

A comprehensive guide to the policies influencing our daily practice.

Katie B
kids Admission Handbook

Policies

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The policy forms part of the *Katie B*
kids development plan and will be reviewed annually.

Open door policy

We encourage partnership working with parents and guardians and offer an open-door policy whereby parents or guardians can collect or drop their child at any time within their session. Parents or guardians are able to contact the nursery throughout the day but should rest assured that if the nursery educators have any concern over a child on any day, for example if they do not appear to be settled or they seem unwell, then the nursery will inform the parents or guardians of that child by telephone. When a child is collected parents or guardians will receive an honest handover from an educator in reception. Children are more settled when only familiar adults - i.e. our team, enter the play spaces within the day. Parents are given the opportunity to ask what their child has been enjoying and learning that day and to discuss any issues should any have arisen. We ask for parents to share any information that may impact upon their day at nursery, for example, a bad night's sleep, or an unsettled routine at home. This ensures smooth communication and care for the child. Our team are always happy to arrange a meeting at a mutually convenient time to discuss anything in more detail. Should parents or guardians wish to raise any concern or question to the nursery owner or manager they are encouraged to do so via email, phone or face to face whereby a meeting can be set up to discuss the issues. This enables us to find a solution and implement a plan as soon as possible to ensure levels of satisfaction are being met and where possible exceeded wherever possible.

When each nursery educator within our setting is working to the same guidelines, the children quickly understand what is expected of them. If this consistency is extended into the home environment that it can only support the child further. This also helps families gain the most benefit from their child attending our nursery. We offer regular workshops for families and the community on key aspects of our practice, that is supported by current research and best practice. We also share weekly insight bulletins and our social media accounts contain blogs, tips and information to support our practice and approach.

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Nutritional policy

We are committed to endorsing ethical and environmentally sustainable food, championing local food producers and making healthy eating easy. When preparing meals for the children in our care we source whole foods in their natural state avoiding all processed foods. By cooking all our meals from scratch, we can control exactly what is going into it, including the amount of added salt or sugar. Parents can be reassured that all our food is free from controversial additives, trans-fats and genetically modified ingredients and that we only purchase food from suppliers that exceed UK welfare standards. We incorporate organic ingredients into our meals.

Our menus are based on a 16-week program where we incorporate seasonal produce with traditional dishes from around the world to further enhance the children's understanding of a greater environment. Babies move from formula or expressed breast milk to simple purees or blended home cooked food and finally to chunky food prepared from the main menu. Meal and snack times are sociable, relaxed, happy occasions. Our nursery educators will encourage conversation and good manners whilst supporting children to make healthy choices. Meal and snack times are set each day and all children from the nursery of all ages are encouraged to come together at these times. Fresh drinking water is available to all children throughout the day and at mealtimes. We do not allow children to have natural or diluted fruit juice or squash.

On registration parents or guardians must provide details of any special dietary requirements and food allergies that the child has, and any special health requirements. We will record and act on information from parents and carers about a child's dietary needs.

We have a purposefully designed and adequately equipped kitchen for the hygienic preparation of healthy meals, snacks and drinks for the children, including suitable sterilisation equipment for babies' food. We employ a nursery housekeeper who has a level III food hygiene qualification however all other educators who are responsible for preparing and handling food are competent to do so and have received training in food hygiene.

Should two or more children looked after by us be affected by food poisoning we will notify Ofsted within 14 days of the incident.

Play policy.

For the most successful education we need a child who wants to learn for no other reason than they want to learn. Because it is inspiring, because it is interesting, because it is fun! Our children are supported to have a strong internal drive to do well and learn more. This comes from a child centred environment, conducive to learning, age appropriate, full of objects, tools and people who inspire a child's natural curiosity and natural scientist tendencies. Our nursery helps the child to foster a sense of pride in themselves and a desire to keep trying and improving their skills.

Our enabling open plan environment is inspired by a uniquely developed 'Let's' philosophy. This approach to early year's education is built around the individual child focussing on their unique strengths building confidence, problem solving ability and resilience whilst ensuring that each child meets their own potential for learning. Our bespoke curriculum links our practice to the child centred ethos inspired by the Reggio Emilia approach. Sustained shared thinking is central to our ethos and refers to the concept of our educators working with our children to problem solve, evaluate an activity, tell a story, share an experience and so much more. Both the educator and the child will be engaged in the conversation, making it educational, memorable and beneficial. Educators in the nursery will work alongside the children to explore topics and extend play, often with very creative results. In addition, children are supported in being independent. We recognise that children are spontaneously driven to do things for themselves and that it is an adult's responsibility to capture this, and empower the child with the skills they need. Adults have high aspirations of every child, and of themselves as an educator to push limits and fulfil potential.

