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Here at Stepping Stones Day Nursery Your Childs Needs Are Our Priority

Aims

1. To provide the children with the opportunities to learn by active exploration using a wide variety of equipment and materials.

2. To provide the children the opportunities to learn from lively interaction with adults who understand the developmental needs of young children.

3. To provide a broad range of stimulating experiences that support development in physical, cognitive, linguistic, spiritual, cultural understanding and emotional wellbeing.

4. To encourage the children to make the move from home to another secure environment happily and with ease.

5. To give plenty of opportunities for children to talk openly – developing positive relationships between both adults and children alike.

6. To give the children the opportunity to broaden their knowledge of the different racial, religious and cultural backgrounds, promoting a positive attitude for all.

7. For the children to be happy and enjoy each day with us making friends along the way.

8. To encourage the children to work in groups as well as independently.

9. To provide an environment where there is a positive attitude to health promotion.

10. Most of all to make their time with us safe, enjoyable and worthwhile.

(Ref: 'Charter entitlements for children under five.')

Goals for learning

Within Stepping Stones we are aware that every child has a way of learning that is unique to them. We respect this and feel that due to every area of development (physical, cognitive, linguistic, spiritual, social and emotional) being equally as important, that as a team we are working together daily to provide an enabling and positive environment, so that each child that attends has the opportunity to thrive.

As a highly motivated and qualified team we work hard to enhance learning, by expanding the environment and providing enhancement and next steps, for individual assessment programs.
We are here to ensure the nursery is set out in a child friendly and organised manner, providing areas such as gardening, creative, outdoor etc. that promote optimum opportunities of learning, for a diverse age/interest range.

We do this by using part of the continuous provision format, alongside evidentialising through pictorial evidence, observations and written assessments. Within this we feel this is a fabulous way to encourage children to work at their own levels, where they can extend their learning through exploration trial and error. All these experiences are then enhanced by our highly qualified staff, to ensure all learning areas are covered.

Our provision works within the 'EYFS' – (Early Years Foundation Stage) guidelines and is regulated by Ofsted.

Activities always start at the simplest level, working upwards within a child centred approach, to give your child confidence to develop slowly but positively forward, towards their ultimate goal of understanding.

Admissions Policy and Operation of Waiting List

OPENING HOURS – 7.30am – 5pm. Monday to Friday
REGISTERED PLACES - Children aged 2 years - 8 years

The first step to getting a placement at Stepping Stones Day Nursery is filling in admission forms and handing it to one of our staff, who will then give you a brief summary of the days and times we have available for you to book. If on occasion we are full then we operate a waiting list, where we will contact you when a place becomes available.

We offer placements to children on our waiting list in relation to date of birth - the older children have priority due to insuring they have an adequate amount of time within their nursery journey before entering main stream school. We try to keep a few places available for children in exceptional circumstances, such as urgent needs, referrals from Children's Services and children who have moved into the area on a temporary basis ensuring equal opportunities for all where ever possible.

Admissions and Settling in Policy & Procedure

Policy

In our setting we want children and families to enjoy being involved, children need to know that other adults care about them and will help them to play with the activities offered at our setting; parents/carers need to feel confident in the ability of the members of staff in our setting to look after and encourage their children to benefit from time spent in our setting. Upset children cannot relax and enjoy the activities available, thus we strive to support our families in this settling in process.

We endeavour to ensure inclusive practice runs throughout our provision. Our aim is to create a welcoming environment for every child who attends our setting, enabling them to feel valued and confident within their surroundings.

We acknowledge value and respect all cultures, religions, languages and family groups for example: traveler's refugees looked after children regardless of gender, creed, ethnic origin, ability and family make-up. Where support is needed our SENCO would investigate various avenues, as to how we would enable full

inclusive practice to take place. This information would be cascaded throughout the team as too ensure a holistic approach is provided.

We recognise the wide range of special and/or individual needs families may have and will endeavour to do our best to enable them to fully access the setting and provision we provide.

The individual needs of every child within this setting, is paramount to us. When starting nursery every child has a key person appointed to them, to support them and their families on their journey through our nursery and beyond.
Our setting welcomes all families and our waiting list operates in accordance with our admissions and operational policy. We also provide information verbally and written in the form of booklet/leaflet for new families and as regular news-sheets throughout the year.

When children are ready to start attending we will:-

* Allocate a key person appropriate to your child's needs

* Provide induction sessions encouraging parents/carers, with their child, to visit our setting on a number of occasions before their child is due to start attending alone.
* Agree how we will introduce and settle a child into our setting with the parents/carers to ensure the individual needs of the child/family are met.

* Welcome parents/carers at our sessions until they feel confident their child has settled and no longer needs them to stay.

* Increase the time at each session new children will stay; this will be agreed with the parents/carers.

* Reassure parents/carers who are anxious about their child by giving them information about their child's activities and welfare while attending our setting.

* Introduce new starters into our setting in small numbers over a planned period of time to allow each child the time and support needed to settle.

Arrivals and Departures

Children must always be handed over to and collected from a member of staff by an adult. Under no circumstances will a child be allowed to make his own way home, or be handed over to an unknown stranger. If for any reason you or the normal person who collects is unable to pick up the child from nursery then you must let us know in advance and provide some method of identification for the person who will be.
Please note we operate a password system for emergency contacts.

Time Table

Breakfast	7.30am - 9am
Nursery am	9am – 12pm
Nursery pm	12pm – 3pm
All Day	9am – 3pm
Afterschool	3pm – 5pm

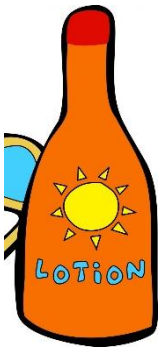
Please note that all our spaces are for a time time only space. You are able to spread Government funding throughout the year if you wish, please speak to us for further information on this. As a site we offer 2 and 3 year old 15 hour government funding and 30 hour funding.

Within this nursery our aim is to offer the flexibility of the above sessions for the children who would like to access them. Nursery am, Nursery pm and All Day are set at an hourly rate of £6.10 for 2 year olds and £5.70 for 3+ year olds. enabling you to access the set sessions you need.*

*Please note these prices are correct at the time of printing (June 2020) and that we will have an annual increase in September and April during the year 2020-2021, and each year thereafter, to cover the rising costs we incur.

What your child will need to bring to nursery

- ☐ A change of clothes
- ☐ Named wellington boots
- ☐ Slippers or soft shoes if you wish for indoor use
- ☐ Coat, hat, scarf and gloves for the winter
- ☐ Named suncream and a sun hat for the summer
- ☐ Nappies, wipes and nappy cream where required
- ☐ Baby milk and bottles where required
- ☐ Drinks bottle
- ☐ Lunch Box where required (Hot dinners or Packed lunch available upon request).



Children Left at end of a session

If for any reason a child is not collected at the end of a session, we follow the procedure outlined below.

1. Reassure child- one member of staff will play or read to the child.
2. Another member of staff will telephone all contact numbers until we speak to you or your assigned 'guardian'.
3. If we cannot get hold of anyone after a reasonable time, we would have to phone the police to try and locate the parent/ carer or their contact.
4. Only after attempting every option left open to us would we contact children's services.

Frettenham Fees and Funding Policy

Fees

Our nursery fee's are set out on an hourly rate as follows:

£6.10 for all children aged 2 years

£5.70 for all children aged 3 - 5 years

Additionally to this we ask for a registration fee of £50.00 to register your child with us. Included in this package you receive a nursery polo shirt, a boot bag, and two induction sessions of an hour and a half each, usually booked in the week prior to your child starting with us. Please be aware that this registration fee is non-refundable and children who are in receipt of government funding are exempt from the registration fee and a deposit will not be required.

Invoices will be issued termly, a month prior to the term commencing. If you wish to pay in a different way to the dates set on your invoice, for example monthly, please speak to a member of management so that we can support you in arranging this.

When a payment has not been received by the due date on the invoice and correspondence has not been made with a member of management in relation to payments and delays, a £10.00 late payment charge will occur for each late payment.

All prices and voluntary charges in relation to additional hours, meals and consumables will be reviewed on a termly basis and notice will be given if an increase will occur.

Government Funding:

Government funding is intended to cover the cost to deliver 15 or 30 hours a week of free, high quality, flexible childcare only. It is not intended to cover the cost of meals, consumables, additional hours or additional services. As Stepping Stones Day Nursery is open for 50 weeks of the year, we offer the funding as stretched funding which equates to 11.4 hours per week for 15 hour funding, or 22.8 hours per week for 30 hours funding.

15 Hours Government Funding

Your child could be entitled to 15 hours of government funding per week, up to 570 hours per year (over 38 weeks) the term after they turn three years of age. Please speak to a member of management or administration for the up to date government guidelines and termly dates.

As per government guidelines, this funding is a stretched offer spread across the 50 weeks of the year that Stepping Stones Day Nursery operates. For families wishing to accept the 15 hours government funding this equates to between 10-12 hours per week spread across the 50 weeks. Funding amounts vary depending on the term that your child starts their funding with us and their date of birth - please speak to a member of management for further information. If you are in receipt of government funding, your child's settling in sessions will be deducted from their funded hours.

Occasionally when accessing Government funding there may be a small cost incurred based on how many funded hours the Government allocate each term, often being reduced when there is a Bank Holiday falling within a week. For example; on weeks where one Bank Holiday falls, 3 hours are deducted from the funding allowance, leaving 12 hours of government funding per week rather than 15. Therefore if your child attends nursery for 15 government funded hours within a week of a Bank Holiday, they would only receive 12 government funded hours. The funding entitlement is offered free. Parents will not be charged a top up fee to recoup the difference between the amount received from the Local Authority and the current hourly rate.

