and works closely with the borough's Early Years Development and Childcare Partnership.

DEFINITIONS

- A child has special educational needs if he or she has a learning difficulty or disability that requires special educational provision to be made for him/her.
- A child with a learning difficulty has significantly greater difficulty in learning than the majority of peers or has a disability which prevents or hinders them from making use of educational facilities generally provided for children of the same age.
- Special Educational Provision is educational provision that is additional to or different from that generally made for children of the same age.
- SEN Support is a graduated approach with four stages of action: assess, plan, do and review, to support children with SEN or disabilities and address difficulties in areas such as communication and interaction, cognition and learning, behaviour, emotional and social development, sensory and or physical. This can involve advice and support from external agencies such as Educational Psychologists or other forms of pupil support. Parents written permission must be sought before consulting outside agencies.
- A Targeted Plan sets out short term targets and strategies to achieve aims for an individual child. This is written by the key person and the SENDCO and is agreed with the parents.
- An Education, Health and Care Needs Assessment (EHC Plan) is the multi-disciplinary assessment whereby the local authority has a duty to gather advice from relevant professionals about the child's education, health and care needs, desired outcomes and special educational, health and care provision that may be required to meet the identified needs and achieve

desired outcomes. The early years provider will cooperate with the local authority providing the requested advice and information.

- An EHC Plan is a document made and maintained by a Panel of relevant professionals to identify needs and achieve desired outcomes to meet the needs for a child's special educational needs or disability.

SENDCO (SPECIAL EDUCATIONAL NEEDS & DISABILITIES COORDINATOR)

Please refer to Appendix I for details of our current appointed SENDCO. The named SENDCO will also be displayed on the school notice board. The role of the SENDCO is to be responsible for the day to day operation of the settings SEND Policy by ensuring liaison with parents and other professionals in respect of children with SEND, advising and supporting other practitioners in the setting, ensuring that appropriate Targeted Plans are in place and ensuring relevant background information on individuals with SEND is collected, recorded and updated.

ASSESS / PLAN / DO / REVIEW

- Each child has a designated key person, who is the initial contact for parents and is available by arrangement to discuss any concerns they may have.
- Key people share relevant information with the other members of the team during team meetings.
- During the session the key person records the child's activities and progress on My Montessori Child which is reviewed. New plans are formed from our observations.
- The key person will observe the children and record the observations in their records - if any special need is identified this will be shared with the parents.
- A meeting will be held with the key person, SENDCO and the parents. If a decision is made that the child needs intervention that is additional to or different from that of other children. This is a Targeted Plan.
- A Targeted Plan is written by the key person and the SENDCO and agreed with the parents. At this point we may contact the Borough's Early Years team for additional support.
- The plan will be reviewed after it has been given time to work i.e. after about six weeks. The key question at review will be: Is the child making progress? If the answer is yes then support with the Targeted Plan can continue. If the child is not making progress then we seek support from relevant external agencies.

- In a very few cases, despite all this intervention, progress will continue to be limited. When all concerned are sure that the Targeted Plan has been fully implemented and reviewed then a request for an EHC Assessment can be made.

ARRANGEMENTS FOR CO-ORDINATION SEND PROVISION

The SENDCO keeps a register of children with SEND, which is up-dated termly

- The SENDCO records relevant information on newly admitted children whose needs are already known.
- The SENDCO leads the team meeting each term to review the targets for children who need intervention through SEND Support. The team collaborates in setting new targets that are recorded by the SENDCO, from this a Targeted Plan is written, this will also be reviewed termly.
- Newly arising concerns and Targeted Plans are discussed at team meetings.
- The SENDCO continuously reviews Targeted Plans with contributions sought from teachers, parents and children where appropriate.
- Identifying and assessing SEND for young children whose first language is not English requires particular care. We look carefully at all aspects of the child's learning and development to establish whether any delay is related to English being the additional language or from SEND or disability. Difficulties related solely to learning English as a second language are not SEND.

SPECIALIST PROVISION

- Primarily all teachers deliver SEND support through differentiated teaching methods. When a SEND is identified a Targeted Plan would be put into action, all teachers would be made aware and would follow up the targets.
- The SENDCO has been involved in professional development to support the teaching and provision for SEND.

PARTNERSHIP WITH PARENTS

We believe that a good working relationship with parents is paramount to the education and development of every child. We welcome a parent's guidance and knowledge because they know their child best. If any concerns are identified parents are consulted immediately. If a child is put on a Targeted Plan the parents will be consulted and asked for their input. Likewise if it is deemed necessary for SEN Support then a meeting with the parents is called and the child's development discussed before any action is taken.

We would like parents to know that they are always welcome in the school either to help out or to discuss any concerns they might have. Arrangements can be made for private discussions at a mutually convenient time.

If any member of staff has any concerns about a child in our care they will liaise with the Head Teacher who will arrange to meet with the parents to discuss any action that may need to be taken.

CHILDREN'S INVOLVEMENT

Children are involved as much as possible in their choice of activities to address their needs, and their progress towards individual targets is acknowledged.

INCLUSION

Pupils with SEND are perceived positively by all members of the school community and included in all activities. Being inclusive can be thought of in terms of four key areas, attitudes, language, physical layout and learning objectives and teaching strategies.

TRANSITION

Our SEND support includes planning and preparing for transition into another setting or school. We will contact the Primary School and invite them to visit us at Paint Pots. We will provide a review of the SEND support being provided or the EHC plan. To support positive transition, it is vital that information is shared between both settings.

STAFF ABSENCE POLICY AND PROCEDURE

At Paint Pots we encourage all our employees to maximise their attendance at work while recognising that employees will, from time to time, be unable to come to work due to sickness, illness, injury or infections. By implementing this policy, we aim to strike a reasonable balance between the needs of the nursery and the employee. This procedure establishes a framework to support individuals and the nursery in times of sickness absence. It ensures that appropriate and consistent advice is provided and that assistance and support is offered to employees and, where necessary, action is taken.

PRINCIPLES

We promote good health and aim to provide a healthy working environment demonstrating commitment to health, safety and the welfare of all staff in order to maximise attendance. HR supported by our Head Teacher/Nursery Managers are responsible for regularly monitoring and taking appropriate action in connection with sickness and other unplanned absence.

CONTAGIOUS ILLNESSES

Working with children means that you are more likely to come into contact with illnesses, which can be highly contagious.

SICKNESS ABSENCE REPORTING PROCEDURE

Reporting sickness absence should be done using the following guidelines. Failure to follow these guidelines could delay any sick pay due to you and could possibly result in disciplinary action.

Our preference wherever possible is that staff members will inform us of absence in advance.

If a staff member experiences an unexpected illness on the morning of a working day you must:

- Contact us at your earliest opportunity but at least within one hour of your normal start time.
- Telephone the nursery yourself and speak to the Head Teacher or Nursery Manager unless you have already arranged for a text/WhatsApp message to be an acceptable form of notification.
- If messaging, please ensure that you receive a response or call to confirm that the message has been received.
- Give brief details of your illness and your expected length of absence.
- You should contact the nursery every day that you are absent in the first week of absence.

