



minihome information for parents

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Ethos

Minihome aims to combine a happy home from home feeling with a stimulating learning environment. We try to foster an atmosphere of loving kindness and generosity of spirit. The environment, equipment, activities and care routines are child centred. They are appropriate to age and stage related learning goals whilst acknowledging individual differences in needs, abilities, and timing. Through play, children explore their world in all its aspects: physical, mental and social. They gain knowledge, skills and self-esteem. Children are encouraged to make choices and develop self-reliance. Plenty of group activities are always available and the different age groups have opportunities to interact.

Each child has a key worker who is primarily responsible for their welfare. The key worker monitors and assesses the child's needs, liaising with parents / carers and the staff team with regard to daily and more long term issues. All staff have qualifications or relevant experience and are appropriately checked and cleared. Minihome is registered with OFSTED our registration number is EY248301.

All staff are offered on-going training opportunities to develop their knowledge, enhance their job satisfaction and improve their skills.

Food is prepared on the premises from fresh ingredients. The emphasis is on healthy vegetarian food plus some fish, incorporating multicultural provision and special diets. We use organic dairy products, fruit and vegetables as available.

On a personal note, the minihome company directors are Billie Chan and Maria Gandy who run yogahome. We hope that minihome will reflect the values you may already be familiar with at yogahome. Billie's and Maria's children have attended minihome. We aim to provide the nursery that we would want our children to go to. Parents / carers are a crucial part of minihome, we look forward to getting to know you and your children and welcome any feedback or suggestions.

Admissions

Minihome operates a list for families interested in places for their children.

The date at which you register gives you a priority in relation to other families but it is not the only factor taken into consideration.

- In the first place children at the nursery are given the option to increase their number of days by taking on a vacant place should they wish to. There is an internal waiting list for this.
- In the second place offers are made to siblings of children at nursery.
- In the third place we make offers to those families on the list requesting a start date in proximity to the vacant place start date who require a similar attendance pattern to the vacant space. We prefer to maintain 5 day places when they become available, rather than split them into 2 and 3 day places. Within this group offers are made in order of priority established by date of registration on the list.
- We welcome children with special needs. We aim to meet their needs to the best of our abilities in conjunction with outside professionals.
- You will receive a phone call if we have a place to offer you.

- There is no guarantee of a place offer.
- Please let us know if you wish to withdraw from the list or make changes to your requirements.

Registering for the list

Families are required to fill in a registration form and return it with the £10 registration fee. We recommend that you arrange to visit the nursery before registering. Visits are usually at 10:30 am only and must be booked in advance. Call 020 7249 0725 to arrange a visit.

Learning at minihome

At minihome we are committed to learning in the broadest sense, for children and adults. I believe that a child learns best and most deeply, by direct experience of the interactions with people around them, the routines, activities, situations, environments and objects, in fact all the stuff of life.

At minihome the practitioners are encouraged to consider the viewpoint of a child in order to provide most appropriately for them.

The role of the practitioner is in establishing an environment that supports learning through direct experience and through the sensitive and subtle extension of knowledge and understanding.

We are continuing to develop our ability as adults to stimulate discovery on the part of a child without limiting it to our own preconceived ideas. In support of this practitioners aim to support the processes a child becomes involved in above the production of any adult defined outcomes or products.

We encourage staff to research new activities to support fun and learning.

We aim to provide a balance of child led and adult led activities. We favour the following of a child's interests, but recognise the important ways in which adults can stimulate new interests through novel activities, objects, interventions, discussions, books, pictures and outings.

We plan on a weekly or fortnightly basis for children as individuals and as part of the groups to which they belong. All our plans are flexible and respond to what actually happens each day. We observe each child to inform the plans that we make and invite every family to contribute to our understanding of their child by contributing to our records. We carry out end of term assessments on each child to establish whether they are making good progress and whether they need additional support.

We use the Early Years Foundation Stage documents to inform our provision.

We engage in regular reflection on our practice and provision and evaluate this in terms of outcomes for children.

Practitioners continue to learn through in house training and support as well as external courses.

Daily routine: Pre-School

We follow the nursery routine as outlined below, by the time that children move into this room, most of them have begun to take only one nap, after lunch, at nursery, and the routine reflects this. If they no longer nap then they join in with activities with the other children who are awake.

time	activity	details
08:00 - 09:00	Welcome and Breakfast	A time to share information. Children move on to activities once they have finished their breakfast.
09:00 - 09:30	Circle time	Children join in with morning circle doing the calendar, news, singing, show and tell & story time
09:30 - 10:30	key groups do focus planned activities and free play (One group inside and one group outside)	Children are to split into their key groups and join in with the focus planned activity. Free play is also running alongside this for children who finish their focus planned activity.
9:30 – 10:30	Special Sessions at this time on some days.	Monday: Spanish Thursday: French Friday: Adventure Playground
10.30 - 11:00	Snack time and story	Children all sit together and have a snack, whilst being read a story or sing songs.
11:00 - 11:20	Table top activities	Fine motor skills activities e.g. tiny lego, bead threading; small group games e.g. snakes and ladders and co-operative problem solving e.g. building a marble run.
11:20 - 12:00	Phonics session	Children to split up into key groups and do a phonic based activity or session. Sounding out letters, pen control, writing books, mark making.
12:00 – 12:30	Neighbourhood walk	Children go on a daily walk to look at things in the local area or use the ball play areas in the park or the climbing equipment.
12:30 – 13:00	Wash hands and Lunch time	Children to be encouraged to self-serve food
13:00 – 15:00	Clean teeth and sleep or garden time	Children to clean their teeth after lunch and either sleep or take part in focus activities happening inside and outside.
15:00 – 16:00	Special sessions	Monday: Drama, Tuesday: Street Dance, Wednesday: Ballet, Thursday: Yoga, Friday: Singing & Signing.
16:00 - 16:30	Tea time	All children to talk about what they have done today.
16:30 - 17:30	Garden	Free play
17:30 - 17:45	Table Top activities	Fine motor skill activities or small group games
17:45 - 18:00	Snack time / story	Quiet time indoors
18:00	Home time	Children get collected by their parents/ carers

2-3 year old room: Daily routine

We follow the nursery routine as outlined below, by the time that children move into this room, most of them have begun to take only one nap, after lunch, at nursery, and the routine reflects this. If they no longer nap then they join in with activities with the other children who are awake.

time	activity	details
08:00 - 09:00	Welcome and Breakfast	A time to share information. Children move on to activities once they have finished their breakfast.
08:30 - 09:00	Free play and help set up	The room is set up according to the continuous provision plan children are free to explore the resources once they have eaten their breakfast.
09:15 - 09:30	Circle time	Children are to join in with morning circle doing the calendar, news, singing, show and tell, story,
09:30 - 10:15	key groups do focus planned activities and free play (One group inside and one group outside)	Children are to split into their key groups and join in with the focus planned activity. Free play is also running alongside this for children who finish their focus planned activity.
10:15 - 10:30	Tidy up and wash hands for snack	Children to help tidy up the classroom and wash hands for snack.
10:15 - 10:30	Special Session	On Tuesdays there is French at this time.
10.30 - 10:45	Snack time and story	Snack time children all sit together and have snack, staff member to read a story/ sing songs.
10:45 - 12:00	Focus planned activities and free play inside and outside	Adult led focused activities in small groups. Free play is also running alongside of this for children who finish their focus planned activity.
12:00 – 12:15	Tidy up and wash hands	
12:15 – 12:45	Lunch	Children to be encouraged to self-serve food
12:45 – 13:00	Clean teeth and children to go to bed for nap time	Children to clean their teeth after lunch and choose books for quiet reading or have a sleep
13:30 - 14:30	If not napping: Outside garden time	Children free to play outside
14:30 – 16:00	Focus planned activities and free play inside and outside	Adult led focused activities in small groups. Free play is also running alongside of this for children who finish their focus planned activity.
15:30 – 16:00	Special Sessions or free play	Tuesday: Street Dance, Thursday: Yoga Children take turns to attend special sessions.
16:00 - 16:30	Tea time	All children to talk about what they have done today and what they want out for 4:30 pm free play.
16:30 - 17:30	Free play	Children's choice
17:30 - 17:45	Dancing	Opportunity for children to be physical and do some ring games, songs, and dancing
17:45 - 18:00	Snack time / story	
18:00	Home time	Children get collected by their parents/ carers

Toddler room: Daily routine

We follow the nursery routine as outlined below, by the time that children move into this room, most of them have begun to take only one nap, after lunch, at nursery, and the routine reflects this.

time	activity	details
08:00 - 09:00	Welcome and Breakfast	A time to share information. Children move on to activities once they have finished their breakfast.
9:00 – 10:00	Outside garden time Messy play activity The group splits, one group in and one out, then swaps.	Children are free to explore the continuous provision in the garden. One staff is to lead a focus planned activity outside. Planned focus messy activity is set up for toddlers to explore inside.
10.00 - 10:30	Snack time and circle time	Children sit on the mat when eating their snack and listen to a nursery rhyme and story session.
10:00 – 10:30	Trip to local area once a week at this time	Weekly trip to local park either by buggies or walking. Snacks outside. Days vary.
10:30 – 11:00	Special Session	Weekly special singing and music session alternating on Tuesdays and Thursdays
10:30 – 11.45	Outside garden time Messy play activity The group splits, one group in and one out, then swaps.	Children are free to explore the continuous provision in the garden. One staff is to lead a focus planned activity outside. Planned focus messy activity is set up for toddlers to explore inside.
11:45 – 12:00	Tidy up and wash hands	Staff support toddlers to wash their hands
12:00 – 12:15	Lunch	We support each toddler to self feed. Lunch time is a social occasion with adults sitting with the children. We take time to talk and see this as a learning experience
12:15 - 14:30	Nap time	All children are encouraged to sleep.
14:30 - 15:10	Focus planned activities and continuous provision	Children are free to explore the continuous provision in the room while small group focus planned activities take place alongside.
15:10 - 15:50	Outside garden play	Children are free to explore the continuous provision in the garden. Adults also lead group games.
15:50 - 16:00	Hand washing to get ready for tea	Staff support toddlers to wash their hands
16:00 - 16:30	Tea time	Children are encouraged to eat their tea, good manners are praised and conversation is led by children and adults
16:30 - 16:45	Circle time	Story with story bag, singing, play physical games.
16:45 - 17:15	Big physical free play	Toddlers free to play with tunnels, ball's, bikes, rockers and soft play to develop gross motor skills
17:15 – 17:40	Outside garden play	Children are free to explore the continuous provision in the garden. Adults also lead group games.
17:40 – 18:00	Snack time and circle time	Children sit on the mat whilst eating their snack and listen to a nursery rhyme and story session.
18:00	Home time	Children get collected by their parents/ carers

Baby room: Daily routine

We follow your baby's routine as you describe it to us, offering naps and milk feeds in the amounts and at the times that you have established with your baby. The routine below is what happens in the room, for your baby to access in their waking hours.

time	activity	details
08:00 - 09:00	Welcome and Breakfast	A time to share information. Children move on to activities once they have finished their breakfast.
08:30 - 09:30	Free play	The room is set up according to the continuous provision plan and children are free to explore the resources. Playing in a group supports them to develop social skills. Adults support the babies in their exploration and interactions.
09:15 - 09:25	Circle time (during free play)	Singing and stories. Babies are free to join in with singing morning welcome song and have a story
09:25 - 09:55	Messy play activity or daily walk	Planned focus messy/ sensory play activity is set up for babies to explore
09:25 - 09:55	Daily pushchair walks around local community	Four babies and two staff to go on a walk around the local community. This rotates through the group.
09:55 - 10:00	Tidy up and wash hands for snack	Staff support babies washing their hands
10:00 - 10:15	Snack time and nursery rhyme session	Children sit on the mat when eating snack and listen to nursery rhyme session
10:00 – 10:30	Special Session	Weekly alternating on Tuesday and Thursday, special singing and music session.
10:15 - 11:45	Outside garden time or free play inside	Children are free to explore the continuous provision in the garden.
11:45 – 12:15	Lunch time	We support each baby to eat according to their parent's wishes, self feeding or spoon feeding, key workers feed their own key children. We take time to talk and see this as a learning experience
12:15 – 14:30	Nap time and quiet play time	Many babies sleep at this time so quiet play is available to those who are awake.
14:30 - 15:30	Outside garden time or free play inside.	Children are free to explore the continuous provision in the garden.
15:30 – 15:50	Music and movement Session	Staff to lead babies in music session, using instruments, silk scarfs, parachute etc.
15:50 – 16:20	Tea time	A lighter meal than lunch
16:20 - 17:20	Big physical free play	Tunnels, balls, bikes, rockers and soft play. The Babies are free to play on equipment with staff supporting them, helping to develop gross motor skills
17:20 - 17:45	Treasure basket session	Weekly treasure basket (different one each week)
17:45 - 18:00	Snack time / story/ singing	
18:00	Home time	Children get collected by their parents/ carers

Activities for babies

Attention is given to the total experience, the key worker has a crucial role in providing a loving, secure environment. The schedule of feeding, sleeping and activity and quiet times will be arranged in consultation with the parents / carers.

Pre crawling

Keyworkers engage in face to face interaction, eye contact and talk using simple language with a soothing voice.

Babies are held for bottle-feeding. Changing and feeding are used as opportunities for play, growth and development. They are carried out with love and attention, as needed by the child and not according to a pre determined schedule. These are times when babies can be helped to discover their own bodies and play with water and experience new tastes, smells and sensations.

Babies' sounds are responded to and imitated.

Talking with, singing to and physical play with babies forms much of the activity for this group.

A variety of toys are introduced, soft and hard, noisy and silent, small to develop finger gripping and large for hugging. There are toys that respond to actions, things to push and pull and turn. Toys range in the level of visual stimulation and in the textures introduced. So that not all toys are brightly coloured.

Treasure baskets are introduced to this group and continued through to toddlers. These contain collections of everyday objects made of natural materials shiny metal, leather, straw, wood and fabrics.

There are a variety of different balls of different materials plus beanbags.

Books are read as well as used for feeling and looking at.

There are mirrors at floor level, and a variety of textured surfaces for babies to be placed on.

Babies are encouraged to discover their bodies through foot rattles, massage and assisted movements.

Music and other sounds are played in the room.

There will be time outside every day weather permitting.

Crawling

The activities for this group are an extension from the pre-crawling group. Babies lead the way with their interests and are introduced to new experiences by key workers.

Toys are available within reach to allow babies to begin to make choices and have preferences.

The range of toys is broader and includes blocks and things to push or pull along. Items requiring finer manipulation are introduced.

Low steps and slopes and soft play blocks will be available to develop movement. There are different textured mats and cushions to feel and lie or sit on or play with.

There is time outside everyday, weather permitting, experiencing the different surfaces and babies are assisted to slide on the equipment.

There is sand and water play.

Activities for toddlers

Key workers support toddlers' play to extend periods of interest and concentration.

Key workers model imaginative play and role-plays, such as "tea parties".

The breadth of toys increases to include appropriate puzzles, different construction systems big and small, magnet boards, bead game boards and threading equipment, plus materials for role-play. There are collections of vehicles, animals, and other objects.