Additional hours and services will be charged at the current hourly rate where hours are not funded as Early Education by the Local Authority.

The free entitlements will be delivered consistently so that all children accessing any of the free entitlements will receive the same quality and access to provision, regardless of whether they opt to pay for optional hours, services, meals or consumables.

30 Hours Government Funding

September 2017 was the introduction of the 30 hours government funding. This means that your child could be entitled to 30 hours of government funding per week, up to 1140 hours per year (over 38 weeks) the term after they turn three years of age, dependent on eligibility requirements. Please refer to Government websites for current eligibility requirements.

As Stepping Stones Day Nursery operates over 50 weeks of the year the funding will be a stretched offer over 50 weeks equating to up to 22.8 hours per week of government funding.

To ensure the sustainability of the nursery, Stepping Stones is offering this over 4 sessions Monday to Friday. Each family can select up to 4 sessions per week between 8am – 1pm or 1pm – 6pm, or alternatively you could select 2 sessions as a full day giving you hours of 8am - 6pm.

Please be aware that session allocations are dependent on availability and we will be offering 8 spaces per day for these sessions, subject to change. Any additional hours booked on top of these funded hours will be charged in accordance with our hourly rates, after remaining funding of up to 2.8 hours per week has been allocated. Please be aware that our Early Bird session of 7.30am to 8.00am is our only period which is charged at a half hourly rate. The funding entitlement is offered free. Parents will not be charged a top up fee to recoup the difference between the amount received from the Local Authority and the current hourly rate.

Additional hours and services will be charged at the current hourly rate where hours are not funded as Early Education by the Local Authority.

The free entitlements will be delivered consistently so that all children accessing any of the free entitlements will receive the same quality and access to provision, regardless of whether they opt to pay for optional hours, services, meals or consumables.

Breakfast, Lunch and Evening Dinner

As from September 2017 we introduced a charge for breakfast and evening meals for all children (funded and non-funded). Please note that we will still be providing your child with a healthy snack during their session as part of their placement.

The optional charges for Breakfast, Lunch and an Evening Dinner will be as follows:

Breakfast £1.50 (consisting of a breakfast buffet of an unlimited choice of cereals, toast, pancakes, crumpets, waffles, fruit and yoghurts)

Lunch Hot meals are provided by an external company called Vertas at a charge of £2.64 (term-time only). The provision for storing Lunch Boxes is available.

Evening Dinner £2.00 (a healthy and nutritious cooked meal, menus are rotated on a three weekly basis and changed termly).

The above charges for Breakfast, Lunch or an Evening Dinner are voluntary as families are able to supply their own food if they wish. It may be possible to waive or reduce these costs, please discuss this with a member of management to look at what support can be given.

You will be required to book your child in for these meals a half-term in advance via a meals booking form. If you wish your child to have a 'one off' meal, we require notice by the end of the week prior to the meal being required, to enable us to cater for this.

As per the Government Guidelines (Model Agreement on Charging March 2017), "Government funding is intended to cover the cost to deliver 15 or 30 hours a week of free, high quality, flexible childcare. It is not intended to cover the cost of meals, consumables, additional hours or additional services." "The provider can charge for meals and snacks as part of a free entitlement place and they can also charge for consumables such as nappies or sun cream and for services such as trips and yoga."

As per the Model Agreement (March 2017) "These charges must be voluntary for the parent." Therefore if you do not wish your child to access either of these meals, you are entitled to bring in your own meals for your child, in line with our Healthy Eating Policy. Please be advised that if you choose this option, you will be required to follow any allergies advice provided by the nursery. If your provided meal does not follow the allergies guidance you will be invoiced for a meal at the relevant charge. Please speak to a member of the team for any allergies advice.

School Leavers

With the Leavers Day celebration, this cost of £5.00 will also cover the cost of a memory stick for your child's Tapestry Learning Journal to be downloaded onto. It will also be labeled and presented in a small yellow organza bag. If you do not wish to pay for this then you will be able to download your child's Tapestry to a device at home. Please ask a member of management on the process for this.

The above charges are voluntary. Families are able to supply their own craft and baking supplies (a list of supplies will be provided ensuring health and safety and allergens have been taken into account).

It may be possible to waive or reduce these costs, please discuss this with a member of management to look at what support can be given.

Payment

4 weeks payment is required prior to your child/children starting their place at nursery. Following this you will be invoiced termly in line with our billing. We require four weeks notice should you wish to give up your child's placement.

Fees are payable whether your child is present or not. Your child's place is allocated and we cannot fill it temporarily if your child is absent. Due payment date will be found on your bill and it would be appreciated if you could pay by that date as late payment will incur a charge of £10.00, all cheques should be made payable to 'Stepping Stones Day Nursery'.

Admissions Policy

As part of Stepping Stones Day Nursery's registration process, parents/carers will be required to fill in a Child Entry Record detailing relevant information about their child, for example, addresses, religions, date of birth, contact numbers and parental contact. You will be required to provide documentation to evidence your child's date of birth, in form of a birth certificate or passport. This is to confirm they have reached the eligible age for the free entitlements. A copy of the document will not be retained but may be requested again at a later date, for example when your child reaches funding age.

Upon booking a space at Stepping Stones Day Nursery a £50.00 Registration Fee is required to secure your space with us. As part of this you will also be entitled to two induction/settling in sessions of an hour and a half,to be booked in the week before your child is due to start with us, a boot bag and a polo shirt. A four week upfront payment will also be due before your child starts with us.
If your child is in receipt of Government funding then this Registration Fee is not applicable, the two induction/settling in sessions still apply, however you will not receive the polo shirt and boot bag.

The admission policy will be issued to you upon starting your child with us, along with documents that you will be provided with to fill in and return prior to your child starting which are:

- Child Entry Record
- Parent/Carer Agreement (Fee's and Charging)
- Permission Forms
- Daily Routine (dependant on the age of your child)
- Care Plan (if your child has any dietary/medical/safeguarding requirements)

These documents are provided to you when you book a show round visit with us, or through communication with the local Sure Start centre. Our brochure is available to view on our website, or a printed copy upon request. Our brochure gives details of policies that we hold, including our Admissions Policy, Complaints Policy and SEND/Inclusion Policy.
Stepping Stones Day Nursery is open between the hours of 7.30am and 6.00pm, Monday to Friday for 50 weeks of the year.
If your child will be accessing Early Education Funded hours, please bear in mind that no session is to be longer than 10 hours. Here at Stepping Stones Day Nursery we have a minimum session length of 3 hours (there is no minimum funding amount able to be allocated for these sessions).

Funding is able to be shared between multiple settings however it cannot be split across more than two sites in one day.

Early Education is offered to families 38 weeks of the year. The funded hours can be claimed to the maximum available:
Monday - 7.30am - 5.00pm (maximum of 9.5 funded hours)
Tuesday - 7.30am - 5.00pm (maximum of 9.5 funded hours)
Wednesday - 7.30am - 5.00pm (maximum of 9.5 funded hours)
Thursday - 7.30am - 5.00pm (maximum of 9.5 funded hours)
Friday - 7.30am -5.00pm (maximum of 9.5 funded hours)

If you are choosing to access the 15 hour Government funding, our minimum sessions are 3 hours in length, with a minimum of one booked session per week. (9-12 and/or 12-3)
If you are choosing to access the 30 hour Government funding, our minimum sessions are 4 hours in length, with a minimum of one booked session per week.(8am-12pm and/or 12pm-4pm)

We will work with parents to ensure that as far as possible, the hours and sessions that can be taken as free provision are convenient for parents working hours.

We acknowledge value and respect all cultures, religions, languages and family groups for example: traveler's refugees looked after children regardless of gender, creed, ethnic origin, ability and family make-up.
If your child has additional needs, please refer to the SEND/Inclusion Policy concerning the SEND support on offer to children and how we support families to choose the right setting for their child with SEND. This is available upon request, please speak to a member of management for further information.
We aim to identify all children that may attract any additional funding such as EYPP, DAF, SEND Inclusion Fund, and any locally available funding streams with a view to submit a claim/application to support and improve their outcomes.

Premises

Stepping Stones Day Nursery is situated on the site of Frettenham Primary School, in the centre of the village, we are approximately 5 miles from Norwich and surrounded by agricultural land.

We admit children from the age of 2 years to 5 years old.

The school building is an old cottage recently renovated inside of modern design, airy and light, with a large playing field. The Day nursery is well equipped and also has strong links with external professionals.

Parking is available on the main roads surrounding the nursery and could I just take this opportunity to ask that you are considerate to others, while picking up and dropping off your child/children.

The building has heating, lighting, hot and cold water, toilets and hand basins. Individual paper towels are available enabling the children to dry their hands hygienically. Cleaning equipment is always available to clear up any situations that may arise. The entire building is kept in a good state of cleanliness and repair by the owners and ourselves.

The building is covered by independent insurance and the nursery has its own. All efforts are made to ensure the safety of children at all times.

The nursery operates a non smoking policy at all times, and non smoking signs are displayed throughout the setting.

Child Protection Policy

This policy has been put in place not to stand on its own, but to be used in conjunction with our safeguarding children policy statement.

POLICY

In our nursery we plan to provide an environment which ensures children are safe from potential abuse including bullying and will respond to any suspicion of potential abuse in a way which respects the child's rights and reinforces the adult's responsibilities to the children.