For absences of more than seven consecutive days, including the weekend and non-working days, the Nursery reserves the right to require you to provide a 'fit note' completed by a qualified medical practitioner for the period of absence.

After returning to work from any sickness absence leave, the Head Teacher or Nursery Manager will determine if a 'return to work' interview should be undertaken by the employee and line manager.

During the return to work interview the following will be discussed:

- The reason for absence.
- Whether any support is required and/or adjustments to the role (on a temporary or more permanent basis) and what they are. These might include regular catch-up meetings, adjusted work patterns, changes of duties.
- Future requirements and expectations e.g. improved attendance.

The return to work interview discussion is recorded and signed by both the manager and employee.

Where an employee's attendance record gives cause for concern because of the duration or frequency of absence, this is brought to the attention of the employee through a discussion with their manager.

Throughout any stage of discussions on sickness absence, employees may be accompanied by a work colleague.

The abuse of sick leave and pay regulations may be classified as misconduct and will be dealt with through the Disciplinary procedure.

FREQUENT AND/OR PERSISTENT SHORT-TERM SICKNESS ABSENCE

Short-term absence may be short periods of one or two days occurring frequently.

Absence of this nature can be identified by one of the following indicators and should be classed as a trigger:

- Four self-certified spells of absence in one calendar year.
- A total of 10 working days or more of self-certified absence in one calendar year.
- Patterns of absence over a period e.g. an individual regularly taking Mondays or Fridays off.
- Where an employee's attendance record is significantly worse than those of comparable employees, or absence problems have gone on for a considerable length of time.

LONG-TERM SICKNESS ABSENCE

For the purposes of the policy, long-term sickness absence is defined by the nursery as absences lasting over one month.

Where absences have lasted over 10 working days or more, the manager will contact the member of staff concerned to obtain an initial assessment of the sickness or injury.

At this point and where felt appropriate after further assessment of the sickness or injury, the manager will arrange a face-to-face meeting or telephone conference between themselves and the member of staff. The meeting will include:

- Confirming the reasons and nature of the absence and its likely duration.
- Ensuring that the member of staff is aware of the nursery's concern regarding their health and necessary absence from work.
- Consideration of alternative duties or a shorter working week if this would enable a quicker return to work, subject to medical advice.
- Consideration to any personal issues being encountered and discuss possible ways of helping the individual resolve these.
- Advising the member of staff that in their best interests they may be asked to see a registered medical practitioner or occupational health provider appointed by the nursery to enable a medical report to be prepared.
- Alternatively, and if appropriate, gain agreement from the member of staff to contact their doctor or specialist in order to establish the likely length of absence and the long-term effect on capability in relation to job performance and attendance at work.

If all other options have been investigated, the absence continues or, following return to work, the attendance record does not improve, a subsequent meeting would be arranged. At this point, and with legal advice, the manager may advise the member of staff on long term sickness absence that unless there are reasonable grounds to believe there will be an improvement in the foreseeable future, their ill health may put their employment at risk with the possibility of termination by reason of capability or suitability to work with children, taking into account any medical information available.

The position will be reviewed periodically and ultimately it may become necessary from a business perspective to consider termination of employment. In these circumstances, the nursery will:

- Review the employee's absence record to assess whether or not it is sufficient to justify dismissal.
- Consult the employee.
- Obtain up-to-date medical advice through the employee's GP and/or occupational health.
- Seek legal advice, where applicable.
- Advise the employee in writing as soon as it is established that termination of employment has become a possibility.
- Meet with the employee to discuss the options and consider the employee's views on continuing employment.
- Review if there are any other jobs that the employee could do prior to taking any decision on whether or not to dismiss.
- Allow a right of appeal against any decision to dismiss the employee on grounds of long-term ill health.
- Arrange a further meeting with the employee to determine any appeal.
- Following this meeting, inform the employee of its final decision.
- Act reasonably towards the employee at all times..

Any decision to terminate employment will be taken by Principal, making sure the capability procedure has been exhausted.

OCCUPATIONAL HEALTH

The nursery reserves the right to request employees to attend an appointment with an occupational health advisor (e.g. consultant, GP) during their employment, if it is reasonably deemed necessary due to sickness absence, changes in health or the role, or where it is necessary to seek an expert medical opinion as to whether or not the employee can fulfil their job role or whether any reasonable adjustments should be made to the employee's role.

The nursery will seek to engage the services of an independent Occupational Health Advisor in situations where expert medical opinion is required and work with them to identify the best course of action in circumstances of sickness absence.

ACCESS TO MEDICAL RECORDS

The Access to Medical Records Act 1988 gives individuals the right of access to medical records relating to themselves which have been prepared by a medical practitioner for employment purposes. The Act provides that:

- Employers must gain the consent of employees before requesting reports from medical practitioners.
- Employers must inform employees of their rights in respect of medical reports.
- The employee has the right of access to the report before the employer sees it, provided appropriate notification is given.
- The employer is responsible for notifying the medical practitioner that the employee wishes to have access.
- The employee may ask for a report to be amended or may attach a statement to the report.
- Having seen the report, the employee may wish to withhold consent to it being supplied.

Where the nursery requests further medical information about the health of staff from an individual's general practitioner or specialist, or its own occupational health provider, the provisions of the Act will be followed.

Throughout any interviews regarding sickness absence, staff are entitled to the support of and/or representation by a work colleague.

SICK PAY

There is no entitlement to company sick pay. Statutory Sick Pay (SSP) will be paid in accordance with Department for Work and Pensions requirements and no payment will be made for the first three working days in a period of incapacity for work.

SICKNESS OR INJURY SHORTLY BEFORE A PERIOD OF PLANNED HOLIDAY

If an year-round employee is ill or is injured before the start of a period of planned annual leave, we will review requests from the employee to postpone the annual leave dates to another mutually agreed time. Any period of sickness absence will then be treated in accordance with the employer's normal policy on sickness absence.

The employee must submit a written request to postpone the planned annual leave and this must be accompanied by a letter from his/her doctor confirming that he/she is unfit to take the annual leave. We will then confirm or deny this request in writing.

SERIOUS ILLNESS OR INJURY OF AN EMPLOYEE'S IMMEDIATE FAMILY

This will be reviewed on an individual basis by the nursery manager. They will agree with you a reasonable period of paid leave time initially, with additional unpaid leave if a significant amount of time off is required. You may also need to consider taking any annual leave or time off in lieu (TOIL) and working flexibly i.e. making adjustments to the length of the working day, changes in hours or days worked etc.

DEATH OF A MEMBER OF AN EMPLOYEE'S IMMEDIATE FAMILY

This leave applies on the death of an employee's spouse, life partner, parent, brother, sister, grandparent, grown child, dependant or other relative for whom the employee has special responsibility or has had special ties.