Our practice works to support children to become deeply engaged throughout the nursery considering:

- ▶ Appropriate levels of interaction to extend and not disturb learning.
- ▶ Downtime areas throughout the nursery where children can just 'be'.
- ▶ Well-being of every child. Checking in with children regularly.
- ▶ Creating a 'wow' environment that stimulates every child's unique motivators.

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Outside play

We follow statutory guidance as part of the children's act - the Early Years Foundation Stage which states that children should have access to outside play daily unless circumstances make this inappropriate, for example unsafe weather conditions. We believe and understand that:

- Outdoor learning has equal value to indoor learning.
- The outdoor environment has unique characteristics and features.
- Outdoor learning has a positive impact on children's well-being and development.
- Children need the support of attentive and engaged adults who are enthusiastic about the outdoors and understand the importance of outdoor learning.
- Outdoor learning is enhanced by an environment that is richly resourced with play materials that can be adapted and used in different ways.
- An approach to outdoor learning that considers experiences rather than equipment, places children at the centre of the provision.

Policy for managing unwanted behaviour.

Emotion coaching is standard practice within our nursery, however on occasion behaviour displayed may be dangerous or harmful and in these situations some intervention may be needed. Policy states that the following will be implemented:

1. Let the child displaying unwanted behaviour calm down, and minimise the attention given.
2. Comfort the victim (if another child is involved), provide reassurance. Administer any first aid if this can be done quickly - if not ask another adult to assist and to continue providing comfort.
3. Return to the child who caused harm or displayed unwanted behaviour.
 - a. It is important to be at their level.
 - b. Use eye contact as much as possible (considering age, stage and development and additional needs)
 - c. Use gentle touch to gain attention (where appropriate) or use name if not comfortable being touched.
 - d. Use a calm but firm voice.
4. Explain briefly how the behaviour has caused harm or was inappropriate, and the child must be asked how that behaviour has made them feel.
5. If appropriate discuss with the child, the impact the behaviour has caused.
6. If they have disrupted an activity, knocked equipment out of the way or broken something, encourage them to tidy this away or put it back to how it was. With support, if needed.
7. It is not necessary to ask a child to say sorry as children do not understand this concept until they are much older. If they volunteer to say sorry this is fine, but also discuss with them other outlets for their emotions and ask them how they could make it better, using the methods as mentioned above.

Educators will consider if they are the best person to deal with the situation at the time. If they have been hurt or are temporarily not calm enough to deal with the situation, they will ask a colleague to assist. Educators are vigilant to situations where they may need to step in to help a colleague who may be struggling, either emotionally or practically.

In line with this policy and strategy we will ensure that:

1. Children will never be sent out of the room by themselves OR singled out or humiliated in any way. Children may need some calm away from other distractions, but this will NEVER be called or used as “time out”
2. Staff will not raise their voices in a threatening way or use negative language. For example, “you’re making me cross” or “you’re naughty”
3. In any case of unwanted behaviour, it will always be made clear to the child(ren) in question, that it is the behaviour and not the child that is unwelcome.
4. Any behaviour concerns or challenges will be discussed with parents or guardians, and it may be appropriate to arrange a meeting to discuss this in more detail. It is important to work in partnership to ensure consistency between home and nursery and resolve any issues together.
5. Confidential records for example ABC charts or emotional support plans will be kept if required so that triggers can be identified, and effective support put in place. Parents/guardians will be involved in this process.
6. When discussing behaviour:
 - a. Positive feedback and information about the child’s day will always be given, and then discussion on any behaviour issues. Educators will share information/observations and any potential causes that may have been identified.
 - b. Anything negative should wherever possible not be discussed in front of the child or in ear-shot of any other children or parents/guardians.
 - c. The environment and the timing of discussions will be considered where possible when discussing behaviour with a parent/guardian.
 - d. It is important to work together with parents or guardians and to share knowledge of experiences at nursery and at home.

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7. Through partnership with parents/guardians and formal observation, staff will make every effort to identify the causes for any unexplained and unwanted behaviour. From these observations, individual plans or emotional support plans may be formed.
8. Through effective emotional literacy children can develop non-aggressive strategies to enable them to develop an effective relationships and friendships. They need to be given opportunities to express their feelings constructively and clearly.

Physical restraint policy

Children need to be safe, know how to behave, and know that the adults around them can manage them safely and confidently. Our staff need to be free of undue worries about the risks of legal action against them if they are forced to use appropriate physical intervention/restraint. Finally, our parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of physical intervention/restraint, including the nature of the intervention, and the rationale for its use.

