Full Policy & Procedure Documents

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All policies are reviewed annually.

This document is available in larger print on request

Additional Educational Needs

General Statement of Values and Beliefs

This setting believes that children with a disability are children first, sharing the same needs and desires as all children.

We feel that where possible, all children should share social and learning experiences with their peers in local settings.

Inclusion is a human right with benefits for all.

Our aim is that all children will be happy in our setting.

Inclusion teaches children and adults to accept and value everyone, whatever their differences, it challenges fear and prejudice.

Partnership with Parents

We understand that parents know their own child best, and we are happy to learn from them about the unique needs of their child. Before your child starts Pre-School, we will need to build up our knowledge of all the children in our care by questions on our admissions form and a home visit.

We are also keen to work with other professionals who may be involved to ensure a consistent and effective approach to intervention.

Where we have concern about any aspect of your child's development, we will always talk to parents/carers. We understand that things that happen at home (about which we may not know) can have an effect on children's learning, emotions or behaviour.

The Code of Practice for children with Special Educational Needs and/or a Disability

The SEND Code of Practice provides important guidance and regulations for schools, and all settings offering early education and registered for Nursery grant. This came into effect in September 2014 and covers children and young people aged 0–25 with SEN or a disability.

The code requires that the local authority sets out a 'local offer' of what support they provide for children and young people with SEND. Dudley's local offer is a one stop shop of information and services available to children and young people with special educational needs or disabilities under the age of 25, who live in Dudley borough, along with parents, carers and family members. Please see www.dudley.gov.uk/residents/dudleys-local-offer/ OR www.dudley.gov.uk/residents/learning-and-school/information-for-parents/dudley-sendiass/ for more information. The code gives guidance on a graduated approach to identifying and supporting children with SEND and requires that the children, young people and parents are involved in decisions about SEND provision.

"All children and young people are entitled to an education that enables them to make progress so that they:

- *Achieve their best*
- *Become confident individuals living fulfilling lives and*
- *Make a successful transition into adulthood, whether into employment, further or higher education or training.*

SEND Code of Practice 2015"

If a child is identified, through ongoing observation and assessment, as not progressing in any or all areas of the EYFS, staff will then make specific observations to assess any reasons for this and to find the specific areas that a child is finding difficult. If necessary, after observations are made, staff will meet privately with parents, at a time to suit them, to discuss the child's progress and any strategies nursery could put in place to aid the child. If appropriate, staff will offer the help of other professionals and complete relevant paperwork with the parent's consent.

Staff will continue with the 'SEN graduated approach' to support the child during their time with us at Little Lambs. This means staff will:

Assess	•	make regular assessments to ensure that support is matched to need. Specialist assessments will be arranged as and when necessary.
Plan	•	record any intervention and support given
Do	•	implement the interventions and support agreed
Review	•	evaluate the support and the impact on the child's progress

If, despite having taken relevant and purposeful action to identify, assess and meet the special educational needs of a child, the child has not made expected progress, Little Lambs will consider requesting an Education, Health and Care Needs Assessment, in order for the local authority to decide whether it is necessary for it to make provision in accordance with the Education, Health and Care Plan. The purpose of the EHC Plan is to make special educational provision meet the special educational needs of a child to secure the best possible outcomes for them across education, health and social care. The EHC Needs Assessment may indicate ways in which Little Lambs, or the school you may choose for your child, can meet the needs of your child without an EHC plan or whether special educational provision may need to be made.

Disabled Children and the Equality Act 2010

Little Lambs sets out an inclusive approach, designed to be responsive to the individual needs of children and parents. We focus on delivering improved outcomes for all children and closing the achievement gap between disadvantaged children and others. Our setting aims to be inclusive to all children. We are familiar with and work within the boundaries of the Disabled Children & the Equality Act 2010.

Record Keeping

It may be necessary to keep more detailed records for a child about whom we are concerned or for those already identified as having additional educational needs.

These may include observations, examples of work and individual support plans. These records are, of course, shared with parents.

They will be kept in a secure place and not shared with any third person outside the setting without the express permission of the parent, except where not to do so would put the child at serious risk of harm.

Special Needs Co-ordinator

The Special Educational Needs Co-ordinators (SENCO) at this setting is Mrs Clare Robson.

This does not mean that she is solely responsible for children with AEN, but she will have an overview for ensuring recording is in place and that liaison with parents is undertaken regularly.

She will also ensure liaison with any other professionals involved, with your permission. She will attend training in all areas of additional need and will pass this on to other staff.
She will be familiar with the Code of Practice and will maintain a register of children in the setting currently thought to have additional needs.

Accommodation and Other Attributes

We welcome parents, children and staff with disabilities since our early years rooms are designed to accommodate such needs. There are ramps both at the entrance to the building and to our outside play area and the rooms are all on one level. There is a separate toilet facility for people with disabilities with wide doors for wheelchair access. There is a quiet room within our setting for private discussion with parents, outside agencies or working on a 1 to 1 with children.

The SENCO and support staff have a wealth of experience in this area, and there is ongoing training for all staff in the area of additional needs.

