

Matryoshka Montessori School

Policies and Procedures

Incorporating the Statutory Framework of the Early Years Foundation Stage

1 Safeguarding and promoting children's welfare

Albany Montessori School takes the necessary steps to safeguard and promote the welfare of children. We promote the good health of the children, take necessary steps to prevent the spread of infection and take appropriate action when they are ill. Children's behaviour is managed effectively and in a manner appropriate for their stage of development and particular individual needs.

2 Suitable people

Matryoshka Montessori School ensure that adults looking after children, or having unsupervised access to them, are suitable to do so. Adults looking after children have appropriate qualifications, training, skills and knowledge. Staffing arrangements are organised to ensure safety and to meet the needs of the children.

3 Suitable premises, environment and equipment

Outdoor and indoor spaces, furniture, equipment and toys are safe and suitable for their purpose.

4 Organisation

Matryoshka Montessori School plans and organises our systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.

5 Documentation

Matryoshka Montessori School maintains records, policies and procedures required for the safe and efficient management of the setting and to meet the needs of children.

Matryoshka Montessori School

Policies and Procedures

Incorporating the Statutory Framework of the Early Years Foundation Stage

1 Safeguarding and promoting children's welfare

1.1 Safeguarding Children

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Matryoshka Montessori School

Safeguarding Children

CHILDREN'S RIGHTS AND ENTITLEMENTS

Policy statement

- We promote children's right to be *strong, resilient and listened to* by creating an environment in our setting that encourages children to develop a positive self image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.
- We promote children's right to be *strong, resilient and listened to* by encouraging children to develop a sense of autonomy and independence.
- We promote children's right to be *strong, resilient and listened to* by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.

- We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

EYFS key themes and commitments

Unique Child-inclusive practice

Positive relationship-respecting each other

Enabling environment-supporting every child

Learning and development-personal, social and emotional development.

What it means to promote children's rights and entitlements to be '*strong, resilient and listened to*'.

To be **strong** means to be:

- **secure** in their foremost attachment relationships where they are loved and cared for, by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on;
- **safe and valued** as individuals in their families and in relationships beyond the family, such as day care or school ;
- **self assured** and form a positive sense of themselves - including all aspects of their identity and heritage;
- **included equally and belong** to our nursery school and in community life;
- **confident in abilities** and **proud** of their achievements;
- **progressing optimally** in all aspects of their development and learning;
- **to be part of a peer group** in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world; and
- **to participate and be able to represent themselves** in aspects of service delivery that affects them as well as aspects of key decisions that affect their lives. To be **resilient** means to:
 - **be sure** of their self worth and dignity;
 - be able to be **assertive** and state their needs effectively;
 - be able to **overcome** difficulties and problems;
 - **be positive** in their outlook on life;
 - be able to **cope** with challenge and change;
 - have a **sense of justice** towards self and others;
 - to develop a **sense of responsibility** towards self and others; and
 - to be able to **represent** themselves and others in key decision making processes.

To be **listened to** means:

- adults who are close to children recognise their need and **right to express and communicate** their thoughts, feelings and ideas;
- adults who are close to children are able to **tune in** to their verbal, sign and body language in order to understand and interpret what is being expressed and communicated;
- adults who are close to children are able to **respond appropriately and, when required, act upon their understanding** of what children express and communicate ; and
- adults **respect children's rights** and **facilitate children's participation and representation** in imaginative and child centred ways in all aspects of core services

Matryoshka Montessori School

Safeguarding children and child protection

(Including managing allegations of abuse against a member of staff)

Policy statement

Matryoshka Montessori school will work with children, parents and the community to

ensure the rights and safety of children and to give them the very best start in life.

Our safeguarding policy is based on the three key commitments

EYFS key themes and commitments

Unique child-keeping safe.

Positive relationship-respecting each other, parents as partners

Enabling environment-the wider context

Learning and development- personal, social and emotional development

Procedures

We carry out the following procedures to ensure we meet the three key commitments of the Safeguarding Children Policy.

Key commitment 1

Matryoshka Montessori school committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of its service delivery.

Staff and volunteers

- Our designated persons who co-ordinate child protection issues are:

Marina Spencer and Larissa DeSaude We ensure all staff and parents are made aware of our safeguarding policies and

procedures.

- We provide adequate and appropriate staffing resources to meet the needs of children.
- Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Criminal Records Bureau before posts can be confirmed.
- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.

We abide by Ofsted requirements in respect of references and Criminal Record Bureau checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.

- Volunteers do not work unsupervised.
- We abide by the Protection of Vulnerable Groups Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.
- We have procedures for recording the details of visitors to the setting.
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.

Key commitment 2

Matryoshka Montessori School is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you're worried a child is being abused' (HMG 2006).

Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, their behaviour, or their play.

▪ Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the setting leader or manager who is acting as the 'designated person'. The information is stored on the child's personal file.

- We refer concerns to the local authority children's social care department and co-operate fully in any subsequent investigation.

NB In some cases this may mean the police or another agency identified by the Local Safeguarding Children's Board.

- We take care not to influence the outcome either through the way we speak to children or by asking questions of children.

▪ We use the detailed procedures and reporting format contained in the Preschool

Learning Alliance's publication 'Child Protection Record for use in Early Years Settings' when making a referral to children's social care or other appropriate agencies.

Recording suspicions of abuse and disclosures

- Where a child makes comments to a member of staff that gives cause for

concern (disclosure), observes signs or signals that gives cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect that member of staff:

- listens to the child, offers reassurance and gives assurance that, if necessary she or he will take action;
- does not ask the child leading questions;
- makes a written record that forms an objective record of the observation or disclosure that includes:
 - the date and time of the observation or the disclosure;
 - the exact words spoken by the child as far as possible;
 - the name of the person to whom the concern was reported, with date and time; and
 - the names of any other person present at the time.
- These records are signed and dated and kept in the child's personal file which is kept securely and confidentially.

Making a referral to the local authority social care team

- . This is based on 'What to do if you're worried a child is being abused' (HMG 2006).
 - We keep a copy of this document and follow the detailed guidelines given.
 - All members of staff are familiar with the Alliance's Child Protection Record and follow the procedures for recording and reporting.

Informing parents

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

Liaison with other agencies

- We work within the Local Safeguarding Children Board guidelines.
- We have a copy of 'What to do if you're worried a child is being abused' for parents and staff and all staff are familiar with what to do if they have concerns.
- We have procedures for contacting the local authority on child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and social services to work well together.
- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the wellbeing of children.
 - Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.
 - If a referral is to be made to the local authority social care department, we act within the area's Safeguarding Children and Child Protection guidance in deciding whether we must inform the child's parents at the same time.

Allegations against staff

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.
- We follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff, or volunteer within the setting, or anyone living or working on the premises occupied by the setting, has abused a child.
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.
- We refer any such complaint immediately to the local authority's social care department to investigate. We also report any such alleged incident to Ofsted and what measures we have taken. We are aware that it is an offence not to do this.
- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
- Where the management committee and children's social care agree it is appropriate in the circumstances, the chairperson will suspend the member of staff on full pay, or the volunteer, for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process.

Disciplinary action

- Where a member of staff or a volunteer is dismissed from the setting because of misconduct relating to a child, we notify the Independent Barring Board administrators so that the name may be included on the Protection of Children and Vulnerable Adults Barred List.

Key commitment 3

Matryoshka Montessori school is committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering young children, through its early childhood curriculum, promoting their right to be strong, resilient and listened to.

Training

- We seek out training opportunities for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse and neglect and that they are aware of the local authority guidelines for making referrals.
- We ensure that all staff know the procedures for reporting and recording their concerns in the setting.

Planning

- The layout of the rooms allows for constant supervision the setting.

Planning

- The layout of the rooms allows for constant supervision.

Curriculum

- We introduce key elements of keeping children safe into our programme to

promote the personal, social and emotional development of all children, so that they may grow to be *strong, resilient and listened to* and that they develop an understanding of why and how to keep safe.

- We create within the setting a culture of value and respect for the individual, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children.

