

SUITABLE PREMISES, ENVIRONMENT & EQUIPMENT

Aim:

To ensure that outdoor and indoor spaces, furniture, equipment and toys are safe and suitable for their purpose.

Rationale:

An appropriate environment is key to both safety and to effective learning and development. (Dfes 2006)

Procedure:

Risk Assessments & Safety Checks

We recognise that children learn through play and exploration, and therefore need opportunities to experience situations where they can try things out, and take risks. This is an essential element of learning for young children and needs to be balanced with the need to ensure that children are safe whilst in our care. Being overprotected can prevent children from learning about possible dangers, and about how to protect themselves from harm.

To minimise hazards to children risk assessments are carried out regularly using Supertots risk assessment formats, and reviewed at least once per year or more frequently where the need arises. Written risk assessments are needed for all areas occupied by children, both indoors and out. Staff should be aware that some pieces of equipment or certain activities may require an individual risk assessment in order to minimise the risk of harm to children, for example climbing equipment or water play. Staff should be aware of the risks that plants can present to children. Many plants are poisonous and care should be taken when choosing plants for the garden, or when children are handling or playing near plants outdoors. Safety checks of the indoor and outdoor areas are carried out daily and should have regard to:

- Damaged or broken toys
- Security including fences and gates
- Rubbish, glass and animal excrement
- Indoor floor surfaces are clean, dry and undamaged.
- Any other hazards.

Cleaning of toys and equipment is carried out on a regular basis. See rotas for details.

Premises

Legal requirements

Our premises and equipment are organised in a way that meets the needs of all children, so far as is reasonable, and are accessible to all. All of our provision meets the space requirements set by Ofsted, and are used exclusively by us during our hours of operation. All of our provision holds and displays Public Liability Insurance.

Guidance

Cleaning of premises is carried out in accordance with Supertots policies and procedures. The Health & Safety policy includes procedures for identifying, reporting and dealing with accidents, hazards and faulty equipment.

Fire Safety

A clear fire evacuation procedure is in place and displayed in the Hall Way. All staff will be made aware of this and their responsibilities, including where to assemble in case of a fire, as part of their induction. Regular evacuation drills will be carried out and details recorded in a fire log book of any problems encountered and how they were resolved. We have a Fire Risk Assessment in place which identifies hazards, preventative measures and those responsible for carrying out specific duties in relation to reducing the risk of fire.

Emergency Evacuation

An emergency evacuation plan is in place in case of circumstances occurring which make it unsafe for users to remain in the building e.g. gas leak, explosion. The priority of staff would be to evacuate the building quickly to ensure the safety and wellbeing of all children and adults.

Heating, Lighting & Ventilation

Our premises are clean, adequately ventilated, well lit and kept at an appropriate temperature. The minimum temperature is 16C but children's ages and activity levels should be taken into account when determining what an appropriate temperature is. In circumstances where these conditions cannot be maintained, children's parents/carers will be asked to collect them and Ofsted will be notified.

Outdoor Play

Wherever possible children have access to outdoor play.

Storage

Good use is made of the space available to store toys and children's personal belongings. Children's confidential records are stored securely, in a locked office whenever possible.

Food Preparation

Food preparation is carried out in accordance with Environmental Health regulations. All staff undertaking food preparation are required to have a food hygiene qualification. All snacks are prepared in areas which are hygienic and adequately equipped to provide healthy food and drinks.

Toilet Facilities & Baby Changing

Toilet and hand washing facilities meet Ofsted requirements. Hygienic baby changing facilities are available and nappy changing procedures are displayed. Children are encouraged and supported to take responsibility for their personal hygiene e.g. washing hands after using the toilet. Paper towels or hand dryers are supplied to prevent cross infection. Separate toilet facilities are provided for adults.

Rest Areas

Suitable quiet, comfortable areas are provided for children who wish to relax, play quietly or sleep. Appropriate furniture and equipment is provided for children to sleep comfortably.

Space for Adults

A private space will be made available if staff need to talk to parents confidentially. Staff breaks will be taken away from areas being used by children.