There are tabletop activities and floor based ones plus areas for role-play. Reading, singing and actions are adapted for toddlers to be actively involved. Instruments for banging, shaking and blowing are available. There is movement to music.

Bags of objects are available for heuristic play.

As for crawlers, low steps and slopes and soft play blocks will be available to develop movement. There will be different textured mats and cushions to feel and lie or sit on or play with.

Mark making materials will be available also sticking equipment.

There will be time outside everyday experiencing the different surfaces and toddlers will be assisted to slide and play on the equipment.

There is sand and water play.

Practitioners aim to engage with toddlers through the provision of activities that stimulate a wide range of their senses and support active involvement on the part of the child.

Activities for 2 – 3 year olds

There is a 2-3 year old room and a Pre School room for 3 and 4 year olds. In these rooms there is a weekly plan of what will be arranged in the nursery for the group, it is play based. It includes scope for children to self select within a particular area as well as choosing which activities to get involved with over all.

We aim to meet the needs of individual children as well as small groups with similar interests or needs. The plans made draw on the staff knowledge of children as individuals and as part of small groups. They also draw on the guidance included in the Early Years Foundation Stage documents issued by the Government Department for Children, Schools and Families. There may occasionally be themes to our investigations and explorations which change through the year.

Provision for children aims to be broad and varied, with a balance of child led and adult focussed activities. Practitioners are encouraged to intervene sensitively to avoid disrupting cycles of deep, intense play, but to be available to extend the growth in each child's knowledge and understanding.

Key workers support 2 year olds to expand their language, particularly in social situations to express their feelings and to manage independently in their peer group with supportive adults close by. Many 2 year olds start to choose to play independently with their friends, which the adults support and supervise. Often 2 year olds explore the effects that they can have on those around them by pushing at boundaries and so the adults help them to negotiate these emotional times. We use small circle times to show role plays with puppets or look at pictures of situations and to talk about feelings, what makes us sad or happy or angry and to try to think how our actions can make others feel.

Gaining physical control over their bodies, toilet training and washing hands, getting dressed, undressed are all key parts of 2 year old development. Adults support each child to try and persevere with these challenges and to become more independent. We discuss toilet training with parents as each child begins to show an interest and agree an approach with the family. In general it is best to follow the child's lead and to be prepared for lots of accidents. Nursery is a busy place to remember to use the toilet when another child might get the toy that they want.

Toilet training

Is agreed with parents, following their wishes, keeping them informed of what stage their child is at. Parents are informed about how children may struggle more at nursery than at home due to distractions, this is normal.

If parents and the keyworker agree that a child is ready then ideally we move straight to pants and simple clothing that supports a child to manage using the potty/toilet.

We suggest to use pull ups just for sleep.

If staff have to remind a child to go every time then they will not learn to notice the signs themselves, accidents are part of the process.

We take a positive approach, we don't make a fuss about accidents.

We do not humiliate the children

We do not say poo / pee is disgusting (children can feel that they are disgusting if this is said) Rather emphasize that it's not a good idea to touch it as it might make them ill

Support children to manage their changes into dry clothes, adults must supervise and make sure that soiled items are securely bagged up to take home.

Heavily soiled pants may be thrown away, so please provide only cheap ones for toilet training

The breadth and challenge of toys increases to include more complex puzzles, more varied fine motor focussed construction systems, both large and small, bead game boards and threading equipment. There are table top activities and floor based ones. We support children to make choices and to help to prepare activities and to tidy them away.

There are collections of vehicles, animals, and other objects for small world role play as well as a role play area that might change from a homely kitchen to a hospital or shop. Reading, singing and action songs are adapted for 2 year olds to be actively involved. Prop and active story telling keep 2 year olds interested, along with repetition.

The 2 year olds join in with Dance Classes and French Classes provided by independent teachers. Instruments for banging, shaking and blowing are available and there is movement to music.

A creative workshop is supplied with objects to use in junk modelling, making pictures with; crayons, pencils, chalk and paint, plus glue and interesting bits and bobs for sticking. Children are supported to learn how to use scissors and how to stay safe with them.

We continue to provide sensory experiences for this age group, like playdough and rice or pulses for emptying and filling. These activities also support children's understanding of size, weight, capacity and number as adults introduce these concepts into this play.

There is time outside every day in our garden. 2 year olds enjoy using the tricycles and scooters, they start to play ball games, kicking, throwing and catching, small circle games, chasing and catching. They often take their role play with their peers outside, going on shopping trips with their dolls in buggies and playing at being families together. They take turns (with support) in organising the flow of play and negotiating the roles.

We also draw attention to the features of the natural world, grow plants together and investigate the mini-beasts and animals that we come across. We provide, sand, water, mud play and other types of sensory play. There are large blocks to build with, platforms to climb on and develop gross motor skills.

Outside the nursery visits may involve short local walks or journeys further afield in double buggies, to the local parks to use the play equipment, see more of the natural world; ducks, deer and birds at Clissold Park as well as the seasonal plants and mini-beasts

throughout our local area. They also visit local libraries, markets and shops for fruit and vegetables for snacks or for food to use in cookery or sensory play.

Activities for Pre School room

The Pre-Schoolers continue to be well supported by repetition and routine. Just as we do with our younger children we focus on group activities that support children to learn to share, take turns, listen and wait, with lots of adult support for managing disagreements over stuff and space. Larger groups and longer periods for focus are also explored as children become able to manage these.

Key workers support Pre-Schoolers to manage independently in their peer group using their communication skills in social situations to keep the play flowing with their friends, cooperate around problem solving and have fun together. Like the 2 year olds some Pre-Schoolers explore the effects that they can have on those around them by pushing at boundaries and so the adults help them to negotiate these emotional times. We continue to use small circle times to talk about feelings, what makes us sad or happy or angry and to try to think how our actions can make others feel.

We support these older children to speak about their interests and to think about how these could be developed at nursery with us. This might be through reading and researching together, making things or carrying out science experiments, or going to look at things in the real world. In this way, we try to see if we can firstly develop plans from children's interests. If a child is interested in dinosaurs this might be supported by reading up about dinosaur facts, role play with dinosaurs to support imagination and creativity, making environments or props together for dinosaur play, visiting the Natural History Museum. Using writing skills / mark making to record what we see or learn. Making dinosaur foot prints or exploring fossils. Along the way we might talk about relative size of dinosaurs, measuring and counting them and learn about their habitats, food preferences and skeletons. As you can see, one area of interest can be developed to provide learning across the 7 areas of the EYFS.

Alongside the children's own areas of interest we look to stimulate their interest in the world outside, with daily walks in our local park and community, looking at the roles of people in our community, the local library, shops, post office, travel agents, bank, Fire, Police station, Opticians and Doctor's Surgery. We sometimes visit the local Mosque or Church, Cemetery and ask children to see if they can guide the group to their own home. We look at maps and make maps.

Children's mark making and early writing is encouraged in all areas of the curriculum and children start to sound out letters using phonics as a way to segment words to be able to spell them and blend them to be able to read them. We move at the child's pace spreading out from the personally significant letters and sounds to more systematic filling in of the gaps. We encourage the children's in reading and writing to flow from their interest in adults reading and writing, the words within the environment and the link between familiar stories in picture books with the accompanying words to unpick together. We use small group games and activities to support this.

Maths is also woven through the curriculum with opportunities to extend mathematical understanding, start to connect numerals with quantities and some children will begin to write them.

A creative workshop is supplied with objects to use in junk modelling, making pictures with; crayons, pencils, chalk and paint, plus glue and interesting bits and bobs for sticking. Children are supported to learn how to use scissors and how to stay safe with these. We also introduce sewing and finer beads and threading to this group. The fine motor and construction sets become more complex requiring greater control, strength and accuracy, gears, small Lego and small puzzle pieces for example.

Science is explored in adult led focus activities and has included making exploding volcanoes and other mixture experiments, exploring light, sound, friction, pulleys, what plants need to grow, life cycles of butterflies, frogs and plants.

There is time outside every day in our garden. Pre School children enjoy using the tricycles and scooters, they start to play ball games, kicking, throwing and catching, small circle games, chasing and catching. They often take their role play with their peers outside, organising increasingly complex scenarios, frequently Super heroes, Pirates, Baddies and Police, or Princesses and Princes. They take turns and need very little adult support in organising the flow of play and negotiating the roles.

We also draw attention to the features of the natural world, grow plants together and investigate the mini-beasts and animals that we come across. We provide, sand, water, mud play and other types of sensory play. There are large blocks to build with, platforms to climb on and develop gross motor skills.

Cooking and exploring and tasting different cultural food is a regular part of the programme which we hope to involve parents in.

All our children are engaged in establishing the attitudes and dispositions to learning and reaching the early learning goals outlined in the EYFS. These are desirable abilities that we seek to cultivate in children through play. Six key areas of learning are outlined by OFSTED and weekly activity plans ensure that activities are arranged to develop children in all these areas. Our provision for this age group has been inspected by the Learning Trust and found to be appropriate so we are able to administer the Nursery Education Grant Funding for children from the term after their third birthday.

Arrivals & departures

Context

- Minihome opens at 8am. Children are not expected to arrive before this time, it is crucial set up time for staff.
- Minihome closes at 6pm. Children should be collected in time for minihome to close at 6pm.
- We expect all parents / carers to fill in the time that they drop off their child on the register on arrival and the time of their child leaving the building on collection. This is so that we have an accurate register for fire and so that we can ensure staff shifts are appropriate for staff : child ratios to be maintained.
- Children can be dropped off and collected at anytime as long as the nursery staff are made aware of this in advance. Please be aware of the pattern of your child's day when making arrangements. It is not much fun to arrive when everyone else is asleep, or to be woken up to leave.
- Alterations to your usual pattern are fine, but a message to the office is greatly appreciated. Notification of planned holidays and a phone call by 9am on the day of any absence due to sickness is particularly useful. Call 020 7249 0725 and leave a message.

Daily procedure

- It is the policy of the nursery to give a warm welcome to each child on its arrival.
- Parents/carers should record the time of their child's arrival on the register.
- Parents/carers are requested to pass the care of their child to a specific member of staff who will ensure their safety, and that their attendance has been recorded in the register.
- The staff member receiving the child should record any specific information provided by the parents. At busy times parents can help a great deal by writing this into their child's diary/ notebook or into the room diary/ message book, whichever is made available to you in your child's room.
- If the parent requests the child to be given medicine during the day, the parent should fill in the consent forms in the office. The staff member must ensure that the medicine consent procedure is followed and the medicine locked away. All medicines should be recovered from the medicine box/fridge only when the parent/carer has arrived and handed to him/her personally.
- If the child is not to be collected by the parent/carer at the end of the session, a written request signed by the parent/ carer is needed. An agreed procedure must be followed to identify the nominated adult this includes the use of a password and preferably a photo for the child's file.
- No child should be handed over to anyone other than the known parent/carer unless an agreement has been made at the time of arrival. On departure, the parents/carers should record the time of departure on the child register to show that the child has left the premises.

Late collection

- Inform the officer in charge if a child has not been collected.
- The officer in charge and one other member of staff must stay behind with the child.
- If at 6.15pm the parents/carers still have not collected the child, the officer in charge will telephone the contact numbers available.
- If no contact can be made the officer in charge and extra member of staff will stay on the premises until 6.30pm.
- In the event of no contact being made by 6.30pm the person in charge will ring Social Services Emergency Duty Team (020 8356 2346) and advise them of the situation.
- The two members of staff will remain in the building until suitable arrangements have been made for the collection of the child.

Food

Aims

- To promote healthy eating within Minihome.
- To be inclusive and cater for a variety of special diets.
- To provide freshly prepared food each day.
- To comply with the Early Years foundation Stage (EYFS) statutory requirements.
- To form our food policy in discussion with Children, Parents and Staff.

Implementation

- The policy applies to food provided to children in the setting, including any food brought in from home.

- Food should only be brought in from home with the knowledge of, and agreement by the manager. This is to ensure that it does not have an impact on the health of other children in the setting eg. by causing an allergic reaction.
- To ensure that the food policy is known we will share it with Parents in our Information to parents booklet available online and as a printed document, and with staff in our Staff Handbook, including discussion during induction. We will share it with children through discussion during mealtimes and focus activities.

General Procedures

- We gather information on each child's dietary needs on entry to Minihome, we ask parents to keep us up to date with their child's dietary needs as and when they change. In addition we send out update requests every 4-6 months.
- Individual dietary requirements are respected.
- Food is planned and prepared each day by our cook Annie. Annie has a Foundation Certificate in Food Hygiene.
- We plan weekly menus (to meet the Voluntary Food Guidelines) on a 2 week cycle and these are changed to a winter version in November and a summer one in May.
- We do not serve meat but we are not strictly vegetarian, we serve fish.
- To have organic dairy products and fruit and vegetables as they are available, making non organic substitutions as needed, our food is not all organic.
- We do not add salt to food and use little stock or salty condiments.
- As part of the weekly menus we try to provide a low sugar diet and do not serve sugar with any foods, or sweets or sugary drinks. Social nights and special events are an exception to this. (please see further on)
- After lunch, all children in the 2+ and Pre School rooms are helped to clean their teeth.
- Food times are as follows:

	Babies + Toddlers	2+
Breakfast	08:00-09:00	08:00-09:00
Snack	10:00	10:30
Lunch	12:00	12:30
After nap milk and snack	14:00	14:30
Tea	16:00	16:00
Late snack	17:45	17:45

- Breakfast is a choice of organic corn flakes, puffed grain cereal, organic weetabix or Millet rice all with no added sugar. Alternatively there is wholemeal toast or crumpets or bagels and dairy-free margarine. We offer dried fruits and milk or milk substitute to drink and for with cereal.
- Snacks are rice cakes, corn cakes or oatcakes and fruit or vegetable sticks.
- We aim to encourage all children to drink water as their main source of fluids (in addition to their milk feeds). Children under one year are given boiled, cooled water. Water is available to children of all ages throughout the day. Babies and Toddlers have access to their water cups throughout the day. Over 2 year olds have water dispensers that they can use independently or with support if needed, there is one inside and one in the garden. The main alternative drink is milk or milk substitute. Babies milk feeds are detailed below. We do not serve fruit juice on a daily basis. Were it to be served at any time it would be diluted 1:10 with water.
- Children are moved to a free flow beaker for drinks in support of good oral health at between 6 months and one year.
- Children are moved to an open cup before 2 years of age.

Babies food:

- Breast milk or Formula milk will be given to babies as directed by parents and as babies indicate. This is stored and prepared in the milk kitchen area in baby room. Weaning is undertaken in partnership with parents.
- Mothers are welcome to breast feed their baby at Minihome, but we ask them to do so away from their child's base room so that the child does not come to expect their mother to be available in the room to breast feed when in fact they will be elsewhere.
- We are happy to support baby led weaning practices according to parental preferences. In general we would introduce finger foods to children as appropriate to their stage of weaning in addition to dishes pureed or mashed to a stage/age appropriate consistency. Babies can have single vegetable purees or a puree/mash of the main dish and vegetable purees.
- In line with health guidance we do not serve prawns or honey to children under one year old due to the possibility of infection acquired from these.