In the nursery we follow Norfolk Safeguarding Children Board (NSCB) protocols and procedures and seek advice and guidance from the CADS team and LADO if needed, reporting any incidents where necessary.

Nominated Persons – Emily, Martyne and Paige (Laura Spixworth)

PROCEDURES

In order to do this we

- Ensure that all adults (voluntary or paid) in the nursery are aware of the fact that such work is exempt from the provision laid down in the Rehabilitation of Offenders Act 1974.
- Require all potential members of staff to provide 2 references, attend an interview, sign an agreement to be checked for police records or cautioning and to work for a probationary period.
- All staff must hold an Enhanced DBS check renewed every three years, or updated yearly on the Government and Barring Scheme.
- Provide an induction programme for new members of staff that includes child protection responsibilities.
- Offer on going training to all members of staff, involved with the care and education of children, which will help them to recognise and respond to suspected abuse of children whether physical, emotional, sexual or as a result of neglect.
- Provide activities within a planned curriculum that will enable children to develop an understanding of personal safety express their fears and anxieties and name parts of the body.

- Never allow an unregistered adult to be alone with a child or children e.g. going to the toilet or supervising children in a separate room.
- Have clearly set out procedures which all members of staff will be aware of to respond to concerns of suspected abuse.

- Recognise that parents/carers should always be involved in the monitoring of children's behaviour or development and should be the first point of contact (except in cases of sexual abuse).
- Keep an ongoing record of observations of significant changes in children's behaviour or appearance which will be written and kept confidential.
- Will have a designated person to whom all concerns will be referred.
- Will ensure all adults know who to contact within the setting and what to do if that person does not carry out their responsibility for the child's well being.
- Work with the Children's Services, Police and NSPCC to ensure the child's best interests are met.
- Will wherever possible continue to support and work with the child's family to maintain continuity of care for the child.
- All details of concerns, progress, case conferences etc are confidential and will not be discussed with anyone not authorised to have this information
- Expect parents/carers to share information about accidents and injuries that take place at home and ask for them to complete an Outside Injuries form. Managers monitor these files regularly to check for emerging patterns.
- We will keep parents/carers informed of accidents within the setting and complete an Accident Form for them to sign and retain a copy if a head injury takes place.
- We do not permit mobile phones/cameras/recording equipment to be used on site. During events e.g. nativities, Sports Days etc, we ask parents/carers to sign a form to confirm they are happy for all families to take photos during these times. Staff mobile phones are to be stored in the "Mobile Phone Box" in the office and not accessed during work hours.

This policy is shared with parents and carers, staff, students, volunteers within the setting. All staff are required to sign to acknowledge acceptance and understanding of the policy. When children join the setting, we ask parents/carers to provide information to support the children's needs during

their time at the setting, through a Child Entry Record and a Daily Routine sheet.

Child Protection Procedures

Background

It is a requirement that any member of staff or volunteer working in a day care setting registered under Children Act 1989 accepts the responsibility to pass on information and concerns regarding a child who may have been abused or is likely to be abused.

Staff and volunteers who work in a group day care setting should contact Norfolk Safeguarding Children's Board if they have such concerns.

Social Workers have a legal duty under the Children Act 1989 to investigate such information or concerns and take any action necessary to protect a child.

When to make a Referral

Children often appear with bruises and scratches and staff and volunteers are not expected to treat all of these as child abuse. The majority of injuries to children happen in understandable and accidental ways. However, there may be occasions when something happens which may be a cause for concern.

Perhaps the child is unwilling to talk about an injury or gives an explanation which does not make sense. Perhaps there is a series of unexplained bruises. Perhaps the child's mood changes and he or she becomes withdrawn or tearful. Perhaps the child seems fearful of going home. All of these examples may have innocent explanations, but they may indicate that a child is being harmed in some way.

- ☐ If a child has a specific injury, mark, bruise or burn, or
- ☐ If a child tells about a worrying incident, or
- ☐ If someone else tells of their concerns about a child, or
- ☐ If there is a more general concern that has built up over a period of time.

What will Children's Services do?

Social workers deal with child protection referrals in several ways. They will always seek further information about the child and their family and having done this they may decide to take the case no further, or to make a further investigation involving other agencies, like the health Services or the Police. On

very rare occasions they will have to act very quickly to protect the child.

Whatever they do social workers always try to work in partnership with parents/carers to ensure the child's safety and welfare is paramount.

Norfolk Safeguarding Children Board (NSCB) publishes leaflets for children, parents/carers and the general public outlining what happens following a referral.

Good Practice Guidelines

Within the nursery we have a strict policy on skin to skin contact. When staff are required to administer creams, change nappies, apply First Aid (only a registered person to administer this), assist with toileting, the use of gloves is compulsory. It is important to recognise when handling close contact duties that it is necessary to keep contact to a minimum ensuring appropriate touch at all times to ensure the child's comfort and those around them. Parents/carers are asked to sign permission slips for the taking of photographs, assessments, videoing of the children and such things as application of medicines, sun cream etc.
Any staff, students or volunteers who are awaiting DBS checks and no volunteers or visitors to the nursery are left on their own with or attend the children in the toileting area.

Confidentiality

All information concerning child protection investigations is CONFIDENTIAL to the children and families involved and the child protection services. Staff and volunteers must respect this and not share sensitive information with unauthorised others.

CHILD PROTECTION PROCEDURES

CONCERNS RELATING TO ADULTS

At all times we follow the protocol set out by Norfolk County Council Children's Services "Allegations Against Persons who work with Children" and all allegations of abuse of children by those who work with children must be taken seriously.

DEFINITIONS

- A child is anyone under the age of 18.
- An employee (person) is anyone working with children, be it in an employed (all sectors and settings) or voluntary capacity.
- An employer is anyone working with or providing services to children (all sectors and settings)

An allegation may relate to a person who works with children who has:

- behaved in a way that has harmed a child, or may have harmed a child:
- possibly committed a criminal offence against or related to a child:
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

TIMESCALES

- Any allegation against a person who works with children should be reported immediately to a senior manager within the organisation.
- The Local Authority Designated Officer (LADO) should be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police.

THE ROLE OF THE LADO

The role of the LADO is to be involved in the management and oversight of allegations against people who work with children. They are not responsible for undertaking investigations. They can provide advice and guidance to employers and voluntary organisations. Please note:

- Incidents where one child harms another child, or a parent who does not work with children harms their own children do not need to be reported to the LADO Service, these need to referred directly to Norfolk Children's Advice and Duty Service (CADS) 0344 800 8021.
- Norfolk LADO service do not deal with allegations regarding bullying, unless there is clear evidence that it is by an adult working with children.

- Parental complaints need to go through the organisational complaints process, initially raising the complaint with the Head teacher/ Manager of the setting in the first instance.
- General dissatisfaction with a school/setting/team or individual needs to go through the settings complaints process.

NEXT STEPS

Fill in a referral/consultation form if you want advice if the behaviour you are reporting meets the LADO criteria or you are unsure. Sometimes behaviours may concern you and make you wonder whether someone is suitable to work with children i.e. there has been a pattern of inappropriate behaviour that has been addressed via disciplinary procedures but the behaviour continues to occur.

For both forms please ensure you give as much detail as possible so we are able to make an informed decision on the way forward.

Once the LADO Referral/Consultation form has been completed, it needs to be returned to LADO@norfolk.gov.uk where it will be read by the duty LADO who will then respond with the appropriate advice and information.

Otherwise, completed LADO referral forms can also be posted to:
LADO Service, Children's Services
1 Norwich Business Park
Whiting Road
Norwich
NR4 6DJ

LADO Contact Number: 01603 223473

If this allegation results in a member of staff being dismissed or leaving this matter should also be reported to D.B.S. Ofsted will also be informed and details of the conversation recorded along with name of person spoken to.
Any whistleblower disclosing information in good faith will be protected if they have reasonable suspicion of child abuse and their identity kept anonymous where possible.
The child's needs remain paramount, and concerns about the behaviour of adults, whether employed or voluntary, should be shared and will be treated sensitively and confidentially.
The Safeguarding Lead Practitioners check on a regular basis for any changes, amendments and up to date procedures and referrals processes and cascade this information to the relevant people within the nursery.

CONCERNS RELATING TO CHILDREN

All referrals should be made with reference to the revised Norfolk Threshold Guide, published on the Norfolk website from 16 Nov 2015. A copy of this is available in the office alongside the policies and procedures document.

We encourage all people who are concerned about a child to seek support and guidance from their designated Safeguarding Lead Practitioner, prior to making a referral. **However, if a child is at risk of immediate harm, do not delay to submit a referral to ensure that the child is protected at the earliest opportunity.**

With the revised Threshold Guide, there is a new emphasis on having conversations about our concerns to help us to:

- focus on the needs of the child
- manage any uncertainty
- support informed decision making
- improve the way we work together

We recognise that these conversations may be difficult. Learning from Serious Case Reviews, tells us that professional challenge is key to effective decision making, planning and ultimately achieving the best outcomes for the children we are worried about. We urge all partners to have the confidence to respectfully challenge each other.

All staff those working in the setting, whether employed or voluntary, should share concerns with their Designated Safeguarding Lead Practitioner in order to protect the children in line with the referral process. It is important that adults remember to:

* Stay calm
* Listen and be supportive
* Not ask any leading questions, interrogate the child, put ideas in their head or jump to conclusions.
* Do not stop or interrupt the child who is recalling significant events.
* Never promise the child confidentiality - it must be explained that information will need to be passed on to help keep them safe.
* Avoid criticising the alleged perpetrator
* Tell the child what must be done next (following the safeguarding process)
* Record what was said as soon as possible. Also, record what was

happening immediately before the child disclosed on a new sheet of plain white paper, begin writing at the top of the sheet and be sure to sign and date directly under your statement.

