**OFSTED / LEGAL REQUIREMENTS**

**OFSTED:**

The nursery has a legal requirement to inform Ofsted of the following changes:

* Any changes in the address of the premises of which childcare is provided
* Any changes to the premises which may affect the space available to them and the quality of the childcare available to them.
* Any proposal to change the hours during which childcare is provided; or to provide over-night care.
* Any significant event which is likely to affect the suitability of the early years provider or any person who care for, or is in regular contact with, children on the premises to look after children.
* Any changes to the name or registration of the company.
* A member of staff is disqualified by association- if a member of staff lives or works in the same household as someone who is disqualified to work with children, they may become disqualified by association. This requirement “guards against an individual working with young children who may be under the influence of a person who lives with them and where that person may pose a risk to children i.e. by association.”

Providers are required to notify Ofsted about any change of person except for Managers, as specified. Providers must give Ofsted the new person’s name, any former names or aliases, date of birth, and home address. If there is a change of Manager, providers must notify Ofsted that a new manager has been appointed. Where it is reasonably practicable to do so, notification must be made in advance. In other cases, notification must be made as soon as reasonably practicable, but always within 14 days. A registered provider who, without reasonable excuse, fails to comply with these requirements commits an offence.

**PREMISES:**

The nursery has a legal requirement to ensure the property is safe and suitable for the purpose. It is a legal requirement to inform Ofsted of any proposed changes to the premises 14 days before the event occurs. This could be any changes that might affect the space to the children and quality of childcare available to them.

The nursery ensures that the premises and equipment are organised in a way that meets the needs of children.

* All children under the age of two years are provided with 3.5m2 per child.
* All children two years old are provided with 2.5m2 per child
* All children ages three to five years are provided with 2.3m2 per child

The nursery has a specific legal requirement to ensure the safety of the children, staff and others on the premises in case of fire and we have clear defined procedure for the emergency evacuation of the premises. Fire drills will be carried out so that both staff and children become familiar with the evacuation process (once a term). All fire exits will be clearly identifiable and fire doors will be kept free from obstructions. The nursery is fitted with a fire system which is certified and checked frequently as well as annually.

To the rear of the nursery premises there are ramps to assist anybody with a disability and we also have a dedicated toilet with appropriate spacing. The nursery premises will be cleaned on a regular basis (cleaning rota in place), rooms are kept at a temperature which ensures comfort of the children and staff, adequately ventilated and well lit.

If any maintenance has to be undertaken then we have DBS checked maintenance staff who will work either out of hours or in a way that will not hinder the safety of the children or if emergency maintenance is required then the children will be moved to another part of the property so that the work can be carried out.

The nursery’s Public Liability Insurance is displayed in the entrance hallway

The nursery premises is used weekdays by the nursery during the hours of 7:15-6pm, the first Saturday of each month the nursery is used by an Early years specialised support group 11am-1pm this group is run by an outside agency.

The nursery has an equipped kitchen to provide healthy breakfast, snacks, drinks, and meals for the children. The nursery adapts areas for sleeping children with fresh bedding each time. Space is given around each bed mat to ensure safety to each child. The nursery provides facilities for the preparation of baby’s feeds with suitable sterilisation equipment used for feeding equipment and dummies; however we do request parents bring sterile bottles daily. We provide at least one toilet and one wash basin for every ten children over the age of two years and the nursery has designated areas for nappy changing.

During staff breaks and lunch time they can use the office/ staff room. The office on site is where confidential information and records are held in locked cabinets and the office is kept locked unless management is using it. The nursery premises provides a separate area for cleaning chemicals and tools and laundry provisions to be kept- utility area, this is kept locked to ensure the safety of the children.

**Equipment:**

All equipment used is taken into account when calculating floor space for children. The nursery ensures that all children have identified storage for personal belongings. When setting up each room the space provided for each child is used to ensure that all children have scope for free movement and well spaced activities.

Equipment is cleaned on a regular basis. We will provide equipment and resources appropriate for the ages of children. They are cleaned according to the cleaning rota to maintain cleanliness; however, if they become contaminated then they are cleaned as soon as reasonably possible. Baby and toddler resources that have been mouthed are cleaned between use.