Confidentiality

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

Support to families

- We believe in building trusting and supportive relationships with families, staff and volunteers in the group.
- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, providing information, monitoring of the child, and liaising at all times with the local children's social care team.
- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the child's social care worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure and only if appropriate under the guidance of the Local Safeguarding Children Board.

Legal framework

Primary legislation

- Children Act (1989 s47)
- Protection of Children Act (1999)
- Data Protection Act (1998)
- The Children Act (Every Child Matters) (2004)
- Safeguarding Vulnerable Groups Act (2006)

Secondary legislation

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Human Rights Act (1999)
- Race Relations (Amendment) Act (2000)

Race Relations (Amendment) Act (1976) Regulations

- Equalities Act (2006)
- Data Protection Act (1998) Non Statutory Guidance

Further Guidance

- Working Together to Safeguard Children (revised HMG 2006)
- What to do if you're Worried a Child is Being Abused (HMG 2006)

- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- The Common Assessment Framework (2006)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007)
- Information Sharing: Practitioners' Guide (HMG 2006)

Matryoshka Montessori School Safeguarding Children CONFIDENTIALITY AND CLIENT ACCESS TO RECORDS

Policy statement

Definition: *'Confidential information is information of some sensitivity, which is not already lawfully in the public domain or readily available from another public source, and which has been shared in a relationship where the person giving the information understood it would not be shared with others.'* (Information Sharing: Practitioners' Guide)

In our setting, staff and managers can be said to have a 'confidential relationship' with families. It is our intention to respect the privacy of children and their parents

and carers, while ensuring that they access high quality early years care and education in our setting. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare

of their children. There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the Data Protection Act and the Human Rights Act.

EYFS key themes and commitments

Unique child-keeping safe.

Positive relationship-respecting each other, parents as partners

Enabling environment-the wider context

Learning and development- personal, social and emotional development

Confidentiality procedures

- We will always check whether parents regard some information they share with us to be regarded as confidential or not.
- Some parents sometimes share information about themselves with other parents as well as staff; the setting cannot be held responsible if information is shared

beyond those parents whom the person has 'confided' in.

- Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it.
- We inform parents when we need to record confidential information beyond the general personal information we keep (see our record keeping procedures) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.

We keep all records securely (see our record keeping procedures).

Client access to records procedures

Any request to see the child's records by a parent or person with parental responsibility must be made to the Manager of Albany Montessori School - Fawzia Topan.

Legal framework

- Data Protection Act 1998
- Human Rights Act 1998

Further guidance

- Information Sharing: Practitioners' Guide (HMG 2006)

www.everychildmatters.gov.uk/files/ACB1BA35C20D4C42A1FE6F9133A7C614.pdf

Matryoshka Montessori School Safeguarding Children INFORMATION SHARING

"Ensuring that children and young people are kept safe and receive the best support they need when they need it is vital. Where information sharing is necessary to achieve this objective it is important that the practitioners have a clear understanding of when information can be shared. It is also for them to understand the circumstances of when sharing is inappropriate. The Data Protection Act is not a barrier to sharing information but is in place to ensure that personal information is shared appropriately."

Richard Thomas, Information Commissioner

Introduction to 'Information Sharing: Practitioners' Guide' (HMG 2006)

Policy statement

We recognise that parents have a right to know that information they share will be regarded as confidential as well as be informed about the circumstances, and reasons, when we are obliged to share information.

We are obliged to share confidential information without authorisation from the person who provided it or to whom it relates if it is in the public interest. That is when:

- it is to prevent a crime from being committed or intervene where one may have been or to prevent harm to a child or adult; or
- not sharing it could be worse than the outcome of having shared it.

The decision should never be made as an individual, but with the back-up of the management. The three critical criteria are:

- Where there is *evidence* that the child is suffering, or is at risk of suffering, significant harm.

- Where there *is reasonable cause to believe* that a child may be suffering or at risk of suffering significant harm.

- To *prevent* significant harm arising to children and young people or serious harm to adults, including the prevention, detection and prosecution of serious crime.

EYFS key themes and commitments

Unique child-keeping safe.

Positive relationship-respecting each other, parents as partners

Enabling environment-the wider context

Learning and development- personal, social and emotional development

Procedures

Our procedure is based on the *6 points for Good Practice* as set out in *Information*

Sharing: Practitioners' Guide (HMG 2006)

1. Explain to families how, when and why information will be shared about them and with whom. That consent is normally obtained, unless it puts the child at risk or undermines a criminal investigation

- We ensure parents receive information about our information sharing policy when starting their child at the school. Our policies are provided as part of our prospectus.

- We ensure parents have information about our Safeguarding Children and Child Protection policy.

- We ensure parents have information about the circumstances when information will be shared with external agencies for example with regard to any special needs the child may have or transition to school.

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

- We record concerns and discuss these with Marina Spencer and Larissa De Saude who are responsible for child protection matters at Matryoshka Montessori School. Record decisions made and the reasons why information will be shared and to whom.

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

3. Respect the wishes of children and parents not to consent to share confidential information. However, in the interests of the child, we are able to judge when it is reasonable to override their wish.

- Guidelines for consent are part of this procedure.

- Managers are conversant with this and are able to advise staff accordingly.

4. Seek advice when there are doubts about possible significant harm to a child or others.

- Managers contact children's social care for advice where they have doubts or are unsure.

5. Information shared should be accurate and up-to-date, necessary for the purpose it is being shared for and shared only with those who need to know and shared securely.

- Our Safeguarding Children and Child Protection procedure and record

keeping procedures set out how and where information should be recorded and what information should be shared with another agency when making a referral.

6. Reasons for decisions to share information, or not, are recorded.

- Provision for this is set out in our record keeping procedure

Consent

Parents have a right to be informed that their consent to share information will be sought in most cases, as well as the kinds of circumstances when their consent may not be sought, or their refusal to give consent overridden.

- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
- We may cover this verbally when the child starts or include this in our prospectus.
- Parents sign a form at registration to say they understand this.
- Copies are given to parents of the forms they sign.
- Parents are asked to give written consent to share information about any additional needs their child may have, or to pass on child development summaries to the next provider/school.
- We consider the following questions:
 - Is there legitimate purpose to sharing the information?
 - Does the information enable the person to be identified?
 - Is the information confidential?
 - If the information is confidential, do you have consent to share?
 - Is there a statutory duty or court order to share information?
 - If consent is refused, or there are good reasons not to seek consent, is there sufficient public interest to share information?
 - If the decision is to share, are you sharing the right information in the right way?
- Have you properly recorded your decision?

All the undertakings above are subject to the paramount commitment of the setting, which is to the safety and well-being of the child. Please also see our Safeguarding Children and Child Protection policy.

Legal framework

- Data Protection Act 1998
- Human Rights Act 1998

Further guidance

- Information Sharing: Practitioners' Guide

www.everychildmatters.gov.uk/_files/ACB1BA35C20D4C42A1FE6F9133A7C614.pdf

UNCOLLECTED CHILD

Policy statement

In the event that a child is not collected by an authorised adult at the end of a session/day, the setting puts into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child. We will ensure that the child receives a high standard of care in order to cause as little distress as possible.

We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

EYFS key themes and commitments

Unique child-keeping safe.

Positive relationship-respecting each other, parents as partners

Enabling environment-the wider context

Learning and development- personal, social and emotional development

We inform parents that we apply our child protection procedures as set out in our child protection policy in the event that their children are not collected from setting by an authorised adult within one hour after the setting has closed and the staff can no longer supervise the child on our premises.