There are occasions when staff will have cause to have physical contact with a child for a variety of reasons, for example:

- To comfort a child in distress, if appropriate.
- To gently direct a child.
- In an emergency to avert danger to the child or children.
- In rare circumstances, when physical restraint is warranted.

In all situations where physical contact between staff and children takes place, staff must consider the child's age and level of understanding as well as the child's individual characteristics and history. Staff will also utilise the support of those adults present.

Physical restraint is where bodily contact using force is used. It refers to any instance in which a member of staff, in specific circumstances, use "reasonable force" to control or restrain a child. The use of force can be regarded as reasonable only if the circumstances of an incident warrant it. The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent. Staff will use the minimum force needed to restore safety and appropriate behaviour. Physical restraint will only be used when all other strategies have failed, and therefore only as a last resort. Staff will only use it when there are good grounds for believing that immediate action is necessary and, in the children, and/or other children's best interests. For example, in a situation of clear danger or extreme urgency. Certain children may become distressed, agitated, and out of control, and need calming with a brief Restrictive Physical Intervention that is un-resisted after a few seconds. It is an act of care and control, not punishment. It is never used to force compliance with staff instructions.

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If a child is identified, for whom it is felt that physical intervention/restraint is likely, then, a positive handling plan will be completed. Support from the inclusion team from the local authority may be sought. This plan will help the child and staff to avoid difficult situations and will ensure that staff and others act reasonably and consider the risks. The plan will be shared with parents and will include:

- An understanding of the factors that influence the behaviour and the early warning signs that indicate foreseeable behaviours that may be developing.
- A record of strategies to be used to deescalate a situation in a positive way.
- Specific action the staff may take, when and why, including at which point a physical restraint/intervention is to be used.
- Reference to the key staff who need to know exactly what is expected including a system to summon additional support.
- Any identified training needs.
- Any advice and support from the inclusion team or any specialist working with the child.

Relationship policy

Rationale

KatieB Kids aspires to ensure that all members of our community feel safe, secure and valued within the setting. Supporting the emotional well-being of all members of our community is of the up most importance to us, it underpins everything we do. We believe this leads to a community based on mutual respect and trust where we can work and interact together in a supportive way. All members of our community need to be aware of issues of right and wrong, fairness, and tolerance.

Aims

KatieB Kids aims to:

- Provide opportunities to gain age-appropriate knowledge, skills and attitudes that will enable us to make positive choices concerning relationships as we grow and to deal with risk.
- Help growth of self-respect, confidence and empathy.
- Enable us to make choices without prejudice.
- Create a positive culture around issues of sexuality and relationships, including the importance of families that care and support children.
- Create a positive culture around the diversity of our community.
- Value family life, respectful relationships and moral considerations.

Rights, responsibility and beliefs

We believe that:

- All members of the community have the right to be treated with respect, be cared for and be happy within the setting.
- All members of the community have the right to feel safe at all times.
- We will teach children how to build positive relationships that enable and empower them.

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- We will teach children the importance of personal safety and how to deal with danger.
- All members of the community have a responsibility to treat others as they wish to be treated.

Procedures

We employ various teaching methods to empower children to understand that they have rights as individuals including the right to feel safe. We provide opportunities for dialogue with adults and other children which support individuals and other communities.

We facilitate respectful relationships and emotional wellbeing through:

- Building strong relationships through an effective key person system.
- Supporting emotional intelligence through emotion coaching.
- Creating opportunities to teach children about personal safety (see personal safety policy).
- Supporting adult wellbeing through a graduated approach of support.
- A meaningful inclusion and diversity statement.

Bereavement and Loss Policy

Introduction

Unfortunately, bereavement and loss are inevitable parts of living and growing. We recognise that children and staff are affected cognitively, emotionally, behaviourally, physically, and psychologically from loss, change and bereavement. We acknowledge that children and staff experiencing significant loss need the support of others within the setting to cope positively with the changes and that adjustment to such circumstances may take a long time and commit that the nursery will be sympathetic in its handling of the individual during this period of adjustment. It is important to appreciate that there are many different types of loss and wide variation in experiences and responses. The most common and significant types of loss that an individual is likely to experience are death, divorce and separation. It is important that the nursery is informed when loss, change or bereavement occurs so that we can be supportive of children and staff.

