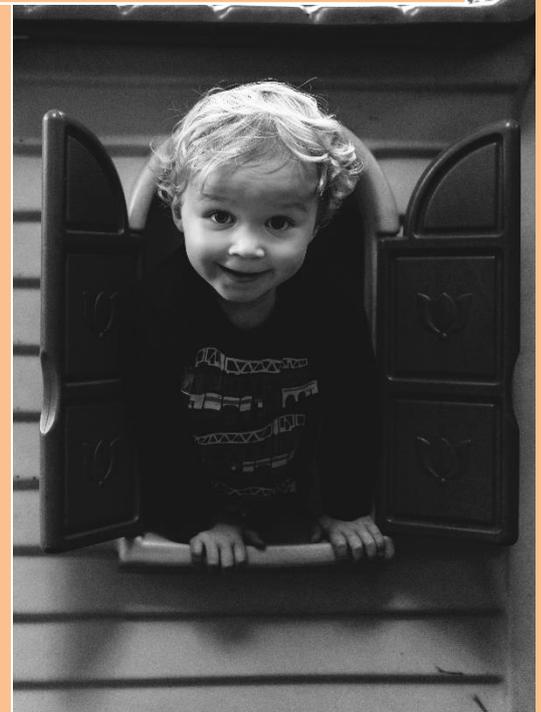




Parent Handbook

Welcome to Puss in Boots Nursery School



Puss in Boots Nursery School Hampstead
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02072672181

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www.pussinbootsnursery.co.uk

Revised July 2019



Welcome to Puss in Boots Nursery School

The priority of the Puss in Boots' team is to achieve the best outcomes for the children in terms of their emotional and physical well-being, development and learning. We aim to achieve this by creating a welcoming, secure and caring environment, within which the children are given space and time to develop their confidence, self-esteem and independence.

Our carefully planned environment and highly skilled staff team enable the children to build firm foundations for future learning. The children's well-being and involvement are at the centre of everything we do; when levels of well-being and involvement are high, we know that learning is taking place.

Mission Statement/What is important to us

This mission statement came about as a result of questions posed to the staff team. I hope that this conveys to you our view of childhood and what we aim to provide for the children in our care. What is important to us is:

For the children..

- To experience 'unhurried time', to be able to lose themselves in play, exploration and learning.
- To be inspired and excited to learn and discover.
- To be safe and feel secure.
- To show high levels of wellbeing, (which is not the same as being happy all the time!)
- To grow in confidence and self esteem
- To have space and encouragement to be creative and imagine.
- To develop relationships, to take pleasure in helping one another.
- To be provided with challenges , and supported to take them on.
- To have fun.
- To have opportunities to express themselves whilst also developing self-control.
- To be helped to develop their passions and interests.

To create and foster an environment that:

- Promotes independence.
- Is welcoming, accessible and reassuring.
- Is stimulating and interesting.

That the Staff:

- Are caring and engaging
- Inspire the children
- Understand 'teaching' to be the many different ways we help children learn. (and teach accordingly!)
- Recognise and respect children's emotions
- Recognise children as individuals, and cater for them accordingly.
- Develop productive relationships with carers and parents
- Help children to develop their confidence and self-esteem.
- Ensure parents understand why we do things the way we do.
- Are keen to learn and take on new challenges
- Have high levels of Well being
- Role model team work and helping one another

Staffing

The nursery is owned by Helen Guerrini, a qualified and experienced Early Years teacher who holds Early Years Professional Status.

The manager who is responsible for the day to day running of the nursery is Amelia Aptaker, together with the deputy managers, Vivien Officer and Iva Faltyskova. Amelia is a qualified Early Years teacher with Early Years Professional Status. Amelia has taught children from nursery to Year 2 in both the state and private sector. She has also spent time teaching in an English School in Spain.

Amelia is happy to talk to parents and carers and can be contacted by ringing the nursery on **0207 267 2181**, by email on amelia@pussinbootsnursery.co.uk, or by arranging a personal meeting. Unless your call is urgent please call after 10am.

Our staff team make us who we are. Of our team of 8, 1 is a qualified teacher, 2 are graduates and 6 hold NVQ Level 3 or above. We have nearly 100 years of Early Years experience between us! We also have students who work with us from time to time. Our ratios are high, we do not use agency staff on the rare occasions cover is needed. Children need familiar faces!

Organisation

Puss in Boots is a mixed age group nursery. Children between the ages of 2 and 5 have access to a large range of activities in a spacious hall. Careful attention is paid to ensure that there is a balance of activities. As children develop at different rates,

children access the activities appropriate for their level of development, rather than simply their chronological age. Older children are encouraged to help and guide their younger peers. In this way it is the children themselves who create the nursery community.

Communication and Partnership with Parents

The first port of call to find out about how your child is progressing, or to tell us something we should know, is their Key Person. The Key Person system is statutory and means that each member of staff is responsible for the day-to-day care, liaison with parents and carers and observation/ record keeping for a particular group of children. You will be made aware of your child's key-person before your child starts, and they will be your first point of contact should you have any queries or concerns.