- If a child is not collected at the end of the session/day, we follow the following procedures:
 - The child's file is checked for any information about changes to the normal collection routines.
 - If no information is available, parents/carers are contacted at home or at work. If this is unsuccessful, the adults who are authorised by the parents to collect their child from the setting - and whose telephone numbers are recorded on the Registration Form - are contacted.
 - All reasonable attempts are made to contact the parents or nominated carers.
 - The child does not leave the premises with anyone other than those named on the Registration Form or in their file unless permission has been granted by someone with Parental Responsibility.
 - If no-one collects the child after one hour and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.
 - We contact our local authority children's social services care team:

Children, Schools and Families 0300 123 4043

- The child stays at setting in the care of the Manager of Matryoshka Montessori School and another member of staff until the child is safely collected either by the parents or by a social care worker.
- Social Care will aim to find the parent or relative. If they are unable to do so the child will become looked after by the local authority.
- Under no circumstances do staff go to look for the parent, nor do they take the child home with them unless permission has been given by someone with Parental Responsibility.
- A full written report of the incident is recorded in the child's file.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.

Procedures

- Parents of children starting at Matryoshka Montessori School are asked to provide the following specific information which is recorded on our Registration Form:
 - Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
 - Place of work and telephone number (if applicable).
 - Mobile telephone number (if applicable).
 - Names, addresses, telephone numbers and signatures of adults who are

authorised by the parents to collect their child from the setting, for example a childminder or grandparent.

- Who has parental responsibility for the child.
- Information about any person who does not have legal access to the child.
- On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us of how they can be contacted.
- On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they provide us with details of the name, address and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child.
- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. We provide parents with our contact telephone number.

Matryoshka Montessori School

MISSING CHILD

Policy statement

Children's safety is maintained as the highest priority at all times both on and off premises. Every attempt is made through carrying out the outings procedure and the exit/entrance procedure to ensure the security of children is maintained at all times. In the unlikely event of a child going missing, our missing child procedure is followed.

EYFS key themes and commitments

Unique child-keeping safe.

Positive relationship-respecting each other, parents as partners

Enabling environment-the wider context

Learning and development- personal, social and emotional development

Procedures

Child going missing on the premises

- As soon as it is noticed that a child is missing the member of staff must alert the manager.
- The setting leader will carry out a thorough search of the building and outdoor area.
- The register is checked to make sure no other child has also gone astray.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- If the child is not found, the parent is contacted and the missing child is reported to the police.
- The manager talks to the staff to find out when and where the child was last

seen and records this.

Child going missing on an Church Garden premises

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity but does not search beyond that.
- The manager contacts the police and reports the child as missing.
- The manager contacts the parent, who makes their way to the setting or outing venue as agreed with the setting leader. The setting is advised as the best place, as by the time the parent arrives, the child may have been returned to the setting.
- Staff take the remaining children back to the setting.
- The manager, or designated staff member may be advised by the police to stay at the venue until they arrive.

The investigation

- Staff keep calm and do not let the other children become anxious or worried.
- The manager speaks with the parent(s).
- The manager carries out a full investigation taking written statements from all the staff in the room or who were on the outing.
- The key person/staff member writes an incident report detailing:
 - The date and time of the report.
 - What staff/children were in the group/outing and the name of the staff designated responsible for the missing child.
 - When the child was last seen in the group/outing.
 - What has taken place in the group or outing since the child went missing.
 - The time it is estimated that the child went missing.
 - A conclusion is drawn as to how the breach of security happened.
 - If the incident warrants a police investigation, all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Children's Social Care may be involved if it seems likely that there is a child protection issue to address.
 - The incident is reported under RIDDOR arrangements (see the Reporting of Accidents and Incidents policy); the local authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.
 - In the event of disciplinary action needing to be taken, Ofsted is informed.
 - The insurance provider is informed.

Matryoshka Montessori School Safeguarding Children SUPERVISION OF CHILDREN ON OUTINGS AND VISITS

Policy statement

Children benefit from being taken out of the setting to go on visits or trips to local parks or other suitable venues for activities which enhance their learning experiences. Some settings do not have direct access to outdoor provision on their premises and will need to take children out daily. Staff in our setting ensure that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures below.

EYFS key themes and commitments

Unique child-keeping safe.
Positive relationship-respecting each other, parents as partners
Enabling environment-the wider context
Learning and development- personal, social and emotional development

Procedures

Parents sign a general consent on registration for their children to be taken out as a part of the daily activities of the setting.

This general consent details the venues used for daily activities.

There is a risk assessment for each venue carried out, which is reviewed regularly.

Parents are always asked to sign specific consent forms before major outings.

A risk assessment is carried out before an outing takes place.

All venue risk assessments are made available for parents to see.

Our adult to child ratio is high, normally one adult to two children, depending on their age, sensibility and type of venue as well as how it is to be reached.

Named children are assigned to individual staff to ensure each child is individually supervised, to ensure no child goes astray, and that there is no unauthorised access to children.

Parents receive information prior to any outings and are asked for their consent. The information provided to the parents includes the following information:

- The date and time of outing.
- The venue and mode of transport.
- Time of return.
- Staff take a mobile phone on outings, and supplies of tissues, wipes, pants etc as

well as a mini first aid pack, snacks and water. The amount of equipment will vary and be consistent with the venue and the number of children as well as how long they will be out for. Should children need to be taken to the toilet the manager is advised of this by the member of staff. This includes outings to Garden.

- Staff take a list of children with them with contact numbers of parents/carers.

Matryoshka Montessori School Safeguarding Children

MAINTAINING CHILDREN'S SAFETY AND SECURITY ON PREMISES

Policy statement

We maintain the highest possible security of our premises to ensure that each child is safely cared for during their time with us.

EYFS key themes and commitments

Unique child-keeping safe.

Positive relationship-respecting each other, parents as partners
Enabling environment-the wider context
Learning and development- personal, social and emotional development

Procedures

Children's personal safety

- We ensure all employed staff have been checked for criminal records by an enhanced disclosure from the Criminal Records Bureau.
- All children are supervised by adults at all times.
- Whenever children are on the premises at least two adults are present.
- We carry out risk assessment to ensure children are not made vulnerable within any part of our premises, nor by any activity.

Security

- Systems are in place for the safe arrival and departure of children.
- The child's name is noted on the Register
- The members of staff in attendance at the session are noted on the Register.
- Any visitors names are recorded in the Visitor's Book.
- Our systems prevent unauthorised access to our premises.
- Our systems prevent children from leaving our premises unnoticed.
- The front access door to the nursery is never left unattended by a responsible member of staff when open. Should a parent or other member of staff need to talk to whoever is minding the door they will be told either to wait until an appropriate time or a brief conversation can be conducted at the door. The attention of the door-minder, however, is never away from the door.

Matryoshka Montessori School Safeguarding Children

MAKING A COMPLAINT

Policy statement

Matryoshka Montessori School believes that children and parents are entitled to expect

courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

EYFS key themes and commitments

Unique child-keeping safe.

Positive relationship-respecting each other, parents as partners

Enabling environment-the wider context

Learning and development- personal, social and emotional development

Procedures

All settings are required to keep a 'summary log' of all complaints that reach stage two or beyond. This is to be made available to parents as well as to Ofsted inspectors.

Making a complaint

Stage 1

Any parent who has a concern about an aspect of the Matryoshka Montessori School's provision talks over, first of all, his/her concerns with the Manager.

Most complaints should be resolved amicably and informally at this stage.

Stage 2

If this does not have a satisfactory outcome, or if the problem recurs, the

parent moves to this stage of the procedure by putting the concerns or complaint in writing to the Manager/Owner.

The setting stores written complaints from parents in the Complaints folder and a copy is also kept in the child's personal file

When the investigation into the complaint is completed, the setting leader or manager meets with the parent to discuss the outcome.

Parents must be informed of the outcome of the investigation within 28 days of making the complaint.

When the complaint is resolved at this stage, the summative points are logged in the Complaints Folder.

Stage 3

If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the setting leader and the owner/chair of the management committee. The parent should have a friend or partner present if required and the leader should have the support of the chairperson of the management committee, or the proprietor/senior manager, present.

An agreed written record of the discussion is made as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.

This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.

Stage 4

If at the stage three meeting the parent and setting cannot reach agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.

The mediator keeps all discussions confidential. S/he can hold separate meetings with the setting personnel (setting leader and owner/chair of the management committee) and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

Stage 5

When the mediator has concluded her/his investigations, a final meeting between the parent, the setting leader and the owner/chair of the management committee is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.