Generally, the amount of time off required will be at the manager's discretion but it is advisable to either:

1. Set a defined amount of paid/unpaid time, or,
2. Remove this in its entirety and deal with request as holiday and/or under the emergency time off provisions of the Employment Rights Act 1996 (s.57a).

DEATH OF A CHILD

If an employee experiences the death of a child under the age of 18 or suffers a stillbirth from 24 weeks of pregnancy, the employee will be entitled to two weeks' paid leave, subject to meeting the eligibility criteria having been employed for at least 26 weeks (Parental Bereavement Leave and Pay Act 2018).

SUPPORTING A STAFF MEMBER WHO IS GRIEVING

At Paint Pots we are a family. We aim to treat everyone with respect and care. It is of paramount importance to us that our staff feel supported, especially at challenging time in their lives.

We aim to support anyone at Paint Pots who is experiencing grief. We will do this by:

- The Nursery Manager/Head Teacher will talk with the staff member to ascertain what support is needed or wanted. This may be an informal discussion or a more formal meeting.
- The staff member may need extra support or one-to-one care during this difficult time.
- Balancing the needs of the nursery with those of the staff member we will adapt our staffing arrangements as much as possible and as needed.

STAFFING POLICY

At Paint Pots we aim to have a high quality staff team that act at all times in the best interests of children's safety and welfare. To achieve this, we have a range of policies to support the recruitment, development and retention of staff.

The nursery's policies in respect of personnel are governed by the following:

- The best interests of the children, their welfare, safety, care and development.
- The statutory requirements of the Early Years Foundation Stage.
- The individual needs of the children, including maintaining continuity of care.
- Compatibility between all members of staff and the building of a good team spirit.
- Consideration of the advancement of each member of staff both by internal and external training to help them achieve their maximum potential.
- Equal pay for work of equal value.
- Compliance with the current legislation including the principles of the Equality Act 2010 and all current legislation governing discrimination.

We are committed to ensuring that all staff, including students, volunteers and any agency or supply staff are suitable to fulfil the requirements of their role in order to work with or be in regular contact with children. We act on any information that comes to our attention that suggests someone may no longer be suitable for their role.

We have effective systems in place to ensure that this includes making a decision about suitability, as part of the recruitment process and monitoring continued suitability, as part of regular staff and/or student supervision. More information can be found in our Recruitment & Employment Policy.

DBS CHECKS

The HR manager is responsible for ensuring that all staff and students have an enhanced check with the Disclosure and Barring Service (DBS), and that the results of such a check are assessed as part of a decision on suitability. Where possible staff will have the checks completed prior to starting employment. However, if there are delays in checks coming through, as a last resort staff may work in the nursery before these checks are completed but they must be supervised at all times by staff who already hold an enhanced check and the check has been applied for.

All nursery staff will be informed of any staff awaiting enhanced DBS clearance.

Staff awaiting these checks will never:

- Be left unsupervised with children.

- Take children for toilet visits unless supervised by a teacher holding an enhanced check.
- Change nappies.
- Be left alone in a room or outside with children.
- Administer medication.
- Administer first aid.
- Take photographs of any children.
- Be involved in looking at a child's learning and development log, but can contribute to it .
- Have access to children's personal details and records.

While adhering to the above list, we recognise that it is vital that the staff member awaiting an enhanced disclosure is made to feel part of the team and we support them in participating fully in every other aspect of the nursery day.

We recognise that the enhanced DBS disclosure is only one part of a suitability decision and nursery management will ensure every individual working with a child goes through a vigorous recruitment and induction procedure.

More information is available in the Recruitment Policy.

STUDENT TEACHERS

Paint Pots recognises the value in contributing towards the training of the next generation of teachers. To support this we offer placements to students of Early Years and Montessori qualifications, as well as work experience placements. We welcome students into our team and work together to build a positive experience for them.

All students will be interviewed to ensure they are suitable for the nursery and will be given an induction process to ensure they fully understand and are able to implement the nursery procedures, working practices and values. All students will read and sign our Policies & Procedures, including their agreement to our Confidentiality Policy.

We commit to working with our students, and their tutors, to ensure that all student teachers are able to gather the learning and evidence they need to progress with their studies.

All students will be fully supervised to ensure they receive the appropriate support, training and information they may require. In accordance with the national guidelines, students may be counted in our staffing ratios provided they are competent and over seventeen. Students doing observations are not counted in our staffing ratios

AGENCY COVER TEACHERS

We request confirmation that all necessary checks have been completed by the agency before using any supply or agency cover teachers. We have a short

induction prior to them working with the children. It is our policy that all agency and supply cover teachers are fully supervised and not left alone with children.

We record the criminal records check reference number and the date the check was obtained.

RATIO

While often operating over ratio we are committed to maintain a minimum of the ratios as set out in the EYFS...

- 1 teacher for every 3 children under two years old.
- 1 teacher for every 4 children aged two years old.
- 1 teacher for every 8 children aged three years old.

For children aged 3 years and older the ratio may increase to 13 if a teacher with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification. However, we tend to avoid this as we firmly believe that a higher level of qualification does not increase the number of hands required per child.

QUALIFICATIONS

As a Montessori setting we value practitioners who already hold Montessori qualifications and commit to in-house Montessori training for those who are not Montessori qualified.

All our Head Teachers/Room Leaders hold a minimum level 3 Early Years qualification. Whenever possible we employ managers at a higher level of qualification.

When unqualified teachers are employed, we promote the value of training and support them in working towards their Early Years qualifications.

While usually operating over the minimum, we are committed to the EYFS requirement to have 50% qualified adults as a minimum in each classroom.

We check qualifications are approved on the Department of Education's list of approved Early Years qualifications. For qualifications received overseas we require a UK NARIC statement of equivalency from Ecctis.

SUPERVISIONS

All staff receive effective supervision including support, coaching and training to promote the best interests of children.

We provide full time staff with various types of supervision:

- Ongoing Supervision.
- Regular Supervision.
- Crisis Supervision.

Supervision supports both professional practice and mental wellbeing. Teachers are also provided with ongoing training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.

More information is available in our Supervision Policy.

STAFF WELLBEING

We promote staff well-being and foster team working through regular meetings and team events.

More information is available in our Well-Being Policy

INCLUSION & EQUALITY

Discrimination or harassment of any member of staff relating to sex, race, sexual orientation, gender, gender reassignment, age, religion or belief and disability will not be acceptable. This includes unwanted verbal or physical third-party harassment by those not employed by the nursery.

More information is available in our Inclusion & Equality Policy

APPRAISALS & ANNUAL DECLARATIONS

We carry out annual staff appraisals to assess performance and identify career development, future goals and training.

As part of our annual appraisal process, following guidance in section 3.11 (EYFS 2021), we request staff complete annual declarations in relation to their ongoing suitability to work with children.

Staff are also expected to disclose any circumstances that may affect their suitability to work with children at any time.