* Records should be secure and accessible only to those who need to know.
* Contact the Designated Safeguarding Lead Practitioner immediately.
* Seek support as it can be upsetting when a child makes a disclosure to you.

GUIDE TO COMPLETING A REFERRAL:

1. Ensure that the referrer's contact details are completed in full.

2. Get the parents'/carers' consent. If you do not have this you need to be really clear why you are referring without consent, i.e you believe the child to be at risk of significant harm which will be escalated if raised with the parents/carers prior to referral.

3. Provide as much detail as possible about the child/their siblings, the family and the people in their safeguarding network to establish potential risks and protective factors. Please include details about:
    - The child/family's nationality and languages spoken: is a translator required?
    - Information relating to values, culture, beliefs and spirituality
    - Any disability and/or caring arrangements
    - Any medical conditions

4. Identify any agencies you know are currently working with the child/family.

5. With the referral information, be as clear as possible about:
    - What you are worried about: from the child's perspective what impact are the concerns you are raising having on them?
    - What strengths/protective factors are in place: what works well for the child/family?
    - What you want to happen next: who is best placed to provide the right service to address the concerns raised and ensure the child's safety?
    - What outcomes you would like: what does safe look like for this child?

6. Make reference to the Threshold Guide. Use the prompt questions in the Guide to support you completing section 5 (above).

7. Clarify your role in the child/family's life and how/if you will continue to be involved in safeguarding plans. If any existing plan/assessment is in place (Family Support Plan, Graded Care Profile or previous social care assessment) please attach it to the referral.

8. Ensure that you complete the feedback details on the final page so the MASH can inform you of the outcome of your referral.

PLEASE NOTE: If you are submitting an NSCB1 on a case that is already open to Children's Services, the NSCB1 is not considered a referral into the MASH. The information will be passed to the social worker managing the case and it is their responsibility to advise the person concerned on next steps. In that case, please ensure that you have the social worker's contact details or contact the social care team in your locality area.

For any concerns or referrals you must call the Norfolk Children's Advice and Duty Service (CADS): Telephone 0344 800 8021.
For any call raising concerns about a child, CADS will ask:
• all of the details known to you/your agency about the child;
• their family composition including siblings, and where possible extended family members and anyone important in the child's life;
• the nature of the concern and how immediate it is;
• Any and what kind of work/support you have provided to the child or family to date.
They will also need to know where the child is now and whether you have informed parents/carers of your concern.

The name of the person spoken to at CADS (Children's Advice and Duty Service) must be recorded along with details of conversation and stored alongside the original record of concern. If immediate action is required, in the case of significant harm or an allegation of abuse, or in an emergency, the Police (999) should be contacted as well.

SIGNS AND SYMPTOMS OF NEGLECT OR ABUSE

The following signs and symptoms of abuse are taken directly from "Working Together to Protect Children - 2015" as a referral guide. It is important to remember that some, all, or none of these signs may be apparent. If you are concerned that a child or adult you know or work with may be being abused please

tell someone.

ABUSE

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

PHYSICAL ABUSE

This may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

EMOTIONAL ABUSE

This is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's development capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying(including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

SEXUAL ABUSE

This involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation from abuse (including via the internet). Sexual abuse is not solely

perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

NEGLECT

This is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision(including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

PREVENT DUTY

Under section 26 of the Counter Terrorism and Security Act 2015 we have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent Duty.

Guidance from DFE states that as a childcare provider we need to be able to identify children who may be vulnerable to radicalisation and know what to do when identified. A copy of "The Prevent Duty" is available for all staff to view in the office. Please also see the Radicalisation and Extremism Policy which provides further information.

If you are concerned about a child or family then please follow the normal nursery safeguarding procedures, including discussing any concerns with one of the Safeguarding Lead Professionals. You can also contact your local police force on 0845 456 4567 or 101 and ask to speak to the Prevent Team. When a referral has been made locally, this is then passed to a Channel Police Practitioner who will make an assessment and follow the relevant actions.

The Department for Education has a dedicated helpline (020 7340 7264) to enable staff to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Please note these contact details are not for use in emergency situations where the local police force should be contacted directly.

The Lead Practitioner within the nursery for Prevent is Martyne and Emily

Health and Safety

This policy has been put in place not to stand on its own, but to be used in conjunction with our safeguarding children policy statement.

We have public liability insurance, the certificate is displayed in the nursery. If on any occasion an accident occurs within the Nursery or its boundaries which results in a child, member of staff or visitor having to attend hospital, we are required to contact the Environmental Health officer, as soon as possible after the incident.

We operate a non smoking policy on the premises. Hand washing is performed by all children, after using the toilet and before handling food. This also applies to all staff. Paper towels are provided for the drying of hands.

Rubbish and tissues are disposed of in a bin outside. Nappies are disposed of in the nappy disposal unit. Disposable gloves and aprons are used at all times when changing nappies or dealing with bodily fluids (all waste is disposed of through Initial Hygiene). Children's wet or soiled clothes are placed in a plastic bag ready for parents/carers. Cleaning is completed after each session by the staff, toilet and wash areas are cleaned every two hours and also as and when required.

As well as the classroom and surrounding area, toys and equipment are cleaned regularly. We hold a regular inspection of indoor and outdoor equipment, toys and games. Any equipment not in use is kept in a locked storage area. We update and replace equipment every term. Anything broken or damaged is replaced immediately.

We have a refrigerator, which is used to store all refreshments and applicable foodstuffs, perishable items are labelled and dated. No hot drinks are allowed into the classroom area of the nursery, thus minimising risk to the children.

Illness Policy/ Procedure

If a child is suffering from sickness, diarrhoea, rashes, discharges from eyes or ears he/she should be kept at home, this will speed recovery and prevent infection (please be aware that with sickness and diarrhoea that your child cannot return to nursery for 48 hours from last episode). For any other infectious conditions please check guidelines for protocol. If a child becomes unwell at nursery, including if they have a high temperature, parents/carers will be contacted and asked to collect them. Parents/carers should therefore ensure that the nursery is kept up to date with relevant telephone numbers. Any child feeling ill at nursery will be taken to the quiet corner where he/she can lie down or sit on a bed with a member of staff until the parent/carer comes to collect them.

Due to regulations we are only allowed to give child medicines that are prescribed by a doctor, dentist, nurse or pharmacist. We require a form to be completed each day you bring the medicine in, authorising us to administer the medicine to a child.

If there are any doubts about procedures to follow concerning the illness, we have posters from Guidance for Infection Control booklet, to help you make a positive decision.

Behaviour Management Policy

Here at Stepping Stones Day Nursery we endeavour to create an atmosphere that encourages good and positive behaviour. All of our team are committed to working in partnership with parents/carers when supporting children in all areas within the setting, including behaviour.

As a team we understand and take into account all children's developmental stages and experiences, we also recognise that children may have different expectations within behaviour at home and at nursery. Therefore at Stepping Stones we work in partnership with parents/carers to explain the ways that we can help to promote positive behaviour with all children.

At Stepping Stones Day Nursery we strive to provide all children with appropriate opportunities to learn and develop using:

Respect: Staff to encourage all children to have respect for themselves and for other people, including their feelings, beliefs and values, also to have respect for the nursery environment.

Responsibility: Staff to enable all children to have an increasing ability to make choices and to be able to take responsibility for their own actions. (Staff help children to be able to develop an understanding of the consequences of their behaviour).

Kindness: Staff model acts of kindness to each other and will assist children in ways of being gentle/kind to one another. (Staff use terms such as, "We use our kind hands/kind words").

Fairness and equality: Staff provide children with an understanding of how to be fair to everyone, how to share and to give everybody an equal chance, within the context of individual needs.

Understanding and Compassion: Staff support children in being able to understand peoples views and experiences, whilst being caring and tolerant towards one another.

To be able to support children's development the staff will promote these aims and values through modelling positive behaviour and we hope that parents/carers accessing the nursery will join us in this partnership.

Here are a few examples of strategies which we use to support our aims and values here at Stepping Stones Day Nursery.

We help children to look after themselves by:

- Helping children to recognise their feelings and express themselves in a positive way.
- Praising children, focusing on the positive things children say and do.
- Encouraging them to see the good in others.
- Building children's independence through their self help skills.
- Encouraging children to ask for help from peers, as well as from adults
- Encouraging children's attempts and identifying them with a view to enhancing their next steps.
- Encouraging children to learn from others.

We help children to care about others by:

- Modelling appropriate behaviour
- Using conflict resolution and keeping calm.
- Giving children time to listen and help to acknowledge their responses sensitively
- Working on and reinforcing the understanding of feelings within activities, such as circle time.

We help children to be polite by:

- Saying "Good Morning" and where appropriate "Please" and "Thank-you" (staff model behaviours that we would like to see within the nursery and outside).
- Encouraging children to take turns, listening to one another in activities.
- Giving children clear messages and setting examples.

We ask children to look after the Nursery equipment by:

- Talking to the children about health and safety (talking about 'Our Nursery Rules'. Talk and think about how we can take care of our toys.
- Children help staff to clean toys and equipment.
- Remind children to tell adults when toys are broken.
- Staff model looking after the equipment within nursery.

We help children to care about the environment by:

- Tidying up together
- Displaying children's work within the nursery and outside.
- Looking after indoor and outdoor plants, by watering them daily.
- Looking after nursery pets; making sure they have food and water and that they are clean.
- Staff explain and model how to take care of and use all our environments appropriately.