We welcome informal verbal communication as a great way to keep the information flowing, a quick exchange at drop off, "he's had a late night, he hasn't eaten breakfast" can help explain a child's behaviour and help us to deal with it appropriately. However if you wish to talk to us in detail about your child's progress, please ask to make an appointment, as it is difficult for us to talk to you at length at dropping off or collection time.

If your child's key-person is not present at the beginning or the end of their session, any important information will be communicated to the member of staff on duty when you collect.

Each child has a 'Special Book'. These are collections of observations, photos and examples of your child's paintings, constructions, developmental writing etc. They help to give a picture of the child's interests and this is used to guide our planning.

Information from home is also very important in order that we have a full understanding of your child. Parents and carers are encouraged to contribute to the Special book; this will be the focus of a parent's meeting held during the year.

The contribution of parents and carers is greatly appreciated and welcomed. We are always keen for you to come and read a story (in English or another language!), lead a musical, art or cooking activity, or even do some gardening, wherever your talents lie!

To keep parents informed, a weekly email with a summary of the previous week's teaching and learning, as well as planning ideas for the week ahead, as well as any other nursery news is sent out to the parents. You can also find our completed planning grids and records of spontaneous 'teachable moments' on the parent noticeboard. Please let your key person know if you are not receiving our emails.

On a practical level, we are in constant need of boxes (for modelling - not too big), scrap paper, fabric, wool, old spray bottles - anything you no longer have a use for!

Settling in Procedure

- All children will be assigned a key-person who is their family's first point of contact and the main person responsible for ensuring that the day-to-day needs of the child are met.
- A child's first two sessions at Puss in Boots will be settling in visits of one hour each with their parent or carer. During this time the child's key person will have time out from their nursery responsibilities and will be able to focus solely on settling the child.
- On the first visit, the parent/carer will stay and chat to the child's key-person in order that as much information as possible about the child can be gathered. This will include information about the child's current interests, favourite toys, special comforters and anything else relevant to the child's well-being. The parent/carer is welcome to stay with the child after the hour is up although we would recommend that they do not leave the child during this session.
- During the second session, the parent/carer will attempt to 'sit back' as the key person gets to know their child and their interests. If the parent feels that the child is ready and settled then they can explain to the child that they are (for example) 'going to the shops' and will be 'back soon'.
- It is important that the parent/carer says good-bye to the child and does not just disappear. Although this may be difficult if the child is upset, it is important that the child learns that although the parent/carer will go, they will come back again.
- As a parent/carer, it is important that you say goodbye in a quick and confident manner, remaining up-beat even though you will be experiencing distress if your child is upset. Your child will take cues from your behaviour.
- The parent/carer is encouraged to leave and return in half an hour or so. If the child is in distress for more than a few minutes, and cannot be comforted, the parent will be contacted before this time.
- If the child is distressed when the parent/carer returns, we suggest that they stay and calm the child until the child is happy in the environment once again. The parent/carer will then stay with the child until the end of the visit.
- If the parent/carer returns and the child is playing happily, we will suggest that they go again and return at the end of the settling in visit.
- Settling in takes place gradually and according to the needs of the individual child.

Times and Routines

The nursery follows Camden Term times. You will be sent a copy of Term Dates with your starter pack.

Children can attend any combination of sessions, we ask that all children attend at least 3 sessions per week on different days. We feel that this is important to give them a sense of continuity and to feel part of the nursery community.

A full day is from 9 a.m. - 3.30 p.m.

Part-time sessions are; 9 a.m. - 12 p.m. / 9 a.m. - 1 p.m. / 1p.m.-3.30 p.m.

Please let us know if your child is going to be late or absent.

If you wish to change your session times, please give us half a term's notice in writing.

Fees

Fees are charged termly in advance and must be paid no more than 14 days into the term to which they relate.

If fees are not paid 14 days into the term your child attends, your child's place will be offered to the next family on the waiting list and your child will lose their place. Please help us by paying fees promptly, time we spend chasing fees takes us away from spending time with the children.

Fees will be reviewed each September.

We regret that we are unable to provide refunds for absence due to holidays during term time, illness or medical appointments. Bank holidays that fall outside nursery holidays will be charged for.

Sessions cannot be swapped, all extra sessions must be paid for in advance or on the day.

Childcare Vouchers

We do accept a variety of vouchers, however, they are a bit of an administrative nightmare! If you wish to use childcare vouchers, please ensure that any remittance advice has the name of your child as a reference. Also please provide us with an email or letter with a breakdown of what proportion of your fees you will be paying by vouchers. If there is any extra to pay, please pay this within 14 days of the start of the term.

Nursery Education Funding

Three and four year olds qualify for funding from the local government the term after their third birthday. For more information about how this works please contact Iva or Amelia.

Late Collection Policy

Please collect your child promptly at the end of the session. We staff the nursery according to how many children are booked in for each session and we must maintain adult/child ratios. If you are going to be delayed for any reason, please ring to let us know so that we can explain to your child. **We will make a charge of £5 for every fifteen minutes or part thereof to parents who are late collecting their child** (except in case of genuine emergencies). This fee is to be paid immediately in cash. The money goes into a staff kitty, as, although delays are sometimes unavoidable, it is they who are inconvenienced by late collections.

If you are 15 minutes late and we have had no contact from you, we will ring the child's emergency numbers. If after one hour we are still unable to contact anybody on your child's emergency list we may have to contact Social Services.