Accessing the Environment

Every effort will be made to remove obstacles which prevent individual children from accessing the environment both indoors and out. This may include making extra space around tables and in passageways to accommodate children using walking frames and/or wheelchairs.

Notification to Ofsted of Significant Change

We will notify Ofsted in writing of any change in the facilities that may affect the space and level of care available to children e.g. building work. Where it is reasonably practicable to do so, we will do this in advance of the event occurring. In all other cases, this will be done no later than 14 days after the event has occurred.

Links:

Statutory Framework for the Early Years Foundation Stage (pages 33-36)

Health & Safety Policy

Emergency Evacuation Plan

Fire Evacuation Procedure

Nappy Changing Procedure

Environmental Health Regulations

This policy will be reviewed in 12 months.
Date: May 2011 Date of Review: May 2012

SMOKE FREE

Aim:

- To protect people from the harmful emissions in tobacco smoke.
- To ensure support for employees who want to stop smoking.
- To require employees to adjust their smoking habits to not smoke whilst at work.
- To demonstrate that the local authority be advocates of healthy lifestyles.

Rationale:

Supertots smoke free policy applies to any building and associated grounds within the immediate vicinity of the building which is wholly owned.

Procedure:

Policy application and detail

- The policy applies to any building and associated grounds within the immediate vicinity of the building that is wholly owned.
- Employees are requested not to smoke whilst recognisable as Supertots staff.
- Smoking breaks other than normal working breaks, (e.g. meal breaks taken outside Supertots premises,) will not be permitted.

Arrangements for ensuring compliance with the policy

All job applicants and appointees will be advised that Supertots operates a *Smoke Free Policy* that covers all employees and visitors.

A breach of the policy will occur if an employee smokes in a non smoking area, defaces or removes signs and notices associated with the policy, or intentionally breaches the policy in any other way.

Any complaint of breaches of the policy will be investigated and the appropriate action taken. This may include formal disciplinary action.

Employees experiencing difficulty in compliance with the policy will be dealt with sympathetically and advice sought from Supertots medical advisors.

Reasonable help and support will be provided, although ultimately all employees are expected to adjust their smoking habits to not smoke at work.

This policy will be reviewed in 12 months

Date January, 2011

Date of Review January 2012

SLEEP AND CARE NEEDS

Aim:

- To provide restful periods appropriate to the child's needs.
- To define what is understood as care needs, and establish guidelines to ensure that these needs are met.

Rationale:

All children have individual needs that vary greatly at different times of their development. For the purpose of this policy care needs are defined as essential requirements to keep a child happy, safe, secure and comfortable.

Procedure:

Care

We all have a duty to care for the children in our setting. The quality of care will depend on how carefully we carry out our responsibility through working with parents, colleagues, other professionals and most importantly our knowledge of individual children. All this knowledge is gathered through informal and formal forms of communication. Areas of care may include sleep requirements, nappy changes, toileting, intimate care routines, additional medical needs, feeding, behaviour support, communication, cultural needs, likes and dislikes and the celebration of special occasions.

Sleep

Provision should be made (space or partitioned area) for children who wish to relax, play quietly or sleep, equipped with appropriate furniture. This may be converted from normal play space providing children can rest and/or sleep safely without disturbance. Each child should have their own bed linen; sleeping children will be frequently checked at least every 10 minutes. Each setting should follow the Sudden infant death syndrome (SIDS) guidelines when putting a baby to bed.

- Lie baby on their back
- Place the baby's feet at the bottom of the cot / sleep mat to prevent wriggling down under covers.
- Never let a baby sleep with a pillow. Just use a firm mattress.
- Try to keep room temperature between 16 and 20°C - the ideal temperature is 18°C.

When you check a baby and they are sweating or their tummy feels hot, take off some of the bedding. It is normal for babies to have cool hands and feet.

All children should be on view to staff at all times of the day, this includes when they are sleeping or resting. Children should sleep on need or when they display distress through lack of sleep. E.g. restlessness, irritability.

A rest place should be a warm, clean, relaxing, secure, quiet environment. After 10 minutes, any child who appears to be still wide awake must be asked if they want to return to the other activities.

Children in our care will be placed in a cot, or sleep mattress that conforms to safety standards.