A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

The role of the Office for Standards in Education, Early Years Directorate (Ofsted)

and the Local Safeguarding Children Board

Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's

registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Welfare Requirements of the Early Years Foundation Stage are adhered to.

The number to call Ofsted with regard to a complaint is:
08456 404045 or 0161 618 8524 for textphone/Minicom users

Or write to Enquiries
National Business Unit
Ofsted
Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA.

These details are displayed on our setting's notice board.

If a child appears to be at risk, our setting follows the procedures of the Local Safeguarding Children Board in our local authority.

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

The contact details for the Local Safeguarding Children Board are:

Records

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

The outcome of all complaints is recorded in the Complaints Folder which is available for parents and Ofsted inspectors on request

Matryoshka Montessori School Equality of Opportunity VALUING DIVERSITY AND PROMOTING EQUALITY Policy statement

We will ensure that our service is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability. Our setting is committed to antidiscriminatory

practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;

- include and value the contribution of all families to our understanding of equality and diversity;

- provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people;

improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and
make inclusion a thread that runs through all of the activities of the setting.

EYFS key themes and commitments

Unique child-keeping safe.

Positive relationship-respecting each other, parents as partners

Enabling environment-the wider context

Learning and development- personal, social and emotional development

Procedures

Admissions

Our setting is open to all members of the community.

- We advertise our service widely, local school publications, local press and other local magazines and publications.
- We reflect the diversity of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equal opportunities policy.

- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background.
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reason relating to disability.
- If necessary we will develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents. Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

Employment

- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau. This ensures fairness in the selection process.
- All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

Training

- We seek out training opportunities for staff and volunteers to enable them to

develop anti-discriminatory and inclusive practices, which enable all children to flourish.

- We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.
- We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

Curriculum

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from themselves.

It encourages children to empathise with others and to begin to develop the skills of critical thinking.

Our environment is as accessible as possible for all visitors and service users. If access to the settings is found to treat disabled children or adults less favourably then we make reasonable adjustments to accommodate the needs of disabled children and adults. We do this by:

- making children feel valued and good about themselves;
 - ensuring that children have equality of access to learning;
- undertaking an access audit to establish if the setting is accessible to all children;
- making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;
 - making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys;
 - positively reflecting the widest possible range of communities in the choice of resources;
 - avoiding stereotypes or derogatory images in the selection of books or other visual materials;
 - celebrating a wide range of festivals;
 - creating an environment of mutual respect and tolerance;
 - differentiating the curriculum to meet children's special educational needs;
 - helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
 - ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
 - ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
 - ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage parents/carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to

ensure their full inclusion.

- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

Food

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

Legal framework

- The Equality Act 2006
- Disability Discrimination Act (DDA) 1995, 2005
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1976, 1986
- Children Act 1989, 2004
- Special Educational Needs and Disability Act 2001

Matryoshka Montessori School Equality of Opportunity

SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Policy statement

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

- We have regard for the DfES Special Educational Needs Code of Practice (2001).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs (SEN).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

EYFS key themes and commitments

Unique child-keeping safe.

Positive relationship-respecting each other, parents as partners

Enabling environment-the wider context

Learning and development- personal, social and emotional development

Procedures

- We designate a member of staff to be the Special Educational Needs Coordinator

(SENCO) and give his/her name to parents. Our SENCO is

Larissa De Saude We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.

- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.

- We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs if necessary.
- We provide resources (human and financial) to implement our Special Educational Needs Policy.
- We provide in-service training for parents, practitioners and volunteers.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual Education Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints.
- We provide a complaints procedure

Matryoshka Montessori School Equality of Opportunity ACHIEVING POSITIVE BEHAVIOUR

Policy statement

Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings, needs and rights, of

others and the impact that their behaviour has on people, places and objects. This

is a developmental task that requires support, encouragement, teaching and

setting the correct example. The principles that underpin how we achieve

positive and considerate behaviour exist within the programme for promoting

personal, social and emotional development.

EYFS key themes and commitments

Unique child-keeping safe.

Positive relationship-respecting each other, parents as partners

Enabling environment-the wider context

Learning and development- personal, social and emotional development

Procedures

The manager has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.

- We require the named person to:
 - keep her/himself up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
 - access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development ; and
 - check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.

- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with children who engage in inconsiderate behaviour

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in

return for inconsiderate behaviour.

- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves, nor do we use a 'naughty chair' or a 'time out' strategy that excludes children from the group.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our setting leader and are recorded in the child's personal file. The child's parent is informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

Children under three years

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.
- We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child

Matryoshka Montessori School Promoting health and hygiene

ANIMALS IN THE SETTING

Policy Statement

Children learn about the natural world, its animals and other living creatures, as part of the Early Years Foundation Stage curriculum. This may include contact with animals, or other living creatures, either in the setting or in visits. We aim to ensure

that this is in accordance with sensible hygiene and safety controls.

EYFS key themes and commitments

Unique child-keeping safe.

Positive relationship-respecting each other, parents as partners

Enabling environment-the wider context

Learning and development- personal, social and emotional development

Procedures

Visits to farms

- Before a visit to a farm a risk assessment is carried out - this may take account of safety factors listed in the farm's own risk assessment which should be viewed.
- The outings procedure is followed.
- Children wash their hands after contact with animals.
- Outdoor footwear worn to visit farms are cleaned of mud and debris and should not be worn indoors.

Legal framework

- The Management of Health and Safety at Work Regulations 1999
www.opsi.gov.uk/SI/si1999/19993242.htm

Further guidance

- *Health and Safety Regulation...a short guide* (HSE 2003)
www.hse.gov.uk/pubns/hsc13.pdf

Matryoshka Montessori School

ADMINISTERING MEDICINES

Policy statement

While it is not our policy to care for sick children, who should be at home until they are well enough to return to the setting, we will agree to administer medication as part of maintaining their health and well-being or when they are recovering from an illness.

In many cases, it is possible for children's GP's to prescribe medicine that can be taken at home in the morning and evening. As far as possible, administering medicines will only be done where it would be detrimental to the child's health if not given in the setting.

These procedures are written in line with current guidance in 'Managing Medicines in Schools and Early Years Settings'; the manager is responsible for ensuring all staff

understand and follow these procedures.

The manager/owner is responsible for the correct administration of medication to children. This includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures.

EYFS key themes and commitments

Unique child-keeping safe.

Positive relationship-respecting each other, parents as partners

Enabling environment-the wider context

Learning and development- personal, social and emotional development

Procedures

Children taking prescribed medication must be well enough to attend the setting.

Only prescribed medication is administered. It must be in-date and prescribed for the current condition.

NB Children's paracetamol (un-prescribed) is administered only for children with the verbal consent of the parents in the case of a high temperature. This is to prevent febrile convulsion and where a parent or named person is on their way to collect the child.

Children's prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children.

Parents give prior written permission for the administration of medication. The staff receiving the medication must ask the parent to sign a consent form

▪ the following information. No medication may be given without these details being provided:

- full name of child and date of birth;
- name of medication and strength;
- who prescribed it;
- dosage to be given in the setting;
- how the medication should be stored and expiry date;
- any possible side effects that may be expected should be noted; and
- signature, printed name of parent and date.

The Manager or Owner will receive the child's medication and ask the parent

for a signed consent form.

Staff are made aware of this.

The administration is recorded accurately each time it is given and is signed by staff.

Storage of medicines

- All medication is stored safely in a cupboard or refrigerated.
- For some conditions, medication may be kept in the setting. The Manager checks that any medication held to administer on an as and when required basis, or on a regular basis, is in date and returns any out-of-date medication back to the parent.

Medicines are kept in the locked medicine cabinet hanging on the door of the

storage cupboard in the outer foyer of the nursery.

If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.

- No child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell their key person what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.

Managing medicines on trips and outings

- If children are going on outings, staff accompanying the children must include the key person for the child with a risk assessment, or another member of staff who is fully informed about the child's needs and/or medication.