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Aim

At KatieB Kids children's emotional well-being is central to our ethos, we believe that all emotions are valid and provide daily opportunities for children to express these emotions openly and appropriately, effectively problem-solving solutions. It is our aim to ensure that all children and members of staff faced with significant loss or bereavement are provided with appropriate support, along with providing opportunity for children to develop their own appropriate range of emotion, spiritual and intellectual responses to manage these experiences. We will provide support to children who experience bereavement within their families, and support to children and staff on the death of a member of the nursery community, whether it be an adult or a child. The way in which children and young people are treated when they experience significant loss, change or bereavement has a profound effect on their future ability to manage their own lives. The caring and supportive nursery environment has a key role to play, and we recognise that every situation is unique and demands careful handling, with the wishes of the child and family being of paramount importance.

Responding to divorce or parental separation

Divorce or parental separation are likely to be a child's first significant experience of loss or change, and 48% of couples with children will break up before their first child is 16 years old. Although we acknowledge that divorce or separation can be the best option for all those involved, we also recognise the impact that this type of loss/ change can have on the child and are committed to working closely with the family to support the child during this inevitably unsettling time.

Responding to a death

Breaking the news to staff, children and families

- News of the death of a close member of a child's family or the death of a pupil or member of staff must be passed to a member of the nursery management team who will immediately try to obtain factual information, avoiding unnecessary rumour or assumption, which could only lead to further distress.

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- Where possible the nursery manager or owner will liaise directly with the family and agree exactly what information should be passed on to staff. All staff will be informed as soon as possible.
- The staff team need to be united, and space should be given to anyone who is severely affected by the news.
- Where the bereaved is a specific child, the child's key person will support the child.
- Guidance and support will be offered from the nursery SENCo and mental health first aider.
- In the event of a death of child or staff member within the setting, and if the family agree, correspondence will be sent to all parents on the same day where possible.
- Where necessary a press statement should be prepared by the nursery owner.

The first few days

- As far as is possible, it is best to have as little disruption as possible. The nursery routine may need a degree of flexibility to accommodate the needs and wellbeing of children affected by the situation. However, minimal disruption to the routine also offers a sense of security and familiarity.
- A child returning to nursery should be as fuss free as possible. A bereaved child will require enormous support, but as far as possible nursery life should go on as normally as possible.

Support for children

- In supporting both the bereaved child and their family, staff should always act sensitively, seeking advice, when necessary, from the mental health first aider and wider support groups if necessary.
- The child key person will be the first line of support for the child, but should the child need extra support away from the nursery the nursery management team will offer extra support. For example, if a child finds it difficult to stay in the nursery when they are upset, it may be necessary to identify with them a suitable place, where they can go for some quiet time with an adult they trust.

- Grief is a normal and natural response to loss. Both the nursery and families need to work together to note changes in behaviour and if necessary, counselling from outside agencies may be sought. Where appropriate this will involve the agreement of the families. It should be noted that not everyone needs outside counselling; grief is a natural process that can be aided by the nursery working in partnership.
- The nursery should be aware that the impact of bereavement follows a child throughout their education so information should be recorded and shared with relevant people, particularly at transition points.

Points to remember when talking to the bereaved child

- It is important that we are honest with ourselves and recognise that someone else may be in a better position to support a child facing loss.
- Understand the age and level of comprehension of the child.
- Listen and consider the child's needs.
- Make sure the child's voice is heard.
- Use the given name of the deceased when speaking about them. (Nanny B, Gramps).
- If you don't know the answer to a child's question, be honest with them and say so.
- Talk about the funeral if this is appropriate.
- Give the child the opportunities to remember even if this is very sad.
- Children grieve as adults do, but sometimes need more help in recognising and expressing their emotions.
- It is important to know what the families' beliefs are around death and dying and work with that even if very different from your own.
- Be aware of Cultural and Religious differences within the family.

Support for Staff

- Supporting a bereaved child is very upsetting and emotionally demanding for staff and therefore informal support between colleagues is vital. Opportunities to discuss feelings and reactions with colleagues, in staff spaces, are necessary and important. Support is available to any member of staff and can be arranged through the nursery manager or mental health first aider.

- All staff should be aware of colleagues and offer support on an individual basis where necessary and alert a member of the nursery management team if they become concerned about a colleague's well-being.

Curriculum

In the event of bereavement or significant loss we have identified activities that will support the child/children to explore their feelings and memories.

Some opportunities may include:

Telling the story	Expressing feelings	Remembering	Coping strategies
<ul style="list-style-type: none"> • Use puppets • Use toys • Use stories • Use playdough 	<ul style="list-style-type: none"> • Feelings boxes • Volcano/mad box • Water balloons • Bag of feathers 	<ul style="list-style-type: none"> • Memory box • Memory jar • Photo albums • Memory bracelets • Bookmarks 	<ul style="list-style-type: none"> • Sad box • Worry dolls • Handprints • Special dates

Parents/Carers

In acknowledging the role of the nursery in supporting children with bereavement and loss, we will work alongside the parents and carers in this process.