BABYSITTING

Staff are not available for babysitting, nannying for Paint Pots children or attending social events with current Paint Pots families.

SUPERVISION POLICY

At Paint Pots Montessori Nursery Schools and Creative Classes it is our policy to provide high quality supervision for all staff. Supervision is a planned, accountable two way process which aims to support, motivate and ensure all practitioners develop good practice.

Supervision is seen as a continuous process and the management team (Principal, Head Teachers/Room Leaders, Nursery and Office Managers) will provide regular informal supervision for all staff and will be available for discussion and advice at the beginning and end of each day as well as in our team meetings. Supervision also refers specifically to meetings between the management team and each individual member of staff. Outcomes, agreed action and any other important matters of discussion are recorded either on My Montessori Child or within their HR file. Staff have a duty to participate and contribute actively in supervision and team meetings.

The content and focus of supervision may vary depending on the circumstances and the particular needs of individual staff. However, it must always be seen as a two way process, allowing the free discussion of any aspect of work or development which either the management team or staff member wish to raise.

This process is designed to provide a positive working environment for staff, as well as opportunities for staff, to express any safeguarding concerns and changes in personal circumstances that could affect the wellbeing of the school or their suitability for work.

TOILETING POLICY

OUR AIMS

Every child will be treated respectfully throughout their toileting process, our aim is to make this a positive experience for every child. Accidents are a natural part of learning to use the toilet independently. No child will ever be shamed for toileting accidents.

We will join you in supporting your child as they work towards independent toileting. Working together to support their current needs and working towards their next steps.

The aim is that your child should leave Paint Pots happy to use the toilet independently. However, there is flexibility on this goal and we will work with you and your child to help them with this process.

WORKING WITH PARENTS

We work closely with parents to sensitively support all aspects of your child's intimate care.

When a child first starts Paint Pots, parents will be asked about toileting/nappy routines at home on the 'All About Me' questionnaire.

We will work together to offer consistent support to your child at Paint Pots. We will discuss any specific needs, the language or actions used at home and agree a plan of how we will support your child's journey to independent toileting while at Nursery.

If any parent has concerns or questions about nappy changing procedures or individual routines, please speak to your Head Teacher or Nursery Manager at the earliest opportunity.

PREPARING YOUR CHILD FOR TOILETING AT PAINT POTS

"Help me to help myself". When your child is ready to move out of nappies, please send them in clothes that they can manage to undo themselves e.g. track suit bottoms, leggings, etc. Dungarees and body vests with poppers cause frustration for the children and can take too long to undo, especially during the toilet training stages.

All children are asked to bring a labelled bag with labelled clothes which is kept on their peg in case they need changing.

In our term time setting if the child is still wearing nappies it is the parent's responsibility to provide enough spare nappies. At our year-round setting Naty nappies are provided.

CHANGING FACILITIES

We have appropriate designated facilities for nappy changing which meet the following criteria:

- Facilities are separate to food preparation, serving areas and children's play areas.
- Changing mats have a sealed plastic covering and are frequently checked for cracks or tears. If cracks or tears are found, the mat is discarded. The mat is cleaned between each use.
- Clean nappies are stored in a clean dry place; soiled nappies are placed in a 'nappy sack' before being placed in a nappy bin. Nappy bins are emptied daily.

OUTDOOR FACILITIES - PORTABLE POTTY

When on outings if a child urgently needs to use a toilet and we cannot access/supervise public bathroom visits, then we will use a portable potty.

We will find a discreet location and check the child is comfortable with the location. The portable potty is cleaned between uses and emptied within our settings.

KEY TOILETING PRINCIPLES

To ensure children are physically and emotionally comfortable and happy.

Nappies will be checked every three to four hours, however we constantly monitor those in nappies and will change children if their nappy is wet or soiled.

Children who are transitioning from nappies will be regularly invited to sit on the potty/toilet.

It is important that children are changed in a reassuring and caring way by a teacher they have a close relationship with. We will signal our intention to change the child's nappy before doing so, ensuring the child understands and anticipates what is going to happen in an age-appropriate way. This allows the children to feel safe and secure.

Children are afforded privacy for changing/toileting whilst balancing this with the need to safeguard children and teachers. Children will always be changed in the nappy-changing area.

All changing materials such as nappy bags, gloves and aprons are kept out of reach of the children.

TOILETING RECORDS

We keep records of children's toileting, especially the youngest attending Paint Pots. Our records will always include:

- Child's name.
- If child was dry, wet, or soiled.
- Time of changing/toilet visit.
- Teacher who changed child's nappy.
- Any additional notes.

In our term time settings: We keep toileting records on My Montessori Child which can be made available or shared at handover on request.

In our year-round setting:

Nursery classroom - We record toileting throughout the day and will include this information at handover on request.

Nest classroom - We record nappy changes throughout the day and will include this information at handover.

NAPPY CHANGING PROCESS

Before beginning any nappy changes check...

- Wash your hands.
- That all equipment is in stock and ready to hand.
- Records for any Medical or Nappy Cream consent forms.
- Wear gloves and apron.

During nappy changes ...

1. Prepare an open nappy sack (they can be tricky to open in gloved hands).
2. Support the child to climb onto the changing table/mat.
3. Remove the nappy and clean the child, always wiping front to back.
4. Wipes are placed into the nappy.
5. Once cleaning is finished the gloves are removed by pulling around the nappy.
6. If the nappy is soiled place the soiled nappy into a nappy sack.
7. Place the nappy / nappy sack into nappy bin.
8. Put the child in a clean nappy.
9. Dress the child.

In between nappy changes ...

- Wipe/spray the changing table with disinfectant.
- Record relevant information on nappy changing form .
 - Including additional information - badly soiled nappy, strong urine, nappy rash, marks noticed, cream applied.
- Put on new gloves if moving onto another nappy change.

At the end of nappy changes ...

- Wipe down apron with disinfectant.

- Wash your hands.
- If during a routine timed change - check register list to ensure all children are changed/checked.

POTTY/TOILET ACCIDENTS PROCESS

Before beginning clothing changes ...

- Reassure the child.
- Explain that we need to change their clothes so that they feel comfortable.
- Explain that we will use wet wipes to clean and remove any germs so that their skin does not get sore.
- Get new clothes and a nappy bag for wet/soiled clothing.
- Wash your hands.
- Wear gloves and apron if clothing is soiled.

During clothing changes ...

1. Prepare an open nappy bag, two if clothing is soiled (they can be tricky to open in gloved hands).
2. Support the child to remove wet/soiled garments and place them in the nappy bag.
3. Support the child to wipe with wet wipes, always wiping front to back.
4. Wipes are placed into the nappy bin. If soiled place in a nappy bag first.
5. Once cleaning is finished the gloves are removed and disposed of in the nappy bin.
6. Support the child to dress.

At the end of clothing changes ...

- Wipe/spray the changing area with disinfectant.
- Wash your hands.
- Wipe down apron with disinfectant.