We understand that all children display a range of behaviours within their time at nursery and are aware that behaviour can be particular for their age and stage of development. Staff use positive reinforcement when dealing with all types of behaviour within the setting.

For example:

- Talking to the children reminding/showing how to use our 'kind hands', 'walking feet' and 'kind words'.
- Using positive statements e.g "If you would like to throw something, maybe we could go outside and throw a ball"
- Explaining to children about consequences e.g "If you lean back on your chair, you may fall over".
- Talking to the children about nursery rules within circle times.
- Giving children choices.

If in the event staff have to deal with more serious behaviours, they will do so by:

- Labelling the behaviour not the child, for example saying, "I do not like it when…." Or "It's not ok to…"
- Using non-confrontational language, for example "When sand is thrown… " instead of "When you throw sand…"
- Informing parents/carers.

When supporting children within this area may involve setting up an Indivdual Education Plan (IEP) with specific targets which relate to behaviour, (please refer to our Special Needs Policy).
The nominated persons for this nursery with regards to behaviour management is Martyne (Emily). If in the event of these persons being unavailable then Emily is available at Spixworth on 01603 891150.

Special Educational Needs and Disability Policy

This policy has been put in place not to stand on its own, but to be used in conjunction with our safeguarding children policy and our equal opportunities policies.
Our policy for children with Special Educational Needs and Disability (SEND) is provided here to supplement the information within the 'Equal Opportunities Policy'. Here at Stepping Stones Day Nursery we look on all children as equal providing an inclusive approach showing value and respect when supporting their needs as a whole and individually.
We have used the definitions below which have been taken from the Special Educational Needs and Disability Code of Practice for 0-25 years, July 2014 to inform you as our parents/carers as to the definitions we follow when assessing individual children's special educational needs.

Definition of Special Educational Needs:

xv. For children aged two or more, special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind. (SEND code of Practice 0-25 years, July 2014, page 16).
xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv.
(xiv. A child of complulsary school age or a young person has a learning difficulty or disability if he or she...

* Has a significantly greater difficulty in learning than the majority of others of the same age;
  or
* Has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or
  mainstream post-16 institutions.) above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Definition for Children and Young People with Disabilities:

xviii. Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a

long term and substantial adverse effect on their ability to carry out normal day to day activities'. This
definition provides a relatively low threshold and includes more children than many realise: 'long term' is defined as 'a year or more'; and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

How this is implemented within the nursery:

If we have a space available we will provide a place for any child with any learning difficulty or disability. If we consider that your child needs extra support we will assess your child's needs through visits and consultation with yourself and other professionals involved. We would then look to implement an Inclusion Plan to ensure we are able to meet the needs of your child within our setting. Any areas where additional need or support is necessary we would then contact our Early Years Advisor and arrange for them to visit. With their support we would apply for additional support for the nursery falling in line with the Local Authority Funding Panel dates. We would aim to provide this support where possible throughout your child's nursery sessions falling in line with their Inclusion Plans and the needs that arise. If there is a need to wait for any additional support systems necessary to be in place before we get agreement for funding from the funding panel we will still accept your child into the nursery providing the necessary care ourselves where ever possible.

You are always welcome to come into the nursery and, as you will see, we do have ample space to enable children with physical disabilities to move around freely with any walking aids. We have had children at the nursery with physical disabilities and can confidently say that there was no problem for themselves, other children or staff. Within this nursery we feel it is imperative to have full contact with other professionals, who could aid in supporting your child providing a multi-agency approach. Laura Elvery, Martyne Ellison and Emily Offord will be responsible for overseeing the care of a child with SEND.

SEN support in the early years (taken from SEND Code of Practice 2014)

5.36 It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning

difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life (Chapter 8, Preparing for adulthood from the earliest years).
5.37 Where a setting identifies a child as having SEN they must work in partnership with parents to establish the support the child needs.
5.38 Where a setting makes special educational provision for a child with SEN they should inform the parents and a maintained nursery school must inform the parents.

All settings should adopt a graduated approach with four stages of action: assess, plan, do and review.

Assess

5.39 In identifying a child as needing SEN support, the early years practitioner, working
with the setting SENCO and the child's parents, will have carried out an analysis of the child's needs. This initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO should contact them, with the parents' agreement.

Plan

5.40 Where it is decided to provide SEN support, and having formally notified the
parents, (see 5.38 above), the practitioner and the SENCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed.
5.41 Parents should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Do

5.42 The early years practitioner, usually the child's key person, remains responsible for
working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO should support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

5.43 The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the practitioner and the SENCO working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps.

5.44 This cycle of action should be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents should be engaged with the setting, contributing their insights to assessment and planning. Intended outcomes should be shared with parents and reviewed with them, along with action taken by the setting, at agreed times.

5.45 The graduated approach should be led and co-ordinated by the setting SENCO working with and supporting individual practitioners in the setting and informed by EYFS materials, the Early Years Outcomes guidance and Early Support resources (information is available at the National Children's Bureau website – see the References section under Chapter 5 for the link).

5.46 Where a child has an EHC plan, the local authority must review that plan as a minimum every twelve months. As part of the review, the local authority can ask settings, and require maintained nursery schools, to convene and hold the annual review meeting on its behalf.

Transitions to School

In the past children with SEND who have attended our nursery, have been supported by us right through to their move to school. Our team provides extra encouragement and we like to cooperate with you, our parents/carers, and the teachers at the school to make the transition as smooth as possible. We know that if we arrange meetings with the reception staff of the school and yourselves then the move becomes as stress free as possible for your child and yourselves.

5.47 SEN support should include planning and preparing for transition, before a child moves into another setting or school. This can also include a review of the SEN support being provided or the EHC plan. To support the transition, information should be shared by the current setting with the receiving setting or school. The current setting should agree with parents the information to be shared as part of this planning process.
(Special Educational Needs and Disability Code of Practice 0-25 years, July 2014).
Within the nursery we offer a graduated response as described in the Special Educational Needs and Disability Code of Practice 2014.

Involving Specialists

5.48 Where a child continues to make less than expected progress, despite evidence-
based support and interventions that are matched to the child's area of need, practitioners should consider involving appropriate specialists, for example, health visitors, speech and language therapists, Portage workers, educational psychologists or specialist teachers, who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes. The decision to involve specialists should be taken with the child's parents.

Requesting an Education, Health and Care Plan

5.49 Where, despite the setting having taken relevant and purposeful action to identify,
assess and meet the special educational needs of the child, the child has not made expected progress, the setting should consider requesting an Education, Health and Care needs assessment (see Chapter 9, Education, Health and Care needs assessments and plans).
In this case the Local Education Authorities will support you, the family, in deciding what special educational provision is best to meet the needs of your child. Throughout this whole process you are fully informed and involved ensuring a transparent approach.

At all times you, our parents/carers, and your children are treated in a positive and honest way to help provide the best education and care for you and your child. At no time will we directly or indirectly discriminate against a child with special educational needs and disability and we will endeavour to make reasonable adjustments including the provision of auxiliary aids and services to ensure that your child is not substantially disadvantaged compared with their peers. This is an anticipatory duty that requires thought to be given in advance

with regards to the additional needs your child might require and the adjustments that might need to be made to prevent this disadvantage from occurring, falling in line with the Equality Act 2010.

Allergies Policy

This policy has been put in place not to stand on its own, but to be used in conjunction with our safeguarding children policy statement.

In the event of a child or staff member attending nursery, that suffers from an allergy, we have measures in place to ensure that they do not come into contact with the specific items/products that they are allergic to.

Staff fill out an allergy form kept in their individual file, stating the allergy, what the reaction is, what to do in the event of an allergic reaction and who to call. This is also displayed in the kitchen and on the register, so all staff are aware.

When a child enrolls with the nursery, an entry form is filled out stating the requirements of the child e.g. sleep patterns, comforts, favourite activities and any dietary requirements and allergies. Any allergies are also displayed in the kitchen area and registers for all staff to see.

All information is passed on to staff to ensure they are aware of allergies, reactions and subsequent actions required.

Allocation of Key Person Policy

When allocating a key person for individual children all staff are involved. Once a child has had induction sessions various factors are taken into account regarding the individual child's needs - for example, what sessions the child will be attending, the parents/carers/family, the child's personality. Together we discuss this within a team meeting and allocate the member of staff we feel is best suited for the child and family.

The member of staff will then arrange to hand the family an 'All About Me' form and then offer to meet the parents/carers on a one to one basis if they would like to discuss the form together. The member of staff will give the parents a short note about themselves to read, giving them a chance to get to know them a little better.

Complaints Procedure/ Policy

Our door is always open to parents/carers; if you feel that you have a problem we hope that you feel able to contact us immediately either in person or by phone. Any complaints will be dealt with promptly, and the manager will ensure that the problem is resolved as effectively and efficiently as possible.

If you agree with what we do - tell others, if not - tell us.

If you have any complaints or compliments about this educational provision you can inform the following:
The National Complaints Team,
Ofsted National Business Unit,
Piccadilly Gate,
Store Street,
Manchester,
M1 2WD

Telephone: 0300 123 1231

Complaints Procedure Against A Member of Staff,Volunteer or Student

At all times we follow the protocol set out by Norfolk County Council Children's Services Local Authority on Managing an Allegation against a member of staff.

If you require any more information on this please don't hesitate to speak to us or contact:

Ofsted – 0300 123 1231
Children's Advice and Duty Service (CADS) – 0844 800 8021

Parent/Carer Involvement Policy

Parents/carers are the most significant people in a young child's life, our nursery intends to work with parents/carers, supporting, encouraging and reinforcing best practice and guiding or advising when parents/carers ask for suggestions of ways of caring and educating children.