Should a child arrive at the setting asleep in a pram we would not disturb the child from their sleep. The child would be closely monitored and checked a minimum of every 10 minutes.

We would not place a child in our care for a sleep in a pram / buggy, unless the parent specifically asks for this practice to continue as they would do in their home setting. If the child is unable to settle in a bed / mattress or the child becomes distressed then a decision would be taken regarding how we can best meet the needs of the child. This may result in the child being taken for a walk in a pram / buggy to settle them.

For all other children quiet periods of the day should still satisfy their needs.

Nappies

Nappies should be changed on demand.

Each setting must have a common nappy changing policy. This should be displayed in all changing areas. All staff must be fully trained to use this policy.

Where possible parents who wish to change their children must use a separate area and this must be checked and cleaned by the centre staff.

Nappies must be disposed in a safe and relevant way. The manager of each service must ensure that nappies are disposed of in the correct way.

No students or volunteers are allowed in changing areas unless CRB checks, inductions and nappy changing training have taken place.

Nappy Changing

Hygienic nappy changing practice is **vital** in reducing and preventing contamination and infection, not only to the child and adults, but also to the surrounding environment.

To ensure we keep high standards of hygiene and to prevent the spread of infection, we adhere to the following policy on nappy changing procedures and requirements for our setting.

Parents are required to bring sufficient amounts of nappies, and creams if necessary for the time they are in the setting. These must be in a bag with the child's name clearly marked and will be kept in the changing area.

1. Staff must wear disposable gloves and aprons when changing children.
2. We ensure that all necessary nappy changing equipment is kept in the nappy changing area.
3. We ensure that hands are washed thoroughly with an anti-bacterial soap before and after each nappy change, including after the disposal of nappy and removal of gloves and apron
4. We ensure the changing mat/unit is waterproof and is not cracked/dirty and is cleaned after every nappy change.
5. The changing mat/unit and any other environmental surface that may be soiled or has been touched during the nappy change are cleaned with disinfectant (using paper towels) and then dried thoroughly.
6. We ensure creams and lotions are not shared between children. Each child having all their own creams labelled and that are supplied with written permission by their parents/guardians.
7. All soiled clothes are to be placed in a nappy sack and clearly labelled with the child's name.
8. All nappy sacks must then be kept in the toilet area out of reach of the children until parents come to collect them. Any remaining nappy sacks left at the end of the session will be disposed of appropriately.
9. We ensure the nappy changing area is designated for that use only and is not near play or the kitchen area.

Toilet Training

Staff will work in partnership with parents while toilet training their child to ensure continuity.

Children are always supervised when using the potty and whilst toilet training. Children are taught good hygiene practices of washing their hands each time they go to the potty/toilet.

Intimate care plan

We would ensure that an intimate care plan is carried out routinely and in privacy if necessary, after seeking advice from parents, colleagues and external agencies where appropriate. Where possible a key worker will be allocated to the child and family.

Feeding

There is an area that is adequately equipped to provide healthy meals, snacks and drinks for children as necessary. This will be done in the kitchen or alternative arrangements will be made for the hygienic preparation and storage of food and drinks.

Suitable sterilisation equipment is used for the sterilisation of babies' feeding equipment and dummies.

Kitchen/Food Prep Cleaning

The kitchen must be cleaned to the standards of the Environmental Health requirements. This should be a systematic approach either using an organised rota or a named responsible person. The cleaning duties should follow safer food better business guidelines and the recording of this cleaning carried out daily. It should be the responsibility of centre leader to oversee the cleanliness of the kitchen. All concerns should be discussed with each service user.

Individual service users will have to make reference to their own cleaning issues regarding cups, spoons, bottles etc.

Equipment solely purchased for the kitchen must not be used for activities in other parts of the centre.

All cleaning materials should be stored in a secure and safe place. They should be COSHH recorded and not transported into other areas around the setting.

Public Liability Insurance

It is a fundamental requirement for all service users to hold and display a Public Liability insurance certificate. It is the Manager's responsibility to ensure that a current certificate is held and displayed. Each service user must ensure that their Public Liability Insurance meets the minimum requirements stated in the service level agreement.