It is made clear to all staff that it is their responsibility to maintain safe equipment and report to the manager if any faults occur. Action will be taken for repair or replacement. The Director and Manager are responsible for purchasing and ensuring that there is enough equipment appropriate to the different stages of development.

We have a wide range of equipment, including man-made and natural materials, We ensure positive images are reflected and to promote equal opportunities for learning, avoiding racial, gender stereotyping and ensuring inclusion. Resources and equipment are stored at the children’s level to promote independence and free choice.

**Curriculum and Play Indoors and Outdoors:**

Tiny Robins Day Nursery staff believe that children learn through play we provide free access to a range of resources throughout our continuous provision and follow a child led curriculum:

* We follow the EYFS and both Prime and Specific area requirements are met through play. Practitioners also set up enabling opportunities for the children to access that offer awe and wonder of the world. Our routine, free access to resources and experiences and planned opportunities enable our children to be supported to learn as unique individuals following their own interests and needs.
* Our well-resourced and planned outdoor area provides many opportunities for children to learn and develop. We provide opportunities for the children to develop skills and knowledge in a fun way. Our outdoor learning encourages children to think of learning is an on-going process instead of just something done indoors. Away from the constraints and confinement of indoor play children’s imaginations are often stimulated by the objects around them and they quickly tap into their creativity. With more room to play in, children are often more active, which helps them to build strong bones and good fitness levels, while also enabling them to burn off extra energy and calories As outdoor spaces are usually less crowded than indoors, it is less intimidating and helps children to naturally come out of their shells and be more social. This means that children will be more willing to join in games and activities, they will also be more likely to talk to different children and make new friends. This all encourages children to learn social skills and how to interact with other children away from close adult supervision, it helps them to feel happier and calmer and is proven to help improve mood and create a positive mental attitude. Children learn independence when socially interacting with other children, as well as learning to play by themselves. They learn how to take turns playing games, to pick themselves up then they fall, and how to negotiate unfamiliar equipment, resulting in children learning how to be independent and self-reliant. Often outdoor play equipment has a little more risk than indoor toys. Whether it is encouraging children to use slides they might be a afraid to go down, or to try challenging obstacle courses; outdoor play equipment helps children to learn to push their boundaries and become good at risk assessment. It also teaches them to explore new games and become confident in learning to try new things without being guided by adults.
* Adult interaction, support, encouragement is key to how we support and extend development and is implemented through sensitive awareness of readiness. Practitioners will sensitively engage with children throughout their play in order to extend learning through open ending questioning, providing extra resources and observing to understand interests and developmental needs.
* At the nursery we use the method of “In the moment planning” which is a technique of using interactions and identified key moments throughout day to support children’s learning and development. Practitioners observe the children both indoors and outdoors and look for teachable moments, they then go to the children to interact, they encourage, support, demonstrate and model experiences to enable the children to achieve their full potential through play. From these interactions’ children achieve “next steps” in their development, which we record retrospectively for each child. We record weekly and link with the seven areas of learning and Characteristics of effective learning.
* “Wow moments" are recorded for all children when we see new emerging development that has happened spontaneously or at home. We believe practitioners should be spending their time with the children not with endless paperwork. We use the Baby days app to record development through the next steps section of the app; as the children have already achieved that next step in the moment.
* Children are never made to take part in any learning opportunities, they are given choices and encouraged to be independent learners through play.
* All adult led opportunities are playful and planned around the children’s interests in order to engage them. Experiences are incorporated into the daily routine and children can access them if they wish.
* Rooms are arranged to encourage free flow play and children have access to all seven areas of learning at all times.
* We understand that sometimes children play together and sometimes play alone. Practitioners also understand that sometimes children do not want them to play with them.
* Practitioners respect and accept all forms of play however deter children from violent or threatening play e.g. war, fighting, guns and weapon play due to negativity and to encourage understanding of what is right and wrong (British values). Play that scares, threatens or hurts another child or damages property will be quickly discouraged and children will be requested to cease this play and an explanation of why it is unacceptable will be given.
* At Tiny Robins Nursery we will continue to purchase new toys and equipment according to the needs of the children. However, we recognise that sensitive, enthusiastic practitioners are the best resource that we could provide for young children.