In order to do this we -

- Ensure all parents/carers know about our aims and policies including complaints.
- Encourage parents/carers to become actively involved in the nursery.
- Provide guidance for parents/carers on the nursery curriculum.
- Give feedback on their child's progress, using specific examples of achievement or behaviour.
- Listen to parent's/Carers comments and opinions about their child's progress.
- Ensure times, places and information about meetings is available to all parents/carers.
- Inform parents/carers about training which might interest them - importance of play or the running of the nursery.

Healthy Eating Policy

Stepping Stones Day Nursery wish to promote the right environment for children to enable them to understand the importance of making healthy food choices. Packed lunches and snacks represent around a third of a child's daily intake of foods and nutrients, which presents a great opportunity to promote healthy food choices for children.

Sugar free squash and drinking water is on offer throughout the day for the children to help themselves to both indoors and outdoors. children are welcome to bring in their own drinks bottles which we can refill throughout the day and we also have cups available for children to use. We also have full fat milk available for children who would like it, this is stored in the fridge and children are able to ask for it if they wish and it is also offered at snack times.

For breakfast club we have a selection of cereals, fruit, yoghurt, bread/toast, porridge, pancakes, and crumpets; and sugar free squash, water or milk is also available. Children are encouraged to serve themselves for breakfast and help is provided where required.

At lunch time some children have packed lunches which are provided by parents/carers. These packed lunches may be a cold packed lunch or something that you wish us to heat up (please bear in mind we are unable to heat any food which contains rice, fish or egg due to risks of bacteria). Packed lunches are stored in the fridge until lunch time and children are encouraged to eat their food in a balanced manner. For lunches from home we ask parents to also bear in mind the salt and sugar content for their children and for your guidance we have listed the recommended amounts (NHS 2018) which are as follows:

* Babies under 1 year - no more than 1g salt per day
* 1 to 3 years – 2g salt a day (0.8g sodium)
* 4 to 6 years – 3g salt a day (1.2g sodium)

The government recommends that free sugars – sugars added to food or drinks, and sugars found naturally in honey, syrups, and unsweetened fruit and vegetable juices, smoothies and purées – should not make up more than 5% of the energy (calories) children get from food and drink each day. This means:

* Children aged 4 to 6 should have no more than 19g of free sugars a day (5 sugar cubes).
* There's no guideline limit for children under the age of 4, but it's recommended they avoid sugar-sweetened drinks and food with sugar added to it.

Please also bear in mind that children under one year of age are advised not to have honey due to a bacteria it contains that can lead to infant botulism.
Full-fat cheeses and dairy products are recommended up to the age of 2, as young children need fat and energy to help them grow.
Babies and young children shouldn't eat mould-ripened soft cheeses such as brie or camembert, ripened goats' milk cheese such as chèvre, and soft blue veined cheese such as roquefort. (NHS 2018).

Alternatively, there is an option to have a cooked lunch which is provided by Norse and is cooked and sent to us from Hainford Primary School. These lunches consist of a hot, fresh, cooked main course with bread and salad, a pudding or fruit salad and a milk drink also. Vegetarian options are also available and allergies can be catered for on production of a doctors/hospital letter confirming allergies.

We have a selection of healthy snacks for the children at snack times which always consist of fruit and/or vegetables and then another option such as cheese, breadsticks, crackers etc. Children are encouraged to pour their own drinks, older children encouraged to help the younger ones and to take turns, passing food around.

All perishables are stored in the fridge where they are dated and labelled. The temperature of the fridge is checked daily to make sure it is between 2 and 5 degrees centigrade and always below 8 degrees centigrade. Non-perishables are stored in labelled containers in cupboards in the kitchen.

We are also able to provide a hot cooked meal for the children in the evenings which is served around 4.00pm. The meals we provide are fresh cooked, healthy meals and always have a serving of vegetables with them. Children are encouraged to use their cutlery and younger children are supported where needed.

We have many celebrations throughout the year, including birthdays, multicultural festivals and special days. Children are encouraged to use, as an example, chop sticks which also helps to develop fine motor skills, as well as learning about other cultures. We offer foods from different countries and cultures on a regular basis. Where children would like to bring in a birthday cake/biscuits to celebrate and share with their friends they are more than welcome to and we will provide this at snack time alongside fruit and vegetables which they are encouraged to eat first. If a cake/biscuits are bought in from home then we require the packaging and/or list of ingredients used to be brought in so that we can ensure it is suitable for the children to eat and can also check for any allergies.

All staff continually encourage good manners on a daily basis with a member of staff on each snack and lunch table. Children from different cultures for example, those who may not use cutlery would be seated with children with packed lunches so as not to feel different, but where possible we would also offer to all the other children a snack of the same foods for them to try.

Following visits from other professionals including the Dental Hygienist, we also encourage the children to understand their own personal hygiene and self awareness. Children are encouraged to wash their hands before eating. All members of staff hold a Level 2 Food Hygiene Certificate which is renewed every 3 years. All staff must wear blue aprons provided at all times, when dealing with food. Children are then made aware at lunch times and snack times, that staff in blue aprons can help them as they have clean hands and are wearing appropriate clothing.

All dietary requirements and allergies are displayed on the fridge door for all staff to see and all staff are made aware of any allergies a child has before the child starts. No nuts are allowed in the nursery and staff always check ingredients of bought food to ensure they also contain no nuts. Parents may be required to bring in a doctors/hospital letter to confirm these allergies.

We hope that all parents and carers will support our Healthy Eating policy. We will offer advice and guidance to parents and carers on packed lunches and snacks if required alongside offering a range of ways and alternatives to support parents/carers e.g. information sheets, meetings, workshops, emails etc. Children on special diets following verified medical advice will be given due consultation.

Sun Protection Policy

During the summer months we ensure that we protect the children and staff from the sunshine in a variety of ways. Sun safety will be promoted through working with parents, staff and the wider community to improve our understanding and provision to avoid the harmful effects of too much exposure to UV. Staff should always act as a positive role model and set a good example by seeking shade whenever possible, wearing appropriate clothing and applying sunscreen.

Protection

Shade

- The nursery garden has shade provided with outdoor canopies, the veranda and large trees.
- Children will be encouraged to use the shaded areas during playtimes when appropriate.

Clothing

- The children will be encouraged to wear clothing that provide good sun protection.
- We ask parents/carers to provide a named sun hat for their child at nursery however there will be a spare selection of hats kept at nursery.
- Parents/carers will be duly informed of the importance to provide the nursery with the appropriate clothing and hats for the weather.

Drinking Water

- Children are encouraged and reminded to increase their water intake in hot weather and are encouraged to do so in outdoor areas also.
- Water will always be available to children throughout the day which children will be able to access (both indoors and outdoors)

Sunscreen

- We apply suncream to the children when the UV Level is above 3. If the UV Level reaches level 7 then the children will be brought indoors for their safety, or only the veranda will be accessed. This is in line with the World Health Organisation (WHO).
- Parents are required to provide the nursery with appropriate sun cream for their children which must be labelled and dated.
- Parents should apply cream to their children before they come to nursery so that we can access the outdoor environment straight away. Staff will ensure the sun cream is re-applied in the afternoons and also throughout the day when necessary.
- Staff who apply suncream to children must wear disposable gloves and these must be discarded after each child's suncream has been applied.

- The member of staff applying the suncream will log that they have applied this in our Suncream Register, with their initials and the time that it was applied to each child.
- Parents are asked to give written permission within the Entry Record for sun cream to be applied to their children.
- Sun cream will be sent home at the end of the year and a new one must be supplied for the following Summer.
- Where possible, we ask families to leave the sun cream at the nursery for the duration of the Summer.

Information Sharing Policy

At Stepping Stones Day Nursery we recognise that parents have a right to know that any information they share with us will be regarded as confidential, within the circumstances, and reasons where we are obliged to share information to gain support for the family. Please be advised that permission will be gained at all times unless safeguarding is compromised.

All members of staff have a responsibility to ensure that any information shared between our families and us is not shared out of the setting unless consent has been gained. Where the setting feels it is in the best interests of a child to share information with a relevant external agency, we will first gain the consent of you, the family, to do so.

We feel that is necessary to share information about your child's progress and development when they move on to school, or when a child attends more than one pre-school setting. Parents/carers are asked to provide written consent for this information sharing regarding child development and where necessary, there are additional needs that need to be discussed. We will also, with parents consent, discuss any issues that may affect a child's transition into a new setting or school.

We may also share information, with consent, about a child's progress and development with professionals from external agencies for example, Speech and Language therapists, Educational Psychologists or Early Years Advisors.

However we recognise that there may be circumstances that may arise under which we are obliged to share information, sometimes without consent, regarding children and their families. The decision to share any relevant information falls under our Safeguarding Policy.
In the event that this may happen you should be confident in knowing that we will only share information if it meets the following criteria:

- Where there is evidence that the child is suffering, or is at risk of suffering, significant harm.
- Where there is reasonable cause to believe that a child may be suffering, or at risk of suffering, significant harm.
- To prevent significant harm arising to children and young people or serious harm to adults, including the prevention, detection and prosecution of serious crime.

We would also like to make you aware that we recognise that the safety and well-being of children is paramount and any information that is regarded as necessary to be shared without consent, will be treated with due consideration and shared securely. Where any information is shared without consent, it will be carried out

by the safeguarding team and any information that is shared will be recorded for the purposes of monitoring and evaluation.