Mealtimes:

- Meals aim to be like family occasions; staff sit with children in small groups and engage in conversation.
- Staff set a good example of table manners encouraging children to help lay the tables, sit while eating, help serve themselves as they are able to, to use of cutlery as they become able and to remain at the table until the meal is over, then helping to clear away.
- Children are provided with age/stage appropriate cutlery, starting with spoons and forks in plastic and moving onto Knives, forks and spoons in metal at the appropriate time.
- Drinks are served towards the end of the meal in age/stage appropriate cups.
- Staff eat a little food with the children at the table.
- Children are encouraged to try all foods unless they are not appropriate to their dietary requirements.
- Portion size is age appropriate. Smaller amounts are given at first and then seconds as needed.
- Children are not rushed to eat, but given time.
- Staff aim to support each child to eat a wide range of food and to try to prevent selective eating, for example if a child wants seconds then they might ask the child to finish all the items on their plate first, so that they are not just topping up on one of the food items.
- No child is forced to eat food anything that they choose not to.

Communication:

- The Key worker can inform parents of what, and how well their child has eaten (if parents would like to receive this information, please let your key worker know).
- Any concerns about a child's eating will be discussed with parents and a plan agreed. In the past we have worked with parents to encourage 'fussy eaters' using activities to explore food and eating outside the meal time context. Staff have supported 'fussy eaters' with specific praise for trying and in general not making a fuss about what or how much they eat so that the pressure is off. We have received support from the NHS dieticians to ensure that an adequate diet is maintained.
- Staff encourage discussion of healthy food choices at mealtimes and through focus activities.

Celebrations:

- The nursery has agreed in consultation with parents that in line with our healthy eating policy Birthdays will be celebrated by singing Happy Birthday. If the family is keen to mark the occasion by bringing in something for children to share in, this should not be

cake or sweets, but preferably a healthier treat such as special fruits that we don't have every day or something that is not edible like bubbles to blow, balloons or stickers for older children.

-
- Social nights, Christmas tea party, the Big Day Out and the Summer Fair are occasions when parents are asked to contribute food to the occasion, this food is shared. Parents are either required to be present, or many of you are present so that you can support your child to choose foods that you are happy for them to eat. On these occasions we do not apply healthy eating rules but we do ask you to ensure that contributions contain NO NUTS and to assist us in protecting children with food allergies by ensuring that a list of ingredients accompanies any home cooked food.
- Celebrations of festivals from different cultures may involve us in making food or bringing in foods that we don't usually serve, some of these may not fit exactly with our healthy eating policy as many festivals involve sweet foods as a treat, we try to pick healthy options and only serve small amounts of sweets foods on these occasions. Easter does involve chocolate eggs, Rosh Hashanah honey and apples, Chanukkah usually involves doughnuts, for Eid we have cooked vegetable samosas in the past, but also sweet coconut samosas; for Chinese new year we have had more savoury options with spring rolls and dim sum, but also Chinese fruits. We usually focus more on making decorations and focus activities that bring the festivals alive rather than just food.

Inclusion:

- Minihome is able to cater to include children with food allergies and special dietary needs. We do not serve meat except on social nights and when parents bring this. In this way, on a daily basis, any cultural or religious food rules concerning meat are easily maintained.
- We do serve fish, dairy products and eggs but are able to offer alternative meals for vegan children and those with allergies.
- Children with special dietary needs are required to have a care plan from a GP, Paediatrician or NHS Qualified Dietician that clearly states the dietary needs of the child, any allergies and how to respond to meet the needs of the child including administering any prescribed medication. Training must be provided to the staff at minihome by the Local Health Authority to meet the needs of the specific child.
- Parents who are concerned about their child having a food intolerance or allergy will be referred to their GP/ Dietician or Paediatrician for allergy testing. Any elimination diet will only be supported at minihome if there is an agreed care plan and oversight by one of these health professionals.
- Special Dietary needs will be reviewed termly with parents.
- We manage special dietary needs by having information available to all staff in the food preparation and food eating areas that shows who can have what. Each child with a special diet receives all their food for the meal on a tray that keeps it distinct from the food served in general. A notebook is placed on the tray that lists all ingredients of the dishes on the tray. Before the food is served the ingredient list is checked and compared to what is on the tray and any concerns are checked over with the cook and kitchen assistant and the notebook signed before serving the food to the child.

Fussy eaters:

- Fussy eaters are encouraged to try new or different foods with gentle persuasion. They will be given a small amount of something to try, if they would like to, and are encouraged to have a go before having any second helpings of the food that they like best. We try to make as little fuss about the food choices that children make so that it does not become a battle ground.

- If there is concern that a child is not getting a sufficiently balanced diet or sufficient calories we can keep parents informed of how well and what their child eats. We can access help from the team of dieticians to ensure that a child's nutritional needs are met.
- We use activities away from mealtimes to encourage children to explore the idea of different foods and what makes a good and varied plate of food and a healthy diet. We encourage fussy eaters to explore the smell and texture and taste of food items, spices and herbs away from mealtimes in focus activities. The emphasis is on trying and exploring rather than eating and they may choose not to swallow food that they taste. In this way a child may be praised for trying new things without pressure to eat them.
- As a last resort parents might bring in food that they know their child will eat, but this must be agreed with the manager and should contain NO NUTS and fit with our healthy eating policy. In our experience this can make it difficult in the long term for a child to accept a diet of nursery food.
- It helps if at home children are also offered a healthy balanced diet. There can be no doubt that nursery food will not appeal if a parent offers treat type snacks such as crisps, cakes, chocolate and sweets as a way to get a child to eat food when they are at home.

Learning :

- Children learn about food through their everyday experience of being offered a healthy balanced diet.
- As they progress through Minihome they have opportunities to grow vegetables from seed, we have a poly tunnel in a garden at 11 Allen Road in which we grow tomatoes, courgettes, cucumbers, beans, potatoes, cavalo nero and kale. We also have fruit trees and berry bushes as well as chickens that lay eggs.
- Children visit shops and the local market to buy ingredients for cooking, festival foods and special fruits to try.
- Children are involved in focus activities that introduce knowledge about healthy eating including board games and discussions. They also take part in cooking, we make sure that this includes healthy options, and not too many cakes and biscuits.

Food safety :

- The cook and kitchen assistants have Food Hygiene qualifications that they update as required.
- We use a system called Safer Food Better Business to manage our systems of food storage, preparation, cleaning and monitoring.
- Staff receive induction on food hygiene and safety for serving food when they join Minihome and periodic training updates.
- Staff receive paediatric First Aid training that supports them to manage any choking situation and to be aware of anaphylaxis and allergic reactions.
- Staff working with children with epi pen for anaphylaxis receive training by the Community Nurse Team in recognising anaphylaxis and how to administer epi pen and any other medication outlined in a care plan.
- Our Food safety and hygiene is checked by the local Environmental Health Department.
- Children are shown how to maintain good hygiene, wash their hands before food, catch their coughs and clean away afterwards.
- Minihome asks families to support our efforts to be a NUT free nursery in support of children with allergies.
- Minihome asks families to try not to bring their child into nursery with food that they are part way through eating, or to leave food snacks in their child's bag or in their buggy. If

they do so to please alert a member of staff to this and to the contents of the food item in order to safeguard any child who might be allergic to the item.

Sustainability :

- We use organic produce for a large part of our purchases.
- We grow small amounts of vegetables and fruit.
- We compost peelings.
- We recycle packaging if we can.

Evaluation and review :

- We now use the Voluntary Food and Drink Guidelines for Early Years to guide our menu planning.
- We ask for feedback from parents as and when they wish to and as part of an annual survey.
- We notice which dishes children like and we discuss food preferences with children.
- We review and update the policy to take any changes in best practice into account.

Key contact: Billie Chan

Sample menu, weekly menus are displayed on the parents notice board opposite the office.

2015 WINTER MENU 2

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast	Milk/ oatly (Gluten) /soya milk	Milk/ oatly (Gluten) /soya milk	Milk/ oatly (Gluten) /soya milk	Milk/ oatly (Gluten) /soya milk	Milk/ oatly (Gluten) /soya milk
Starch	Millet rice/wholemeal cereal or Weetabix (gluten)	Rice pops or cornflakes	Wholemeal toast or Wholemeal English Muffin	Porridge or rice pops	Crumpet (gluten) or bagel (gluten) Pure spread
Fruit	Dried fruit	blueberries	Dried fruit	banana	Dried fruit
Snack	Water or Milk/ oatly (Gluten) /soya milk	Water or Milk/ oatly (Gluten) /soya milk	Water or Milk/ oatly (Gluten) /soya milk	Water or Milk/ oatly (Gluten) /soya milk	Water or Milk/ oatly (Gluten) /soya milk
Starch	Rice cakes	Soda bread (Gluten) and pure spread	Breadsticks (Gluten) Hummus (sesame)	English muffin (Gluten) and pure spread	Corn cakes
fruit	Apple	Orange	Pear	Pineapple	Apple
2+	Prep own fruit platter	Prep own fruit platter	Prep own fruit platter	Prep own fruit platter	Prep own fruit platter
Lunch	Water	Water	Water	Water	Water
dish	Butternut squash and Bean Hot pot with Garlic Bread (Gluten) V	Fried fish with homemade tomato sauce and brown rice with kidney beans	Quorn mince and mashed potato V (Egg)	Fish Curry with Rice and Raita (Milk)	Chicken Qourn (Egg) pasta bake
Starch	Bread	Rice	Potato	Brown Rice	Pasta
Protein	Kidney, borlotti and cannellini beans	Fish	Quorn mince (Egg)	Fish	Chicken Quorn (Egg)
Vegetable	Tinned tomato and onion	Carrots	Broccoli	Tomato	Green Beans
Vegetable	Squash	Peas	Cabbage	Cucumber	Courgettes
Pudding	Yoghurt (Milk)	Grapes	Banana	Yoghurt (Milk)	Grapes
Tea	Water	Water	Water	Water	Water
Dish	Fried rice with diced vegetables and chicken Quorn (Egg) V	Wraps (Gluten) with 3 fillings: Egg , tinned sardines, cream cheese (Milk)	Lentil Dhal with green peppers	Wholemeal Pasta (Gluten) with tomato Tuna sauce and grated cheese (Milk)	Jacket potato with home made baked beans and cheese V
Starch	Rice	Wraps (Gluten)	Rice	Pasta (Gluten)	Potato
Protein	Quorn (Egg)	Egg or Fish	Lentil	Tinned Tuna	Haricot beans
Vegetable	Carrots, broccoli and peas	Cherry tomatoes + pepper strips + beetroot + avocado	Green peppers	Tomato pasata Onion	Tomato pasata Onion
Pudding	Banana	Yoghurt (Milk)	Yoghurt (Milk)	Orange	Yoghurt (Milk)
Snack	Oat cakes (Gluten)	Corn cakes	Oat cakes (Gluten)	Corn cakes	Rice cakes
	Carrot and cucumber sticks	banana	Carrot and cucumber sticks	Carrot and cucumber sticks	Carrot and cucumber sticks

Outdoor Play Policy

Aims

To ensure that children have physical freedom and access to the outdoors.

To provide opportunities for each child to have access to the outdoors every day whatever the weather, in line with the EYFS curriculum.

To give children access to the distinct and broad experience offered by the outdoors in contrast to what is available indoors.

To support children in taking reasonable risks outdoors to gain confidence and develop skills.

Procedure

Minihome has direct access to its own garden. This has been designed to be child-centred, with areas to hide, run and climb and experiment physically, in safety and security. Children from the Toddler, 2+ and Pre-School rooms downstairs are given freedom and encouraged to make use of the outside space for large portions of the day. Children from the Baby Room have two outdoor sessions each per day that they can make use of.

To ensure daily access we need the support of parents in providing clothing for all weather conditions outdoors. Practitioners are aware of the need to respond to each child's state of comfort given the weather and to ensure that they remain comfortable. For example non mobile babies might be out in cold weather for a short time only.

All children have access to sand, water, climbing equipment and the planned activities or materials of the day while outside. There are a variety of tricycles, scooters, trolleys and wheel barrows for children to use as well as large wooden ride on trucks and saws. Children are supervised at all times while in the garden. Sometimes they are encouraged to join in with a group activity, but they are mainly supported and encouraged to make their own play choices. We encourage managed risk taking for children to help them gain confidence to explore their environment.

In addition, older children are taken in small groups to have opportunities for more adult led focus activities such as fire lighting, cooking on fires, wood working and den building. We have sessions growing food, so that children are involved in planting seeds, watering, weeding and tasting the foods that they grow. We encourage children to explore earth, insects and other mini beasts. We have an off site space where there are chickens and a pond with frogs, we look at life cycles with the children and have incubated eggs and watched chicks grow. Children are involved in raking leaves and composting.

Children are also taken on visits to local parks such as Butterfield Green and Clissold park where there is a greater variety of trees, plants and animals to observe and explore.

Physical activity and Sedentary behaviour Policy

Aims

To meet the EYFS requirements for support for physical development, both fine and gross motor.

To meet the Government Recommendations for 3 hours of physical movement for under-fives who can walk and to promote movement for non-walkers, and minimal periods of time spent immobile in chairs/ prams / bouncers or walkers that prevent full body movement.

To promote cardiovascular health, contribute to a healthy weight, improve bone health and contribute to good physical and social development of each child.

To ensure that children have physical freedom to move throughout the day when not sleeping.

To provide adult lead physical focus activities and child lead movement in play.

To prevent excessive sedentary behaviour through ensuring that the periods when sitting is required in the routine allow for at least 3 hours of full body movement daily.

Procedure

Children in all rooms **MUST** have time outside daily. Children in the rooms with direct access to the garden should be supported to spend time moving freely either inside and outside for all of the free play times. This should add up to at least 3 hours per day.

Staff must minimize the time children spend sitting without freedom of movement. All children at minihome are required to sit only when necessary, such as for snacks and meals as a matter of safety (preventing choking) and good table manners. Sitting to listen to stories, or to join in table top activities should be for a reasonable amount of time that still allows for 3 hours of movement each day.

Staff should plan for physical activity and skills development for both fine motor and gross motor and track each child's development and implement any necessary interventions to ensure timely, secure development of skill, strength, stamina, flexibility, control and co-ordination in fine and gross motor movements.

The level of activity supported needs to include full body movements engaging major muscle groups

Keyworker policy

Aim

- To provide for a child's need to have a consistent carer.
- To provide for a parent's needs to have a familiar contact for communication about their child.
- To have clear lines of responsibility regarding the observation, record keeping and activity planning for children.

Procedure

- A key worker is allocated prior to a child starting. Parents / carers are informed in writing. The key worker is chosen to balance workload through the week amongst staff.
- The key worker will meet with the family in the family's home during the settling in period to support the building of their relationship with the child and their parents in the familiarity of their own home. This is an opportunity to discuss expectations, ask questions and share an understanding of your child and nursery life.
- The key worker's role:
 - ❖ Providing significant care and special comfort, security and knowledge of the child.
 - ❖ Comforting, feeding, changing / toileting and being there for the child whenever possible.
 - ❖ Settling the child and family into the setting.
 - ❖ Verbal contact with parents.
 - ❖ Passing information to colleagues to relay to parents if unable to do this personally.
 - ❖ Ensuring appropriate activities planned.
 - ❖ Making written and photo observations and collecting these together.