PLEASE ENSURE THAT WE ALWAYS HAVE UP TO DATE CONTACT NUMBERS.

The Curriculum

We follow the Early Years Foundation Stage curriculum designed for children aged 3 months to 5 years; this will be continued in their Reception year. This document recognises 3 areas of learning which are *“particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive”*.

These 3 areas of learning (The Prime Areas) are:

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

The other 4 areas are the 'Specific Areas' *“through which the prime areas are strengthened and applied”*

- Mathematics
- Understanding of the World
- Physical development
- Expressive Arts and Design

A summary of our planning ideas for the week, as well as the weekly planning grid, is available for you to look at on the parents' notice-board.

Our planning of activities is informed by our observations of the children, their current interests and developmental stages. We also recognise the huge importance

of spontaneous interactions and teaching 'in the moment', so the planning grid for the coming week is intentionally left incomplete. To find a true picture of what goes on during a week you have to be patient and wait until that week finishes, we display the previous week's grid on the parent board, complete with notes about planning, teaching and learning that went on during that week. Please do ask Amelia or your child's key person, or attend the parent information sessions run throughout the year, to find out more about how this works.

Your Key Person should keep you informed throughout the year of what we are planning for your child, and will also ask for your input.

We are an equal opportunities nursery, and aim to positively encourage the children to use all the equipment available, regardless of gender stereotyping. We are sensitive to the cultural and religious backgrounds of the children, and use materials and resources that reflect the diverse and multi-cultural society that we live in. We welcome parents who can help us celebrate festivals such as Christmas, Chinese New Year, Diwali, Hanukkah and Eid. We will make reasonable adjustments for children with a disability and we are an inclusive nursery.

As children show interest in Literacy, we talk about letters using phonics, and the children will initially learn the letter sounds and then the letter names. For example, Helen would be; huh - eh - luh - eh - nn, rather than;

aitch - ee - ell - ee - en. (I hope this is clear!!)

When your child is ready to start trying to write their name, it is helpful if you encourage them to write it as you would, with a capital letter at the beginning, and the rest in lower case letters, for example: James.

Although capitals are easier for the children to write, as they are made up of straight lines, this can lead to bad habits that are difficult to break!

Clothing

Please send your child with a spare, named set of clothing (more than one if they are potty training). Even if your child is trained, accidents can happen! The spare set should be in a bag, clearly named on the outside. No plastic or string handled bags please. You will find your child loses less clothes if every item of clothing is named! Please ensure that your child has sensible clothing for the weather conditions. We go outside in all weathers. Also, please remember to provide hats in the summer. We will ask for your written permission to apply our sunscreen to your child. Open-toe sandals can be dangerous as they are not suitable for running and climbing. When you buy your child's next pair of shoes, encourage their independence by buying Velcro instead of laces or difficult buckles.

You can help us to encourage your child to be independent, by dressing them in clothes that allow them to go to the toilet themselves. Elasticated waistbands, and

clothing that is not too tight will help. **Please do not send them in belts or dungarees.**

If your child is in nappies, we ask you to provide a supply of nappies and wipes.

If your child is potty training, please chat to your key-person if you would like advice. You must start this process **at home for least 4 days before sending your child to nursery.** Half term or holidays are ideal. Training will be most successful if your child has 1 to 1 attention initially, before they come into the nursery environment.

Please label your child's footwear and outdoor clothing, as well as their spare clothes bag as we can't always keep track.

We do our best to keep clothes clean, but please bear in mind that glue and paint are a staple of nursery education. Although we strongly encourage the wearing of aprons, we do not insist as this sometimes deters the children from taking part in the activity.

Forest School has it's own clothing requirements, when your child is old enough to attend this you will receive a separate Forest School handbook.

Food

THE NURSERY IS NUT-FREE,

Children must not bring in anything containing nuts.

We ask all parents to bring a piece of fruit or vegetable for the children to share at snack time. If your child is staying all day they will need to bring 2 pieces of fruit as there is a mid afternoon snack time as well as the mid-morning one. Please remind your children to put their fruit in the fruit bowl on the welcome table and not to leave it in their lunch box. The children are provided with milk or water and a small carbohydrate snack such as toast or breadsticks. If your child is staying past midday, they will need a packed lunch. We are able to heat and/or refrigerate your child's meals; please let the staff know in the morning if this is required, all rice meals must be refrigerated.

Staff unpack the children's lunches for them and we provide plates and cutlery. Please advise us of any allergies, intolerances or dietary requirements.

The children must not bring sweets, chocolate, crisps or **anything containing nuts** to the nursery. Please note that most shop bought **pesto contains nuts.**

When it is your child's birthday, you may like to bring in some home-made cakes.

Please ensure that these are nut-free.

Please see the nutrition policy below.

Behaviour

Our prime concern is the safety of the children. We emphasise the fact that care and consideration for others is important. We teach children that at Puss In Boots 'all children need to be happy and safe,' and that 'we look after the nursery.' We focus on providing the children with the appropriate language to deal with any conflicts themselves.

We will attempt to distract the children away from undesirable behaviour, and re-focus their attention. If the behaviour continues and is causing distress to others, we may, as a last resort, use a 'time out' method to give them time to calm down before re-joining the group.