**Individual learning and development:**

The nursery is committed to providing excellent facilities for children to play, learn and develop around the areas of learning:

PRIME AREAS:

* Personal, social and emotional development
* Physical development
* Communication and Language development

SPECIFIC AREAS:

* Literacy
* Mathematics
* Understanding the World
* Expressive Arts and Design

The staff also observe for the characteristics of effective learning which detail the ways in which children should be learning from the environment. These are:

* Playing and exploring - engagement
* Active learning - Motivation
* Creating and thinking critically - thinking

The nursery operates a key person system. Each child will be allocated a key person on confirmation of their attendance at the setting. There are opportunities during the children’s settling in sessions for parents and carers to discuss any learning requirements with their child’s key person.

We also provide the family with an all about me form to complete regarding their child’s interests and likes and dislikes. This will enable the key person to gain a better understanding of the child’s cultural capital and establish a starting point for the child’s learning (baseline) motivating the child to explore and play in their new environment.

Children’s progress files will be updated every 3 months, from their initial baseline assessment. Our observations and interactions link with the Early Years Foundation Stage to establish achievement, skills and progression of development. It supports us to identify next steps that will support them further with their development. All updates are discussed with parents and feedback is requested and utilised to ensure parental involvement. Parents and carers are also given daily feedback on their child’s experiences during the day, electronically via Baby days for under 3’s and verbally for all children.

Learning experiences are differentiated to include all children regardless of gender, ability, race, SEN, age and language. The nursery understands that all children develop at different rates. If a child’s progress in any area of learning causes concern, practitioners will discuss this with the child’s parent/carers to agree how to support the child. If after providing additional support in nursery we still have concerns then we consider if a child may have Special Educational Needs or a Disability that requires special support. Working with families enables us to liaise with outside agencies to provide support for any children who may require external support.

**ICT Policy:**

At Tiny Robins Nursery we aim to develop children’s skills in all areas of learning using the Early Years Foundation Stage (EYFS) as a working document to aid practitioners. The Statutory Framework for the Early Years Foundation states that by the end of the EYFS:

“children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes”

In order to support children acquiring these skills, we will provide children with age appropriate resources that promote the use of technology to enhance children’s learning experiences. All children and babies have access to resources such as musical/light up toys, cause and effect toys, digital camera and defunct equipment amongst many other resources.

We welcome donations of any ICT equipment from staff, parents and carers to enhance children’s role play.

When children are using ICT, staff take into DATEC’s principles for good practice:

1. Ensure an educational purpose
2. Encourage collaboration
3. Integrate with other areas of curriculum
4. Ensure the child is in control
5. Choose applications that are transparent
6. Avoid applications containing violence or stereotyping
7. Be aware of health and safety issues

We understand that the children’s health and safety is of paramount importance. We understand that prolonged use of inactive ICT equipment such as a computer can lead to health problems such as obesity, we therefore we do not promote screen time in the setting and encourage parents/ carers to limit the children’s time on these apparatus to twenty minutes at home.

**Meals:**

Children who attend the nursery will supply formula milk or breast milk if that is the parents’ wishes. Nursery will supply meals. Meals are at set times but if a child is absent during the times then parents should discuss food needs with nursery staff.

The nursery will ensure children and babies have access to drinks throughout the day as well as snacks. We promote good hygiene practice and encourage children to wash their hands before and after meals and throughout their daily play eg after creative play.

**Dietary Requirements:**

Children’s medical and personal dietary requirements are recorded in their files and are visible to staff so that all practitioners can see specific requirements at meal and snack times. The dietary rules of religious groups and vegetarians are met in appropriate ways. A vegetarian option is offered at every meal. Individual dietary requirements will be discussed with parents on admission and reviewed 3 monthly when updates are completed on each child.

**Drinks:**

Fresh drinking water is provided to all children/babies throughout the day. All babies will be provided with a named beaker of water and older children will be encouraged to bring a drinks bottle from home which they can access throughout the day, this will be filled if empty.

**Facilities:**

The nursery has a refrigerator, a freezer, microwave and a cooker with oven to heat up/cook food. Checks are carried out with a food probe to ensure food is heated to the correct temperature. Food preparation areas are strictly cleansed before and after every meal, snack and cooking time. Good hygiene practices are followed in preparation, cooking and serving food. The nursery was awarded a 5 rating by the food hygiene regulators in June 2019.