- ❖ Tracking the child's developmental progress.
 - ❖ Meeting with parents to discuss their child's progress.
 - ❖ Writing reports for children when they leave.
- Key workers work as part of a team, they do not have sole responsibility for their key children.
All staff will:
 - ❖ Change nappies
 - ❖ Feed
 - ❖ Comfort
 - ❖ Play with children
 - ❖ Observe and photograph children
 - ❖ Carry out focus activities.
 - When a key worker is absent we rely on the regular team and familiar cover staff to fulfil the responsibilities of the key worker.
 - When moving to a new room a new key worker is chosen according to the workload and child preference if this can be accommodated.
 - Key workers pass information to each other to ensure continuity of care and knowledge, they prepare a hand over sheet and attend a hand over meeting together to share information.
 - Key workers help their key child to settle in to their new room.

Partnership with parents policy

Minihome aims to be clear in its arrangements with parents / carers so that you know what we expect from you and we know what you expect from us.

The nursery is a community that thrives on constructive criticism, transparency, enthusiasm and commitment. Parents / carers are recognised as the primary educators of their children.

We welcome parents to spend time at minihome by arrangement and any special abilities, resources or just a willing pair of hands and ears are gratefully received. In particular contributions to celebrations of different faiths and cultures are much appreciated as this moves us on from the realm of the cultural tourist into the realm of real people and valuing our friend's differences.

Procedure

- The basics are set out in our terms and conditions found at the end of this document.
- The detail is fleshed out in the fullness of this document.
- There is an induction meeting with a manager during the settling in period. This is usually part of the home visit alongside the keyworker.
- Senior management can be contacted by telephone throughout opening times with any questions or concerns.
- We welcome questions, suggestions, constructive criticism and recognition of our achievements by email as our suggestion box was not well used. Please email billie@minihomenursery.co.uk
- There is a parent's notice board in reception.
- We ask parents for feedback on a regular basis to rate our performance.
- There are annual meetings with senior management open to parents / carers to discuss general nursery issues.
- On a daily basis staff are available to talk with parents / carers about their child. Though the beginning and end of the day are very busy times with many parents

arriving and leaving at similar moments. If your key worker is not available you can talk to any member of staff in the room, 2+ room has a family group system for key workers to share knowledge of key children within the family.

- We encourage parents to book short appointments at 4pm to have more extensive discussions about their child with their key worker. Review meetings to discuss your child's development and progression are planned to be offered three times a year this is in the place of annual reports.
- All child records are available by arrangement for parents to inspect or contribute to, we are keen that you make regular contributions so that we can use your understanding of your child to inform our plans for them.
- Child and family records are available to staff on a need to know basis and are understood to be confidential. They are made available to local and central government to make assessments of childcare sufficiency and to confirm eligibility for any nursery education grant. Records are only shared with other outside agencies such as learning support workers with your permission. In child protection cases parents' permission for records to be shared is requested except where this is not in the best interests of the child. Family details are held securely in a locked cabinet in the office and on a secure database. Minihome is a registered data controller; you can inspect our registration certificate in the office.
- Records of Milk given, nappies changed and sleep periods are visible for parents to check in their child's room.
- The menu is displayed on the parent's notice board in reception.
- Potty training is agreed with parents, following their wishes.
 - We aim to keep parents informed of what stage their child is at. Children may struggle more at nursery than at home due to distractions, this is normal.
 - If parents and the keyworker agree that a child is ready then ideally we move straight to pants and simple clothing that supports a child to manage using the potty/toilet.
 - We suggest to use pull ups just for sleep.
 - If staff have to remind a child to go every time then they will not learn to notice the signs themselves, accidents are part of the process.
 - We take a positive approach, we don't make a fuss about accidents.
 - We support children to manage their changes into dry clothes, adults supervise and make sure that soiled items are securely bagged up to take home.
- There is an annual Christmas party, a summer fair and whole nursery outing to which parents are invited to contribute and attend. Plus coffee mornings, breakfast sessions, family culture month, a summer festival and opportunities for parents to come in and read stories or share an activity.
- Frequent newsletters are written to keep families informed. These are sent out by email so please make sure that we have a current email address for you at all times.

Settling in at minihome

Background

- We recognise that it takes time for a child to develop secure bonds of attachment with a new person caring for them.
- We recognise that handing the care of your child to our nursery setting is an emotional process for most parents / carers.
- These processes take time, good communication and sharing of information to support the process.

- Each child and their parents / carers will need to spend a period of time settling in at minihome to achieve this, whilst we have a standard model for this process it can be adjusted by agreement to meet the needs of the child and parents.

Aims

- To build secure bonds of attachment between the child and their key worker.
- To build an open, trusting relationship between the parents / carers and the key worker.
- To support this process with opportunities for good communication and sharing of information.
- To adapt the settling in programme to fit the needs of the child and family as much as possible.

Procedure

- You will be sent a program of the planned days and times for your child's settling in and the name of your key worker.
- The program for settling in for children under 2 years old proposes 2 play date sessions of up to 2 hours in the **week before their first week** booked at nursery. You are expected to hang out in their new room with them and get used to the feel of nursery together.
- You are charged fees for 3 days for the **first week** of your child's place at minihome regardless of their actual booking. During this week you are expected to attend nursery with them on all 5 days for an increasing period of time for your child and a decreasing amount of time for you the parent / carer .
- The settling in program is a guiding framework for the maximum times to be spent at nursery in that week. In practical terms it is important that these times remain flexible, depending on how your child is coping with being separated from you.
- Your child will be with their key worker, who will comfort them if they are upset, play with them, introduce them gradually to different aspects of the nursery routine and get to know your child and their routines.
- During this time, your child's key worker and the team will assess how your child is reacting to the change and they may shorten the time that you spend away from the nursery or lengthen the period of shorter nursery days. Being left with new people is challenging for young children and they may sometimes find it distressing.
- In the **second week** you attend nursery on the days that you are booked in for, but we strongly recommend that your child stays for a maximum of seven hours per day. If your child is finding settling particularly challenging, the days may be shorter or if your child is part-time we may ask you to pop in on one of your non-nursery days.
- After this time, assuming that your child is settled they would attend on their booked days between 8am at the earliest, to leave by 6pm at the latest.
- During the settling in period:
 - ⇒ We arrange a home visit for your key worker and a member of the management team to meet with you and your child in your familiar environment. The purpose of the visit is for your child to meet their key worker in a familiar, secure place. Also to discuss your expectations, concerns and experience of settling in without the distractions of the nursery environment. Also to make sure that you are aware of our policies and procedures and to welcome you to our nursery community.
 - ⇒ We collect written information from you about your child to support our understanding of their needs.
 - ⇒ Your key worker will help you to become familiar with the nursery environment, routine and policies.
 - ⇒ Your key worker will keep you informed of your child's well being and progress on a daily basis.

Issues that parents may want to consider in relation to settling their child:

- It takes time for a child to build an attachment relationship with a key worker.
- Many children find being left distressing and will cry.
- It can be hard for you as the parent to leave your child when they are distressed.
- Acknowledging your child's feelings and your own helps in the process of dealing with this change in your lives. Taking responsibility for your feelings and supporting your baby to experience their feelings without being overwhelmed by them will help.
- Handing your child over to a carer in a way that enables them to feel that you are confident in this helps them to feel ok. Anxiety needs to be acknowledged and dealt with.
- If you want to breast feed your baby at minihome its best to do so away from baby room so that this does not become an expectation of your baby to be breast fed in the room when you are no longer available to do so. Any other place that you are comfy is fine.
- A child's routine will be disturbed by settling into nursery and may take time to re adjust.

Hand over to new room policy and procedure

Aim

- To ensure that children's movements to new rooms are carried out with sensitivity and support.
- To ensure that parents or carers feel comfortable with the change.

Procedure

- Movement can only occur when there is space to move. Minihome aims to meet children's needs as an individual within each room.
- Most movements occur in September to December period due to older children leaving for school, this provides opportunities for 3 year olds from the 2-3 room to enter into Pre-School, toddlers to move down into the 2-3 room and babies to move into the toddler room. Therefore toddlers will tend to move down to the 2+ room in the September to December period following their 2nd Birthday, and 3 year olds to the Pre School room in the September to December period following their 3rd Birthday, although it can occur sooner if there is space. Babies tend to move similarly at one of these points once they are over about 14months old, most move by the time they are 18months old, though they may be older on occasion.
- Other movements occur as and when we are able to accommodate them on an ad hoc basis.
- Parents are informed of the planned date to move rooms, the settling in process and offered a meeting to be introduced to the new key worker and shown the new room.
- The child's key worker writes a handover sheet for the new key worker, they meet and share information about the child before the move begins.
- The child's key worker prepares the child for this change and for parting from their current keyworker. They begin helping the child to settle in to the new room.
 1. The child will meet the new key worker.
 2. Spend short periods of time in the new room with the old key worker present at first.
 3. Increase the amount of time in the new room without the old key worker.
 4. Take part in mealtimes, rest periods as well as activities.
 5. We follow the child's lead in terms of how long they spend and fast they move into the new room.

Something to think about:

We have found that many parents find it hard to get used to their child's new room. Each room has a new group of staff to get to know, a slightly different way of doing things and a different atmosphere. The ratios of children to adults change as your child gets older and the age range of children in the rooms widens, as does the number of children in the room.

We offer opportunities to parents to spend time in the new room before their child moves, but you do not need to wait to be offered. Please book a time to come in and learn about the future rooms that your child will move into. The more times you come, the more questions you ask, the more understanding of the way things tend to work in a room the easier the transition becomes when it happens.

Behaviour management policy and procedure

Our manager Billie Chan oversees behaviour management.

We aim to:

- To support each child to manage their behaviour in a way that is appropriate for their age and stage.
- To take a positive approach.
- Never to use physical punishment.
- Restraint may be required in extreme situations to prevent injury this is ALWAYS recorded and parents are ALWAYS informed (see Restraint Policy)
- To work with parents to manage their child's behaviour, to develop consistency between home and nursery.
- To communicate with parents how we are managing their children's behaviour.
- To share behaviour management techniques with parents.
- To enable children to understand what is desirable and what is undesirable behaviour.
- To help children to understand how their behaviour affects others and to learn to empathise.
- To ensure that children are not made to feel that they are unacceptable but rather their behaviour is unacceptable.
- To ensure that staff are aware of the behavior management plans and techniques in use for individual children.

Creating the positive environment

- Praise and appreciate children for appropriate behaviour. Catch them being good. Let children hear you praise their good behaviour to their parent.
- Ignore as much as possible unwanted behaviour.
- Frame instructions positively "Let's walk" rather than "Don't run"
- Say Yes instead of No " Yes you may play outside once you have tidied away the toys." Rather than "No you may not go outside until you have...."
- For every No give 10 Yes's
- Use a calm level voice.
- Adults model appropriate behaviour.
- Adults are trained / qualified in child dev, and have age / stage appropriate expectations of children's behaviour / emotional dev
- Adults plan and provide interesting / engaging activities, based on accurate observations of children's needs and interests
- Adults ensure that there are sufficient toys and resources to minimize any potential for conflict

- Adults play and interact with children to support them manage and verbalise feelings and to intervene / pre-empt any possible times of conflict
- Adults plan activities that support key social skills such as turn taking / sharing in age / stage appropriate ways – e.g. starting with VERY small groups and VERY short waiting times
- With the older children we have a clear set of Golden Rules that children help to define and we regularly run through with them.
- With children from the toddler room to the Pre-School we have spaces to go to where we can speak about feelings with them, there are pictures of people showing different feelings.

Managing incidents

- Anticipation and prevention through intervention are our first priority.
- How a particular type of behaviour is handled will depend on the child and the circumstances it will be age and stage appropriate.
- Children should be helped to make informed choices in the first place and know that choosing to misbehave will have consequences which they can be certain will be applied. These must be appropriate to the child and situation and must be applied if the child goes on to misbehave. Consequences are a last resort.
Eg If we are all quiet then we can hear the story. Failing this, the consequence of less stories, or no choice of stories might be put forward.
- In incidents where a child hurts another the child will also be asked to see how they have hurt the other child and that the child is upset. They will be asked to think about how they could make things better. The hurt child will be comforted.
- In extreme cases the child will be removed from the classroom or garden until he or she has calmed down and had time to reflect on his or her behaviour. The child would remain with a member of staff who would help them to identify the way to behave in future.
- We record incidents of children hurting other children and if this occurs 3 times we will begin to make an ABC behaviour record that helps us to identify triggers, specific behaviour and the consistency or not of our responses.
- Parents will be informed if their child is persistently unkind to others or if their child has been upset.
- In all cases inappropriate behaviour will be dealt with in nursery at the time. Parents may be asked to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between home and nursery. In some cases we may request additional advice and support from other professionals such as an educational psychologist or child guidance counsellor. We will always speak to both parents concerned, however we do not share others' names / details
- Children will be helped to develop non-aggressive strategies to enable them to stand up for themselves so that adults and children listen to them.

Restraint policy and procedure

Lawful forms of Physical restraint. (Education Department Guidance)

It is extremely difficult to define what a court would consider to be an acceptable use of physical force. There is an expectation in law that the force used in restraining a child should be 'reasonable' and 'appropriate'. Lawful methods will probably include:

- Any holding tactic which restrains a child without injury until he/she calms down;

- Physical contact with a pupil designed to control the child's movements which pose a danger (e.g. Holding of arms or legs to prevent or restrict striking or kicking);
- The use of minimum physical force – without deliberately causing injury – to remove a dangerous object from a pupil's grasp;
- Physically preventing a pupil from exposing her/himself to possible danger for example running into traffic or by leaving the premises.

Circumstances Justifying Physical Restraint

The use of physical restraint should be seen as the last resort. Physical restraint should only be used to prevent a child

- From harming him/herself
- From harming others

Staff; are not expected to attempt to restrain a child if they are likely to put themselves at risk.

There are occasions when physical intervention is necessary to avert potential danger. Staff should shout to obtain help in an emergency.

Physical restraint procedures

It is imperative that staff exercise sound judgements and act with discretion in deciding how to react in a particular set of circumstances.

Before Intervening

Good practice indicates that parents/cares should be involved in setting programmes for behaviour modification of their child. The parent/carer needs to be aware that physical intervention may necessary and agree to its use in defined circumstances.

As soon as a member of staff has decided that physical intervention may be necessary in order to prevent injury to any person, or serious damage to property, then he/she should:

- Warn the child of the consequences of his/her behaviour) Note: this warning must not comprise any threat of unlawful assault).
- If at all possible, summon additional staff support. The importance of the presence of a colleague is twofold/ first there is a witness if allegations of assault are subsequently made by children/ parents. Second, another member of staff may be able to reduce the risk of both member of staff and child suffering bodily harm – a solitary staff member is in a very exposed position if, for example a fight is in progress.