Do read our 'Managing Feelings and Behaviour' policy in the policy section below.

Medical Matters

If your child has an accident at home please inform us so that we are aware, and can keep a particular eye on them. It is our policy to make a note of such accidents and ask the parent/carer to sign a form noting where any bumps or bruises are. This is in line with Ofsted requirements.

If your child has an accident whilst at nursery, we will administer First Aid as far as possible. We will make a note on an Accident form, which a parent or carer will need to sign. A copy of this is kept in the child's file.

If we think your child needs urgent medical attention, an ambulance will be called. We will then attempt to contact you. If we are unable to reach you and we will accompany your child to hospital and await your arrival.

Please make sure that we have up to date emergency contact details, and any relevant medical information about your child.

Administering Medication

In line with Ofsted requirements, we are not allowed to administer any medication to your child unless it is prescribed by a doctor and is in the original labelled bottle. In this case we must have your written consent on a daily basis. Please see your key-person for a form if this is necessary.

In order to control the risk of infection, please do not bring your child to school if they are suffering from any of the following:

- High temperature
- Vomiting or diarrhoea (in the last 48 hours)
- First stages of a nasty cold

- Conjunctivitis

If your child appears unwell during the course of a session, we will contact you to pick them up.

Safety

We will not allow your child to leave the nursery with anyone whose name is not on his or her collection form. If someone different is going to collect your child, it is your responsibility to let us know in person and write it down on the collection arrangement form. If possible, they should be introduced to us. If an arrangement is made over the phone we will ask you for a password. Please note that the person collecting must be over the age of 16.

The doors to the nursery will be locked at all times.

Please **always close the door behind you**, even if there is somebody coming through after you. Do not hold open the door for anybody unless they are a parent known to you. We must all be vigilant about the safety of the children. When collecting your child, please be aware of the road outside and do not let your child out in front of you. Thank you.

The safety of the children is our primary concern. In order to comply with the Children Act and the Camden Safeguarding Children's Board guidelines, it is our responsibility to inform the relevant authorities if we have any concerns about the welfare of a child in our care. We would only do this in exceptional circumstances, and after correct procedures have been followed.

Policy Documentation

A full copy of our Safeguarding and other policies is available on our website. Please ask a member of staff if you wish to see a hard copy. Some of the key policies are included below:

Terms and Conditions

To enable us to provide and maintain the highest standards of care we require all parents to be aware of, and abide by, the following terms and conditions.

- Puss in Boots Nursery School Ltd. operates under the guidelines of Ofsted, the registering body. Policy documentation is available for the information of parents.

- Children are considered for entry to the nursery when the registration form has been completed and returned and a non-refundable administration fee paid.
- Once offered, a deposit of £200, and the first month's fees are required to secure the place. This is non-refundable should the place not be taken up. Once your child is attending the nursery, the month's fees will be deducted from your first term's invoice. The deposit will be deducted from the final term's fees.
- Fees are charged termly in advance and include a late fee of £100. If the payment is received by the date specified on the invoice, please deduct the late fee from the fees.
- If fees are not paid by the date specified on the invoice, the total fees including the £100 are due.
- If fees are not paid by 21 days into the term your child attends, your child will be excluded and the place will be offered to the next family on the waiting list.
- If you intend to pay the fees using vouchers provided through your place of work, you must inform the nursery in writing of the dates and amounts that will be covered by the voucher payments. Any balance owing must be paid by 14 days into the term.
- Parents are able to pay the term's fees in monthly instalments if this has been agreed by the manager. Parents must send an email informing the nursery of the amounts and dates on which they will make payments. All payments must be made by the first day of the last month in that term.
- Fees can be paid by BACS, card or cheque.
- There will be no refund for sickness, absence, public or bank holidays.
- Sessions may not be swapped; any temporary changes must be booked and paid for as extra sessions.
- Once booked, you must give a half-term's notice if you wish to add to your sessions, and a term's notice to cancel sessions. Any refunds due will be carried over to the next term's fees or refunded at the end of the term if your child is leaving.

- A term's notice must be given if you no longer require your nursery place. Fees are payable during the whole of this time. Fees are also payable if there is any delay in taking up the place once offered.
- A late collection fee of £5 per 15 minutes or part thereof will be charged at the end of each session. This must be paid in cash at the time of collection.
- There will be no refund given should the nursery be forced to close through any reason beyond the control of the nursery, such as power failures or weather conditions.
- For a dishonoured cheque the nursery will pass on the charge made by the bank.
- The nursery does not accept any responsibility for accidental damage or loss of property.
- The nursery reserves the right to increase the fees annually.
- The nursery reserves the right to terminate a registration at any point.
- Puss in Boots Nursery School Ltd. accepts no responsibility for your child whilst in your care on the nursery premises, prior to drop-off or after collection.

By accepting a place for your child at Puss in Boots nursery school, you agree to abide by the terms and conditions as detailed above. If you have any questions, please speak to a member of the management team.

CHILD PROTECTION POLICY

Statement of intent

We aim to work with children, parents and the community to ensure the safety of children and give them the very best start in life.

Aims

To safeguard the children within our care.

To create an environment which enables all children to create a positive self-image.