**Healthy meals:**

Nursery is responsible for ensuring a wide variety of healthy meals are provided to the children who attend. Practitioners are available at all times to discuss diets, weaning and ideas to encourage children to eat well. Staff monitor each child’s diet and liaise with parents.

The nursery provides information for children under the age of three on the Baby days app to inform parents/carers what they have eaten and drank throughout the day.

We do not use nuts in any food preparation, although some sauces may contain trace of nuts, and parents will be informed. We do offer eggs, parents are asked in advance if they wish for their child to have this food ingredient. If any child displays signs of an allergic reaction parents will be contacted immediately and medical advice sought if required.

Practitioners who have access to or are involved in food preparation hold appropriate food and safety qualifications which will be displayed within the kitchen, this is reviewed every few years to ensure up to date understanding of food hygiene and safety when preparing food for the setting.

**Outside Agencies:**

The nursery has an obligation to inform Ofsted within 14 days of any food poisoning affecting two or more children who attend the nursery.

**GDPR-Data protection:**

All information obtained by the setting regarding personal details of parent, carers or children is considered confidential. We will be explain why we need to know that information, what it will be used for, how long it will be kept for and if it is to be passed onto any third parties. Consent will be verbal and written and will not be kept for any longer than is required for the setting. Individuals have the right to request to see their personal details and are encouraged to keep them up to date for the purpose they are being used, for example the child information form contains emergency contact details and dietary requirements for the child, these enable nursery to be able to contact parents so must be kept up to date. 2-year checks are completed in Nursery. Consent is gained from parents, in the child information form, to share this information with outside agencies such as the Health Visitor of the child for the purpose of early intervention in learning and development needs.

If GDPR is breached all individuals that will be affected will be informed within 72 hours; an example may be that the nursery has been broken into and information, computers, iPad or any other documents containing information have been taken. You will be informed of what has happened, how it may affect you and how many others have been affected.

**Baby days:**

The nursery is working towards a paperless setting, we have chosen to use Baby days programme. Each parent is given individual log in details for access to the system. Baby days works using the EYFS to track each child’s development which is reviewed 3 monthly from the first initial baseline assessment. We also use the app for attendance logging

It is used for parents and carers to inform them:

Under the age of three- Development tracking, daily notes-this includes food, sleeps, toileting/nappy changes, comment about the child’s day. Photographs, IMP’s and other messages from key workers can be sent to parents.

Over 3’s- Development tracking, IMP’s, Group notes, photographs and other messages directly from key workers can be sent to parents.

Parent involvement is encouraged through the use of the app; parents of each child have the option to comment on photographs, IMP’s (Next steps), daily notes, send private messages. Accident, medication and incident forms are completed on the app so parents are immediately informed and can sign to say they give permission Additionally, parents can send in their own home photographs through the app, sharing home experiences with the nursery.

**Sickness and ill health:**

Our aim is to provide the best possible care for all our children. Therefore, we cannot accept sick children at nursery, especially when they are contagious to others.

It is the parent’s responsibility to ensure their child does not attend the nursery and put other children/staff at risk. Therefore, if a parent continually sends a sick or unwell child to nursery we will review the nursery’s offer of a place. Parents are requested to report all absences due to sickness to staff at the nursery before your child is due to attend.

Please use the following guidelines before bringing your child back to the nursery:

* Colds and flu: the child should have a normal temperature and feel fit and healthy
* Conjunctivitis: Cream or drops must be provided by the doctor or pharmacist and treatment should have commenced (at least two treatments).
* Chicken Pox: all spots must be completely scabbed over (usually within 5-7 days)
* Impetigo: medical advice must be sought and sores must not be weeping
* Hand, foot and mouth: all sores must have been treated by a doctor and sores must not be weeping
* Head lice: children will not initially be sent home, however, parents will be notified so that treatment process can commence as soon as the child gets home. A child’s hair must be tied back (if long enough) to minimise spread. Letters will be sent home to the group.
* Measles: rash should have gone and child acting healthy
* Sickness/ diarrhoea: at least 48 hours should pass since the last bout. The nursery will give parents a curtesy call to inform you of sickness/ diarrhoea after the first incident of this, if further events occur you will be contacted to collect the child.
* Temperature: the normal temperature for a child is between 36-37c, if any child’s temperature reaches 38c or above parents will be notified immediately for medical treatment or collection
* Unknown rashes: medical advice should be sought quickly
* Broken limbs/stitches: according to medical advice and based on the individual child this will be discussed with parents.