While Intervening

The member of staff must:

- Employ minimum force for a minimum period necessary to restrain the child;
- Keep talking to, or otherwise communicate with the child; e.g. 'when you are calm I can let go'
- Avoid threatening or committing any act of punitive violence;
- Keep his/her temper under control
- Have regard to others in the vicinity

After Intervening

The member of staff must;

- follow the establishment's injury/ accident procedures;
- report the necessity for intervention to a senior manager;
- record a full report in writing – copy of form in behaviour and restraint folder

The management of the nursery must:

- provide appropriate support for the children) and staff concerned
- consider the needs of others present who observed the incident
- notify parents or carers of the action taken and initiate appropriate follow – up with the child
- review the incident in the light of the establishment's procedures and disseminate any conclusions reached
- Follow the appropriate complaint or disciplinary procedures.

Involvement of Parents and Carers

At all times parents and carers have a responsibility and right to be involved in their child's management and general well – being.

Since the pupil's behaviour affects both the home and nursery environment, it is a parent's /carer's right to work with the nursery and vice versa in order to promote the most effective management. It is vital that the nursery and the parents work in partnership.

All parents / carers should be involved when a serious incident occurs and should have access to the formal procedures for reporting and recording such an incident.

Inclusion policy and procedure

Billie Chan is the officer for Inclusion

What is Inclusion?

Inclusion is promoting a culture of equality of opportunity and high achievement for all children, by encouraging the development of more flexible attitudes, policies and everyday practices.

It also promotes community cohesion and integration through understanding of and respect for others.

Inclusion is about attitudes as well as behaviour and practices. The attitudes of young children towards diversity are affected by the behaviour of adults around them and by whether all children and families using the setting are valued and welcomed.

Our obligations

We have obligations under legislation, including the amended Race Relations Act and the Disability Discrimination Act.

Race Relations legislation makes it a duty to eliminate unlawful racial discrimination and to, promote equality and promote good relations between people of different racial groups. Disability Discrimination legislation expresses a duty not to treat disabled children 'less favourably' than others and to make 'reasonable adjustments' to include them.

The SEN Code of Practice expresses inclusion as an expectation that practitioners and settings will extend the concept of 'individualised learning' and provide any additional help needed to include and support individual children with special educational needs.

Policy

As a result of the above obligations this policy aims to:

- Be inclusive of all children, their families and staff members, regardless of disability or special educational need or health need, race, ethnicity, culture, social background, gender, sexuality, marital status, religious belief or age.
- Promote equality of opportunity and to recognise and celebrate diversity.
- Promote the development of all children within the EYFS (Early Years Foundation Stage)
- To confront prejudice and teach respect and understanding.
- Be informed and informative about Inclusion.

The Policy in Practice

We see the practical application of the policy as follows:

- To provide an environment that promotes diversity and inclusion. By considering layout, equipment, displays, books and toys.
- To respond to each child's needs as an individual. By consulting with their family, observing them at nursery, working with outside agencies as required and planning appropriately together.
- To respond to each family's needs as unique. By finding out about each family from themselves, reflecting on our own assumptions and listening to what we are told by families.
- To build communicative relationships with all children and families. By using appropriate avenues of communication that work for the family and child.
- To respond to any form of prejudice or harassment by recording incidents, investigating them and finding appropriate ways forward, relevant to each incident.

Our Inclusion policy has two specific sections: one for Special Educational Needs and Disability and one for Equal Opportunities and Diversity.

Special Educational Needs and Disability

Billie Chan and Catherine **Baxter** are the Special Educational Needs Co-ordinators

Background

The SEN Code of Practice published by the DfES provides the basis for this policy.

All children should be treated as individuals, with equal rights. They all have the right to develop to their full potential.

Special educational needs may be both physical and or learning related. The more able child has special needs as well as the less able one.

Aims

As a result of the above obligations this policy aims to:

- Make reasonable adjustments to include children with special educational needs and disability.
- Ensure that any child with SEN is identified at the earliest possible age.
- Assess each child's specific needs and plan accordingly.
- Enable access to a broad, balanced and relevant curriculum for children with SEN.
- Support children with SEN through the stages of development as appropriate.
- Work in partnership with parents / carers.
- Consult with the child where possible.
- Access professional and financial assistance as needed to achieve best outcomes for any child with SEN.
- Ensure that staff are aware of their role in identifying SEN, record keeping and planning for SEN and liaising with parents /carers.
- Promote equal opportunities for children with SEN and challenge discrimination.

The Policy in Practice

We see the practical application of the policy as follows:

- Admission to minihome for children with SEN is the same as for all other children unless they require additional staffing levels. In this case minihome would seek resources to enable this and allow admission once this had been secured.
- Staff or parents / carers should approach the SENCO with any information or concerns about a child's physical capabilities, ability to learn, or their behaviour.
- The SENCO will liase with the child's parents / carers and keyworker to:

- Gather all available information on the child's SEN and provide an overall picture of the child's strengths and weaknesses.
- Firstly attempt to meet the child's needs through a differentiated curriculum plan as part of the normal provision.
- Monitor progress made by the child to assess if this is adequate.
- Contact any outside agencies or professionals, such as educational psychologists, as appropriate for further assessment and recommendations on strategies for intervention to ensure that the best needs of the child are met.
- Draw up an Education and Healthcare Plan EHC to show how strategies additional to or different from the normal provision of a differentiated curriculum will be deployed to meet the child's needs. This should be reviewed every 6-8 weeks.
- Minihome will provide resources and activities that foster positive, non-stereotypical images of adults and children with disabilities, so that self esteem is enhanced.
- Staff or parents / carers should challenge any remark or behaviour which is discriminatory towards children or adults with disabilities. We expect everyone in the nursery to report any incidents and an investigation and record will be made of this.

Equal Opportunity and Diversity

Billie Chan is our equal opportunities monitor

Background

Race Relations legislation makes it a duty to eliminate unlawful racial discrimination and to, promote equality and promote good relations between people of different racial groups. We also have regard to the United Nations (1989) Convention on the Rights of the Child, United Nations, New York and the Early Years Foundation Stage. The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are embedded in the 2014 Early Years Foundation Stage

Aims

As a result of the above obligations this policy aims to:

- Promote within the nursery community opportunities for all.
- To promote the Fundamental British Values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs and who are different.
- Not tolerate discrimination based on race, ethnicity, social background, culture, religion, disability / health, sex, gender, sexuality, age or marital status.
- Take a holistic child centred approach, which builds on, supports and equally values life experiences that each child brings.
- Provide Play materials that emphasise creative and co-operative play, reflect cultural diversity and provide positive images for all children.
- Encourage everyone at Minihome to speak positively within the nursery as negative attitudes can restrict a child's outlook on life.

To promote the Fundamental British Values in practice:

- We support children to listen to each other and respect each other's views.
- We encourage them to reach agreement or establish fairness amongst the group using systems to share and collaborate and take turns.
- We encourage children to follow the nursery rules for acceptable behaviour and to think about agreeing rules together.

- We support children to express their individuality and make choices for themselves and to explore this freely as well as learning how they have responsibilities towards each other's need to express individuality and make choices.
- We support children to be aware of differences as a positive contribution to our lives and to be tolerant of each other in many ways including tolerance of difference.
- We challenge stereotypes, intolerance and extreme views and report concerns to safeguarding authorities or the prevent team.

Anti-racist practice

We see the practical application of the policy as follows:

- Minihome believes that it is the right of everyone, to be treated as an equal and that no culture is inherently superior to any other.
- Minihome aims to have resources which reflect and represent the lifestyle, traditions and cultures of the widest possible range of communities so that the general knowledge, imagination and self esteem of all children is fostered.
- We aim through our practice to enable all children to feel good about themselves and their families, feel accepted and valued by other children and in turn be able to reciprocate these feelings.
- We encourage all staff and families to actively promote equal opportunities at all times. We challenge any form of racial abuse and expect everyone in the nursery to report any incidents. We will offer support to anyone who experiences abuse either in the nursery or in the wider community.
- The staff at the nursery are continually assessing their practice in order to provide the best service to all.

Anti-sexist practice

We see the practical application of the policy as follows:

- Minihome believes that a person's gender does not determine their capabilities, and that the actions of one sex are not superior or more valuable than the other.
- We aim to promote anti-sexist practice through the attitudes of staff, sensitivity to all children's verbal and non verbal communication, encouraging all children to express their feelings.
- In our equipment, we aim to reflect a diversity of gender roles and various family life styles.
- All children are actively encouraged to take full part in all activities e.g. dressing up, experimenting with traditional dresses, dolls, home corner, building and car play, climbing and bikes.
- We aim to enable children to feel secure, self confident and good about themselves.

Health & Safety

Responsibility

Billie Chan the registered person and Director of minihome is responsible for Health and safety.

All staff and parents on the premises are expected to contribute to the health and safety of minihome.

Risk assessment and fault reporting

- It is the responsibility of all of us to report any apparent risks to children, parents or staff, or faults to equipment or the fabric of the building. Please report these to Billie.
- Daily risk assessment is largely informal supported by brief tick lists in each room.

- Long term risk assessment is formal and records can be seen in the office.

Security systems in place

- Camera and Audio entry system at gate to outside area and front door.
- CCTV on the gate and boundary wall and deck areas.
- We only admit parents or carers or visitors with appointments. No visitors **without appointments** are admitted.
- All parents/carers must announce themselves and their child at the intercom when buzzing to come in.
- All parents/carers and staff must close the door behind themselves and let the person behind them buzz for admittance. This prevents unknown and uninvited people from entering.
- It is necessary for all staff and parents to make sure that the entrance gate is shut properly, however we adjust the automatic closer on this door it is essential that we all take responsibility for checking
- Visitors are signed into and out of the visitor's file. They are always accompanied by staff.
- Parents staying to settle in their child during the settling in period, or staying for any other reason should be added onto the register with arrival and departure times recorded, in case of evacuation.
- Children must be signed into the register in their room on arrival by staff or the parent, staff must ensure that they monitor and are aware of the arrival of children into the room and record the time of arrival. Staff must be particularly aware of the need to sign in any late comers.
- Children must be signed out of the nursery on collection by staff or the parent. Staff must ensure that they monitor and are aware of the collection of children from the room and record the time of departure and who the child is collected by..
- Collection of children by agreed adults only, we ask all parents to let us know who to expect each day if it is varied. They must give written permission for any changes.

Unwanted visitors

- **Staff** in the garden **must** make sure that you notice who is coming in through the pink door as well as checking that no children go out of the door.
- We only permit visitors by appointment **staff must** not let any visitors without an appointment in. If they slide in behind a parent or staff member please ask them to leave and make an appointment by telephoning 0207 249 0725
- Any suspicious people trying to enter the garden/building should be asked to leave, the police called if appropriate and an incident form filled in and Billie notified.
- Be aware of people interacting with any children at the fence and manage these interactions so that you are sure that they are appropriate

Outings please see detailed policy and procedure

Fire Safety

- The plans for the building were laid out in consultation with the Regional Fire Officer and Building control.
- We have an evacuation plan and practice this every 6 months.
- Designated staff are responsible for fire safety in each room.
- Evacuation routes are displayed in each room.
- The procedure for alerting emergency services is outlined.
- Regular checks are made on smoke alarms, fire exits and fire extinguishers.
- Annual checks are made on the electrical equipment, and gas equipment.

- A daily record is kept of all children, staff and visitors on site.

Hygiene

- There is a daily cleaning routine for the entire premises.
- Toys and equipment are cleaned on a rotational basis.
- Children are encouraged to wash their hands after using the toilet and before eating food.
- Children are helped to learn about hygiene and health issues.
- There is safe storage of soiled nappies and other refuse out of the reach of children.
- Disposable gloves are used by staff when handling faeces, urine or blood.
- The baby changing area is disinfected before and after use.

First Aid

- There are first aid boxes in each room.
- There are designated staff with first aid training at all times in the nursery. We will provide the necessary training to ensure this. We aim to have all staff trained in basic first aid, specifically for children.
- An accident file is kept in the office, and completed for all accidents or incidents whether or not they require first aid.
- Parents / carers will be immediately informed of any serious knocks to their child's head particularly any falls from above their own height even if no damage is apparent.

Medical Attention

- In the first place nursery staff will make every effort to contact the parent / carer to take their child to the GP or hospital.
- If it is assessed that a child needs urgent medical attention and parents / carers are not in the nursery, an ambulance would be called or the child taken to hospital immediately.
- Each parent / carer will have signed an emergency treatment letter giving permission for necessary treatment to be given. This along with the child's date of birth and address should be taken to the hospital.

Child sickness policy and procedure

- We are aware of the needs of working parents and are willing to accept children at Minihome who have a cold, a sore throat or other minor infection that does not give rise to a fever (this is a temperature of over 37.5 degrees C), leave them miserable, incapacitated or in need of one to one care. However please note that nursery is not the ideal environment for a sick child.
- Our policy aims to prevent the spread of serious illness at minihome, it requires parents to be thoughtful and respectful of other children, staff and families and not to bring a child with any serious illness into nursery, whatever the pressures from their employers are. We use guidance from the HPA to inform our practice and determine if / how long children may be kept at home
- Please do not bring in children with any fever or any incapacitating illness or any highly infectious conditions. This would include diarrhoea, vomiting, bronchial infection, measles, mumps, chicken pox. Please refer to the HPA (Health Protection Agency) guidelines.
- Children should not return to nursery until they have recovered from any of these more serious infections, there are HPA (Health Protection Agency) Guidelines to exclusion

periods that we follow, please let us know what illness your child has and confirm the exclusion period with us. Your child should be well before returning, even after the specified exclusion period. A Guidance poster is displayed on the office door.

- The current advice for managing Gastro intestinal infections in nursery settings, is that exclusion should extend for at least 48 hours beyond the recovery of the child. So, that means 48 hours at least from the last loose stool or vomit.
- If your child is prescribed antibiotics for a minor infection and is otherwise well enough for nursery, we ask that your child does not return to nursery for at least one day so that they have begun to work and no adverse reaction has been found.
- A child with any fever (this is a temperature of over 37.5 degrees C), whose temperature can only be managed with calpol or similar medication should not be brought to nursery as this places other children at risk of infection.
- Fever is an indicator of infection, the NHS website states that there is no evidence to support the idea of children developing a fever because of teething.
- In some cases of severe infection, we may request that you obtain a letter from your doctor to say that your child is no longer infectious.
- Conjunctivitis is highly infectious, but rarely serious. Please treat this condition before bringing your child into nursery with it, they should be having treatment and the condition improving before coming into nursery. If you are using anti biotic drops for the first time, please administer them for one day before coming to nursery to check for any reaction. If an outbreak occurs, we may need to exclude children in order to prevent further infection.
- Parents / carers must inform the Nursery in writing if their child has any known medical condition, health problem or allergy or has been in contact with infectious diseases.
- Minihome will inform all parents / carers if their child comes into contact with any serious infectious diseases or head lice whilst at nursery.
- If your child becomes ill whilst at Nursery you will be contacted to take them home. This may include minor infections if your child seems unable to cope with the nursery environment. Should we be unable to reach you, we will refer to your list of emergency contacts
- If your child develops a fever of 38 degrees C or above whilst at nursery we will now be offering a pre signed permission from parents to administer a single dose appropriate to the age of your child of Emergency Infant Paracetamol Suspension / Calpol provided by the nursery, according to our Medication Policy (please see this attached)

Medicine policy and procedure

- The aim is to support the appropriate use of medicines for the benefit of a child where a parent gives written consent for us to do so for a specific health need at the current time.
- Your child must be well enough to attend nursery without putting the health of others at risk, staff will refuse to accept your child at nursery if they are highly infectious with a serious illness OR are unable to cope with group care and need one to one support.
- A child with any fever (this is a temperature of over 37.5 degrees C), whose temperature can only be managed with calpol or similar medication should not be brought to nursery as this places other children at risk of infection.
- If your child develops a fever of 38 degrees C or above whilst at nursery we will now be offering a pre signed permission from parents to administer a single dose appropriate to the age of your child of Emergency Infant Paracetamol Suspension / Calpol provided by the nursery.