Our procedure is based on the 7 golden rules for information sharing as set out in Information Sharing: Guidance for Practitioners and Managers (DCSF 2008).

1. Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.

- Our Information Sharing Policy provides guidance to appropriate sharing of information with external agencies.

2. Be open and honest with the families regarding why, what, how and with whom information will, or could be shared. Seek their consent and agreement to share information, unless it puts the child at risk or is inappropriate to do so.

- We ensure that all families receive a copy of our Information Sharing Policy when starting their child in the setting.
- We ensure that families have copies of our Safeguarding Children and Child Protection Policies.
- We provide information about the circumstances when information will be shared with external agencies.
- On our registration form the parents/carers sign to say that they understand that concerns about a child's safety may be reported.

3. Seek advice when there are doubts about possible significant harm to a child, without disclosing any information where possible.

- In our setting the Managers would first contact Children's Services for advice where they have doubts or are unsure.

4. Share with consent where appropriate and respect the wishes of those who do not consent to share confidential information. However, in the interests of the child, know when it is reasonable to override that wish.

- As a child centred setting our primary concern is your child's welfare and this philosophy will be upheld throughout the process.

5. Consider the safety and welfare of the child when making a decision about sharing information – if there are concerns regarding 'significant harm' the child's well being and safety is paramount.

- We record any concerns and discuss these with the designated person in the setting. We will record any decisions made and any reasons why information will or will not be shared and with whom.

- We ensure that we follow the procedures for reporting concerns and record keeping.

6. Information shared must be necessary for the purpose it is being shared for. It must be accurate, up-to-date, proportionate, relevant, timely and shared securely.

- In our setting the staff are aware of how information must be shared, the timescales involved and what information should be shared with another agency.

7. Keep a record of the decision and the reasons for sharing or not sharing any information. If information is shared, then it must be recorded what is shared, with whom and for what purpose.

- We ensure that all staff are aware of how to record any information and for what reasons such information may or may not be shared.

Social Media, Mobile Phone and Smart Watch Policy

All staff members are required to leave mobile telephones and smart watches locked away for safe keeping within the office area. Access to mobile phones and smart watches is not permitted during nursery hours unless it is an emergency in which case assess will be supervised at all times. Emergency phone calls can be made and received via the nursery telephone.

Social media networks such as Facebook and Twitter are accessible through our online technology in the office area; however our policy is they are not to be accessed during nursery opening hours and team members are not to participate in the disclosure of any child information or information regarding the nursery setting. Team members are not to be friends with or talk to parents/carers on social media site and a disciplinary procedure will be implemented should this issue arise.

Personal cameras are not permitted within the nursery setting and must be kept locked away in the office area should they be brought in, failure to do so will result in a disciplinary procedure. The nursery provides a selection of tablets with cameras to use within the main areas of the nursery and the garden area, at least two members of staff should be aware of when the cameras are in use and these are not to leave the premises.

Equal Opportunities Policy For Children

- To respect each child as an individual, regardless of race, colour, religious belief, disability or sex.

- To make all facilities in the nursery available to all children.

- To respect any conversations held with the child as private and important to the child.

Our aim is to ensure all children are given equal opportunity to learn and develop in a happy and caring environment. We aim to provide a multi cultural selection of books, toys and interesting projects to encourage our children to be aware of the world around them and the people in it. Please be aware that no child, would be expected to be involved in any activity that would compromise their religion, culture or beliefs

This policy aims to assure that where practically possible to accommodate children and staff with disabilities we do not undertake to accept children who are unwell and follow the guidelines issued by the health authority. We also aim to provide good indoor and outdoor facilities for all children.

At all times in the nursery there will be two qualified first-aiders. All accidents are recorded in the accident book and parents are asked to sign any entry for their child at the end of that session. Anything we feel is too serious for us to attend to we would call the doctor or ambulance straight away and also the parents. If your child requires medication during a session you should hand it over to the manager and fill in the medicine book on requirements. Any incidents within the nursery are recorded in the incident book where the parents are notified and asked to sign.

Discrimination will not be tolerated – in a case with a child discriminating, parents/carers would be informed and in a case where a child is discriminated against the staff will give support to that child. Discrimination by a member of staff/parent/carer or any visitor will result in disciplinary action.

Equal Opportunities for Staff Policy

This policy aims to ensure a happy learning atmosphere for all children and a good working environment for all staff.

We ensure that our staff have relevant qualifications but also regard experience equally important. Another important criteria is willingness to take up courses made available to them. Our aim for employees is to give them the opportunity to take full advantage of any training courses available. The nursery will pay the fees for these with the understanding that if the staff leave within 12 months of completing the course the employee will reimburse the fees.
All staff are interviewed prior to employment and are aware that formal checks through the Disclosure and Barring Service (DBS) and referencing will be made. Staff will be paid according to experience and qualifications. We pay employees 5.6 weeks holiday pay, any other time off or absenteeism through sickness would be unpaid, unless a doctors note is obtained. We encourage our staff to treat all children equally and to be involved with them at all times.
We initially employ staff on a three month trial to ensure that both parties are satisfied. After a successful trial staff are asked to sign a Contract of Employment. We encourage team involvement and expect input from staff about projects and children in our care. Please be aware that no member of staff, would be expected to be involved in any activity that would compromise their religion, culture or beliefs. Together we make our nursery the best possible environment for our children.
If staff wish to terminate employment we require six weeks formal notice. Management staff are required to give one terms notice. If we find staff unsatisfactory we will try and correct the problem through discussion. Failure of this approach will induce a written warning. If the issue is not resolved then we will terminate the employment.
We insist on complete confidentiality from our staff, everything that they learn about the children, parents or staff must be discussed with no one. All staff are aware of our strict hygiene regulations. Discrimination will not be tolerated and will result in disciplinary action.

Our staffing ratio is always more than adequate. We work on the basis set down by Children's Services/Ofsted of 1-4 if 2-3 years old, 1-8 if over 3 years old. We have regular staff meetings to discuss our work and the children in our care.

Staff Development Policy

Staff development is paramount within our setting, understanding the importance of personal and professional enhancement as to support the children within our care. As a setting we strive to improve and extend our knowledge constantly. Ensuring all staff are given the opportunity and offered the chance to enhance their skills and gain further qualifications. For continual development we ensure the Training Directory is obtainable to all staff at all times. Ensuring they are aware of the short courses that are available and encouraging them to take part in as many as possible.

We also understand that further education is extremely important and with the ever expanding world of nurseries it is very important to continue to encourage higher education. Within the setting all staff are encouraged to continue onto further education to ensure that we are able to provide an extensive range of excellent quality child care through work based training and education.

We have a number of training days per year enabling us to cascade training, we feel it is an important part in ensuring that this nurseries curriculum is effective. When implementing major changes within a curriculum, we feel that it is important to provide staff with information and pictorial examples on the curriculum, hoping to be implemented, to enable them to look at it and research the format, before training takes place. This is to enable the staff to fully get to grips with the protocol of the curriculum, and give them opportunities to air any concerns and provide their ideas, to promote the ways forward.

Staff are also given appraisals once a year with the opportunity to have individual meetings with management regarding development at any time throughout the year. Each member of staff is asked to fill out a self appraisal form then once seen by management a meeting will take place and the rest of the appraisal will be filled in my management and the employee together. We feel it is an extremely important part of development to be able to reflect on individual practice. Self-reflection is very difficult but is a very good way to encourage the team to understand their way of working and then finding out how to develop that further.

Curriculum

Planning Structure

Within our time as Stepping Stones Nursery, we have seen many changes with regards to nursery philosophies and curriculum's, all of which are usually driven by Government initiatives. The formats have ranged from formal structures being implemented, to focused activity based planning all of which falls short of the holistic approach, we as practitioners crave for.

With this in mind, we have made it our mission to research curriculum practices, in a variety of setting and areas in England. This has enabled us, with the knowledge necessary, to build a curriculum within our nursery, that reaches every children, ensuring that their individual educational needs and care are met.

Using the Continuous Provision paper work for medium term planning we have been able to link our pictorial weekly observations on the children and the activities they access to our long term planning which also links with the children's learning journeys making it possible for us to ensures all areas of the Early Years Foundation Stage (EYFS) are covered for all children. Providing the holistic approach every child is entitled to.

At Stepping Stones we value our parents and the knowledge they have of their children, and so we welcome parents into the nursery to participate in activities, bringing their personal skills into the nursery, such as work experiences e.g. nurse, policeman, parent with baby, different cultural experiences. All these skills benefit the children in the nursery and enhances their learning.

The Early Years Foundation Stage (EYFS)
Every Child Matters

The curriculum within the Early Years Foundation Stage is organised into four areas of learning:

1. The Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

These four areas of learning work alongside each other to ensure that your child gets a rounded learning experience. The learning and development aspects also includes the seven areas of learning which are:

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development
4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive arts and Design

We encourage the children to take an active part in all aspects of the curriculum, appreciating the fact that each child is an individual, and will progress at their own level.

Personal, Social and Emotional Development

Personal, Social and Emotional Development is made up of the following aspects:

Making Relationships – is about the importance of children forming good relationships with others and working alongside others companionably.

Self-confidence and Self-awareness- is about children having a sense of their own value and understanding the need for sensitivity to significant events in their own and other people's lives.

Managing feelings and Behaviour – is about how children develop a growing understanding of what is right and wrong and why, together with learning about the impact of their words and actions on themselves and others.