**PLEASE NOTE THAT IF A UNWELL CHILD NEEDS ONE TO ONE ATTENTION WE CANNOT PROVIDE ONE TO ONE CARE AT THE NURSERY.**

If a child needs to receive medication while in the care of the setting please see the policy regarding administration of medication. Parents will be contacted by a member of staff to collect the child if they become ill while in our care. The child will be cared for by a member of staff in a quiet area away from other children until parents/carers arrive to collect. If a child has a notifiable illness, serious injury resulting in disability; or death of a child the nursery will contact the Department of Health and Ofsted.

**ACCIDENT / MEDICAL TREATMENT POLICY:**

All children fall and bump themselves so it is crucial that they receive the right treatment. Emergency medication for serious conditions (i.e. allergies) will be stored accordingly on discussion with parents/staff, either refrigerated or medicine cabinet found in each room. This will be easily accessible in case of emergency. Staff will seek appropriate advice from parents on administering this medication if required. If further training is required, we will attend relevant courses.

 All of our staff are First Aid qualified and are required to maintain their certificate. First Aid boxes are available around the nursery and are fully stocked, located in each age group room and in the kitchen.

 ALL accidents will be recorded on accident form section of Baby days. Parents are asked to sign on the app, a notification will be sent to them as soon as the form is completed. They sign to acknowledge that they are aware of the accident.

 The accident sheet will record the following information:

• Child’s name, Date and time of accident

• Circumstances of accident

• Extent of injuries, body map

• What first aid was given by staff

• Which member(s) of staff dealt with the accident

• Signature of parents acknowledging that they have been informed about the accident.

 If the accident is serious enough that the staff feel further medical help is required, the child will be taken to the nearest Accident and Emergency Department or walk in centre. If deemed necessary an ambulance will be called. A member of staff will accompany the child and take the child’s records which will contain details of the child’s doctors and any allergies that they may have. Parents will be contacted immediately so that they can join the child and member of staff at the hospital. The manager will investigate accordingly.

Any serious accidents or incidents will be reported to RIDDOR and OFSTED and SOCIAL CARE

RIDDOR contact information. Online details-www.hse.gov.uk/RIDDOR

phone-0845 300 9923

OFSTED contact information. Phone- 0300 123 1231

SOCIAL CARE contact information-02392 839111

Queens Medical Centre- Derby Rd, Nottingham NG7 2UH 0115 924 9924

Parents will be contacted immediately with head injuries so they can decide on medical attention or collection.

If an injury has taken place anywhere that isn’t in the setting then parents are required to complete an incident form with a member of staff and sign it. This will prevent staff mistaking any injuries that happen at the nursery with those that have happened elsewhere. Visible distinguishing marks and medical conditions are noted during registration to prevent confusion. The accident sheets are reviewed regularly by the Director and the Nursery Manager to identify risk areas or problems with equipment.

**Incident**

If a child enters the nursery with any injury which has not taken place within the setting an incident report must be completed by the parent/carer listing

• Date being reported and time

• Childs name

• Description of incident: when, where, how it happened and if any action was taken. This includes a body map, identifying size, shape and colour of any marks/ abrasions.

• Parent sign

The manager reviews to see if there are any possible safeguarding concerns. This is then reported to staff within that child’s room so they are aware of any concerns that are being tracked.

**Administration of medication:**

The nursery promotes the best possible care; therefore, all medication that is required by a child must be recorded before staff can administer this medication. It is the parent’s responsibility to ensure that staff are aware of any medication that has been administrated before attending, and why it has been given, so that all staff are aware to prevent overdose of medication. This is recorded on the communication board at the beginning of the session so that staff in the room are aware of any medication to be given.