- If you give written permission for Emergency Infant Paracetamol Suspension it will be administered **only once** on the day that your child develops a fever of 38 degrees C or above.
 - A phone call will be made to inform you of your child's condition, and of our intention to give the Emergency Infant Paracetamol Suspension. We will confirm with you verbally that this is appropriate and will check whether there are any contraindications eg earlier dose at home within the last 4 hours.
 - If we were unable to contact you a dose could be given at the manager's discretion, but only if it was at least 4 hours from the time that your child arrived at nursery.
 - We request that you collect any child given Emergency Infant Paracetamol suspension as soon as you can. The intention of this dose is to ease discomfort and risk of convulsion by preventing rising temperature in a sick child. Staff will monitor your sick child and expect that you collect them sooner rather than later.
- We prefer to administer medicines prescribed by a doctor for a current condition, but we can now accept pharmacist recommended medicines and those chosen by a parent/ carer to treat a current condition.
- Medicines must be in original containers.
- Medication prescribed by a doctor must have a chemist's label showing child's name, date of prescription, dosage and expiry date.
- Antibiotics will only be accepted if they have been administered for at least 24 hours at home to begin to work and to check for adverse reactions.
- Requests to administer over the counter Medication such as Calpol or Nurofen for pain relief in children who may be teething may be accepted for up to 3 days. After which your child should see a Doctor, any further use of such medication for your child at that time would only be agreed with the written advice of your Doctor or a current prescription from them. Your child could still be refused admission to the nursery due to them having a fever, or if staff felt they were not well enough to cope with nursery despite the availability of this medication. Please note that the NHS website states that there is no evidence of teething causing fever in children.
- Parents/Carers must present the medication to the Officer in Charge, on the day, in the main minihome office. DO NOT leave any medication in your child's day bag, this is a risk to children.
- Parents must complete and sign a medication consent form. The consent form is for the specific medication and specific health need on this occasion, it is not a general consent.
- Medication may be signed in by the parent for 1 day to a maximum of the length of the course if prescribed by a doctor. They must give details of the medicine, dosage, dates and times to be administered. If parents wish medication to be administered for more than one week they must sign it in again at the start of the next week.
- After a 3 day period of giving over the counter medication such as Nurofen or Calpol parents are requested to consult their doctor if they wish to continue to give their child this medication for longer than 3 days. This is to ensure that an underlying health problem is not going untreated eg serious bacterial infection.
- On each day that medication is to be administered the parents must notify the nursery staff of the time of any doses given to their child that day before nursery to prevent overdose. Please email this information.
- Where a child has a chronic condition requiring us to hold medication for regular or emergency use a permanent consent form can be completed by the parent/carer. The child should have a care plan completed by their Paediatrician managing their condition and this should be presented to the nursery. We would prefer to review this every 3 months. Parents/carers must inform the manager in writing of any changes to their

child's medication needs. This would apply to any child with diabetes, asthma, eczema or allergy medication.

- All medicines are accessed by staff only with the consent of and checked by the officer in charge.
- The greatest care will be taken to see that these are administered according to the instructions and a signed record of all medication administered shall be made on the medication forms and witnessed by another member of staff. Parents must sign at the end of each day.
- We will do our best to administer medication as requested by parents in order to meet the health needs of children. We will not force any child to take medication if they reject it. We will not administer medication at any dosage greater than that indicated on the container.
- We will notify parents of any failure to administer medication.
- All medicines are kept out of reach of children in either the refrigerator or in a medicine cupboard in the office, out of reach of children.
- Parents should remove medication from the premises at the end of period for which they have given permission. Any uncollected medication will be disposed of.
- Non prescription topical treatments such as Teething Gels and Skin treatment creams including Nappy Creams should be Handed to and Signed in with your child's room leader giving clear instructions for use. They should be in their original containers and labelled with your child's name and the date.

Outings policy and procedure

minihome seeks to ensure that outings are managed for the benefit and safety of all children and staff.

Parental consent is sought for outings.

Procedure

- Parental consent is sought for regular outings as a general consent for these and consent is sought separately for one off trips.
- Risk assessment will be made for all trips in terms of travel arrangements and the venues to be visited.
- Should any vehicles be used they will be appropriately insured and fitted with seatbelts / restraints. Vehicles will meet with local authority guidelines and any driver will have the appropriate license for the vehicle and number of passengers.
- A minimum of three members of staff should go on an outing, in case of staff sickness or accident. Staff will summon additional help from the nursery should this happen, and remain in a safe place until additional staff arrive.
- Any additional helpers, parents or students should be in the middle of the group so that the group is lead by nursery staff, who will also bring up the rear.
- If on foot staff will use appropriate crossing points to ensure safety and teach road safety to children.
- Staff MUST ensure that the outing group is clear on safe road crossing.
- Adults must ensure that all the children for whom they are responsible personally are holding hands before leaving the pavement with them.
- They must ensure that they continue to hold hands and keep together whilst crossing the road.
- A suitable alternative method in a group with 3 adults minimum is for the first adult to act as a lollipop person blocking the traffic should any come. So, to step into the road when safe (without any children), stand with arms spread out to stop traffic. The 2nd adult to lead the children across the road with the 3rd adult ensuring that all children

are moving across the road before leaving the pavement as the person bringing up the rear.

- There will be a record of staff and children on the outing with the group and at the nursery.
- Staff ratios will be appropriate for the age, abilities and activities involved.
- For children under 3 years the ratio of 2:1 adult would usually apply.
- For children over 3 years the ratio of 4:1 adult would usually apply.
- This ratio would only be varied to include more adults. This might occur if an activity required a great deal of supervision.
- Children will have a HI-VIS vest with nursery contact information written on the vest.
- There will be regular head counts every 3 minutes.
- Staff and children will remain with the group at all times.
- Staff will return with the same group of children they came with to help ensure that the correct children are returned with.
- At least one member of staff on the outing will have up to date knowledge of first aid and staff will have first aid equipment, latex gloves and a mobile phone.
- Should a child be lost the relevant procedure will be followed.

Lost child procedure

Immediately the child is noticed to be missing

- All staff present will be made aware.
- Remaining children will be overseen in a place of safety.
- An immediate, thorough search of the area will be made for 5 minutes for children under 3 years old, 10 min for children over 3 years old.
- If relevant any on site security will be informed and given a description of the child.
- In the event of the child not being found the person in charge will inform the police and arrange a meeting point.
- In the event of the child not being found the person in charge will inform the nursery who will inform the child's parents / carers and arrange a meeting point.
- One member of staff will remain at the scene and continue to search, they will be available to meet the police and parents / carers when they arrive.
- An additional staff member from the nursery would be sent to assist in the safe return of the children to the nursery.

The same procedure would be used for any child who managed to leave minihome unaccompanied.

Safeguarding Children summary

Billie Chan is the Designated Lead Professional for Safeguarding (DPLS). Selina Marshall and Catherine Baxter are the Deputy DPLS staff members.

What is Safeguarding?

One of the Government's key objectives for children as set out in guidance in the [Children Act 2004](#), is that of keeping children safe. This includes prevention of significant harm or the risk of significant harm as well as the wider remit of ensuring that every child's welfare is safeguarded.

As a nursery setting in Hackney we follow the Agreed Definitions of Tiers of Need for Hackney Child Wellbeing (available to read in the nursery). These recognise that a child and family may need additional specific support to prevent a problem from escalating into a child protection referral.

Child protection policy and procedure

Billie Chan is the Designated Professional Lead for Safeguarding (DPLS). Selina Marshall is the Deputy.

They are responsible for

- managing child protection at minihome.
- being trained in safeguarding and child protection
- liaising with local statutory children's services agencies as appropriate.

Concerns should be addressed to the DPLS in the first place unless an accusation is being made against the DPLS in which case please inform the Deputy DPLS or Social Care or Police. In the absence of the DPLS the Deputy should be informed of any concerns.

Context

We work within the legal context of the Children's Act of 1989 and 2004. We take on board the UN Convention on The Rights of the Child. We are supported in our understanding of these by the documents;

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf and Working Together to Safeguard Children 2013 <http://www.workingtogetheronline.co.uk/resources.html> We also have a duty under the Home Office Prevent Strategy to report concerns guided by: <http://www.hackney.gov.uk/preventing-terrorism.htm#.VecEAGflvX5>

Our responsibilities

To ensure each child's safety and welfare in the following ways:

We ensure awareness of the fact that Disabled children are more vulnerable to abuse than non-disabled children.

Communication and information sharing

- To build good relationships and communication with each child and their family to work together to protect the child.
- To share information regularly.
To listen to a child and to observe, know and understand a child in order to notice when something is wrong. This should include significant changes in behaviour, deterioration of a child's well being, unexplained marks, bruising or injury, neglect, comments, drawings or play by a child that raise concern. This should include any concerns that a child has been subject to FGM (Female Genital Mutilation) or at risk of FGM to the. Also to include an awareness during communication with a child or family of the Prevent Duty and the need to record and report any extreme views / politics/ radicalization.
- To support the child.
- To support the family in the interests of the child.
- To communicate concerns for the well being of a child with their parents except in circumstances where this is considered to put the child or another person at risk of serious harm.
- The Data Protection Act 1998 is not a barrier to sharing information – it simply provides a framework to ensure that information is shared appropriately. It reinforces common sense rules of information handling, and helps us strike a balance between the many benefits of public organisations sharing information and maintaining safeguards and privacy of the individual.

- Be open and honest with families about what information can be shared and in what circumstances
- Seek advice if in any doubt
- Share information with consent, where appropriate and where possible
- Consider safety and well-being and who may be affected by your sharing this information
- Necessary, proportionate, relevant, accurate, timely & secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is only shared with people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is securely shared
- Keep a record of your decision and reasons for sharing information
- When a child leaves your setting, you should send any Child Protection records to the new setting, addressed to their Nominated Safeguarding Children Adviser.
- To manage our own behaviour towards a child in a way that supports the child's safety and well being.

Domestic Violence

- Wherever Domestic Violence is suspected in a home where a child is resident, we have a duty to refer this information to Social Care services.

Security

- To maintain a secure premises, admitting only identified parents and carers or visitors by prior appointment.
- Releasing each child only to a known parent/carer unless an agreement has been made at the time of arrival.

Records

- To record disclosures or concerns factually in writing and respond appropriately to these concerns.
- To make a record if your child develops a health problem in our care and inform you of our concerns.
- To make a record in the accident or incident book if your child suffers an injury whilst in our care and inform you of this.
- To make a record of any injury sustained by a child outside our care. To inform the parent that we have recorded this, to also record the parent's response.

Reporting

- A legal duty to report concerns to the DPLS that a child is suffering or is likely to suffer significant harm, that is suspected abuse. This includes FGM and the Prevent Duty to intervene where there is risk of radicalisation or extreme views leading to acts of terrorism.
- To follow the Hackney Safeguarding Children procedures for the reporting of any incident where there are concerns of possible or actual child abuse. The DPLS must inform immediately Hackney Social Care Services. Social Care Services may decide to investigate further.
- To recognise that abuse includes; physical abuse, neglect, emotional abuse and sexual abuse. (See Signs of abuse available to read in the nursery) A legal duty to report concerns to the DLPS that a child has been subject to or is likely to be subject to FGM, This is suspected abuse.
- A legal duty to report concerns to the DLPS that a child is expression or being exposed to extreme views, or at risk of radicalization.

Allegations

- To inform the DPLS of any concern about a staff member's suitability to work with children or of any allegation of abuse against a staff member.
- To support 'whistle blowers'

- A legal duty to contact OFSTED if an allegation of abuse is made against a member of staff paid or unpaid.
- To inform the Local Authority Designated Officer (LADO) when an allegation against staff is made.
- To make a factual written record of the allegation.
- To suspend the accused staff member immediately, pending investigation.

Confidentiality

- To maintain confidentiality regarding Child Protection concerns. Sharing information on a need to know basis.
- A legal duty to share information with other agencies without the consent of parents if this is considered to put the child or another person at risk of serious harm.

Training

- To undergo induction and regular training in Safeguarding and Child Protection and to maintain our knowledge and understanding of these.

OFSTED Registration requirements in addition to those already mentioned

- To make the setting safe for children and to maintain this safety according to OFSTED requirements.
- To operate safe recruitment practices to ensure that all staff are suitable to work with children. These include Enhanced CRB (Criminal Records Bureau) checks of all staff (paid or unpaid), they will include Independent Safeguarding Authority registration checks from approximately July 2010. They also include identity checks, references for paid staff and induction for all staff.

Images of children, Photography and video in addition see Social media, mobile phone and camera use policy and procedure

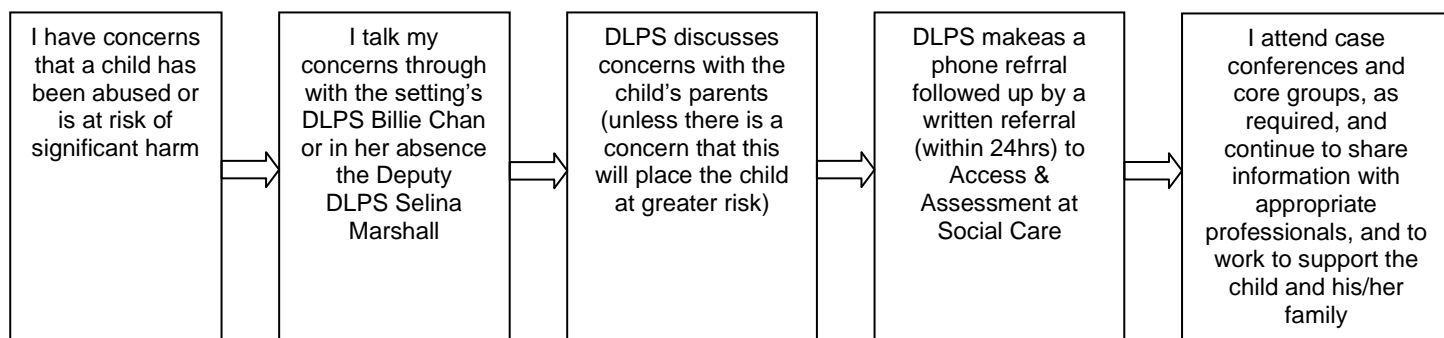
- We request parental permission to take photographs of a child.
- We take photographs for many uses including:
 - Child Profile Scrapbook to celebrate achievement and record development.
 - These photos might include photos of your child without all their clothes, sitting in a paddling pool or water for example, but they would not be indecent photographs.
 - We video staff interaction with children for staff to reflect upon their practice.
 - We photograph minihome events, sometimes we video them.
 - Parents may take photographs and videos at minihome events.
- Staff members should not use their mobile phones to take pictures of children.
- Staff may on rare occasions take photographs home to complete photo albums of children.
- Items must be kept securely in the staff member's home. No information or pictures should be shared outside the work place.