The parents/carers remain the most significant support to young children in understanding death. We can support parents/carers in this by:

- Sharing with parents/carers the intentions of the nursery to act in a particular way in the event of a death.
- Offering guidance to parents/carers on how they might support their child.
- Sharing information with families about other sources of support e.g. CRUSE and other bereavement organisations.
- Keeping parents/carers fully informed about the actions of the nursery throughout the immediate period of grieving.

- Parents/carers will be invited to be involved in any nursery response that occurs after the death e.g. a remembering time. The format of this will consider the beliefs and wishes of the bereaved family.

Personal safety policy

We recognise that by developing a personal safety program throughout the setting we will provide an opportunity for each child to acquire the necessary skills, values, attitudes, knowledge and understanding to equip themselves to deal with potentially challenging, dangerous, and threatening situations.

Our personal safety program is integrated into our curriculum and daily routine using age-appropriate activities and resources. Personal safety conversations form an on-going dialogue between the adult and the child. Teaching children about personal safety:

- Reduces the likelihood of a child entering an unsafe situation.
- Clearly demonstrates how to respond to an unsafe situation.
- Increases a child's sense of confidence and in doing so increases their resiliency.
- Increases a child's knowledge of their own personal rights i.e. "I have the right to feel safe with people."
- Increases the likelihood that the child will speak out if they feel unsafe and tell someone they trust.

Feelings and emotions

- Children should be equipped with the skills to recognise and deal with the full range of emotions arising from situations and enable them to acquire a language for expressing their emotions.

Risks

- Children need to be able to identify a wide range of physical and emotional risks, evaluating potential consequences and outcomes to make informed decisions, judgements, and choices around risk-taking behaviours.

Physical contact

- Children need to understand the difference between appropriate and inappropriate physical contact and know that they should consent to physical contact.

Secrets

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- € No child should be punched or kicked.
- € No child should be left alone for a long time.
- € No child should be hungry for a long time.
- € No child should be bullied or told they are no good.
- € No child should have to see other people hurt each other.

Personal care policy

Nappy changing policy

No child is excluded from participating in our nursery who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training unless there are medical or other developmental reasons why this may not be appropriate at the time. We see toilet training as an important self-care skill, which gives children the opportunity to learn with the full support and non-judgemental concern of adults. All children are treated with dignity, care and compassion during nappy changing/toileting. Staff will ensure this time is relaxed; they do not make negative comments about nappy/potty/toilet contents. Our educators aim to provide opportunities for all children to use the toilet independently and support children who require it. Where children are potty training or are in pull-ups, we will remind them at frequent intervals to use the toilet. If a child is in nappies, these will be changed at regular intervals throughout the day and of course as necessary in between.

Nappy changing procedure

- We maintain each child's privacy.
- During nappy changing staff will interact with the child, and if upset will reassure and comfort them. They will praise them verbally throughout the nappy changing experience.
- All staff are familiar with the hygiene procedures and carry these out when changing nappies.
- Staff can wear protective gloves and aprons to change nappies/ pull up. These are changed after each nappy is changed, if protective wear isn't worn hands are washed after every nappy change.
- Nappies are changed at timed intervals throughout the day and as and when needed. Parents or guardians are asked to provide a minimum of 6 nappies each day. Children will be checked periodically and changed as needed.
- Staff working within the child's room are rotated to change nappies.
- All children are changed on the designated nappy changing table / mat.
- The nappy changing mat is wiped with antibacterial wipes/ spray after every nappy change.

- Staff will wash their hands with hot soapy water and dry disposable towels immediately after completing the task.
- All nappies and pull ups are to be disposed of in the nappy bin after each round of nappy changes
- All nappy changes will be recorded in the nappy changing record.
- Only staff with DBS clearance will undertake nappy changes.
- Parents / guardians are asked to provide their children's usual brand of nappies and wipes and cream if required. These will be recorded in the nappy/ wipe log, detailing the amount provided along with the date.
- Parents / guardians are also asked to provide spare changes of clothes in case of accidents.
- Parents / guardians are asked to bring a wet change bag for transporting wet cloths home to reduce the use of plastic within the nursery.