To help children establish and maintain positive and satisfying relationships with their families, peers and with other adults.

To encourage children to develop a sense of autonomy and independence.

To enable children to have the self-confidence and vocabulary to resist inappropriate approaches.

To work with parents and build their understanding of and commitment to the welfare of all our children.

Legal Framework

The London Safeguarding Children's Board procedures 2010

The Children Act 2004

The Children Act 1989

Care Standards Act 2000

Protection of Children Act 1999

Human Rights Act 1998

Data Protection Act 1984

The Rehabilitation of Offenders Act

Liaison with other bodies

We work within the London Safeguarding Children Board guidelines. (A copy of London Safeguarding Children's Board Procedures is available downloaded on the school laptop).

We notify the registration authority (Ofsted) of any incident, accident or changes in our arrangements, which affect the well-being of children.

We have procedures for contacting the local authority on child protection issues, to ensure that we work together with other agencies.

If a report is to be made to the authorities, we act within the Safeguarding Children Board guidelines in deciding whether we must inform the child's parents at the same time.

Methods

Our named person responsible for co-ordinating child protection issues is Amelia Aptaker. In her absence it is Vivian Officer

We provide adequate staffing resources to meet the needs of the children.

We abide by EYFS requirements in terms of carrying out the necessary references and Disclosure checks for members of staff and students.

Volunteers do not work unsupervised, and are not allowed to accompany children to the toilet or change nappies.

We abide by the Protection of Children Act requirements in respect of any member of staff who is dismissed or resigns in circumstances that may lead to concern for reasons of child protection.

We have procedures for recording visitors to the nursery.

We take security steps to ensure that we have control over who comes into the nursery. No unauthorised person has access to the children.

Disciplinary Action

Upon receiving an allegation of abuse from a child, the member of staff involved will be suspended immediately and Ofsted and other relevant bodies will be contacted.

Where a member of staff is dismissed due to misconduct relating to a child, we notify the Department of Health so that their name may be added to the List for the Protection of Children and Vulnerable Adults.

Training

We seek out training opportunities for all staff to ensure that they are able to recognise the signs and symptoms of possible physical, emotional or sexual abuse and neglect, and so that they are aware of local authority guidelines for making referrals. We ensure that all staff are aware of the procedures for recording and reporting their concerns within the nursery.

Complaints

We follow the guidelines of the London Safeguarding Children Board when investigating any complaint about a member of staff.

The disclosure and recording procedures are the same when investigating an allegation about a member of staff as for any other person.

Responding to suspicion of abuse

We acknowledge that abuse of children can take different forms - physical, emotional, sexual and neglect.

When children are suffering from the effects of abuse, this may be demonstrated through changes in their behaviour, or in their play. If such changes occur and give cause for concern, the nursery will make notes and keep objective records.

Staff will take care not to influence the children in the way they speak to them, and children will never be questioned

Where a child shows signs and symptoms of 'failure to thrive' or neglect, we will make appropriate referrals.

Disclosures

When a child makes a disclosure to a member of staff the member of staff will:

Listen to the child

Take seriously what the child is telling them

Help the child to understand that they are not at fault

Let the child know that they were right to tell somebody

Offer reassurance to the child that they will take steps to help

Inform the child of what will happen next

The member of staff will not question the child.

Recording suspicions of abuse and disclosures

Staff make a record of:

The child's name,
The child's address,
The age of the child,
The date and time of the observation or disclosure,
An objective record of the observation or disclosure,
The exact words spoken by the child,
The name of the person to whom the concern was reported, with date and time,
The names of any other person present at the time.
(see checklist on form)
These records are signed and dated and kept in a confidential file.
All members of staff are familiar with these procedures.

Informing parents

Parents are normally the first point of contact. If suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the London Safeguarding Children Board does not allow this. This will usually be the case where the parent is the likely abuser. In these cases the investigating officers will inform parents.

Confidentiality

All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the London Safeguarding Children Board.

Support to families

We take every step to build up trusting and supportive relationships between families and staff. We continue to welcome the child and the family while investigations are being made in relation to abuse in the home situation. Confidential records kept on a child are shared with the child's parents or those who have a parental responsibility, only if appropriate under the guidance of the London Safeguarding Children Board. With the proviso that the care and safety of the child is paramount, we do all in our power to support and work with the child's family.

COMPLAINTS PROCEDURE

Statement of Intent

We believe that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our nursery school and will give prompt and serious attention to any concerns about the running of it. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns.

Aim

We aim to bring all concerns about the running of our nursery to a satisfactory conclusion for all of the parties involved.

Methods

*To achieve this, we operate the following **Complaints Procedure**.*

How to complain

Stage 1

- *Any parent who is uneasy about an aspect of the nursery's provision talks over, first of all, his/her worries and anxieties with the child's key-person.*

Stage 2

- If this does not have a satisfactory outcome or if the problem reoccurs the parent should discuss their concerns with the manager.

Most complaints should be able to be resolved informally at Stage 1 or at Stage 2

Stage 3

- If a parent is still concerned they should put their remaining concerns in writing to the manager

Stage 4

- The manager will invite the parent to a meeting. An agreed written record of the discussion is made. All of the parties present at the meeting sign the record and receive a copy of it. This signed record signifies that the procedure has concluded.