Communication and Language

Communication and Language is made up of the following aspects:

Listening and attention – is about how children become communicators. Learning to listen and speak emerges out of non-verbal communication, which includes facial expression, eye contact, and hand gesture. These skills develop as children interact with others, listen to and use language, extend their vocabulary and experience stories, songs, poems and rhymes.

Understanding– is about how children learn to use language to imagine and recreate roles and experiences and how they use talk to clarify their thinking and ideas or to refer to events they have observed or are curious about.

Speaking – is about how children develop the ability to distinguish between sounds and become familiar with rhyme, rhythm and alliteration. They develop understanding of the correspondence between spoken and written sounds and learn to link sounds and letters and use their knowledge to read.

Physical Development

Physical development is made up of the following aspects:

Moving and Handling – is about how children learn to move with confidence, imagination and safety, with an awareness of space, themselves and others; whilst using a range of small and large equipment.

Health and Self Care – is about how children learn the importance of keeping healthy and the factors that contribute to maintaining their health, whilst gaining a sense of self-respect and concern for their own personal hygiene and care and how they develop independence.

Literacy

Literacy is made up of the following aspects:

Reading – is about children understanding and enjoying stories, books and rhymes, recognising that print carries meaning, both fiction and fact, and reading a range of familiar words and simple sentences.

Writing – is about how children build an understanding of the relationship between the spoken and written word and how through making marks, drawing and personal writing children ascribe meaning to text and attempt to write for various purposes.

Mathematics

Mathematics is made up of the following aspects:

Numbers – is about how children gradually know and use numbers and counting in play, and eventually recognise and use numbers reliably, to develop mathematical ideas and to solve problems. How children develop an awareness of the relationship between numbers and amounts and know that numbers can be combined to be 'added together' and can be separated by 'taking away' and that two or more amounts can be compared.

Shape, Space and Measures – is about how through talking about shapes and quantities, and developing appropriate vocabulary, children use their knowledge to develop ideas and to solve mathematical problems.

Understanding The World

Understanding of the world is made up of the following aspects:

Technology – is about how children find out about and learn how to use appropriate information technology such as computers and programmable toys that support their learning.

The World – is about how children become aware of and interested in the natural world, and find out about their local area, knowing what they like and dislike about it.

People and Communities - is about how children begin to know about their own and other people's cultures in order to understand and celebrate the similarities and differences between them in a diverse society. Also how children learn and find out about past and present events relevant to their own lives or those of their families.

Expressive Arts and Design

Expressive arts and design is made up of the following aspects:

Exploring and using Media and Materials – is about children's independent and guided exploration of and engagement with a widening range of media and materials, finding out about, thinking about and working with colour, texture, shape, space and form in two and three dimensions. Also, how children respond in a variety of ways to what they see, hear, small, touch or feel and how, as a result of these encounters, they express and communicate their own ideas, thoughts and feelings.

Being Imaginative– is about how children are supported to develop and build their imaginations through stories, role-plays, imaginative play, dance, music, design, and art. is about children's independent and guided explorations of sound, movement and music. Focusing on how sounds can be made and changed and how sounds can be recognised and repeated from pattern, it includes ways of exploring movement, matching movements to music and singing simple songs from memory.

The Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) consists of four main areas of learning. As a nursery we will endeavour to use these four areas to enable your child to develop and grow during their time with us. We will cover these areas of learning through the continuous provision format, pictorial evidence and the qualified and experienced staff that we have working within the nursery.

The Unique Child

Here at Stepping Stones Day Nursery we believe that every child is unique in their own right and that they deserve to be treated as such. By using the continuous provision format your child will learn through trial and error, where they will be encouraged to build on their own skills and individuality. The area of the unique child includes your child's rights and views, and the need to have a safe and secure environment in which to play and learn. Your child will have many opportunities to explore their own boundaries and limits in indoor and outdoor environments and your child's rights and views will be respected within the curriculum as we enable the children freedom of choice in everything they do. Your child's right to choose also includes providing them with strategies to access a broad outlook on the World and the people within it. This in turn enables your child to respect the way others express themselves and become more confident in themselves and their own opinions. During their time with us your child's creativity and self expression will never be stifled but always encouraged.

Enabling Environments

This area of the Early Years Foundation Stage states that children need resources and equipment to aid their learning. At this nursery we provide a wide range of resources and equipment to enhance learning in all our areas such as: gardening tools, musical instruments, free choice creative area etc. We believe that it is important for all the children within the nursery to have access to a wide range of resources to aid the different learning and play skills that are unique to them. Assessment packages are in place for every child where the activities they access will be evaluated monitored and then enhanced thus to support the individual learning and achievements of every child within the nursery. In addition to this we will also supply Special Educational Need toys and or a one to one support person for your child if they should require them as an aid to enabling their learning environment further. We also take part in trips out to the

local community where your child can get to know their outside environment, community and work with local schools to ensure that your child will have the smoothest transition possible when it is his/ her time to leave our setting and embark on the next stage of their life.

Positive Relationships

Whilst at nursery your child will form strong bonds with their peers, key person and other members of staff. Your child will have the opportunity to make a secure attachment to their key person but will also have the benefits of a team of highly qualified staff to aid their development. Your child will also have the benefit of co-caring, which is where your child will always have someone special that they can go to when their key person is not at nursery. We encourage children to share with their friends and have a positive outlook to friendships and promote this as a whole, within nursery. We will enhance your child's learning by asking them questions and listening to their response. Through our pictorially based continuous provision curriculum it is essential that the children learn together with the help of their parents, key worker and other adults. This is why we encourage as much involvement from parents as possible by either coming in for an activity to taking part in story time, music club, feeding the rabbit and bringing in photos, written statements of what your child has been doing at home as to enhance their learning within the nursery in a rounded and holistic way.

Learning and Development

The other three aspects of learning all come together within this final area to provide your child with the learning and development skills that they need to grow and develop into their unique selves. Your child will have the free choice to explore their environment and make play choices of their own to ensure that they are learning the best way possible for them. In the nursery the children have free spaces to set up activities where they can choose different toys and play and enhance their learning through experience and trial and error. Your child will always have adult support on hand if and when they need it with enhancements being made throughout their learning journey.

Finally, it is an important part of Stepping Stones Day Nursery ethos that children make their own choices and their own decisions within our safe and supportive environment, we believe that this is the key to how children thrive and develop.

Help Your Child to Learn Early In Life:

At home you and your child to can have fun with learning

- Never go beyond your child's interest or ability.
- All learning activities should be fun.
- Remember, a child's concentration only lasts a short time.
- Be ready to help with ideas, or join in as a playmate, remember to encourage rather than tell.
- Try to find time to listen to your child's ideas and provide a satisfying answer to any questions.
- When reading stories with your child, especially with picture books, put your finger under the words to show that your speech has a relation with the print. (contextual learning)
- When your child is ready to start nursery, please remember to inform your child's key person of any specific problems e.g. toileting issues, home difficulties, specific physical or emotional needs, etc...

Talk to your child.

- Ask about their play and where possible have fun joining in.
- Provide books, to read listen and talk about.
- Listen to music and songs together and have fun making up your own
- Read nursery rhymes and poetry.
- Watch children's T.V. programmes together, and ask each other questions about their content.
- Increase your child's vocabulary by discussion of everyday objects and activities in the kitchen and the rest of the house or when going shopping and to the park.
- Ask your child to go and fetch objects for daily use reinforcing the name and use.
- Observe out of doors together. Postman, Policeman, also cars, motorcycles, etc. play games in relation to these.

Writing

Emergent writing

Communication Language and literacy refers to all aspects of your child's early development in English (and first language where this is different) Speaking and listening, mark making, the development of writing (emergent writing), early experiences of reading, stories, and the world of books and other forms of writing such as lists, magazines, computer games, nursery rhymes etc… are all ways your child experiences words.

Independent writing

When your child starts their emergent writing, e.g. in role play areas or copying a parent/carer when writing a shopping list, they will
Practice by blending and segmenting the words that they have remembered.
It is important at this time to encourage your child with their markings and emergent writing, positively encouraging them to play about with the letters and shapes they are modelling.
As your child gets older their markings will become more apparent giving you a clear awareness of the words and shapes they are trying to create. At all times you should be encouraging and positive about your child's special writing.

Ready to Read

Some useful pre-reading activities:

- Jigsaws.
- Watching games, e.g. find another sock like this one.
- Matching colours and shapes.
  - Picture matching cards for 'Bingo' and 'Snap', etc..
- Memory games, e.g. objects on a tray removed one by one.
- Feeling games, e.g. eyes shut, identify object in hands.
- Graded pictures in order.
- Finding differences.
- Odd one out.
- Sorting shape, colour and size.
- Left and right hand and eye games.
- 'I SPY' games.
- Nursery and nonsense rhymes.
- Tongue twisters.
- Make scrapbooks from old cards, magazines, and comics.
- Learn child's name and other familiar words like 'teddy'.
- Use flash cards with familiar words like door, window.

Ready for Numbers

Much basic number work can be covered by everyday life. A child must appreciate the value of a number before he can understand its symbol, i.e. 1, 2, 3, etc. When starting counting with your child it needs to be meaningfully. You can do this by picking up every day objects and by touching each item one at a time. Here are some helpful activities:

- ☐ Matching one for one, e.g. laying the table.
- ☐ Comparisons, e.g. big and little.
- ☐ Order of sizes.
- ☐ Positions.
- ☐ Actions.
- ☐ Counting rhymes.
- ☐ Threading beads.
- ☐ Sewing cards.
- ☐ Comic puzzle pages.
- ☐ Times of day.
- ☐ Please remember this can be done both indoors and out.

We look forward to seeing you!