Soiled/wet garments will be placed in nappy bag and sent home at the end of the session.

Please note that in the case of seriously soiled pants we will dispose of them.

SAFETY & WELFARE

The welfare of the child is paramount in everything we do. Children are afforded privacy for changing/toileting whilst balancing this with the need to safeguard children and teachers. We will induct, train and support our teachers to:

- Use this one-to-one time as a key opportunity to talk to children and help them learn, e.g. through singing and saying rhymes during the change.
- Training all teachers in the appropriate methods for nappy changing.
- Ensuring that no child is ever left unattended during the nappy changing.
- Conducting thorough inductions for all new teachers to ensure they are fully aware of the toileting policy & procedure.
- Ensuring hygiene procedures are followed appropriately, e.g. hands washed before and after changes and changing mats cleaned after each use.

- We ask that where any non-prescribed creams are needed e.g. Sudocrem that these are supplied by the parent and clearly labelled with the child's name. Written permission is obtained from the parent on the Nappy Cream Form.
- Conducting working practice observations to ensure that procedures are working in practice and all children are supported fully by the teachers. This includes all toileting routines.
- Ensure that all safeguarding processes are followed including but not limited to:
 - Ensuring all teachers have an up-to-date understanding of child protection and how to protect children from harm. This includes identifying signs and symptoms of abuse and how to raise these concerns as set out in the Safeguarding policy & procedures.
 - Balancing the right for privacy for the children with the need for safeguarding children and adults by making sure intimate care routines do not take place behind in areas that are inaccessible to other teachers.
 - Cameras, tablets and mobile phones are not permitted within toilet and intimate care areas.
 - Operating a Whistleblowing policy to help teachers raise any concerns relating to their peers or managers and helping teachers develop confidence in raising concerns as they arise in order to safeguard the children in the nursery.
 - Conducting regular risk assessments of all aspects of nursery operations including intimate care and reviewing the safeguards in place. The nursery has assessed all the risks relating to intimate care routines and has placed appropriate safeguards in place to ensure the safety of all involved.
 - Teachers who change children will be trained on the correct procedures during their induction. Students doing their teaching practice and volunteers assisting in the class will never change a child. Only cover teachers on a long-term placement, with full checks and completed probation period will be inducted in our toileting procedures.

If any parent or member of staff has concerns or questions about nappy changing procedures or individual routines, please see the manager at the earliest opportunity.

TRAINING POLICY

At Paint Pots we value our staff highly. We believe that ongoing personal and professional development is essential for the delivery of high-quality learning and development opportunities for children in their early years

The overall quality of our nursery is underpinned by our staff having the appropriate qualifications, training, skills, knowledge, and a clear understanding of their roles and responsibilities.

Every staff member is given the opportunity to further develop their training, knowledge and skills through a comprehensive and targeted programme of professional development. High-quality professional supervision is also provided, this provides each staff member with support, coaching and training and promotes the interests of children. Each meeting is planned based on individual performance related targets, consistent and sharply focused observation and evaluations of the impact of staff's practice.

We strongly promote continuous professional development and all teachers have individual training records. Training plans are put in place to enhance teachers skills and expertise, these plans are based on discussions at supervision meetings and appraisal meetings. We have a training budget which is set annually and reviewed to ensure that the team gain external support and training where needed.

MINIMUM TRAINING

We ensure that every teacher has received the following training:

- Safeguarding Children level 2.
- Paediatric First Aid.
- Fire Safety.
- Food Safety level 2.
- Prevent Duty.

We ensure that in every classroom the teachers as a collective group hold the minimum following qualifications:

- Designated Safeguarding Leads level 3 (x2 teachers).
- Special Educational Needs & Disabilities Coordinator.
- Fire Warden.
- FGM Awareness.
- Health & Safety level 2.
- Staff Wellbeing.

We also ensure that training appropriate to roles is completed such as:

- HR - Safer Recruitment Training.
- Data Protection Officer - Data Protection Training.
- Minibus Driver - MIDAS course.
- Cook - Food Hygiene level 3.

TRAINING COMMITMENTS

To facilitate and support training we:

- Coach, mentor, lead and offer encouragement and support to achieve a high level of morale and motivation.
- Promote teamwork through ongoing communication, involvement and a no blame culture to enhance nursery practice.
- Provide opportunities for delegation based on skills and expertise to offer recognition and empower staff.
- Encourage staff to contribute ideas for change within the nursery and develop these ideas through team meetings.
- Encourage staff to further their experience and knowledge by attending relevant external training courses.
- Encourage staff to pass on their knowledge to those who are less experienced and share knowledge from external training with small groups of staff within the nursery.
- Provide regular in-house training relevant to the needs of the nursery.
- Carry out regular monthly/bi-monthly supervision meetings with all staff. These provide opportunities for staff to discuss any issues particularly concerning children's development or well-being including child protection concerns, identify solutions to address issues as they arise and receive coaching to improve their personal effectiveness. More information can be found in our Supervision Policy
- Carry out annual staff appraisals where objectives and action plans for staff are set out, while also identifying training needs according to their individual needs.
- Regularly review training need within the management team for all individual staff, the team as a whole, and for the nursery every six months.
- Promote a positive learning culture within the nursery.
- Offer ongoing support and guidance.
- Offer varied information sources including membership of local and national organisations, resources, publications and literature to all staff.

TRANSITION POLICY

At Paint Pots we recognise that young children will experience many transitions in their early years; some of these planned and some unplanned. We are sensitive to the impact of such changes to children and this policy sets out the ways in which we support children going through these transitions.

Some examples of transitions that young children and babies may experience are:

- Starting nursery.
- Moving between different rooms within the nursery.
- Starting school or moving nurseries.
- Parent Separation.
- New siblings.
- Moving home.
- Death of a family member or close friend.
- Death of a family pet.

Teachers are trained to observe their key children and to be sensitive to any changes in their behaviour and personality. We respectfully ask that parents inform us of any changes in the home environment that may impact on their child so the whole team can be aware of the reasons behind any potential changes in the child's behaviour.

We believe that the key to successful transition is our focus on building good relationships between our teachers and the children. Our aim is to ensure that transitions are smooth and that children are confident and well-prepared when they move on to the next stage in their learning or life journey.

SETTLING IN

We aim for the settling in of every child to be a positive experience. We understand that every family is unique and we work closely with families to ensure the best for each individual child.

From settling new children to sending them onto their next school, the Head Teachers or Room Leaders, your child's Key Person and our detailed record-keeping will support each transition.

Each child has a key person who will build a strong relationship with the child and their family, however we work with and build strong relationships with all children and as a team we will be responsive to the individual needs of each child.

The key person, supported by the Head Teacher / Room Leader, is responsible for keeping My Montessori Child records up to date and shared with the families. They will also host parent-teacher meetings. More information can be found in the Key Person and Record Keeping Policies.