Sleep policy

We follow NHS guidelines for how much sleep a child needs as recommended by the Millpond sleep clinic. We work closely with parents to gather information about a child's routine for sleep at home to establish the amount of sleep they are getting at home so that we can adjust naps to ensure they are getting the required amount for their age. We always put the needs and welfare of the child above the desire of the parent, therefore if a parent requests to limit a child's sleep at nursery we will only honour this if it meets the requirement for sleep for the age of the child. Children are woken calmly at the end of their sleep time by gently rubbing their back and saying their name softly. If the child does not wake up easily, they will be left for a further 30 minutes and we will attempt to wake them again, this routine continues in 30-minute intervals until the child is ready to wake up. A child who is asking for sleep or is showing obvious signs of fatigue will be allowed to nap for a length of time suitable for their age.

Sleep room procedure

- All children will sleep in the designated sleep space for their room. In lower nursery this is in a designated sleep room. Where this sometimes can be unavoidable or may go against where a baby may have naturally fallen asleep or feels most comfortable, the situation will be carefully monitored to reduce any risk to a baby or child. A sleeping baby or child will be moved to a sleep space wherever possible.

- Babies under 12 months will always be placed on their backs to sleep. When babies can easily turn over from the back to the stomach, they can be allowed to adopt whatever position they prefer to sleep.
- Visual and/ or auditory supervision is required at all times. An educator will be present in the sleep room whenever a child is awake. If a child has been awake for 20 minutes and shows no signs of sleeping, then they should get up and leave the sleep room.
- When a child is asleep 5-minute observations of that child in sleep room will take place.
- The time the child enters the sleep room, the time they fall asleep and when they wake up will be documented on the sleep chart.
- 5-minute observations of all sleeping children will take place by checking the rise and fall of the chest and noting if the sleep position has changed. The sleeping position will be documented on the Safe Sleep chart at each observation.
- Steps will be taken to keep babies from becoming too warm or over heating by regulating the room temperature, avoiding excess bedding and not overdressing or over-wrapping the baby. The room temperature will be kept, in accordance with recommendations; at about 18°C (65°F), when this is not possible the *how to dress your baby to sleep by the temperature* guidance will be followed.
- Babies' heads will not be covered with blankets or bedding, and loose bedding, pillows, bumper pads etc will not be used in cots. Toys and stuffed animals will not be allowed in the child's cot unless it is their comforter.
- Babies will always be supervised if they have been put down to sleep with a bottle to self-feed and remove the bottle promptly when they have finished.
- A safety approved cot with a firm fitting mattress and tight-fitting sheet will be used.
- Bed sheets and blankets, if used, are specific for each child. After use they are returned to the child's sleep bag, and they are washed weekly or if visibly dirty before.

KatieB Kids Bottle Preparation Policy

We ask for parents / guardians to provide their child's own powdered formula or expressed breast milk and a bottle for their baby which we will keep, wash and sterilise in the setting. Formula must be supplied in its original unopened container as this is the best way for educators to ensure they are preparing feeds correctly, in accordance with the guidelines detailed on the packet or tin. Stored formula will be kept clearly labelled in the cupboard by the small milk preparing area in the baby room with the child's full name and date of expiry. If parents wish to use ready to use milk, they must provide sealed cartons that are sterile and in date.

According to the Food Standard Agency and Department of Health, the best way to prevent a baby becoming ill is to make up all formula feeds fresh, as and when they are required by the baby. This is therefore the process used within our nursery.

Storing and warming breast milk

We ask for parents to bring in expressed breast milk in a clearly labelled with the date of expiry, date milk was removed from freezer if applicable and child's full name in a sterilised container for the day or sterilised milk pouch. Milk will be stored in the nursery fridge for up to 72 hours at 4C or lower. Expressed milk can be given to a baby straight from the fridge if the child is happy to drink it cold. Or the educator will warm the milk to body temperature by placing the bottle in lukewarm water.

Process for preparing a bottle:

- Educators ensure the milk preparation area is clean and sterile.
- Educators will boil no less than 1litre of fresh water in the kettle and allow to cool to no less than 70°C. This should take no longer than 25-30 minutes.
- Educators will sanitise their hands and can wear blue hygiene gloves and an apron.
- Educators will measure the required amount of cooled boiled water into the sterilised bottle as shown on the formula milk container. Using the scoop provided, they will add the required number of scoops of powder to the bottle, levelling off each scoop.

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- The sterilised teat and cap will be placed onto the bottle and the bottle will be shaken well.
- Before offering the milk to the baby, the formula will be cooled by placing the bottle into cold water until lukewarm. The temperature is tested by shaking a few drops onto the inside of the educator's wrist.
- When feeding a baby, the bottle is held at an angle, so the teat and bottle neck are always full of milk.
- Throw away any milk that has not been used within one hour if the bottle has been fed from and after two hours if it has been untouched
- The bottle is taken to the main kitchen for hand washing to be returned to the milk preparation area for sterilising and storing.
- We use Milton sterilising solution. If we are unable to source this then sterilising solution will be rinsed off using cooled boiled water, not tap water.