Links:

Suitable Premises & Environment Policy
Safer Food Better Business Document
Key Person Policy
Sudden infant Death Syndrome Guidance
Risk Assessments
Health & Safety
Food & Drink Policy
Equality of Opportunity Policy
Parents as Partners Policy
Medication Policy

This policy will be reviewed in 12 months.
Date: January, 2011 Date of Review: January 2012

POLICY ON GOOD HANDLING TECHNIQUES

As it is not possible to eliminate manual handling altogether, correct handling techniques must be followed to minimise the risks of injury. The techniques outlined below should be followed at home as well as at work.

Preventing Injuries

As with other health and safety issues, the most effective method of prevention is to eliminate the hazard - in this case, to remove the need to carry out hazardous manual handling. For example: it may be possible to re-design the workplace so that items do not need to be moved from one area to another.

Where manual-handling tasks cannot be avoided, they must be assessed. This involves examining the tasks and deciding what the risks associated with them are, and how these can be removed or reduced by adding control measures.

Correct Lifting Procedure

1 Planning and Procedure

- Think about the task to be performed and plan the lift.
- Consider what you will be lifting, where you will put it and how you are going to get there.
- Never attempt manual handling unless you have read the correct techniques and understood how to use them.
- Ensure that you are capable of undertaking the task - people with health problems and pregnant women may be particularly at risk of injury.
- Assess the weight and centre of gravity of the load.
- Assess the size of the load to make sure that you can grip it safely and see where you are going.
- Assess whether you can lift the load safely without help. If not, get help. Bear in mind that it may be too dangerous to attempt to lift some loads.
- If more than one person is involved, plan the lift first and agree who will lead and give instructions.
- Plan your route and remove any obstructions. Check for any hazards such as uneven/slippery flooring.
- Lighting should be adequate.
- Avoid lifting unsafe loads, such as damaged glass or badly packed chemicals.
- Check whether you need any personal protective equipment (PPE) and obtain the necessary items, if appropriate. Check the equipment before use and check that it fits you.

- Ensure that you will be able to maintain a firm grip.
- Ensure that you are wearing the correct clothing, avoiding tight clothing and unsuitable footwear.
- Remove any unnecessary packaging, if this will make the task safer.
- Reduce the size and weight of loads to make handling easier. This could involve suppliers in packing items into smaller consignments before delivery.
- Control harmful loads - for instance, by covering sharp edges or by insulating hot containers.
- Consider a resting stage before moving a heavy load or carrying something any distance.

2 Position

- Stand with your feet apart and your leading leg forward. Your weight should be even over both feet. Position yourself (or turn the load around) so that the heaviest part is next to you. If the load is too far away, move toward it or bring it nearer before starting the lift.

3 Lifting

- Always lift using the correct posture:
- Bend the knees slowly, keeping the back straight.
- Tuck the chin in on the way down
- Lean slightly forward if necessary and get a good grip.
- Keep the shoulders level, without twisting or turning from the hips.
- Try to grip with the hands around the base of the load.
- Bring the load to waist height, keeping the lift as smooth as possible.

4 Move the load

- Move the feet, keeping the load close to the body.
- Proceed carefully; making sure that you can see where you are going.
- Lower the load, reversing the procedure for lifting.
- Avoid crushing fingers or toes as you put the load down.
- Position and secure the load after putting it down.
- Report any problems immediately - for example, strains and sprains. Where there are changes, for example to the activity or the load, the task must be reassessed.

This policy will be reviewed in 12 months
Date May 2011 Date of review : May 2012

OFFICE POLICY

Staff can help to prevent health problems by:

- Sitting comfortably at the correct height with forearms parallel to the surface of the desktop and eyes level with the top of the screen.
- Maintaining a good posture.
- Avoiding repetitive and awkward movements by using a copyholder and keeping frequently used items within easy reach.
- Changing position regularly.
- Using a good keyboard and mouse technique with wrists straight and not using excessive force.
- Making sure there are no reflections or glare on screens by carefully positioning them in relation to sources of light.
- Adjusting the screen controls to prevent eyestrain.
- Keeping the screen clean.
- Reporting to their manager any problems associated with use of the equipment.
- Planning work for breaks away from the workstation.