ALL COMPLAINTS WILL BE DEALT WITH, WITHIN 28 DAYS

The role of the Office for Standards in Education, Early Years Directorate (Ofsted) and the Camden Safeguarding Childrens board.

Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of our registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the National Standards for Day Care are adhered to.

The address and telephone number of our Ofsted regional centre are:

Ofsted

National Business Unit

Royal Exchange Buildings

St Ann's Square

Manchester

M2 7LA

0300 123 1231 www.ofsted.gov.uk Nursery reference: EY447154

If a child appears to be at risk, our nursery follows the procedures of the London Safeguarding Children Board.

In these cases, both the parent and nursery are informed and the nursery leader works with Ofsted or the Safeguarding Children Board to ensure a proper investigation of the complaint followed by appropriate action.

Records

A record of complaints against our nursery and/or the children and/or the adults working in our nursery is kept, including the date, the circumstances of the complaint and how the complaint was managed.

ADMINISTRATION OF MEDICINE POLICY

- Non-prescription medicine must not be administered. If a child is unwell, s/he should not be attending the session.
- A consent form must be received prior to the administration of **any** medication.

- Medication may only be administered if it is in the original, correctly named and labelled bottle.
- A record must be made on the child's Medication Record Form of medication, dosage and time administered. This must be signed by the member of staff who administered the medicine, and by the parent/carer. This form includes information about medicine already administered at home.

SICK CHILDREN POLICY

- A child will not be permitted to the Nursery if:
 - S/he has a temperature
 - S/he is suffering from a severe cold
 - S/he has vomited or had diarrhoea in the last 48 hours
- Staff should be informed of any existing injuries children have when arriving at nursery.
- Parents will be informed if a child in the nursery has an infectious disease such as chicken-pox.
- If a child is taken ill during a nursery session, the parents or carer will be contacted immediately and asked to collect them. They will not be permitted back to nursery until they are better.
- Ofsted will be informed of any notifiable infectious diseases.

NUTRITION POLICY/ SNACKS AND LUNCHTIME

Updated 4th May 2016

At Puss in Boots we strive to encourage children to eat a varied and nutritious diet and create a positive attitude towards eating.

WATER

- Water will be available to children throughout the sessions and children will be taught to pour their own.

SNACK TIMES

- Children will be involved in the preparation of snacks; this will be a teaching activity during the morning.
- Snack will be offered from 9.30am-10.45am.
- Milk and water will be offered to the children with morning and afternoon snacks.
- Children will bring a piece of fruit or vegetable to share at snack time
- In order to encourage children to eat, the fruit will be presented attractively to the children, cut into easily manageable pieces.
- Children will be offered the opportunity to prepare a carbohydrate snack for themselves such as toast, a sandwich or breadsticks.
- Sandwich fillings will be non-sugary for example, butter, soft or hard cheese, marmite or banana.
- Soya/goats milk will only be given as a substitute for cow's milk with the parent's request. This should be provided by parents and the nursery recommends those fortified with calcium.

APPROACH TO MEALTIMES AND TABLE MANNERS

- Children will be encouraged to develop good eating skills and table manners and will be given plenty of time to eat.
- Staff will sit with children while they eat and will provide a good role model for healthy eating and table manners.
- Staff can use this time as an opportunity to talk about healthy eating and set a good example in the foods and drinks they choose themselves.
- As some children are slow eaters, we will allow 30/45 minutes for them to finish as recommended by cwt. After this lunch will be packed away.
- Children will be encouraged to use cutlery and cups.

FUSSY EATING/FOOD REFUSAL

- If a child refuses food even after gentle encouragement to eat, the food will be removed without fuss.
- We do not reward children with another food they like (for example the desert) in order to get them to eat something they do not want.

REHEATING/STORING LUNCHES

- If your child's lunch contains rice, or something that requires refrigerating, please hand it to the member of staff on the door in the morning.
- Staff undergo food safety training, and all meals requiring reheating are reheated to the recommended temperature, and tested with a temperature probe. The results are recorded.

PACKED LUNCH CONTENTS

It is part of our responsibility for the overall welfare of the children to follow up to date research on child nutrition. We share this and our experience of what works best at lunch times, with parents. We therefore ask the following when parents pack their child's lunches:

- Sweets, chocolate and crisps and anything containing nuts should not be packed in lunches.
- Please do not pack sugary juice. Children are given water. **Smoothies** should be given as a desert only as children fill up on these.
- Parents should pack what they are reasonably sure their child will eat for the main part of their meal. The goal is for children to get sufficient energy to continue their day.
- Desert There should be one desert option only; either fresh fruit, yoghurt or a low sugar snack such as a fruity bar. A smoothie carton should be given as a desert as this is too filling to be an additional drink.
- Avoiding high salt and sugar foods - We encourage parents to avoid pre-prepared foods that are high in salt and sugar. Custard and certain yoghurt brands are often very sugary.
- New foods - We encourage parents to encourage their children to try new foods. However, if this is being done at nursery, we recommend a 'taster' size only, perhaps in a separate container. This new food should not form the main part of the lunch. We will encourage children to try all parts of their lunch.
- Quantities - We ask that parents be realistic about packing what their child will eat. Huge portions can be off-putting to children!