- Medication for a child is taken clearly labelled with the child's name, name of the medication, with a copy of the consent form and a card to record when it has been given, with the details as given above.
- If a child on medication has to be taken to hospital, the child's medication is taken clearly labelled with the child's name, name of the medication

Legal framework

Medicines Act (1968)

Further guidance

- Managing Medicines in Schools and Early Years Settings (DfES 2005)

<http://publications.teachernet.gov.uk/eOrderingDownload/1448-2005PDF-EN-02.pdf>

Matryoshka Montessori School Promoting Health and Hygiene

MANAGING CHILDREN WITH ALLERGIES, OR WHO ARE SICK OR INFECTIOUS

(Including reporting notifiable diseases)

Policy statement

We provide care for healthy children and promote health through identifying allergies and preventing contact with the allergenic substance and through preventing cross infection of viruses and bacterial infections.

EYFS Key themes and commitments

Unique child-keeping safe.

Positive relationship-respecting each other, parents as partners

Enabling environment-the wider context

Learning and development- personal, social and emotional development

Learning and Procedures for children with allergies

- When parents start their children at the setting they are asked if their child suffers from any known allergies. This is recorded on the registration form.
- If a child has an allergy, a risk assessment form is completed to detail the following:
 - The allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc).
 - The nature of the allergic reactions e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc.
 - What to do in case of allergic reactions, any medication used and how it is to be used (e.g. EpiPen).
 - Control measures - such as how the child can be prevented from contact with the allergen.
 - This form is kept in the child's personal file and a copy is displayed where staff can see it.
 - Staff are trained in how to administer special medication in the event of an allergic reaction.
 - Generally, no nuts or nut products are used within the setting.
 - Parents are made aware so that no nut or nut products are accidentally brought in, for example to a party.

Insurance requirements for children with allergies and disabilities

- The insurance will automatically include children with any disability or allergy but certain procedures must be strictly adhered to as set out below. For children suffering life threatening conditions, or requiring invasive treatments;

written confirmation from your insurance provider must be obtained to extend the insurance.

At all times the administration of medication must be compliant with the Welfare Requirements of the Early Years Foundation Stage and follow procedures based on advice given in *Managing Medicines in Schools and Early Years Settings* (DfES 2005)

Oral Medication

Asthma inhalers are now regarded as "oral medication" by insurers and so documents do not need to be forwarded to your insurance provider.

- Oral medications must be prescribed by a GP.
- All risk assessment procedures need to be adhered to for the correct storage and administration of the medication.
- The group must have the parents or guardians prior written consent. This consent must be kept on file. It is not necessary to forward copy documents to your insurance provider.
- The setting must have:
 - written consent from the parent or guardian allowing staff to administer medication; and
 - proof of training in the administration of such medication by the child's GP, a district nurse, children's' nurse specialist or a community paediatric nurse.

Procedures for children who are sick or infectious

- If children appear unwell during the day - have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach - the manager calls the parents and asks them to collect the child, or send a known carer to collect on their behalf.
- If a child has a temperature, they are kept cool, by removing top clothing, sponging their heads with cool water, but kept away from draughts.
- Temperature is taken using a 'fever scan' kept near to the first aid box.
- In extreme cases of emergency the child should be taken to the nearest hospital and the parent informed.
- Albany Montessori School can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
- Where children have been prescribed antibiotics, parents are asked to keep them at home for 48 hours before returning to the setting.
- After diarrhoea and sickness parents are asked to keep children home for 48 hours or until a formed stool is passed.
- Albany Montessori School has a list of excludable diseases and current exclusion times. The full list is obtainable from www.patient.co.uk and includes common childhood illnesses such as measles.

Reporting of 'notifiable diseases' If a child or adult is diagnosed suffering from a notifiable disease under the Public Health (Infectious Diseases) Regulations 1988, the GP will report this to the Health Protection Agency.

- When the setting becomes aware, or is formally informed of the notifiable disease, the manager informs Ofsted and acts on any advice given by the Health Protection Agency.

Nits and head lice

- Nits and head lice are not an excludable condition, although in exceptional cases a parent may be asked to keep the child away until the infestation has cleared.
- On identifying cases of head lice, all parents are informed and asked to treat their child and all the family if they are found to have head lice.

Further guidance

- Managing Medicines in Schools and Early Years Settings (DfES 2005)
<http://publications.teachernet.gov.uk/eOrderingDownload/1448-2005PDF-EN-02.pdf>

Matryoshka Montessori School Promoting Health and Hygiene

NAPPY CHANGING

Policy statement

No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time.

We make necessary adjustments to our bathroom provision and hygiene practice in order to accommodate children who are not yet toilet trained.

We see toilet training as a self-care skill that children have the opportunity to learn

with the full support and non-judgemental concern of adults.

EYFS key themes and commitments

Unique child-keeping safe.

Positive relationship-respecting each other, parents as partners

Enabling environment-the wider context

Learning and development- personal, social and emotional development

Procedures

- Changing areas are warm and there are safe areas to lay young children if they need to have their bottoms cleaned.
- Each child has their own bag with their nappies or pull-ups in, wipes and a change of clothes.
- Gloves are put on before changing starts and the areas are prepared.
- All staff are familiar with the hygiene procedures and carry these out when changing nappies.
- In addition, key persons ensure that nappy changing is relaxed and a time to promote independence in young children.
- Young children are encouraged to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.
- They should be encouraged to wash their hands and have soap and towels to hand. They should be allowed time for some play as they explore the water and the soap.
- Older children access the toilet when they have the need to and are encouraged to be independent but are accompanied at all times when taken to

the toilet.

- Nappies and 'pull ups' are disposed of hygienically.

Matryoshka Montessori School Promoting Health and Hygiene

NO-SMOKING

Policy statement

We comply with health and safety regulations and the Welfare Requirements of the EYFS in making our setting a no-smoking environment - both indoor and outdoor.

EYFS key themes and commitments

Unique child-keeping safe.

Positive relationship-respecting each other, parents as partners

Enabling environment-the wider context

Learning and development- personal, social and emotional development

Procedures

- All staff, parents and volunteers are made aware of our no-smoking policy.
- We display no-smoking signs.
- Staff who smoke do not do so during working hours. Unless on a break and off the premises.
- Staff who smoke during their break make every effort to reduce the effect of the odour and lingering effects of passive smoking for children and colleagues.

Legal framework

- The Smoke-free (Premises and Enforcement) Regulations 2006
www.opsi.gov.uk/si/si2006/20063368.htm
- The Smoke-free (Signs) Regulations 2007
www.opsi.gov.uk/si/si2007/20070923.htm

Matryoshka Montessori School Promoting Health and Hygiene

FOOD AND DRINK

Policy statement

This setting regards snack and meal times as an important part of the setting's day. Eating represents a social time for children and adults and helps children to learn about healthy eating. We promote healthy eating. At snack times, we aim to provide nutritious food, which meets the children's individual dietary needs.

EYFS Key themes and commitments

Unique child-keeping safe.

Positive relationship-respecting each other, parents as partners

Enabling environment-the wider context

Learning and development- personal, social and emotional development

Procedures

We follow these procedures to promote healthy eating in our setting.

- Before a child starts to attend the setting, we find out from parents their children's dietary needs and preferences, including any allergies. (See the

Managing Children with Allergies policy.)

- We record information about each child's dietary needs in her/his registration record.
- We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them.
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences as well as their parents' wishes.
- We provide nutritious food for all snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.
- We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts.
- We require staff to show sensitivity in providing for children's diets and allergies.

Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy.

- We organise snack times so that they are social occasions in which children and staff participate.
- We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the day. In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.

Packed lunches

Matryoshka Montessori School:-

- ensures perishable contents of packed lunches are refrigerated or contain an ice pack to keep food cool;
- informs parents of our policy on healthy eating;
- inform parents of whether we have facilities to microwave cooked food brought from home;
- encourages parents to healthy lunches for the children. We discourage sweet drinks and can provide children with water or diluted fresh fruit juice;
- discourages packed lunch contents that consist largely of crisps, processed foods, sweet drinks and sweet products such as cakes or biscuits. We reserve the right to return this food to the parent as a last resort;
- ensures staff are with children to eat their lunch so that the mealtime is a social occasion.