Initially the Head Teacher establishes the close working relationship with parents to support children through the transition from home to Paint Pots, a Key Person is then assigned who will also build a strong relationship with the child and parents. The Key Person focuses on the preparation of the child for the transition onto their next setting. They are supported by the special educational needs and disabilities coordinator (SENDCO) where appropriate.

The Head Teachers or Room Leaders support each teacher in a Key Person role and oversee the record keeping. We are committed to ensuring that everything is in place to support the child's learning journey while at Paint Pots and to prepare for smooth transitions. The Head Teacher or Room Leaders also take the role of Designated Safeguarding Lead (DSL) and manage any safeguarding concerns and record keeping.

SETTLING IN PAPERWORK

The term before a child starts at Paint Pots, parents/carers are sent a New Family Information Pack which includes the parent handbook, 'All About Me' settling in questionnaire and consent forms.

The more information that we have about every child the more helpful it is for the team. The Head Teacher/Room Leader reviews all this information and shares relevant information with the child's Key Person and teaching team.

PREVIOUS NURSERY / CHILDCARE

We will ask for the details of any previous setting that the child has attended. This information is gathered on our settling in questionnaires. One of our DSL's will contact any previous setting the child has attended, asking them to complete a concise transition document and safeguarding information request form. Follow up calls may be made by one of our DSL's if they have further questions regarding the information provided.

SETTLING IN SESSION

Before starting at Paint Pots all children are invited to come for a short accompanied settling in session. This settling in session usually takes place in the month prior to their first day. Families are given a warm welcome, shown around the nursery and introduced to the team and the child's key person.

During the settling in session we will observe the child and see which activities catch their interest and attention. We ask the accompanying adult to sit back as much as the child is comfortable with so that the teachers can begin to interact with each child.

FIRST DAY

The Head Teacher or Room Leader sends a postcard to every new child before they start to let them know that they are looking forward to welcoming them to October 2023

Paint Pots. We encourage families to prepare their child for starting Nursery through positive talk about Paint Pots in the weeks leading up to their first day.

Parents/Carers are welcomed into the classroom with the child on their first day. The Head Teacher/Room Leader will agree a settling in plan with each family that includes when the parent/carer will go off-site and leave their child at Paint Pots, giving clear goodbyes and setting the child's expectation of when the parent/carer will return.

Our teachers will support both the parent/carer and child at every stage of the settling in process and will be flexible to the needs of both.

CLASSROOM TRANSITIONS WITHIN PAINT POTS

At The Grove we support transition from the one-to-two year old Nest classroom into the two-to-five-year-old Nursery room in a variety of ways.

All our teachers are familiar faces, the Nursery team are often on the door and welcoming children, interacting as they pass by the nest classroom and occasionally we swap teachers between rooms.

Invitations to visit the Nursery classroom are extended to parents/carers of children attending the nest. This happens naturally before transition occurs and families are welcome to request an earlier visit if they would like.

All families transitioning into the Nursery classroom will be invited for a Nursery classroom settling in session and be given a Nursery classroom parent handbook.

Children are prepared for the different routine of their next classroom through practicing the skills they will use, such as walking up the stairs and drinking from an open cup.

SUPPORTING TRANSITIONS ONTO PRIMARY / PREP SCHOOL

The Head Teacher or Room Leader will keep in touch with parents/carers about which school their child will be going to. We will work closely with each family to prepare the child for transition onto their selected school.

Throughout their time at Paint Pots and with particular focus in the final Summer Term we prepare children through activities such as school classroom role play. Teachers share books with children about going to school. We discuss with their child, the journey to school and who will take them, the look of the new classroom, their teacher's name and the school uniform.

The Head Teacher or Room Leader will contact the next school of each child with a transition report. Where the child's next school send us a transition form we will use this instead. We are always available to be contacted by the child's next school should they wish to discuss anything in advance of or during their transition.

For children with any additional or special educational needs, the nursery ensures that they speak directly to the SENDCO at the child's new school. For children with any safeguarding concerns the DSL will contact the DSL at the child's new school.

POSITIVE GOODBYES

At the end of each child's time at Paint Pots the family is given a My Montessori Child learning album of their time with us. This will include images of their activities and achievements at Paint Pots and gives the children a reminder of their time here.

We love to see our Paint Potters return to visit us after they have transitioned onto big school and welcome visits to show us their new school uniform or tell us about their new school.

PARENT SEPARATION

We recognise that when parents separate it can be a difficult situation for all concerned. We have a Separated family policy that shows how the nursery will act in the best interest of the child.

MOVING HOME AND NEW SIBLINGS

We recognise that both these events may have an impact on a child. Normally, parents will have advance notice of these changes and we ask parents to let us know about these events so we can support the child to be prepared.

BEREAVEMENT

We recognise that this may be a very difficult time for children and their families and have a separate Bereavement Policy, which we follow to help us offer support to all concerned should this be required.

If parents feel that their child requires additional support because of any changes and/or transitions in their life, we ask that you speak to your Head Teacher or Room Leader to enable effective support to be put in place.

VEHICLE POLICY

Paint Pots The Grove has a minibus which is used to go on our daily trips to local green spaces and parks.

The arrangements for transporting children will always be carefully planned.

We regularly weigh children to ensure that they use the correct harness fastening for the child seats in the minibus.

Paint Pots will ensure that:

- The minibus is properly licensed, inspected and maintained.
- Regular checks are made to the minibus e.g. tyres, lights etc. and a logbook of maintenance, repairs and services is maintained.
- Regular checks are made to the child seats.
- The minibus is fully insured for business use and is protected by comprehensive breakdown cover.
- Drivers of vehicles are adequately insured.
- Children's seats meet European safety standards ECE R44/04.
- Drivers licences are suitable for driving our minibus.
- Drivers have undertaken the MIDAS (Minibus Driver Awareness Scheme) training.
- When children are being transported, we maintain ratios.
- Child seats are properly fastened before the vehicle starts moving.
- No child will be left in a vehicle unattended.
- Extra care will be taken when getting into or out of a vehicle.
- The minibus is be equipped with a fire extinguisher and emergency kit containing warning triangle, torch, blankets, wheel changing equipment etc.

VISITOR POLICY

At Paint Pots we take all reasonable steps to ensure the safety of children in our care. This includes making sure any visitors to the nursery are properly identified and supervised at all times.

All visitors must sign the visitors' sheet on arrival and departure. Where the visitors details are not recorded elsewhere the visitor must also sign in on My Montessori Child.

Visitors may include prospective parents, other professionals e.g. local authority workers, Ofsted inspectors, people in the community that may come to talk to the children (e.g. librarians), contractors to complete work, deliveries etc.

We ask visitors to book in advance, so arrangements can be made to accompany them. ID is requested to confirm the identity of any visitors attending in a professional capacity e.g. Ofsted inspectors, speech and language therapists.

All visitors are informed of any relevant policies including the Fire Policy: Fire evacuation procedure and Devices Policy: Personal mobile phone and device use.