- We refer parents to the guideline portion size given by www.cwt.org.uk The Caroline walker trust. Please ask for our portion size guidance taken from Eating Well for 1-4 year olds: A Practical guide pages 20-27) This also contains ideas for lunches .
- Children's choice - Where time allows we encourage parents to let children have some guided choice about what goes in their lunch, for example, "would you like cheese or humus sandwiches tomorrow?" Adults like to choose what they feel like, and so too do children, this helps them look forward to lunch and eat well.
- To celebrate birthdays parents may wish to bring in a nut free cake for the children to have a small piece of cake.
- How much has my child eaten? Uneaten food is packed back into the lunch box so you can see exactly what your child has not eaten.
- Parents/carers will be advised if their child is not eating well, and staff will help to make suggestions to improve this.
- Children will be encouraged to be physically active outside every day, weather permitting.

ALLERGIES AND DIETARY REQUIREMENTS

- Parents of children who are on special diets will be asked to provide as much information as possible about suitable foods.
- If a child has specific dietary requirements/allergies, all staff are made aware.
- When parents inform us of a food allergy, they will be asked to give us a specific allergy plan. This will be in place to deal with any child having an allergic reaction.
- Children, parents and carers should be respected as individuals and their food preferences and religious requirements should be accommodated where possible.

The content of this policy is driven by the Caroline Walker Trust which aims to promote healthy eating for children under 5 in child-care. For further information contact www.cwt.org.uk

MANAGING FEELINGS AND BEHAVIOUR POLICY

(June 19 revised)

Our Aims

That Puss In Boots is a happy and safe place for all children.

That all children are helped to understand the kind of behaviour that is acceptable and why. They are helped to respect themselves, other people and the environment.

That while they are with us all children are helped to make progress towards managing their behaviour and feelings appropriately.

We believe:

- *Central to our role is to help children manage their feelings and behaviour in order that they learn how to function in a group setting. This forms part of PSE, one of the 3 prime areas of the EYFS and so should form a central part of the teaching we do every day.*

- *When children 'misbehave' children it is our job to let them know why this is unacceptable and also that this behaviour should not continue.*

- *Children should always be treated in kind and respectful manner. This includes when they are misbehaving.*

- *'Real consequences' are more effective and respectful than adult imposed unrelated 'punishments'*

STRATEGIES

PROMOTING POSITIVE BEHAVIOUR BY:

Role modelling kind and respectful behaviour to colleagues and children.

Role modelling care for the environment. " I must put that dinosaur back in the drawer so we can find it next time"

Using discriminate praise for good behaviour - include the positive consequences e.g. " Anna was really pleased when you gave her one of the cars. Now she's happy because she has something to be play with."

Never discussing children's negative behaviour in earshot of the children.

Having a consistent approach between all staff. Where a child's behaviour is problematic, the key person should work with the manager and decide on a clear approach which they should share with the rest of the staff team.

Giving children plenty of choices and opportunities for self direction. This means the things that the children 'have to do' or 'really can't do' are limited to the really important stuff. For example, 'not hitting' ' not snatching', rather than ' Now you have to come to listen to this story'

Ensuring that children are engaged by observing them, knowing them well, and providing them with stimulating activities and teaching. Playing with them! Focusing on all children regularly avoids allowing children to become bored or under-stimulated.

Being clear about expected behaviour - and make sure it is appropriate. E.g. I'd like everyone to tidy ten things now.

Sharing - Children are taught to wait until a child has finished playing with a toy they also want. "I know you want that too don't you? We need to wait until Bobby has finished" We do not insist that the child involved in playing 'shares' or 'take turns' by giving up their toy after 5 minutes. This breaks their involvement and is unfair. No one demands your newspaper in Starbucks after 5 minutes, they wait until you have finished!!!

DEALING WITH NEGATIVE/INAPPROPRIATE BEHAVIOUR

Being aware of children's developmental age and stage A young 2 year old pouring water on the floor probably needs distraction and redirecting, where as a 4 year old needs a brief explanation of the consequences.

"At Puss In Boots everyone should be happy and safe" and "We look after our nursery" Once children are able to understand this - we should be using this as a mantra and a reason for stepping in to prevent inappropriate behaviour.

Angry or confused feelings often lead to inappropriate behaviour so start by acknowledging children's feelings. This means children are more likely to listen to what you have to say next. "Did you really want that toy?" "Were you angry when he took that toy?" then" I know, it's hard but it's not fair to snatch toys"

Children who are overloaded with 'no's can end up ignoring all of them. Whenever possible, say what you do want and create an alternative "Throwing toys might break them, do you want to throw balls in the garden?"

Children who are only receiving attention for negative behaviour need help to turn this around. Make them a focus child, play with them and teach them - give lots of attention - this often brings them out of the cycle.

In case of conflict or a child being hurt, always comfort the injured or upset child first. This also gives you time to calm down yourself before you deal with the aggressor!

Reflect on the negative consequences of the child's actions. " Look at Anna's face You made Anna feel really upset". " Look at all the toys on the floor, no-one will want to play here now"

Keep the explanation of negative consequences of their actions BRIEF!