Parents' & Carers' Responsibilities

- The best way to ensure the highest care for your child is to develop a good partnership and to ensure a continuity of care between your home and our care.
- If your child has any health problems or has suffered an accidental injury away from our care, you must inform us when you leave a child in our care so that we can keep a record of it, we will both sign and date this record.
- Likewise, if your child suffers an injury in our care, we will record it and we will both sign and date this record.
- On departure, the parents/carers should record the time of departure on the child register to show that the child has left the premises.
- If the child is not to be collected by the parent/carer at the end of the session, a written request signed by the parent/ carer is needed. An agreed procedure must be followed to identify the nominated adult this includes the use of a password and preferably a photo for the child's file.

- It is necessary for all staff and parents to make sure that the entrance gate is shut properly, however we adjust the automatic closer on this door it is essential that we all take responsibility for checking.

Safeguarding: child protection procedures flowchart



Safeguarding contacts list

Designated Lead Professional for Safeguarding at minihome Billie Chan	Children's Social Care services Access and Assessment Social Work Service, 205 Morning Lane, London, E9 6JX 020 8356 5500 (Duty Line MON to FRI: 9am - 5pm) 020 8356 2346 (Emergency Out of Hours Team) Fax: 020 8356 5516
Deputy Designated Lead Professional for Safeguarding at minihome Selina Marshall	
Senior Member of Staff for Allegations against staff Billie Chan	
Local Authority Designated Officer LADO 020 8356 6824	NSPCC 24 hour helpline 0808 800 5000
The Learning Trust Safeguarding and Education 020 8820 7551	OFSTED 08456 404 040
Hackney & City Local Safeguarding Children Board 0208 356 6082 0208 356 4865	Independent Safeguarding Authority ISA Scheme.info@homeoffice.gsi.gov.uk
Child Abuse Investigation Team CAIT @ Police 0208 217 6552	
Contact for concerns regarding the Prevent Duty and children at risk of radicalisation contact: 020 8356 8104 prevent@hackney.gov.uk	

Intimate care policy

Introduction

Due to the age of the children attending minihome there is a need to engage in intimate care.

This includes:

- Changing a child's nappy
- Supporting a child in toilet training
- Wiping a child clean when soiled or wet
- Washing a child if extensively soiled
- Applying creams to a child's body as directed by parents

The normal process of intimate care should not raise child protection concerns.

There are no regulations that indicate that a second member of staff must be available to supervise the nappy changing process to ensure that abuse does not occur.

Aims

- To preserve Children's dignity and a level of privacy.
- To be sensitive to the needs of the child and their preferences.
- To maximise safety and comfort.
- To protect against intrusion and abuse.
- To respect the child's right to withdraw their consent.
- To encourage the child to care for themselves as much as they are able.
- To protect the rights of everyone involved.
- To ensure that staff do not leave themselves vulnerable and will always work in an open environment by avoiding private or unobserved situations or closing doors to toilet areas.

Policy and procedure

- Staff should change a child's nappy as needed and record this on the chart in each changing area with their initials.
- Staff should ensure that nappy changing is carried out with respect for the child's comfort and needs, in a way that is non invasive but achieves good cleanliness for the child.
- Application of creams must be in accordance with parent's wishes and carried out with respect for the child's comfort and needs, in a way that is non invasive.
- If a child is extensively soiled and needs to be washed staff **MUST** inform an officer in charge and be accompanied by another member of staff to use the shower to clean the child. As the shower is in the adult bathroom the door to the bathroom **MUST** be left open whilst the child is being cleaned.
- If a staff member is concerned about any physical changes to a child such as marks, bruises or soreness they **MUST** inform the DLPS immediately. The safeguarding policy will then be implemented.
- Should a child become unhappy being cared for by a particular member of staff the manager should be informed, the situation would be investigated and any findings recorded. If necessary the manager will seek advice from outside agencies to resolve the matter.
- If a child makes an allegation against a member of staff the safeguarding procedures would be followed.

Baby sitting policy and procedure

Aim

- To ensure that staff and parents are clear that baby sitting is a private arrangement between parents and staff.
- To ensure that there remains an understanding of appropriate professional conduct as this has an impact on the public perception of minihome.

Policy

- minihome does not arrange baby sitting services between staff and parents.
- minihome does not insure staff to baby sit outside their working hours whether on minihome premises or any other premises.
- Any assistance that minihome gives to parents in the making of arrangements with staff to baby sit does not imply that minihome takes any responsibility for this arrangement.
- Staff should not agree to baby sit when they are required by contract to attend meetings or nursery events.

- Baby sitting arrangements should not interfere with the contractual arrangements of staff to be fit and available to work.
- Staff should maintain confidentiality regarding minihome, children, parents and staff at all times.
- Parents are requested not to seek information from staff about other children, parents or staff.
- Staff whilst carrying out baby sitting in their own time should maintain standards of professional conduct that support the good public perception of minihome.
- Parents should be aware that they should always carry out their own checks with regards to the suitability of people to baby sit. The checks carried out by minihome are relevant to the particular needs and circumstances of minihome which include working under supervision in a team. Criminal Records Bureau Clearance is not transferable between settings and only applies to minihome.
- minihome staff have an obligation to uphold standards of Safeguarding and Child Protection as adults in contact with children but would be required to deal with concerns and contact the relevant authorities independently of minihome.

Procedure

- Parents who arrange for a minihome staff member to collect their child from minihome, or to leave minihome with the child at the end of their shift should inform minihome of this in writing. They should include the staff member on their list of people with permission to collect their child and notify minihome on each occasion that this will occur.
- Staff members who have a negative impact on the public perception of minihome whilst baby sitting may be subject to disciplinary procedures.

Social media, mobile phone and camera use policy and procedure

Context

- Social Media and mobile phone use was a factor in the abuse of children at Little Ted's Nursery, Plymouth 2009
- Social media and mobile phones have been used in cases of 'cyber bullying'.
- Social media could be used to damage the reputation of minihome.
- An unsupervised mobile phone or tablet with internet access is a potential source of images that are unsuitable for children.
- An unsupervised mobile phone or tablet with personal photographs is a potential source of images that are unsuitable for children.
- Most parents do not want other parents to photograph their child except in the context of a group occasion such as an outing, party or show.
- Most parents are not happy for photographs of their child to be shared beyond the group of Minihome families.
- Most parents do not want photographs of their child to be published on the internet or elsewhere without their permission.
- Use of mobile phones whilst caring for children, distracts from carrying out those duties effectively
- Internet access is both a benefit to staff and children and a risk that must be managed.

Aim

- To ensure that the use of mobiles phones, tablets, computers, cameras and social media by minihome staff and parents gives due thought to safeguarding and protecting children.
- To prevent 'cyber bullying'.

- To ensure that staff maintain appropriate boundaries between work and private matters.
- To ensure that there remains an understanding of appropriate professional conduct as this has an impact on the public perception of minihome.
- To ensure that parents are aware of the appropriate channels for airing concerns or making complaints.
- To ensure that photographs of children at Minihome are taken and used in ways that are agreed with by Minihome parents and the nursery.
- To ensure that only safe and appropriate websites are accessed by staff and children.

Policy

Staff

- Staff should never photograph or video a child's genitals, any injuries or incidents.
- Staff should never take photographs or videos using their mobile phones. Staff may only use the nursery cameras or tablet.
- Staff should not upload any photographs of children at minihome to any website, server or APP unless there is a signed agreement between Minihome and the parent to do so. This is currently only for the nursery website or the purpose of child observation, assessment and record keeping using Nursery management software on a secure server and Child Developmental Tracking Software on a secure server with password secured APP access . In each case parental permission is sought.
- Staff should only use the nursery computer or tablet for the following purposes:
 - Carrying out the business of the nursery.
 - Records of child observation, assessment and record keeping using a secure server and Child Developmental Tracking Software on a secure server with password secured APP access only where parental permission has been obtained.
 - Using educational/learning apps with children
 - Children must always have adult supervision with the tablet as they must never have unsupervised access to the internet.
 - Research for nursery activities or around a child's interests.
 - Nothing else should be uploaded or downloaded using the nursery computer or tablet without agreement of the manager.
- Staff must inform the nursery manager if they become aware that unsuitable websites have been accessed.
- Staff must only access the nursery child development records using the nursery computer or tablet. These records are password protected. Never from a personal device.
- Staff must not download any data to any other file or media device.
- Staff must not share any information with persons other than the child, child's parents, staff members or appropriate professionals working in the interests of the child for Safeguarding or Special Educational Needs support.
- Staff should not use mobile phones in the rooms with children.
- Staff should not take their personal mobile phones on outings but take a nursery mobile.
- Phones must be kept in the staff lockers provided whilst staff are working on the floor, away from staff at work.
- Officers in charge should carry out spot checks on the location of staff phones.
- Staff should refer also to the Blog and Social networking Policy in the Employee handbook.
- Any breach of this policy by staff could result in disciplinary action.

Parents

- We prefer parents not to use mobile phones in the rooms with children. And must not use the camera on the mobile except during special events as outlined below.
- minihome staff should not refer to minihome, children, parents or staff on social media either by name or by suggestion.
- Parents may take photographs of their child at group celebration occasions / group outings, it is accepted that these photographs may include children other than one's own.

Given that parents may take photos in these circumstances please have regard to the following:

- Photos should not be of the more personal/ intimate portrait type of an individual child that is not your own. This is aimed at the professional/ keen amateur photographers among you who might want to use their skills in this manner.
- Photos taken should be for the private viewing of Minihome families. So not circulated beyond your family.
- Photos taken should not be published on the internet or elsewhere.
- Signed consent for photographs to be taken by staff is sought at admission – parents are able to state if there are any purposes that they do not consent to.

Children

- Children have some, limited access to computers, tablets and the internet.
- We use educational/learning apps with children.
- We research children's interests with them online.
- Children always have adult supervision with devices that have internet access.
- The children's computer does not have access to the internet.
- We support children's developing understanding of E-Safety by teaching them to only use computers, tablets and phones with an adult.
- We also ask them to tell an adult if they see something that upsets them or makes them feel uncomfortable on the internet.

Procedure

- minihome staff may use mobile phones on break times in the staff room, office or off the premises.
- Staff for whom there is a need in relation to their own family obligations should give the nursery phone number to call in an emergency.
- minihome provides cameras and a tablet for staff to take photographs with, these photographs should have a purpose in the illustration of a child's experiences at minihome.
- Any photographs of children, staff or parents may be used in records of child development which are shared with parents. It is understood that children may appear in group photos used in another's records.
- Parental consent will be obtained for storage and use of parent and child data and photos.
- Electronic files containing children's photos remain on the hard drive and secure server to be used in making memory books and cards with the children. The photos remain the property of Minihome but will only be used in the ways outlined, for which parents have given permission.
- Any photographs of children, staff or parents may be used in the photographic collections of memories of events at minihome which remain in files at minihome.
- Any photographs that are used on the minihome website are used with the written permission of parents.
- Parents who do not wish their child to be included in any photographs taken by another parent at a group celebration or outing should inform the manager in writing.

- Parents wishing to take photographs on a group occasion should check with staff that it is appropriate and be clear if any families have requested that their child should not be photographed in this way.
- Staff should inform a manager of any grievance.
- Staff should use social media for matters that do not have a negative impact on minihome, its children, parents or staff.
- Parents should inform a manager of any complaint.
- The manager checks the browsing history on the office computer and tablet.
- Use of the computer or tablet to access unsuitable sites by staff could result in disciplinary action.

Data collection, data use and data protection

Minihome is registered as a Data Controller.

We keep personal information regarding each child and family that registers for a place at minihome, in the first place this is used to contact the family should a place become available and no other purpose. If you no longer require a place at minihome you are encouraged to request that your information be removed from our database.

Once a family has accepted a place offer the personal information of the family and child is used in support of the care and education of the child and the accounts and administration of the childcare place.

Data collected may include:

Personal details

Financial details

Family, Lifestyle and Social circumstances

Ethnicity

Religious or other beliefs

Physical health, Mental health or Condition

Details of Inoculations and Vaccinations

GP contact details

Digital images and photographs

Child observations and developmental records

Parents are able to request to examine the data held regarding their family

It may be passed on to the following parties:

Relatives, Guardians or other persons associated with the child.

Healthcare, Social and welfare advisors or practitioners.

Employees or agents of minihome.

Local and Central Government.

Schools

First Steps Nursery management Software Server for storage.

Tapestry Learning Journal Software server for storage, separate permission will be sought for this at the time.

Photographs may be shared on Instagram, Facebook and our own website with separate permission sought where your child's full face is in view.

Data will not be passed outside the European Economic Area

Data is held on file in the offices which are locked.

Data is held on a secure server with password limited access.

Staff receive induction on the appropriate use of data.

Student, Apprentice, Work Experience and young volunteers Policy and Procedure

Aims

- To support adult learning in the nursery
- To build long term relationships with outstanding students, apprentices and volunteers that may result in employment.
- To provide a reflective learning environment, as students learn from us we also learn from them.
- To ensure the safety of young and less experienced people in their roles at minihome
- To ensure good supervision of young less experienced people in their roles at minihome
- To maintain the quality of care and safety of minihome for the children in it's care.

Policy and Procedure

- All students, apprentices and Volunteers are interviewed, they must have a valid DBS certificate and letter of introduction from their training organisation.
- They are accepted subject to their ability to get on with the team and show aptitude and willingness in their role.
- All Students, Apprentices, Work Experience Students and Young Volunteers receive an individual risk assessment. It must consider the impact of their age and level of inexperience and put a plan in place to reduce risk. They are regarded as employees for Health and Safety purposes.
- They will receive induction including Health and Safety, Fire evacuation, Safeguarding and all policies and procedures.
- They are expected to adhere to all policies and procedures, staff code of conduct, which includes good time keeping and appropriate dress and presentation.
- They are expected to engage fully in all aspects of the role to which they are assigned, contributing to all aspects of the routine, spending time in all areas. Students, volunteers and those on Work Placements will not be expected or permitted to give Medication, change nappies or carry out Toileting.
- Apprentices would need to have training and involvement in all roles under supervision from senior staff until full competence was assessed to have been achieved.
- They will receive a mentor in the setting to oversee their learning and provide support.
- Only Students taking part in a recognized Childcare Qualification with a reputable training partner or Work Experience as part of a school scheme or recognized organization scheme will be accepted.
- Apprenticeships are established only with recognized and reputable training partners.
- A maximum of one full time apprentice position per room and one part time student position per room is available so that good oversight and support can be maintained without undue pressure on permanent staff members.
- Occasionally minihome may support a student carrying out a limited research project in the field of Early Years or child development, they would be present only as an observer or researcher and not be expected to engage in any of the staff roles.
- Staff working as apprentices in early education (aged 16 or over) are expected to take on all aspects of the Post that they are employed for and are considered to be working as part of the ratio if the manager is satisfied that they are competent and responsible.
- Only those aged 17 or over may be included in ratios (and staff under 17 should be supervised at all times). Students on long term placements and volunteers (aged 17 or

over) and may be included in the ratios if the manager is satisfied that they are competent and responsible

- Students will be supervised at all times and not left alone with children.