Seating and posture for typical office tasks

- *Good lumbar support*
- *Seat height adjustability*
- *No excess pressure on underside of thighs and backs of knees*
- *Foot support if needed*
- *Space for postural change, no obstacles under desk*
- *Forearms approximately horizontal*
- *Minimal extensions, flexion or deviation of wrists*
- *Screen height and angle should allow comfortable head position*
- *Space in front of keyboard to support hand/wrists during pauses in typing*
- *Seat back adjustability*

This policy will be reviewed in 12 months
Date May 2011 Date of review: May 2012

TRAINING AND DEVELOPMENT PROCEDURE

PURPOSE

To ensure that all staff are given equal opportunity to undertake any training and development required to meet the needs of the Nursery, promote continuous professional development and develop the provision offered.

SCOPE

Full time, part time, temporary and permanent staff.

Employees, volunteers, students and supply staff

External courses, in house sessions, continuous improvement, induction, coaching and mentoring and team briefings.

RESPONSIBILITY

Senior Manager	Agree training budget Authorise any activity Produce and evaluate training plan
Manager	Identify staff training and development needs Monitor, coach, support and develop staff Evaluate training on an ongoing basis Provide opportunities to implement learning Maintain a training evaluation sheet
Staff	Share information with colleagues Commitment to attend training if out of regular hours

PROCEDURE

IDENTIFICATION OF TRAINING AND DEVELOPMENT NEEDS

1. As part of the Annual Review the Management Team review and update the Skills graph which will then identify any gaps due to :
 - a. Lack of expertise/qualifications due to staff leaving
 - b. Requirements highlighted through Quality Award, Ofsted
 - c. Customer Feedback
 - d. Health and Safety requirements
 - e. Changes in responsibilities
 - f. Targets in Nursery Action and Learning Plan
 - g. Continuous professional development

The graph will then be updated at least quarterly as part of the management review or when a new member of staff joins the Nursery. The master will be kept on the computer in the office. An updated copy will be displayed in the Senior Manager's office.

2. A training budget will be agreed based on the priorities for the Nursery. Potential candidates will be identified for any specialised training. Managers will discuss these opportunities as part of their individual review. Course fees and cost of materials may be funded by the Nursery.
3. Any new staff or staff changing roles will undertake a structured Induction and initial Training Programme.
4. All staff will undertake a Personal Review at least every 6 months. This will be carried out with the Room Leader and Manager. This will provide an opportunity to discuss any training they feel appropriate in order to meet the needs of the Nursery and individual performance levels. Copies of the review will be given to the employee and kept in their personnel file.
5. Any training/workshop sessions available from Sure Start/Early Years will be displayed in the staff room. Staff wishing to develop their personal skills will speak to the Senior Manager and if deemed appropriate, time will be made available for the staff to attend.
6. If through observation or customer feedback a Manager feels that performance standards are not being met, an informal discussion may take place rather than wait for the individual review. Actions will be agreed and if any significant training or coaching is required then it will be recorded and passed on to the Senior Manager.
7. It is the role of the Manager to ensure that staff are working to the prescribed standards. Coaching and feedback should be part of the daily support offered.
8. The Manager and Senior Manager is responsible for reading any publications and searching internet sites and passing on relevant articles and information to the staff.
9. The Manager and Senior Manager attend Early Years Meetings and feedback any relevant information either via letter or team meetings.

ORGANISING TRAINING AND DEVELOPMENT

10. Once a development activity has been identified it is the responsibility of the staff member and their Manager to agree some learning outcomes. A training evaluation must be completed for any external training or internal training which takes up more than 1 day. These should be recorded on the Nursery Training schedule. All activity must have a direct impact on the overall aims and objectives of the Nursery. Different learning styles, resources and staffing must also be considered to ensure that the most cost effective and efficient method of delivery is agreed.
11. Any activity which involves time away from the Nursery or incurs a cost must be authorised. Course information (objectives, delivery, cost, supply cover) is to be given to the Senior Manager for authorisation. **No action should be taken until the activity and any expenditure has been authorised by the Management Team.**
12. Where the training and development is not directly linked to the aims of the Nursery but contributes to the individual's career development no funding support will be available but flexibility may be arranged around study leave and working hours.
13. If a training request has been declined a member of the Management Team will advise the employee and explain the reasons.
14. The Senior Manager is then responsible for booking the course and arranging appropriate staff cover. If the training is to be delivered in house this should be planned and staff/supply cover arranged for any time away from the room.
15. On completion of any external training the staff member should ensure that appropriate staff have access to any notes or materials. If agreed beforehand the staff member may be required to produce a briefing note for circulation or discussion at a team meeting.