'Why did you do that?' Is only a useful question for the very oldest/ emotionally mature children who are able to express their emotions.

Ensure you are in the right frame of mind to deal with the behaviour. If you are angry or upset with the child's actions it may be best to take time away or hand over to a colleague. You should be patiently helping children learn to manage feelings, not venting your frustrations about not being listened to! "I have told you a hundred times and you never learn" is not helping a child move forward in managing their behaviour!

SAYING SORRY - WE do not insist on children 'saying sorry'. WE can suggest this but far more important is to show children the consequences of their actions and ways they can 'fix it'

Young 2 year olds Children hurt each other because they can't express themselves - we do not react by punishing. We calmly and firmly ensure children know that this is unacceptable and then ensure that children are observed closely to prevent this from recurring.

WE NEVER SINGLE OUT OR HUMILIATE, RAISE VOICES IN THREATENING MANNER

Inappropriate behaviour is dealt with IN THE MOMENT Parents should be discouraged from 'telling off' after a session ends if they are informed about inappropriate behaviour.

NEXT STEPS - WHEN NEGATIVE BEHAVIOUR PERSISTS

Give a choice (if age appropriate) , "if you carry on painting on Hettie's work you will have to move away from the painting table."

GIVE REAL CONSEQUENCES NOT PUNISHMENTS - e.g. Not " If you do that again I will put you on Time Out" or " I will make you sit on that chair" BUT " You are upsetting/hurting the children so I can't let you be with them anymore - sit on this chair away from them".

EVEN 'REPEAT OFFENDERS' SHOULD BE GIVEN THE CHANCE TO CHANGE THEIR BEHAVIOUR
If you send a child away from the sand pit after they have thrown sand 2 or 3 times and you don't let

them back for the entire session you aren't allowing them to improve their behaviour. After a time, ask the child " Are you going to do it again?, Is it safe for you to go back to the sandpit? " Often you will get a truthful answer! This shows the child you trust they can change. If a child thinks you have lost faith in their ability to improve their behaviour they will very likely do the same.

Ask colleagues/get a bigger picture - It is always useful to discuss with colleagues, they may have different observations

Ask parents/ get a bigger picture explain what you are seeing, ask if they are seeing the same at home. (This will worry parents - do it tactfully and make sure it is not a moan, but a " how can we help?". ask Amelia if you need help!)

Where behaviour persists See Amelia and create a 'behaviour plan' or IEP. This will be done in conjunction with parents and must be shared with staff team.

ONLY THE KEY PERSON should approach parents about negative behaviour. (following consultation with/helped by manager) This is to avoid bewildering parents with mixed messages.

MORE IMPORTANT STRATEGIES

Ensuring all new staff and volunteers are aware of our behaviour policy
Ensuring we attend training on up to date thinking on handling children's' behaviour
Reviewing Behaviour Management regularly as a staff team.

WHEN CHILDREN HURT EACH OTHER - Verbally or Physically

WE know that: Young children hurt each other because they are still learning appropriate ways to express emotions like anger, frustration. This is entirely developmentally appropriate even if it seems shocking to adults (particularly the case with biting).

We comfort the injured child first, we NEVER leap in and shout at the aggressor, even if their actions have shocked us. This is important for the injured child as well as for the aggressor to see the impact they have had. Once the injured child is settled...

We show/ tell the aggressor the consequences of their actions "Look you made him so sad, you really hurt him" We do this in a firm and disapproving tone, WE DO NOT SHOUT.

Remind children of our mantra I can't let you hurt children at Puss In Boots because "Everybody should feel happy and safe"

We say firmly " Do not do that again" and if appropriate (3s and 4s) warn them that they will have to move away from that play area if it happens again

If there is a more significant injury e.g. bite we inform both parents but without giving the names of the other child.

When the 'victim' is calm, we may remind them of PIB strategies 'looking after ourselves.

IF THE BEHAVIOUR REOCCURS

We meet with parents to see if there is a cause, and plan our response.

TWO YEAR OLDS -

It is our responsibility to be physically near the child to prevent it from recurring. The Key person will create a 'rota of observation'

When/If the child attempts to bites/hits again once we have stopped this from happening repeat in a firm tone " We can't bite, it hurts him, you have to move away" and move the child away from the play area.

We continue observing and responding firmly until the behaviour stops

OLDER CHILDREN

We repeat the mantra and ask the child to move away from that play area " You can't play here anymore because you are hurting the children and making it dangerous"

TIME OUT If the behaviour continues, as a last resort we ask the child to stop playing. "We have to make you sit over here, away from the other children because you are hurting them. Puss In Boots needs to be Happy and Safe for everyone."

HOW TO LOOK AFTER MYSELF

It is our job to teach children appropriate strategies to use to look after themselves when they are involved in conflict. These skills are crucial for them.

We take every opportunity to remind children of these 4 steps:

*" **Stop, I don't like it**" We teach children to say this loudly and put their hand up in a stop gesture as this can be used by pre-verbal children.*

Repeat louder "Stop I Really don't like it!"

***Walk away** Children need to be taught that they can remove themselves from a situation they do not like.*

***Find An Adult.** If the problem (or child) follows them and children cannot deal with it themselves, children need to know to find an adult and ask for help.*