Allergies policy

We provide care for healthy children and promote health through identifying allergies and preventing contact with the allergenic substance. On registration we ask for details of any known allergies. This is recorded on the registration form and a full risk assessment is completed.

Allergy procedure

If a child has an allergy, a risk assessment form is completed to detail the following:

- The allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc.).
- The nature of the allergic reactions e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc.
- What to do in case of allergic reactions, any medication used and how it is to be used (e.g., EpiPen).
- Control measures - such as how the child can be prevented from contact with the allergen.
- Review.

The manager will then:

- Make sure all staff know which children suffer from an allergy, and to which food.

The policy forms part of the *Katie B*
kids development plan and will be reviewed annually.

- Make sure all staff and are made aware of the potential hazards from the use of severe allergens such as nuts and nut products in training sessions and notices.
- Pass information about those children suffering severe allergic reactions to the nursery housekeeper and those who supervise children during mealtimes.
- Make a colour coded placemat for the child detailing their allergy on the back, so all staff can clearly see what the child's allergy is.
- Clearly label any foods that may be an allergen to a child in that room.
- Be aware of accidentally transferring food from one dish to another while serving.
- Obtain information from the housekeeper as to whether ingredients or flavourings used in their products contain allergens.
- The responsibility for ensuring the child is fed the correct food is everyone's, although the final responsibility lies with the person serving the child.

Key person policy

We operate a key-person system which is a standard of the early year's framework. Each child is assigned to a nursery educator who will be interacting with that child daily for at least 50% of the child's normal sessions within the nursery. The role of the key worker is to help ensure that every child's care is tailored to meet their individual needs and is the parent or guardians first point of contact within the nursery. Your child will be assigned to a nursery educator prior to your child starting within our setting. Should for any reason we, or parents / guardians believe that in the best interest of the child this person may not be the most suitable then we can be flexible and make the necessary changes. Parents or guardians will be informed of the child's named keyworker as soon as they are assigned so an early bond can begin to be formed. It is the role of the key educator to support the child within the settling and to keep the records of each child up to date. Any parent or guardian is encouraged to speak openly with the key educator at any time throughout the child's time at the nursery. This could be to discuss concerns around their child's development or any other personal situation or change in circumstances that it would be helpful for the nursery to be aware of. The key person will complete the required written assessments for your child which include on-going formative assessment and the progress check at two years if applicable

On-going formative assessment

On-going formative assessment is standard practice as part of every nursery day. A formative assessment involves nursery workers observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. Daily progress through achievements in play and activities and any other significant observations made are recorded. Photographic images form part of this ongoing assessment. We use a safe and secure online system for sharing information with parents and guardians called Nursery in a Box. Within the online account there is an area for parents to share photos and observations of your child at home, which is strongly encouraged.

Progress check at age two

The policy forms part of the *Katie B*
kids development plan and will be reviewed annually.

When a child attending our nursery reaches 2 years of age they will have a progress review by their key educator. A short written summary of the child's development in the prime areas will be issued to parents or guardians. The progress check will identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, nursery workers will develop a targeted plan to support the child's future learning and development describing the activities and strategies the nursery intends to adopt to address any issues or concerns. Nursery educators will discuss with parents or guardians how the summary of development can be used to support learning at home. Progress checks will be carried out within three months of the child's second birthday and all progress reports will be sent to the child's health visitor and any other relevant professional with the written consent of the parent or guardian.

The policy forms part of the *Katie B*
kids development plan and will be reviewed annually.

Child protection statement

Our Child Protection Policy has been developed in accordance with statutory guidance from the Department for Education '[Keeping Children Safe in Education 2023](#)'. It has been comprised alongside related guidance from the statutory guidance in the documents '[Working Together to Safeguard Children](#)' (2018) and '[What to do if you are worried a child is being abused – advice for practitioners](#)' (2015). This policy reflects [Kent County councils support level guidance 2021](#).

The designated safeguarding lead and person who has overall responsibility for child protection practice in the setting is Hayley Grayston. The DDSL is Louise Buckley. The designated safeguarding lead or deputy will always be contactable during the times that the nursery is open.