Useful information

Messages

We do not have a member of staff permanently in the office to return phone calls. The Manager, Deputy or Officer in Charge record the answer phone messages regularly and we return calls as soon as we can. So please do leave a message. Sometimes, if we are very busy and the message does not seem to require immediate action, this may not be the same day.

The nursery number is: 020 7249 0725

Email: info@minihomenursery.co.uk or billie@minihomenursery.co.uk

Fees

Fees are due in advance on the 25th of the previous month. Payment of fees is best discussed with Maria Gandy, she is based at yogahome, 14 Allen Road.

Maria reconciles payments made with money owed once a month, she returns any overpayments by BACS at this point and contacts you regarding any fees owing.

Maria Gandy: 020 7249 2425

Email: maria@yogahome.com

We are currently registered with the voucher schemes listed below, please ensure that you use your child's full name as the reference for the payment.

This is not an exclusive list if you wish to use an alternative scheme please ask the scheme administrator to contact us.

Nursery Voucher Fee Payment Schemes	
Computer Share	00013073
Edenred	P20045593
Care 4	96640180
Leapfrog	MIN/122
Sodexo Pass	137243
TEDS management	Registered

Booking extra days

Occasional extra days may be available for your child on request.

Please call 020 7249 0725 to make a request or pop into the nursery office.

Payment for these should be made at the nursery office, on the extra day attended, by cheque or cash paid.

3 & 4 year old entitlement to free hours

Children in the 'term' after their third birthday are entitled to up to 15 free hours at minihome. You will be informed of your entitlement at the point at which your child becomes eligible. This is specific to the individual child, the number of days attended and the point at which they become eligible will affect the amount of remaining fees to be paid.

Your child must attend minihome for a minimum of 11 weeks of the term for which you receive free hours or the entire funding for the period will be reclaimed from you. Some families may be entitled to an additional 15 hours extended offer making a total of 30 hours. Parents must apply for this and then supply the nursery with their eligibility code.

Complaints procedure

If any parent should have cause for complaint they should in the first instance take it up with the child's key worker or a senior member of staff. A written record should be made on the **Complaints form** and the manager informed. If the issue remains unresolved then the manager should be informed by the complainant.

The manager will then investigate the complaint and report back to the parent within 3 days if possible and 28 days at the latest. A copy of the complaint record should be given to the parent / carer within 3 days if possible and 28 days at the latest.

Any issues of Health and safety, broken or faulty equipment or problems with the building should be reported direct to the Health and Safety officer Billie or the Deputy Antionette. This would be dealt with under our Health and Safety procedures.

Parents may wish to contact Ofsted, and can do so on the following number: 0845 601 4771. Minihome's Ofsted registration number is: EY2448301

Terms and Conditions

Minihome Ltd

14 Allen Road, London N16 8SD

Telephone 020 7249 0725

1. The Nursery

- a) The Nursery is **Minihome**. **Minihome** is Minihome Limited.
- b) **Our Aims:** We are committed to providing a happy and secure environment in which each child can develop at his/her own pace.
- c) **Changes at Minihome:** The offer of a place and its acceptance are given on the basis that, in the interests of Minihome as a whole, reasonable changes may be made from time to time to these Terms and Conditions and to any aspect of the nursery.
- d) **The terms and conditions:** The rules about change and about **Notice in Writing** and **Fees in lieu of notice** and the other rules set out below are provided in good faith. They promote stability, forward planning and the proper resourcing and development of Minihome. They help also to protect parents from increases in fees and liabilities caused by the defaults of others. Nothing in these Terms and Conditions affects statutory rights of parents.

2. Care and Good Discipline

- a) **Parents' authority:** The parents authorise minihome while *in loco parentis* to take and/or authorise in good faith all decisions that safeguard and promote the child's welfare. Parent's consent to such physical contact as may be lawful, appropriate and proper for teaching and to provide comfort to a child in distress or to maintain safety and good order. Parents consent also to emergency medical treatment if certified by a doctor as necessary for the child's welfare and if parents cannot be contacted in time.
- b) **The Child's Health:** We are aware of the needs of working parents and are willing to accept children at the Nursery who have a cold, a sore throat or other minor infection. However we ask that parents do not bring in children with fever or any incapacitating illness or any highly infectious conditions. This would include diarrhoea, sickness, bronchial infection, conjunctivitis, measles, mumps, chicken pox. Parents must inform the Nursery in writing if the child has any known medical condition, health problem or allergy or has been in contact with infectious diseases. We operate exclusion periods in line with current

Government Health Department guidelines. Currently in cases of vomiting and diarrhoea a child should not attend nursery for at least 48 hours following their recovery.

If your child becomes ill whilst at Nursery you will be contacted to take them home. If your child is prescribed antibiotics we ask that your child does not return to nursery for at least one day so that they have begun to work. In some cases of severe infection we may request that you obtain a letter from your doctor to say that your child is no longer infectious. The Nursery will administer only prescribed medicines which must be signed in and out of the medicine book by parents.

3. Admission and Entry to the Nursery

- a) **Registration:** Children will be considered for admission and entry to the Nursery when the Registration Form has been completed and returned to the Nursery together with the non-refundable registration fee of £10. Admission and entry will be subject to the availability of a place.
- b) **Offer of a Place and Deposit:** If, in due course, a place is offered, the deposit will be payable when parents accept the offer. The deposit will be repaid by means of a credit without interest after payment of the fees or other sums due to Minihome on leaving. Until credited it will form part of the general funds of Minihome. Once the offer of a place has been accepted, fees will become payable from the agreed start date (whether or not the child actually starts to attend the Nursery on that date) unless the place is cancelled in which case clause 5. b) will apply.
- c) **Settling Period:** A settling period will be agreed when the place is accepted and parents will be required to remain with a child for part or the whole of such period as requested by the Nursery. If, in the sole judgement of the Manager, the child has not settled at the Nursery by the end of the settling period, the parents may at that point only withdraw the child without notice (or the Manager may require removal under clause 6a) and the deposit will be refunded after any outstanding fees have been paid. Any withdrawal without the recommendation of the Manager must be in accordance with clause 5. c)

4. Fees

- a) **Fees** cover all facilities and care at the Nursery, but not sundries such as nappies, wipes, nappy cream, sun cream, formula milk and special foods. Occasional extra hours / days from time to time requested and agreed by the Nursery will be invoiced separately and payment is due before the extra hours/ days start.
- b) **Payment of fees:** Fees must be paid monthly in advance by standing order on the 25th day of the preceding month. Incomplete months will be invoiced separately and may be paid by cheque. A child may be excluded from the nursery at any time when fees are unpaid and will be deemed withdrawn without notice 28 days after exclusion. (Then **Fees in Lieu of Notice** will be payable) Fees will not be refunded or waived for absence through sickness; or for family holidays; or if the start date at the nursery is delayed or postponed by parents, or for any other reason except in the sole discretion of the Nursery.
- c) **Fees are due for twelve months a year, including a number of days on which the nursery is closed. Currently these are all bank holidays, public holidays, inset days, the nursery summer family day out and the Christmas closure week.**
- d) **Fees for part months:** In these instances fees will be calculated on a daily basis. Instances where fees are due for less than a whole month are; starting month, leaving month and a booking change which falls in the middle of the month.
- e) **Changes in Fees:** Fee levels will be reviewed periodically and there will be reasonable increases from time to time. Notice of any change (including an increase in fees) will be given as soon as practicable. Fee levels vary depending on the age of the child. Any variation due to an increase in a child's age will be effective from the first day of the month immediately following the child's birthday.
- f) **Responsibility for payment:** Fees are the joint and several responsibility of each person who has signed the Acceptance Form (referred to as "parents" in these Terms and conditions)
- g) **Late payment:** the right is reserved to make late payment charges composed of simple interest calculated on a daily basis at 2% above Bank of England base rate, and all administration and legal costs in relation to any sums that are unpaid by the due date.

5. Events Requiring Notice in Writing

a) Definitions

Notice in writing means two months written notice to be given by the parents, signed by the parents and delivered to the Nursery by hand and signed and dated by the Manager or her deputy as acknowledgement of safe receipt or sent by recorded delivery. No other notice will suffice.

Fees in Lieu of Notice means fees in full for the two months of notice (or part thereof) at the rate that would have applied had the child attended the Nursery.

- b) **Cancelling Acceptance:** Parents must give **Notice in Writing** to cancel their acceptance of a place at the Nursery once it has been accepted. Parents who give **Notice in Writing** two or more months before the accepted start date at the Nursery will not be liable for payment of nursery fees, but will forfeit their deposit. Parents who fail to give **Notice in Writing** two or more months before the accepted start date will be required to pay **Fees in Lieu of Notice** (less deposit held). Such amount will be immediately due

and payable as a debt at the rate applicable on the date of the invoice. This term applies whether or not the place can be filled. Cases of serious illness or genuine hardship may receive special consideration on written request.

- c) **Withdrawal from the Nursery:** Two months **Notice in Writing** must be given before a child is withdrawn from the Nursery. If no notice or less than two months notice is given **Fees in Lieu of Notice** will be immediately due and payable as a debt at the rate applicable on the date of invoice. These rules apply whether or not the place can be filled.
- d) **Other Events Requiring Notice:**
- i) **Decreasing days:** Decreasing the number of days a child attends the Nursery requires agreement with the management. Some booking patterns may not be permissible e.g. middle of the week only, non-consecutive days or single days. Once changes are agreed with management parents must give two months **Notice in Writing**. If no notice or less than two months' notice is given, **Fees in Lieu of Notice** will be immediately due and payable as a debt at the rate of original days that a child attended the Nursery.
 - ii) **Increasing or exchanging days:** Parents wishing to increase the number of days a child attends the nursery or exchange days should notify management in writing of their requirements. Details of their request will be entered on the minihome internal waiting list. Spaces will be allocated wherever possible but cannot be guaranteed.
Any changes in booking patterns, once agreed, are confirmed in writing by the Nursery and are subject to two months **Notice in Writing**.
 - iii) **Extra days:** Parents requiring ad hoc extra days can fill in an extra day request form. If space is available this can be arranged and charged at the single day rate. It is not possible to exchange days on an ad hoc basis or attend in lieu of any absence.
The Nursery may terminate this agreement on two months written notice sent by recorded delivery and otherwise under clause 6. a) below.

6. General Conditions

- a) **Removal:** Parents may be required to remove the child, temporarily or permanently, if, because of the conduct of a parent or the child or because of the needs of the child, it appears to the Manager that the continued presence of the child is incompatible with the welfare of the child or interests of the Nursery. There would be no refund of fees in these circumstances but the deposit would be returned and **Fees In Lieu of Notice** would not be charged.
- b) **Special Precautions:** The Manager needs to be aware of any matters that are relevant to the child's security and safety. The Manager must be notified in writing immediately of any court orders or situations of risk in relation to a child for whom any special safety precautions may be needed.
- c) **Emergency Contact:** The Nursery requires, in writing, the name, address and telephone number for emergency contact throughout the day of two parents, or adults to whom parental responsibility has been delegated *in loco parentis*.
- d) **Liability and Insurances:** Minihome does not, unless negligent, accept responsibility for accidental injury or loss of property. Minihome undertakes to maintain those insurances which are prescribed by law. All other insurances are the responsibility of parents.
- e) **Concerns/Complaints:** Parents who have cause for serious concern as to a matter of safety, care or quality of facilities must inform the Manager (or in her absence another member of management) without delay. Failure to raise any matter immediately will prejudice the Nursery's ability to investigate a complaint thoroughly and make such an investigation impossible. If a parent has withdrawn a child from the Nursery without giving the requisite Notice (as described in clause 5) any such complaint shall be without prejudice to the obligation to pay Fees in Lieu of Notice set out in clause 5 c)
- f) **Consumer Protection:** Care has been taken to use plain language in these terms and conditions and to explain the reasons for any of the terms that may appear one-sided. If any word/s, alone or in combination, infringe the *Unfair Terms in Consumer Contracts Regulations 1999* or any other provision of law, they shall be treated as severable and shall be replaced with words which give as near the original meaning as may be fair.
- g) **Interpretation:** These terms and conditions supersede those given elsewhere and will be construed as a whole. Unless required to make sense of the immediate context, headings are for ease of reading only and are not otherwise part of the terms and conditions.
- h) **Jurisdiction:** This contract was made at the Nursery and is governed exclusively by English Law.
- i) **Unforeseen Closure:** We may suspend the provision of childcare due to forces beyond our control. This could be to either close the Nursery or reduce the available hours.
Reasons could include, but are not limited to; acts of terrorism, acts of vandalism, extreme weather conditions, flooding, fire, loss of utility supplies, heating failure, an outbreak of disease that involves the intervention of outside agencies such as Environmental Health, industrial action affecting travel to and from the Nursery, an Ofsted investigation or any other reasonable incident not in our control.
In the event that the Nursery is compelled to close in such circumstances beyond our control we are not able to refund fees or organise alternative childcare, nor can we accept any consequential liability sustained by

parents / carers due to, for example, loss of earnings or costs associated with alternative childcare.

7. Funded hours for 3 and 4 year olds

- a) Definitions:** The funded hours for 3 and 4 year olds are made up of two parts. The universal grant element (15hrs per week for 38 weeks). Eligibility for the Universal element is open to all children in the term after their third birthday. The second element is a further 15hrs known as the Extended hours (30hrs per week for 38 weeks) which has additional eligibility criteria.
- b) Application Process:** If you wish to take up either of these funded hours elements for your child, you are required to provide a copy of your child's birth certificate or passport at the start of the process. You must then complete and sign a Parental Declaration on a termly basis, detailing how many funded hours you will be taking up at Minihome. Furthermore once your eligibility has been established with the HMRC, you must provide maria@yogahome.com with your eligibility code and NI number before the eligibility cut off dates laid out in clause **7. c) below**.
- c) Eligibility:** Eligibility for the extended funded hours (30hrs) element must be established by you online with the HMRC in the term before your child is entitled to these funded hours. The deadlines are before the 31st August for the term starting on 1st September, before 31st December for the term starting on the 1st January, and before the 31st March for the term starting on the 1st April. Failure to establish your eligibility with the HMRC within this timeframe will mean that you will not be eligible for that term and will have to re-apply in time for the next term.
- d) Eligibility Re-assessment:** Four times a year parents must update their financial data with the HMRC in order for their eligibility to be re-assessed by the HMRC. Failure to do so will result in their eligibility ceasing. In any case of loss of eligibility LB Hackney support a grace period after which full fees are due. The deadlines of the grace periods are as follows:

Date parent receives ineligible decision on reconfirmation:	Grace Period End date:	Full Fees Due from:
1 January – 10 February	31 March	1 April
11 February – 31 March	31 August	1 September
1 April – 26 May	31 August	1 September
27 May – 31 August	31 December	1 January
1 September – 21 October	31 December	1 January
22 October – 31 December	31 March	1 April

- e) Other Fees:** No charge is made by the nursery for the funded hours. You will be required to pay nursery fees for the following services and sundries, which lie outside the scope of the funded hours including; any unfunded hours, higher staff ratios, meals, special sessions and outings.