Medication will be stored as advised on the prescription. No medication will be administered without being clearly prescribed with the exception of Calpol or any other over the counter medication. Although if a child requires more than two days doses of these treatments we advise that parents/carers arrange a doctor’s appointment to see if further treatment is required. Staff will not administer the medication if it is out of date or prescribed for another person. All medication will be administered according to instructions on the prescription. A medication form will be completed on Baby days and the notification sent to parents which they must sign to acknowledge they know when their child has been given medication.

The form will be completed by staff with the following:

* Any previous medication given that day
* What time the medication is actually given
* Reason for medication
* Administered by, witness by
* In the case of more than one dose of medication being needed each dose will be written on the form so it clearly shows at what times and the amount of each medication given.

In the case of a child attending the setting and becoming unwell, parents will be contacted and their symptoms will be explained. If the child has been given his/her own medication and symptoms persist then parents/carers will be advised to collect the child from the setting.

Staff who administer medication will have another staff member to witness the medication being given and declare on the form that they have witnessed this. If a child is regularly on medication such as inhalers, etc. then a long term medication form will be kept active on the Baby days app, this will also be on their contacts and information form with permission for it to be administered on a regular basis. Parents must also inform us on bringing their child to nursery if they have had a treatment of that medication on that day and parents must sign to acknowledge this on the app if we should have to administer more.

**INCLUSION STATEMENT OF INTENT:**

We provide an environment in which all children are supported to reach their full potential. Our aims:

* We have regard for the SEND code of practice: 0 to 25 years guidance on the special educational needs and disability (SEND) system for children and young people aged 0 to 25, from September 2014, Equality Act 2010.
* We aim to include all children in our provision. We provide help and support to all parents including those with children with special educational needs (SEN/ Disabilities) We are committed to working in partnership with parents and other agencies on meeting individual needs.
* We monitor and review our policies, practice and provision and if necessary, make adjustments if required. (Annually)
* We aim to meet the needs of all children in the setting and have provided a disabled toilet and ramps for wheelchair users to access the nursery. Specialist equipment/ resources and provisions will be sourced through outside agencies to support the child’s individual needs.
* We ensure that the provision for children with SEN/ Disabilities is the responsibility of all staff members in the setting. Ensuring that our inclusive admission practice ensures equality of access and opportunity.
* We ensure that our physical environment is as far as possible suitable for children with SEN/Disabilities. We have ramps, disabled toilet and suitable space.
* We work closely with parents of children with SEN/Disabilities to create and maintain a positive partnership. We ensure that parents are informed at all stages of assessment, and review of their child’s education. We provide parents with information on sources of independent advice and support
* We liaise with other professionals involved with the children with SEN/Disabilities and their families/ including transfers, arrangements to other settings and schools
* We provide a broad, balanced and differentiated curriculum to meet individual needs and abilities. We use sensitive systems of observing and planning, implementing, monitoring and evaluating for all children, we also use the system for reviewing individual educational plans (IEP’s) for children with SEN/Disabilities.

**SEN/Disabilities:**

* We aim to ensure that children with SEN/ disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of abilities
* We are able to support children and their families with EHCP’s (Education Health Care Plans)
* We use a system of keeping records of all the children within the setting, including children with SEN/ disabilities which are passed onto schools or other settings
* We provide and are willing to access further resources to implement our SEN policy
* We ensure the privacy of children with SEN/ disabilities when providing intimate care. Providing in service training for practitioners and volunteers when necessary.
* We ensure effectiveness of our SEN/ disabilities provision by collecting information from a range of sources: IEP’s, reviews, staff and management meetings, parental and external agencies views inspections and complaints. This information is collated, evaluated and reviewed on a regular basis
* We provide a complaints procedure and monitor our policies annually
* We recognise there are children constantly working beyond their next step of learning and IEP’s are written accordingly to support continued development
* We use a system of planning, implementing, monitoring and evaluating and then reviewing individual educational plans (IEP’s) for children with SEN/disabilities
* Legislation link: SEND code of practice 2014, Equality Act 2010, EYFS 2019, Children and Families Act 2014

**Behaviour Management Policy:**

Behaviour management officer-The Manager

It is recognised that all children behave in different ways. Changes in behaviour are usually a result of change in their environment or circumstances that they may find challenging. Positive behaviour is promoted at all times by all staff through praise, rewards and encouragement according to the child’s age and stage of development.