Since there is such diversity within additional educational needs, specialist furniture and equipment will be acquired as and when specific needs arise.

Support Services

There is a range of local support services available.

- Dudley Integrated Service – open referral on 01384 814364 or nursery can refer with parental consent
- Speech and Language Therapy – available through referral from yourself or your health visitor, GP, or from Nursery with parental consent
- Services for children with hearing or visual impairment
- English as an additional language
- Educational Psychology
- Clinical Psychology
- Occupational Therapy – help with fine motor and spatial awareness difficulties.
- Physiotherapy – for children with mobility difficulties
- Dudley Parent Partnership – support particularly during formal assessment – 01384 485450
- The Orchard Partnership – provides information and support for children with disabilities and their families. 01384 813958, 10.00 am – 1.00 pm.

Use of the Policy

This policy has been shared with all staff and time is allocated for regular revision. It will be reviewed on a yearly basis to ensure the information is up to date.

The next review date is August 2024.

This policy was reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of little Lambs:

Admissions Policy

It is our intention to make our Pre-School genuinely accessible to children and families from all sections of the local community. In order to accomplish this:

- We are registered with Ofsted to provide sessional day care to children aged 2 to under 5 years. The minimum age at which children can be admitted to Little Lambs is two years. However, at present our admission policy is that we give preference to children of 2 years 6 months onwards if places are available. We also take children eligible for Time for Twos funding. Our priority is to give places to children aged 3 and over who qualify for Early Education Funding. Our waiting list is arranged in order of date of birth, not date of application, taking into account all other relevant priorities. (* please see below)

- We ensure that the existence of the Pre-School is widely known in all local communities.

- Parents/carers and their child are warmly invited to view Little Lambs in session. If they wish to apply for a place at Pre-School, they need to complete an application form which will be held on file. The Pre-School Manager will contact parents in the term before their child's intended admission date and the offer of a nursery place is made. A home visit is arranged followed by an induction session back at nursery. This is an informal play session which enables the child to meet all the staff, their new friends, explore the surroundings and for parents/carers to ask any further questions that may have arisen since the home visit. Prior to admission all paperwork relating to the child must be completed by the parents/carers and returned to nursery. This includes full details of any support required for a child with a medical condition (please see separate policy). It is the responsibility of parents to share key information about their child to enable nursery to put in place any training required to enable our setting to adhere to any Health and Safety regulations or requirements of our insurance before the child starts with us.

- Parents/carers are entitled to claim Early Education Funding for three and four year olds. This commences the following term after the child's third birthday and the relevant cut off dates are 31st December, 31st March, and 31st August.

- We are also registered to provide early education places for children whose parents are eligible to claim 'Time for Twos' funding. Please contact Dudley Council to see if you may be eligible for this funding.

- Parents/carers do not have to accept all the sessions offered and have a choice to split them with another setting if they so wish. Prior to nursery funding, fees are charged and a flexible payment system is in place. The fees are reviewed annually.

- We aim to be flexible about attendance patterns so as to accommodate the needs of individual children and families.

- Our waiting list is arranged in order of date of birth, taking into account all other relevant priorities.
  * In the event of demand for places exceeding room, priority would be given to

    a) Relevant looked after children
    b) Children with a brother or sister already in the Pre-School
    c) Children of families who can demonstrate a close commitment to Bethel Chapel, Wollescote
    d) Children of families who can demonstrate a close commitment to a recognised Christian Church

e) Children of families committed to the practice of the Christian religion
f) Children of families committed to the practice of other religions who would like their children educated at a Christian Pre-School

- We describe the Pre-School and its practices in terms which make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders, and people from all cultural, ethnic, religious and social groups, with and without disabilities.

- We make our equal opportunities policy widely known.

This policy was reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

Allergy Policy

Statement of intent

We aim to prevent avoidable exposure to allergens, recognise reactions promptly and provide immediate emergency care. Children with allergies will be supported to take part safely in meals, play, outings and celebrations alongside their peers. This policy applies to staff, volunteers, contractors and visitors involved in our pre-school provision.

Legal duties and guidance

This policy is written for a standalone pre-school in England. We follow the statutory EYFS framework for group and school-based providers effective from 1 September 2026, under the Childcare Act 2006 and the EYFS Welfare Requirements Regulations 2012. Its requirements on health, medicines, food, safer eating, first aid, risk assessment and records apply to our provision.

The Department for Education guidance Allergy safety in schools, published in July 2026, informs our practice. Its school policy duties arise under section 100 of the Children and Families Act 2014, amended by section 34 of the Children's Wellbeing and Schools Act 2026. The guidance identifies early years settings as users of good practice; it does not make all school-specific duties statutory for a standalone pre-school. We adopt the procedures below as our setting policy.

Relevant duties also include reasonable care for children's welfare; health and safety duties under the Health and Safety at Work etc Act 1974 and related risk assessment regulations; Equality Act 2010 duties, including reasonable adjustments where an allergy amounts to a disability; food allergen requirements under the Food Information Regulations 2014; and UK GDPR and Data Protection Act 2018 requirements for health information.