Legal Framework

- Regulation (EC) 853/2004 of the European Parliament and of the Council on the hygiene of foodstuffs

Further guidance

- *Safer Food, Better Business*

www.food.gov.uk/foodindustry/regulation/hygleg/hyglegresources/sfbb/

Matryoshka Montessori School Promoting Health and Hygiene

FIRST AID

Policy statement

In our setting staff are able to take action to apply first aid treatment in the event of an accident involving a child or adult. At least one member of staff with current first aid training is on the premises or on an outing at any one time. The first aid qualification includes first aid training for infants and young children.

EYFS key themes and commitments

Unique child-keeping safe.

Positive relationship-respecting each other, parents as partners

Enabling environment-the wider context

Learning and development- personal, social and emotional

The First Aid Box

- The first aid box is easily accessible to adults and is kept out of the reach of children.
- No un-prescribed medication is given to children, parents or staff.
- At the time of admission to the setting, parents' written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval.
- Parents sign a consent form at registration allowing staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital.

Legal framework

- Health and Safety (First Aid) Regulations (1981)

Further guidance

- First Aid at Work: Your questions answered (HSE 1997)

www.hse.gov.uk/pubns/indg214.pdf

- Basic Advice on First Aid at Work (HSE 2006)

www.hse.gov.uk/pubns/indg347.pdf

- Guidance on First Aid for Schools (DfEE)

www.teachernet.gov.uk/doc/4421/GFAS.pdf

Matryoshka Montessori School Suitable People

EMPLOYMENT AND STAFFING

(INCLUDING VETTING, CONTINGENCY PLANS, TRAINING AND DEVELOPMENT)

Policy Statement

We provide a staffing ratio in line with the Welfare requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to

guarantee care and education of a high quality. Our staff are appropriately qualified and we carry out checks for criminal and other records through the Criminal Records Bureau in accordance with statutory requirements.

EYFS key themes and commitments

Unique child-keeping safe.

Positive relationship-respecting each other, parents as partners

Enabling environment-the wider context

Learning and development- personal, social and emotional

Procedures

Ratios

- To meet this aim we use the following ratios of adult to children:
- children aged two years of age: 1 adult : 4 children; and
- children aged three to seven years of age: 1 adult : 8 children.
- A minimum of two staff/adults are on duty at any one time.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

Vetting and staff selection

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All staff have job descriptions which set out their staff roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- We use Ofsted guidance on obtaining references and enhanced criminal record checks through the Criminal Records Bureau for staff and volunteers who will have unsupervised access to children. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act 2006 for the vetting and barring scheme. the Safeguarding Vulnerable Groups Act 2006 for the vetting and barring scheme.
- We keep all records relating to employment of staff and volunteers, in particular those demonstrating that checks have been done, including the date and number of the enhanced CRB check.

Changes to staff

- We inform Ofsted of any changes in the person responsible for our setting.

Training and staff development

- Our Manager holds a PGCE and a Montessori Diploma.
- We provide regular in-service training to all staff.
- Our setting budget allocates resources to training.
- We provide staff induction training in the first week of employment. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures will be introduced within an induction plan.
- We support the work of our staff by holding regular supervision meetings and appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

Managing staff absences and contingency plans for emergencies

- In term time only settings, our staff take their holiday breaks when the setting is closed. Where staff may need to take time off for any reason other than sick

leave or training, this is agreed with the manager with sufficient notice.

- Where staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.
- Sick leave is monitored and action is taken where necessary in accordance with the contract of employment.
- We have contingency plans to cover staff absences.

Matryoshka Montessori School – Suitable People

STUDENT PLACEMENTS

Policy Statement

This setting recognises that qualifications and training make an important contribution to the quality of the care and education provided by early years settings. As part of our commitment to quality, we offer placements to students undertaking early years qualifications and training. We also offer placements for school pupils on work experience.

We aim to provide for students on placement with us experiences that contribute to the successful completion of their studies and that provide examples of quality practice in early years care and education.

EYFS key themes and commitments

Unique child-keeping safe.

Positive relationship-respecting each other, parents as partners

Enabling environment-the wider context

Learning and development- personal, social and emotional

Matryoshka Montessori School Suitable Premises,

Environment and

equipment - Health and safety

RISK ASSESSMENT

Policy statement

This setting believes that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers by assessing and minimising the hazards and risks to enable the

children to thrive in a healthy and safe environment.

The basis of this policy is risk assessment.

- Identification of risk: Where is it and what is it?
- Who is at risk: Childcare staff, children, parents, cooks, cleaners etc?
- Assessment as to the level of risk as high, medium, low. This is both the risk of the likelihood of it happening, as well as the possible impact if it did.
- Control measures to reduce/eliminate risk: What will you need to do, or ensure others will do, in order to reduce that risk?
- Monitoring and review: How do you know if what you have said is working, or is thorough enough? If it is not working, it will need to be amended, or maybe there is a better solution.

EYFS key themes and commitments

Unique child-keeping safe.

Positive relationship-respecting each other, parents as partners

Enabling environment-the wider context

Learning and development- personal, social and emotional

Procedures

- Our risk assessment process covers adults and children and includes:
- checking for and noting hazards and risks indoors and outside, and in our premises and for activities;
- assessing the level of risk and who might be affected;
- deciding which areas need attention; and
- developing an action plan that specifies the action required, the time-scales for action, the person responsible for the action and any funding required.

Legal framework

- Management of Health and Safety at Work Regulations 1992

Procedures

- We require students on qualification courses to meet the 'suitable person' requirements of Ofsted and have CRB checks carried out.
- We require schools placing students under the age of 17 years with the setting to vouch for their good character.
- We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.
- Students undertaking qualification courses who are placed in our setting on a short term basis are not counted in our staffing ratios.
- We take out employers' liability insurance and public liability insurance, which covers both trainees and voluntary helpers.
- We require students to keep to our confidentiality policy.
- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.
- We provide students, at the first session of their placement, with a short induction on how our setting is managed, how our sessions are organised and our policies and procedures.
- We communicate a positive message to students about the value of qualifications and training.
- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.
- We ensure that trainees and students placed with us are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.

Further guidance

- Five Steps to Risk Assessment (HSE 2006)
www.hse.gov.uk/pubns/indg163.pdf

Matryoshka Montessori School Suitable Premises, Environment and equipment - Health and safety

HEALTH AND SAFETY GENERAL STANDARDS

Policy statement

This setting believes that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents,

staff and volunteers.

- We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.

- Our member of staff responsible for health and safety is:

Marina Spencer ▪ She is competent to carry out these responsibilities.

-

The Classroom

Insurance cover

We have public liability insurance and employers' liability insurance.

:

The Classroom

EYFS key themes and commitments

Unique child-keeping safe.

Positive relationship-respecting each other, parents as partners

Enabling environment-the wider context

Learning and development- personal, social and emotional

Procedures

Awareness raising

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and procedures as they understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- As necessary, health and safety training is given and health and safety is discussed regularly at staff meetings.
- We operate a no smoking policy.
- Children are made aware of health and safety issues through discussions, planned activities and routines.

Safety of adults

- All warning signs are clear and in appropriate languages.
- The sickness of staff and their involvement in accidents is recorded. The records are reviewed termly to identify any issues that need to be addressed.
- We keep all cleaning chemicals in their original containers.

Windows

- All windows are out of the reach of children and so pose no hazard.

Doors

- We take precautions to prevent children's fingers from being trapped in doors.

Floors

- All floor surfaces are checked daily to ensure they are clean and not uneven, wet or damaged.

Electrical/gas equipment

- All electrical/gas equipment conforms to safety requirements and is checked regularly either by us or by St-Michaels Greek Orthodox Cathedral.