At the nursery we use the following main strategies:

1. Always offer a choice to give the child control e.g. you can sit nicely at story time with the group or sit by yourself in a quiet area.
2. Empathise with the child e.g. I know you’re angry/sad but we still need to tidy up
3. Use “if and when” e.g. if / when you tidy up you can choose a book
4. Distraction / explination

Most children at certain stages of development demonstrate behaviour that is negative. Children may demonstrate negative behaviour verbally or physically e.g. biting/ swearing. We recognise that children may display negative behaviour as they are still exploring their emotions and understanding of what is socially accepted. If some circumstances a ‘Take 5’ approach may be used, the child will sit to one side with a member of staff to talk about how they are feeling.

On those rare occasions when negative behaviour is evident a child will be gently supported. We do not humiliate any child, Staff will explain to the child why their behaviour is unsafe or unkind.

Unwanted behaviour is managed according to each individual child’s needs. We understand that methods used for some children may not prove to be effective for others. Parents, carers and nursery staff will work together to understand what works best for each child. The nursery will work in partnership with parents when dealing with inappropriate behaviour. An ABC chart may be used to highlight triggers, and identify an appropriate management strategy, the childs key worker will work with parents to identify any events that may be causing the behaviour, the behaviour may be a sign of SEN needs. If SEN needs are identified the setting can apply for a Early Help assessment or Education, Health and Care assessment (EHC).

Positive social behaviour will be encouraged such as sharing, good manners, hygiene and taking turns at all times. Restraining a child for their own safety will only be used if behaviour is likely to cause injury to the child or any other person or property. This will be logged on an incident sheet and signed by parents.

Rachel, Elizabeth and Sarah have attended a course for coping with Risky behaviour.

Unacceptable behaviour:

* Swearing
* Physical hurting of the other children or staff
* Repetitive damage of the nurseries property or of that belonging to another child
* Racism

**The Common Assessment Framework (CAF) / Priority Family:**

A CAF is a standardised approach to conducting an assessment of a child’s additional needs and is used to decide how those needs should be met. It is a general holistic assessment. The CAF will promote more effective, earlier identification of additional needs. It is intended to provide a simple process of identifying a child’s needs and strengths, taking into account the role of parents, carers, and environmental factors on their development.

As a result of the assessment practitioners are then better placed to agree, with the child and the family, about what support is appropriate. The CAF will also help to improve integrated working by promoting co-ordinated service provision and information sharing. CAFs are available for children up to the age of 18.

The form is completed by a Lead Professional who becomes the main point of contact throughout the process. The common assessment focuses on three main areas.

1. Development of the child or young person - how well they are developing, including their health, emotional and social development, and progress in learning.
2. Parents and carers - how well they are able to support their child or the young person's development, and their ability to respond appropriately to their needs.
3. Family and environment - the impact of wider family and environmental elements on the child or young person’s development and on the capacity of their parents or carers.

A CAF can be carried out anytime there is concern about a child or young person’s progress towards the areas of development using the EYFS as guidance throughout to track development and help to support the child.

**Early Years Pupil Premium Policy:**

The aim of the Early Years Pupil Premium is to close the gap between children from disadvantaged backgrounds and their peers by providing funding to Early Years providers to help them raise the quality of their provision (Department for Education- DfE). The Early Years Pupil Premium provides extra money on top of free entitlement for any child aged 3+ year whose parents are in receipt of certain benefits.

**Eligibility**

* Income Support
* income-based Jobseeker’s Allowance
* income-related Employment and Support Allowance
* support under part VI of the Immigration and Asylum Act 1999
* the guaranteed element of State Pension Credit
* Child Tax Credit (provided they’re not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
* Working Tax Credit run-on, which is paid for 4 weeks after they stop qualifying for Working Tax Credit
* Universal Credit

The child is currently being looked after by a local authority in England or Wales they have left care in England or Wales through:

* an adoption
* a special guardianship order
* a child arrangement order

We can use extra funding in any way we see appropriate to improve the quality of the early years education that we provide for your child. This could include for example additional training for our staff on early language, investing in partnership working with our colleagues in the area to further our expertise or specialist equipment. We ask all parents to fill out a funding form which asks if they wish to apply for pupil premium and explaining if and how they could be eligible, to access this. The process will require a national insurance number and date of birth along with other details.