We take our responsibility to promote the welfare and safeguard all the children and young people entrusted to our care seriously. As part of the ethos of the setting we are committed to:

- Maintaining children's welfare as our paramount concern.
- Providing an environment in which children feel safe, secure, valued, and respected, confident to talk openly and sure of being listened to.
- Providing suitable support and guidance so that children have a range of appropriate adults who they feel confident to approach if they are in difficulties.
- Using learning at the setting to provide opportunities for increasing self-awareness, self-esteem, assertiveness, and decision making so that young children have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.
- Working with parents to build an understanding of the setting's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations.
- Ensuring all staff can recognise the signs and symptoms of abuse and are aware of the setting's procedures and lines of communication.
- Monitoring children who have been identified as 'in need' including the need for protection, keeping confidential records which are stored securely and shared appropriately with other professionals.

- Developing effective and supportive liaison with other agencies.

The Educators Role and Responsibility in Child Protection

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. Our team are in a unique position to observe signs of abuse and neglect or changes in behaviour or appearance which may indicate a child may be being abused or neglected. If we have any reason to suspect that a child in the setting is being abused, or is likely to be abused, we understand our 'duty of care' (under section 40 of the childcare act 2006) to act in the best interest of the child by following the setting's Child Protection Policy.

It is not the educator's responsibility to decide whether or not child abuse has taken place or if a child is at significant risk of harm from someone. Nursery educators have a responsibility and duty to act in order that the appropriate agencies can investigate and take any necessary action to protect a child.

KatieB Kids Designated Person for Child Protection is responsible for:

- Co-ordinating child protection action within the setting
- Liaising with other agencies
- Ensuring the locally established procedures are followed including reporting and referral processes
- Acting as a consultant for other setting staff to discuss concerns
- Making referrals as necessary- to the local designated officer, Disclosure and Barring service and/ or the police
- Maintaining a confidential record system
- Representing or ensuring the setting is represented at inter-agency meetings in particular Strategy Discussions and Child Protection Conferences.

- Managing and monitoring the setting's part in child care and child protection plans
- Act as source of support, advice and expertise to staff on matter of safety and safeguarding and ensuring all setting staff have received appropriate and up to date child protection training.
- Liaising with other professionals. **No single professional can have a full picture of a child's needs and circumstances.**

Complaints policy

The key to the success of our nursery is about ensuring that the children, parents, and guardians are at the heart of what the company does. We strive to offer the highest standards of care without exception; unfortunately, however, mistakes can inevitably occur. By being informed when a parent, guardian or child is unhappy, we have an opportunity to put things right and improve the service offered in future. Feedback is always taken seriously, and all matters brought to our attention will be investigated fully and recorded. We are keen to involve parents and guardians in the development of services and the monitoring of children's development. This is implemented through several initiatives, including the open-door policy, comments and suggestions linked to the bulletins and feedback questionnaires. Parent and guardian feedback is used to improve services in day-to-day practice to ensure an increased level of quality and suitability.

If you remain unhappy following discussion with your child's educator, the room senior or the curriculum specialist, which we consider stage one to approaching a complaint, then a parent or guardian should approach the nursery manager in one of the following ways:

- a. telephone call on 01322 277 200.
- b. A face-to-face conversation.
- c. By sending an email to louise@katiebkids.co.uk.

If following communication with the nursery manager you remain unhappy, then a formal complaint should be submitted to the nursery owner in writing at katie@katiebkids.co.uk. It is important to provide contact details, including your telephone number, when you raise your complaint. We will do everything we possibly can to resolve your complaint as soon as a complaint is received. Upon receipt of a written complaint, we will send an acknowledgment within 2 working days to confirm receipt. The nursery owner will then conduct a full investigation with the nursery team which can take up to 10 working days. A formal response will be put together and sent to the source of the complaint within 15 working days. If we need more time to investigate your complaint, we will contact you to keep you updated on our progress throughout the investigation.

How the matter can be taken further

If the complaint has not been dealt with in a manner which is satisfactory to the employee, parent/ carer or others involved, then they can contact OFSTED directly at the following address. By registering a formal complaint with OFSTED an officer in most cases will be sent to the nursery to carry out a further investigation. If applicable, a report would then be sent with action points.

Early Years OFSTED

Royal Exchange Building St Ann's Square Manchester M2 7LA

TEL: 0300 123 1231

Web: www.ofsted.gov.uk Email: enquiries@ofsted.gov.uk

Data protection and consent

If a complaint is being made on behalf of another person we are obliged to contact that person in order to obtain their written consent for the company to correspond with you, and release personal information about them to you. This is in compliance with the provisions of The Data Protection Act, 1998.

Exceptions to this are as follows:

- The person is under 16 years of age, and you have parental/guardian responsibility for them.
- The person is over 16 years of age, and you hold Power of Attorney etc. for them. (Please note that evidence of this will need to be provided).
- The person is deceased and you are a blood relative.