A member of staff must accompany visitors in the nursery at all times while in the building; at no time should a visitor be left alone with a child unless under specific circumstances arranged previously with the manager and by parental consent.

SECURITY OF PREMISES

- All entry/exit doors to the nursery are locked at all times.
- External boundaries are regularly checked to ensure they are secure, and gates are locked when they are barrier to an area in use by the children.
- All internal doors to shared areas must be kept closed to ensure children are not able to leave the nursery areas unattended.
- Staff within the nursery should be the only people allowing external visitors and parents entry to and exit from the nursery.

We ask all visitors to be mindful of and abide by the Positive Behaviour and Self Regulation Policy.

The nursery will under no circumstances tolerate any form of harassment from third parties, including visitors, towards others, including children, staff members and parents. The police may be called in these circumstances.

WELL-BEING POLICY

CHILDRENS WELL-BEING

Well-being is the state of being comfortable, healthy or happy. Under the Early Years Foundations Stage (EYFS) this is covered in the children's personal, social, emotional development and physical development, both of which are prime areas of learning and development.

Physical well-being covers everything to do with the body:

- Growth and development.
- Moving and keeping physically fit.
- Personal care (e.g. washing, cleaning teeth, etc.).
- Eating a balanced and nutritious diet.
- Rest and appropriate sleep patterns.
- Appropriate medical care.

Mental and emotional well-being includes:

- Acknowledging, expressing and processing with feelings and emotions.
- Thought processes (Resilience, problem resolution, critical thinking).
- Managing stress and anxiety.
- Development through nurture and stimulation.

Social well-being includes:

- Relationships.
- Family (close and extended).
- Friends.
- The feeling of belonging and acceptance.
- Compassion and caring approaches.

Spiritual well-being can cover the following:

- Morality.
- Personal identity and self-awareness.
- Sense of worth.
- Identity within the universe and nature.

Children's physical well-being is supported throughout our curriculum with activities designed to develop fine and gross motor skills and independent personal care skills. We also offer nutritionally balanced meals/snacks and explore healthy choices together.

Children are provided with quiet and calming areas for rest, sleep and relaxation, supporting both their physical and mental well-being.

We support children to form healthy attachments and develop relationships. We offer opportunities and resources for children to play singly, in pairs, small groups and large groups, and 1-to-1 with a teacher to support this area of development.

We create a safe environment where children are supported to recognise and express their emotions. We model emotional intelligence with calming strategies, naming and talking about feelings and by providing opportunities for children to practise mindfulness and self-regulation skills through the peace curriculum. If a child is struggling to regulate their emotions, we offer co-regulation within the trusted relationship of teacher and child. We will use the Positive Behaviour Policy to ensure a consistent approach.

We support children's spiritual wellbeing through recognition of cultural and religious festivals. We will use the British Values Policy to further embed principles of fairness and democracy. To develop each child's sense of worth and personal identity, children are encouraged to explore independently and make their own choices within the prepared classroom environment, children are listened to, treated as individuals and with respect. We explore our connection to nature and the universe through a variety of activities.

STAFF WELL-BEING

At Paint Pots we promote the good health and well-being of all our staff, not only to ensure that children receive high quality care, but also to ensure our employees feel valued, supported and cared for.

We recognise the importance of safeguarding the mental health of all our staff, by providing a happy and nurturing working environment. Striking a balance between what is required from a teaching role and robust mental health is tricky. We are committed to constantly upskilling ourselves so that we know how to create and maintain conditions that support and encourage good mental health, as well as recognising the signs of mental ill health and providing appropriate support.

We recognise the importance of safeguarding the physical health of all of our employees through a robust Health & Safety Policy. Illness can affect anyone at any stage of life and striking a balance between what is required from a teaching role in times of illness can be tricky. We are committed to an open dialogue between our teachers and a supportive HR team, to review any emerging or ongoing health consideration (including menopause and pregnancy).

We appreciate that demands and pressures from outside the workplace may impact our staff well-being. We offer an Employee Assistance Programme which all staff can access confidentially. This support is available 24 hours a day and the information about how to access this is displayed in each setting.

We aim to provide our team with a safe, inclusive and nurturing working environment that acknowledges their needs, not just within the workplace but as a whole person.

The Head Teacher/Room Leader is the member of staff who leads each classroom's well-being practice and is available to our teachers. We provide

training to our Head Teacher/Room Leader's to ensure they have the skills to identify and support their teams.

We include well-being as part of our discussions during supervision and appraisals. Staff are encouraged to share any well-being concerns with us during these sessions. When concerns are raised and where appropriate we will agree an action plan, which could include reviewing workload and any stress triggers. With the needs of the nursery also in mind, reasonable adjustments will be made where possible for the member of staff; this could include (but is not limited to) flexible working, environmental changes, adjustment to role and responsibilities, break frequency or length, a mentor.

If a member of staff is returning to work after a period of absence a back to work interview is carried out with HR. If a new health or mental health condition is declared, then a wellbeing interview is carried out with HR.

We follow all statutory guidance on the safeguarding of our workforce and as stated, if the manager is concerned about the safety of a member of staff, they will consult the Company Safeguarding Lead to ask for support.

As a company we are committed to:

- Supporting our team – Staff-wellbeing as a priority.
- Learning together - We see individuals challenges as opportunity for learning and growth.
- Celebrate together – personal, individual and team success.
- Respecting each other.

We minimise work related stress through:

- Clear line management systems.
- Regular supervision.
- Annual appraisals.
- Open door approachability.
- Team meetings.
- Training.
- Coaching & Mentorship.
- Respecting Privacy & Confidentiality.

Procedures to support staff wellbeing:

- Complete a written stress risk assessment to identify and manage work-related stress at least once a term or more frequently when changes impacts stress levels.
- Welcoming and thorough induction for all new staff members.
- We ensure all paperwork and record keeping is meaningful and kept to an appropriate level so as not to add undue pressure to staff members.

We encourage:

- Staff a healthy work-life balance which includes personal reflective practice within their role.
- Staff to take their breaks.

WHISTLEBLOWING POLICY

Whistleblowing is the term used when a worker passes on information concerning wrongdoing.

The welfare and safety of every child is paramount.

This policy outlines the procedure for a member of staff to disclose any information that suggests children's welfare and safety may be at risk.

We expect all team members to talk through any concerns they may have with their Head Teacher/Room Leader at the earliest opportunity to enable any problems to be resolved as soon as they arise.

LEGAL FRAMEWORK

The Public Interest Disclosure Act 1998, commonly referred to as the 'Whistleblowing Act', amended the Employment Rights Act 1996 to provide protection for employees who raise legitimate concerns about specified matters. These are called 'qualifying disclosures.'