EVALUATION OF TRAINING AND DEVELOPMENT

16. After completion of any activity staff will be asked by their Manager for informal verbal feedback on the delivery, venue, trainer etc. Comments will be noted on the Training Evaluation plan and the information used when deciding on future activity.
17. Any ongoing training or evaluation of training over the previous 6 - 12 months will be discussed at the Personal Reviews.
18. Staff are responsible for ensuring that they keep a copy of any certificates and give a copy to their Manager to place in their Personnel File and in the Hall Way

COMPLETED RECORDS

Training evaluation form	Personnel File
Personal Reviews	Personnel File
Copies of certificates	Displayed in Hall Way or individual rooms and Personnel File

This policy will be reviewed in 12 months
Date May 2011 Date of review : May 2012

Supertots Day Nursery Outdoor Play Policy

Within the Early Years Foundation Stage guidance it is clearly recognised that outdoor play is extremely important. It is seen as an integral part of early year's provision that must be always available to children.

The outdoor environment is a special place for all children and offers the type of learning most appropriate to young children, space to be active and learn by moving and doing, using a combination of experiences and play opportunities drawn from and building on the child's own personal world.

Outdoor play offers the following:

- A chance to develop large and fine motor skills and cardiovascular endurance this helps keep children healthy.
- It provides the chance to explore and discover the natural world.
- It offers the children the opportunity to explore space around them, to learn to share and negotiate space.
- Outdoor play stimulates the senses offering different sights, sounds, smells and touch/feel opportunities.

Supertots Aims:

Outdoor play is an active form of learning that unites the mind; body, and spirit, children learn well when the whole self is stimulated.

Outdoor play reduces the tension that often comes with trying to achieve or needing to learn, outside children are more free and relaxed.

Children who learn to enjoy outdoor play are more likely to become adults who enjoy physical exercise and outdoor pursuits.

Outdoor play offers the chance to learn and cooperate with others building social skills.

Outside is a different learning environment which promotes creativity through new challenges and tasks.

Outside children will learn to be aware of risks and hazards, learning safety as they play.

How Supertots achieve these aims

Adults will observe the children outdoors to see how they play what interest them and how to support their play.

Children need to be encouraged to engage in self paced play, unstructured outdoor play and be free to use their imagination.

Different kinds of outdoor play will be encouraged using rides, construction with boxes or crates, crawling, climbing, balancing, using parachute etc. Good use of small equipment will be encouraged e.g. balls, bats, beanbags, katcha scoops etc. Children will be encouraged to look after the garden plants and creatures in the garden.

Where possible the outdoor play should complement the indoor play e.g. such as rebuilding the home corner outdoors.

Inside water play using tubes and bottles to move water can be paralleled outside using guttering, drainpipes and buckets.

An outside activity can be contrasted with an activity indoors, small-scale painting inside can be contrasted with the use of large sheets of paper and decorating brushes outside.

Provision inside can be enhanced and developed further by well thought-out outside activities, for instance, a travel agent's shop could extend children's outside play about going on holiday.

If free flow outdoor play is offered 2 adults will be outside in the garden and 4 adults inside.

If the whole group goes outside 5 adults will be in the playground and 1 in the nursery.

Children's rules for outdoor play

We share rides/toys and take turns

(We do not snatch or hit each other)

We keep sand in the sand pit.

(We do not throw sand)

We use the steps on the slide to be safe

(We do not climb the sides or up the slide)

We will be careful of others and share space

(We are considerate towards others and share space)

We always tell an adult if we go inside the playroom

This policy will be reviewed in 12 months

Date May 2011

Date of review: May 2012