Storage

- All resources and materials from which children select are stored safely.
- All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

Hygiene

- We regularly seek information from the Environmental Health Department and the Health Authority to ensure that we keep up-to-date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene.
- Tables and surfaces in the nursery are regularly cleaned.
- Resources and equipment, dressing-up clothes and furnishings are cleaned on a regular basis.
- The toilet area includes hand washing and drying facilities and the disposal of nappies.
- We implement good hygiene practices by:
 - cleaning tables between activities;
 - ensuring toilets are cleaned regularly by the church.
 - wearing protective clothing - such as aprons and disposable gloves - as appropriate;
 - providing sets of clean clothes; and
 - providing tissues and wipes;

Activities and resources

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the setting.

The layout of play equipment allows adults and children to move safely and freely between activities.

- All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.
- All materials, including paint and glue, are non-toxic.
- Sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- Children are taught to handle and store tools safely e.g. scissors.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.
- Any faulty equipment is removed from use and is repaired. If it cannot be repaired it is discarded.

Legal Framework

- Health and Safety at Work Act (1974)
- Management of Health and Safety at Work Regulations 1992
- Electricity at Work Regulations 1989
- Control of Substances Hazardous to Health Regulations (COSHH) (2002)
- Manual Handling Operations Regulations 1992 (as amended)
- Health and Safety (Display Screen Equipment) Regulations 1992

Further guidance

- *Health and Safety Law: What you Should Know (HSE 1999)*
www.hse.gov.uk/pubns/law.pdf

- *Health and Safety Regulation...a Short Guide (HSE 2003)*
www.hse.gov.uk/pubns/hsc13.pdf
- *Electrical Safety and You (HSE 1998)*
www.hse.gov.uk/pubns/indg231.pdf
- *COSHH: A Brief Guide to the Regulations (HSE 2005)*
www.hse.gov.uk/pubns/indg136.pdf
- *Manual Handling - Frequently Asked Questions (HSE)*
www.hse.gov.uk/contact/faqs/manualhandling.htm

Matryoshka Montessori School Suitable Premises, Environment and equipment - Health and safety

FIRE SAFETY AND EMERGENCY EVACUATION

Policy Statement

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. The person in charge and staff are familiar with the current legal requirements. Where necessary we seek the advice of a competent person, such as our Fire Officer, or Fire Safety Consultant.

EYFS key themes and commitments

Unique child-keeping safe.

Positive relationship-respecting each other, parents as partners

Enabling environment-the wider context

Learning and development- personal, social and emotional

Procedures

- The basis of fire safety is risk assessment. These are carried out by a Fire Officer
- The manager has received training in fire safety sufficient to be competent to carry out risk assessment; this will be written where there are more than five staff. This will follow the guidance as set out in the *Fire Safety Risk Assessment* – *Educational Premises* document.
- Settings in rented premises will ensure that they have a copy of the fire safety risk assessment that applies to the building and that they contribute to regular reviews.
- Fire doors are clearly marked, never obstructed and easily opened from the inside.
- Smoke detectors/alarms and fire fighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- Our emergency evacuation procedures are:
 - clearly displayed in the premises;
 - explained to new members of staff, volunteers and parents; and
 - practised regularly at least once every six weeks.
- The owner of the premises keeps records on the servicing of fire safety equipment

Emergency evacuation procedure

Matryoshka Montessori School's Evacuation Procedure covers procedures for practice

drills including:-

- How children are familiar with the sound the whistle.
- ▪ How the children, staff and parents know where the fire exits are.
- How children are led from the building to the assembly point.
- How they will be accounted for and who by.
- How long it takes to get the children out safely.
- Who calls the emergency services and when in the event of a real fire.
- How parents are contacted.

The fire drill record book must contain:

- Date and time of the drill.
- How long it took.
- Whether there were any problems that delayed evacuation.
- Any further action taken to improve the drill procedure.

Legal framework

- Regulatory Reform (Fire Safety) Order 2005

www.opsi.gov.uk/si/si2005/20051541.htm

Further guidance

- *Fire Safety Risk Assessment - Educational Premises* (HMG 2006)

www.communities.gov.uk/publications/fire/firesafetyrisk6

Matryoshka Montessori School Suitable Premises, Environment and equipment - Health and safety

RECORDING AND REPORTING OF ACCIDENTS AND INCIDENTS (Including procedure for reporting to HSE, RIDDOR)

Policy Statement

We follow the guidelines of the Reporting Injuries, Diseases and Dangerous Occurrences (RIDDOR) for the reporting of accidents and incidents. Child protection matters or behavioural incidents between children are NOT regarded as incidents and there are separate procedures for this.

EYFS key themes and commitments

Unique child-keeping safe.

Positive relationship-respecting each other, parents as partners

Enabling environment-the wider context

Learning and development- personal, social and emotional

Procedures

Our accident book:

- is kept safely and accessibly;
- is accessible to all staff and volunteers, who know how to complete it; and
- is reviewed at least half termly to identify any potential or actual hazards.

Ofsted is notified of any injury requiring treatment by a general practitioner or hospital doctor, or the death of a child or adult.

When there is any injury requiring general practitioner or hospital treatment to a child, parent, volunteer or visitor or where there is a death of a child or adult on

the premises, we make a report to the Health and Safety Executive using the format

for the Reporting of Injuries, Diseases and Dangerous Occurrences.

Dealing with incidents

We meet our legal requirements for the safety of our employees by complying with RIDDOR (the Reporting of Injury, Disease and Dangerous Occurrences Regulations).

We report to the Health and Safety Executive:

- any accident to a member of staff requiring treatment by a general practitioner or hospital; and
- any dangerous occurrences. This may be an event that causes injury or fatalities

or an event that does not cause an accident but could have done, such as a gas leak.

- Any dangerous occurrence is recorded in our incident book. See below.

Information for reporting the incident to Health and Safety Officer is detailed in the Pre-school Learning Alliance's *Accident Record* publication.

Legal framework

- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR 1995)

Further guidance

- RIDDOR Guidance and Reporting Form

www.hse.gov.uk/riddor/index.htm

Matryoshka Montessori School Suitable Premises, Environment and equipment - Health and safety

FOOD HYGIENE

(Including procedure for reporting food poisoning)

Policy statement

In our setting we provide snacks for the children e.g. raisins, clementines, apples.

We maintain the highest possible food hygiene standards with regard to the purchase, storage, preparation and serving of food.

We are registered as a food provider with the local authority Environmental Health Department.

EYFS key themes and commitments Unique child-keeping safe.

Positive relationship-respecting each other, parents as partners

Enabling environment-the wider context

Learning and development- personal, social and emotional

Procedures

- At least one person has an in-date Food Hygiene Certificate.
- We use reliable suppliers for the food we purchase.
- Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould.
- Packed lunches are stored in a cool place;
- Food preparation areas are cleaned before use as well as after use.
- There are separate facilities for hand-washing and for washing up.

- All surfaces are clean and non-porous.
- All utensils, crockery etc are clean and stored appropriately.
- Waste food is disposed of daily.
- Cleaning materials and other dangerous materials are stored out of children's reach or in areas out of bounds to children.
- Children do not have access to the kitchen.
- When children take part in cooking activities, they:
 - are supervised at all times;
 - understand the importance of hand washing and simple hygiene rules
 - are kept away from hot surfaces and hot water; and
 - do not have access to electrical equipment such as blenders etc.

Reporting of food poisoning Food poisoning can occur for a number of reasons; not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable.

- Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within the setting, the manager will contact the Environmental Health Department and the Health Protection Agency, to report the outbreak and will comply with any investigation.
- If the food poisoning is identified as a notifiable disease under the Public Health (Infectious Diseases) Regulations 1988 the setting will report the matter to Ofsted.

Legal Framework

- Regulation (EC) 852/2004 of the European Parliament and of the Council on the hygiene of foodstuffs

Further guidance

- *Safer Food, Better Business* for Childminders (Food Standards Agency) www.food.gov.uk/foodindustry/regulation/hygleg/hyglegresources/sfbb/sfbbcat

erers **Matroshka Montessori School – Organisation –**

Administration

ADMISSIONS

Policy Statement

It is our intention to make our setting accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures.

EYFS key themes and commitments Unique child-keeping safe.