QUALIFYING DISCLOSURES

A qualifying disclosure would be:

- That a criminal offence has been committed or is being committed or is likely to be committed.
- That a person has failed, is failing or is likely to fail to comply with any legal obligation to which they are subject (e.g. EYFS, Equalities Act 2010).
- That a miscarriage of justice has occurred, is occurring, or is likely to occur.
- That the health or safety of any individual has been, is being, or is likely to be endangered.
- That the environment, has been, is being, or is likely to be damaged.
- That information tending to show any of the above, has been, is being, or is likely to be deliberately concealed.

DISCLOSURE PROCEDURE

If, in the course of your employment, you become aware of a qualifying disclosure then you must:

- If this information relates to child protection and safeguarding then the nursery's Safeguarding children and child protection policy should be followed.
- Where you reasonably believe one or more of the above circumstances listed above has occurred, you should promptly disclose this to your Head Teacher/Room Leader so that any appropriate action can be taken.

If it is inappropriate to make such a disclosure to your Head Teacher/Room Leader (i.e. because it relates to them) you should speak to one of the Head Teachers/Nursery Managers in another setting or the Principal. Contact

details can be found on the staff contact list in each setting or a copy of the staff contact list can be requested from the school office.

- No one will suffer detriment of any sort for making such a disclosure in accordance with this procedure. For further guidance in the use of the disclosure procedure, employees should speak in confidence to the Office Manager.
- Any disclosure or concerns raised will be treated seriously and will be dealt with in a consistent and confidential manner and will be followed through in a detailed and thorough manner.
- Any member of staff who is involved in victimising whistleblowers, takes any action to deter employees from disclosing information or makes malicious allegations in bad faith will be subject to potential disciplinary action which may result in dismissal.
- Failure to report serious matters can also be investigated and potentially lead to disciplinary action which may result in dismissal.
- Anyone who inappropriately deals with a whistleblowing issue (e.g. failing to react appropriately by not taking action in a timely manner or disclosing confidential information) may be deemed to have engaged in gross misconduct which could lead to dismissal.

If at any time a member of staff feels that a safeguarding matter is not being dealt with in a timely or suitable manner then they should contact Children's Services or if relating to the conduct of a teacher the LADO.

LADO CONTACT DETAILS

Westminster LADO@westminster.gov.uk

Kensington and Chelsea KCLADO.Enquiries@rbkc.gov.uk

WORKING IN PARTNERSHIP WITH PARENTS AND CARERS POLICY

We like to include parents, primary carers and hired carers in the education of the child. They are welcomed into the classroom when they settle their children in for the morning, so that the children can show them their work or activities. There is always a teacher on the door who records any information provided about the child, this is then added to Need to Know on My Montessori Child.

PARENTS & PRIMARY CARERS

Parents are welcome to book a parent-teacher meeting with their child's key person at any point during their time with us. We will extend reminders of this invitation at enrolment through the parent handbook, and throughout each child's attendance with us through newsletters and posters on the nursery notice board.

Parents are also invited to come and do projects in the school. These include cooking, art, cultural, dance, music, construction or sessions in the book corner. We also invite parents to come on our outings with us.

Parents have their own individual log in to access their child's My Montessori Child records where they are informed of activities, their child's experiences and progress. We encourage parents to log in regularly.

We listen to parents' comments and suggestions about our settings and take heed of them. If appropriate we will put their ideas into practice. We give the parents feedback forms and really appreciate their input and suggestions and ensure that we act on them where possible. We strongly believe that good communication and shared knowledge between our schools and our families benefits every child in our care.

The Head Teachers/Room Leaders make themselves available for Parents. They are accessible in person, by telephone or email. They provide advice on any concerns about a child providing a link with outside agencies when necessary. They can also provide advice on Primary/Prep Schools and their admission procedures.

HIRED CARERS & OTHER AUTHORISED PERSONS

We recognise the value of nannies and other adults who are authorised by the parents to drop off/collect children from Paint Pots. We will work closely with hired-carers and other authorised persons to support transitions between home and school on a day-to-day basis.

We will ask hired-carers and other authorised persons to sign off accident/incident forms on My Montessori Child to ensure that the adult responsible for the child as they leave our care is informed. Parents will be informed by a phone call or text during the school day and the accident/incident form will be available for the parent to view on My Montessori Child. Our Head

Teachers/ Room Leaders are available to the parents by phone should they wish to discuss anything in more detail.

APPENDIX I

STAFF RESPONSIBILITIES

SCHOOL: -	Paint Pots Montessori School,
PRINCIPAL: -	Georgina Hood
VICE PRINCIPAL: -	Vinni Lewis
HEAD TEACHER:-	
DEPUTY HEAD:-	
DESIGNATED SAFEGUARDING OFFICER	
SENDCO OFFICER:-	
HEALTH & SAFETY OFFICER:-	
BEHAVIOURAL MANAGEMENT OFFICER:-	
FIRE WARDEN:-	
EYFS CO-ORDINATOR: -	
OFFICE MANAGER : -	Lucy Patterson
SCHOOL REGISTRAR : -	Tabitha Westley
BURSAR : -	Stephen Harvey

This sheet will be completed and displayed on each school's own Notice Board.

CONFIDENTIALITY AGREEMENT

It is a requirement of Paint Pots Montessori Schools that all Staff, Volunteers and Students agree to abide by and sign this document to confirm that they agree with all aspects of the Confidentiality Policy.

All Staff, Volunteers and Students are to respect the confidentiality of all Parents, Children, other Professionals and each other at all times.

All business relating to Paint Pots Montessori Schools will be treated in the strictest confidence and will only be shared with appropriate persons. For clarification of this, seek support from your head teacher.

You are not allowed to discuss the children or their families out of the work environment.

It is forbidden to disclose any information about the families or children at Paint Pots on any form of internet social network sites such as face book, pinterest, instagram or twitter.

You are not allowed to use your camera at Paint Pots.

Failure to abide by this agreement may result in disciplinary action being taken which may include the dismissal of staff or termination of placement for the Student or Volunteer. In such an event the following agencies will be notified; Ofsted, the Placement College, School or University.

CONFIDENTIALITY AGREEMENT DECLARATION

I have read and understood this confidentiality document and agree to abide by this at all times.

Name _____

Signature _____

Date _____

Name _____

Signature _____

Date _____

Name _____

Signature _____

Date _____

Name _____

Signature _____

Date _____

Name _____

Signature _____

Date _____

This document will be retained and kept in the Policy and Procedures File

This agreement is produced in compliance with the Early Years Foundation Stage (2008)

“The provider must take necessary steps to safeguard and promote the welfare of children.” Please also see the confidentiality policy held by the preschool. The agreement also draws on the legal framework of the Data Protection Act 1998 and the Human Rights Act 1998. Further information may be found in Information Sharing: Practitioners’ Guide (HMG 2006).

POLICY & PROCEDURES AGREEMENT DECLARATION

<p>I have read and agree to abide by the Policies and Procedure Document.</p> <p>NAME OF TEACHER: _____</p> <p>Signature _____</p> <p>Date: _____</p>
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Policies & Procedures next review date: April 2024

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