Positive relationship-respecting each other, parents as partners

Enabling environment-the wider context

Learning and development- personal, social and emotional

Procedures

- We ensure that the existence of our setting is widely advertised in places

accessible to all sections of the community.

- We ensure that information about our setting is accessible, in written and spoken.
- We describe our setting and its practices in terms that make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders.
- We describe our setting and its practices in terms of how it treats each child and their family, having regard to their needs arising from their gender, special educational needs, disabilities, social background, religion, ethnicity or from English being a newly acquired additional language.
- We describe our setting and its practices in terms of how it enables children and/or parents with disabilities to take part in the life of the setting.
- We monitor the gender and ethnic background of children joining the group to ensure that our intake is representative of social diversity.
- We make our Equal Opportunities Policy widely known.
- We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children.

Matryoshka Montessori School – Organisation – Childcare Practice

SETTLING-IN POLICY

Policy Statement

At Albany Montessori School children are cared for and looked after by all members of staff who know them and their parents well, and who can meet their individual needs. Although research shows that a key person approach benefits children, at Albany Montessori school due to our small size and high staff:children ratios we are able to provide secure relationships in which children thrive, parents have confidence, staff are committed and the setting is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the setting. We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

EYFS key themes and commitments

Unique child-keeping safe.

Positive relationship-respecting each other, parents as partners

Enabling environment-the wider context

Learning and development- personal, social and emotional

Procedures

- We usually allocate a key person before the child starts whose role is responsible for settling the child into our setting.

- All staff offer unconditional regard for the child and are non-judgemental.
 - The key person works with the parents/guardians to ensure that the child is settled, learning and progressing through the curriculum.
 - The Manager acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.
 - A key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up to-date, reflecting the full picture of the child in our setting and at home
- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within the setting, information days and evenings and individual meetings with parents.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
 - We have an expectation that the parent, carer or close relative, will stay for most of the first session if necessary, gradually taking time away from their child, increasing this as and when the child is able to cope.
 - Younger children tend to take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
 - We judge a child to be settled when they have formed a relationship with their key person; for example the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
 - When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
 - We recognise that some children will settle more readily than others but that some children who appear to settle rapidly are not ready to be left. We expect that the parent will honour the commitment to stay for at least the first week, or possibly longer, until their child can stay happily without them.
 - We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.

Matryoshka Montessori School – Partnership

PARENTAL INVOLVEMENT

Policy Statement

We believe that children benefit most from early years education and care when parents and settings work together in partnership.

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the setting.

We

also aim to support parents in their own continuing education and personal development.

Some parents are less well represented in early years settings; these include fathers, parents who live apart from their children but who still play a part in their

lives as well as working parents. In carrying out the following procedures, we will ensure all parents are included.

When we refer to 'parents' we mean both mothers and fathers; these include both natural or birth parents as well as step-parents and parents who do not live with their children, but have contact with them and play a part in their lives. 'Parents' also includes same sex parents as well as foster parents.

'Parental responsibility' is *all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his property.*

EYFS key themes and commitments

Unique child-keeping safe.

Positive relationship-respecting each other, parents as partners

Enabling environment-the wider context

Learning and development- personal, social and emotional

Procedures

- We consult with all parents to find out what works best for them.
- We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the setting is run and its policies through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them. We encourage and support parents to play an active part in the governance and management of the setting.
- We inform all parents on a regular basis about their children's progress.
- We involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's written developmental records.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We consult with parents about the times of meetings to avoid excluding anyone.
- We hold meetings in venues that are accessible and appropriate for all.
- We welcome the contributions of parents, in whatever form these may take.
- We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure.
- We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home.

Matryoshka Montessori School – Partnership

WORKING IN PARTNERSHIP WITH OTHER AGENCIES

Policy Statement

We work in partnership with local and national agencies to promote the well-being of all children.

EYFS Key themes and commitments

Unique child-keeping safe.

Positive relationship-respecting each other, parents as partners

Enabling environment-the wider context

Learning and development- personal, social and emotional

Procedures

- We work in partnership or in tandem with, local and national agencies to promote the well-being of children.
- Procedures are in place for sharing of information about children and families with other agencies. These are set out in the Information Sharing Protocol, Safeguarding Children procedures and the Special Educational Needs Procedures.
- Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, we make those individuals welcome in the setting and their professional roles are respected.
- We follow the protocols for working with agencies, for example on child protection.
- Staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other child(ren) during their visit.
- Our staff do not casually share information or seek informal advice about any named child/family.

When necessary we consult with local and national agencies who offer a wealth of advice and information that help us develop understanding of issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.

Matryoshka Montessori School – Partnership

WORKING IN PARTNERSHIP WITH OTHER AGENCIES

Policy Statement

We work in partnership with local and national agencies to promote the well-being of all children.

EYFS Key themes and commitments

Unique child-keeping safe.

Positive relationship-respecting each other, parents as partners

Enabling environment-the wider context

Learning and development- personal, social and emotional

Procedures

- We work in partnership or in tandem with, local and national agencies to promote the well-being of children.

- Procedures are in place for sharing of information about children and families with other agencies. These are set out in the Information Sharing Protocol, Safeguarding Children procedures and the Special Educational Needs Procedures.
- Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, we make those individuals welcome in the setting and their professional roles are respected.
- We follow the protocols for working with agencies, for example on child protection.
- Staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other child(ren) during their visit.
- Our staff do not casually share information or seek informal advice about any named child/family.

When necessary we consult with local and national agencies who offer a wealth of advice and information that help us develop understanding of issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.

Matryoshka Montessori School Documentation - Record Keeping

CHILDREN'S RECORDS

Policy Statement

There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the Data Protection Act and the Human Rights Act.

This policy and procedure is taken in conjunction with the Confidentiality Policy and our procedures for information sharing.

Procedures

We keep two kinds of records on children attending our setting:

Developmental records

- These include observations of children in the setting, photographs, video clips and samples of their work and summary developmental reports.
- These are usually kept in the classroom and can be freely accessed, and contributed to, by staff, the child and the child's parents.

Personal records

- These include registration and admission forms, signed consent forms, and correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an ongoing record of relevant contact with parents, and observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters.
- These confidential records are stored in a lockable file or cabinet and are kept secure by the person in charge in an office or other suitably safe place.
- Parents have access, in accordance with our Client Access to Records policy, to the files and records of their own children but do not have access to

information about any other child.

- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.

- We retain children's records for three years after they have left the setting. These are kept in a secure place.

Other records

- Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.

- If/when they are observing in the setting students are advised of our confidentiality policy and are required to respect it.

Legal Framework

- Data Protection Act 1998

- Human Rights Act 1998

Further guidance

- Information Sharing: Practitioners' Guide (DfES 2006)

Matryoshka Montessori School Record keeping

PROVIDER RECORDS

Policy Statement

We keep records for the purpose of maintaining our business. These include:

- Records pertaining to our registration.
- Landlord/lease documents and other contractual documentation pertaining to amenities, services and goods.
- Financial records pertaining to income and expenditure.
- Risk assessments.
- Employment records of staff.

Our records are regarded as confidential on the basis of sensitivity of information, such as with regard to employment records and these are maintained with regard to the framework of the Data Protection Act and the Human Rights Act.

This policy and procedure is taken in conjunction with the Confidentiality and Client Access to Records policy and Information Sharing policy.

EYFS key themes and commitments

Unique child-keeping safe.

Positive relationship-respecting each other, parents as partners

Enabling environment-the wider context

Learning and development- personal, social and emotional

Procedures

- All records are the responsibility of the management who ensure they are kept securely.

- All records are kept in an orderly way in files and filing is kept up-to-date.

- Financial records are kept up-to-date for audit purposes.

- Health and safety records are maintained; these include risk assessments, details

of checks or inspections and guidance etc.

- Our Ofsted registration certificate is displayed.

- Our Public Liability insurance certificate is displayed.

- All our employment and staff records are kept securely and confidentially.

Legal framework

- Data Protection Act 1998
- Human Rights Act 1998

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