Accountability

The Manager is the Allergy Safety Lead, and the Deputy Manager provides cover. The manager oversees implementation, training, resources and annual review. This policy will be available to parents and staff, on the setting website where available and in paper form on request.

Identifying needs and agreeing support

Admission and ongoing communication

Before admission, we ask parents about allergies, intolerances, dietary requirements, previous reactions, asthma and other health needs. We request current clinical advice, prescribed medicines and any Allergy or Asthma Care Plan. Staff discuss the child's needs with the family and pass the information to the Allergy Safety Lead. Parents must tell us promptly about changes, new reactions and updated prescriptions.

We maintain an up-to-date allergy register and share relevant information with everyone preparing, handling or serving food and all staff caring for the child. Adults are invited to disclose allergies relevant to their safety, with agreed arrangements for medication and emergency assistance.

Individual Care Plans

We develop an Individual Care Plan with parents and, where appropriate, health professionals for managing known allergies and intolerances. A child with an allergy affecting participation, posing a risk of harm or requiring additional arrangements must have clearly documented individual support. For children at risk of anaphylaxis, the plan incorporates their clinician's Allergy Action Plan and any Asthma Action Plan.

- Record the child's name, known and suspected triggers, symptoms and previous reactions, including associated asthma.

- Set out foods and materials to avoid, safe alternatives, controls for contact and inhalation where relevant, and arrangements for meals, activities and outings.
- Record prescribed medicines, dose, device, instructions, storage location, emergency steps and parental permissions. Clinical treatment instructions must come from the healthcare professional.
- Name responsible staff and trained cover, contact details, review date and how updates will be shared. Include the child's communication needs and how they show distress.

We put safe arrangements in place before the child's first session wherever possible. If clinical advice is awaited, we agree an interim risk assessment and support plan with parents and seek advice promptly. We do not diagnose an allergy, conduct food challenges or change a prescribed treatment. A missing diagnosis alone is not a reason to disregard a reported risk or routinely exclude a child.

Review and transition

The Allergy Safety Lead reviews plans with parents at least annually and immediately after a reaction, near miss, new diagnosis, changed medication or altered needs. Staff acknowledge updates. With appropriate information-sharing arrangements, current plans accompany children moving to another setting or Reception.

Preventing exposure during food and play

Meals and snacks

At every meal and snack, staff check each child's food against their current dietary information.

- Check ingredients and allergen labels every time, including replacement products and recipe changes. Keep accurate written allergen information for food supplied by the setting, accessible to parents. Never guess whether a food is safe.
- Control cross-contact through handwashing with soap and water, cleaned tables and equipment, separate utensils and clearly identified food containers. Hand sanitiser alone is not a substitute for removing food allergens.
- Keep allergy-safe food protected during preparation, storage and serving. Do not remove an allergen from a finished meal and then serve it as safe. If ingredients or cross-contact cannot be confirmed, provide a verified safe alternative.
- Label packed lunches with the child's name. Agree safe contents with parents and manage storage and eating arrangements. Children must not swap food, drinks, cups or cutlery.

A member of staff holding a valid full paediatric first aid certificate must be in the room while children eat. Children remain within sight and hearing of staff. Food is prepared appropriately for age and development, with choking risks managed alongside allergy risks.

Food information requirements

Our food records cover the 14 regulated allergens: celery; cereals containing gluten; crustaceans; eggs; fish; lupin; milk; molluscs; mustard; peanuts; sesame; soybeans; sulphur dioxide and sulphites above the legal threshold; and tree nuts. Children may react to substances outside this list, which must also be recorded in their plans.

For non-prepacked food, accurate allergen information is available. The Manager checks applicable labelling arrangements with suppliers or environmental health. Precautionary "may contain" labels are assessed against clinical advice; staff do not independently decide to disregard them.

Activities and the environment

We are allergy aware and do not promise an allergen-free environment. Any restriction on particular foods is based on current risk assessments and communicated clearly to families. We check cooking, playdough, sensory ingredients, crafts, lotions, latex, animal contact, plants and insect exposure. Staff provide safe alternatives and prevent sharing of unsuitable materials. Food gifts and celebration treats are checked before use; unverified items are not served.

Medication and staff readiness

Prescribed emergency medication

Parents provide the child's prescribed emergency medicines in original labelled packaging, current clinical instructions and written permission for routine administration arrangements. Where two adrenaline devices are prescribed, both must be available throughout attendance, outdoor play and outings.
Emergency medication is kept in a clearly labelled location, out of children's reach but unlocked and immediately accessible to staff. Store according to the manufacturer's instructions, protected from heat and direct sunlight; adrenaline devices must not be refrigerated. Keep the current care plan alongside the medicines. All relevant staff must know the location and retrieval arrangements.
The Allergy Safety Lead records expiry checks at least half termly, arranges replacement before expiry and checks devices after any use or damage. Record administration, time, dose and staff member, and inform parents on the same day. Used injectors are handed to paramedics or disposed of through an approved sharps route, never in general waste.

Missing medicines

If a child arrives without required medication, staff immediately inform the Manager, contact parents for urgent replacement and assess how safe care can be maintained with clinical advice where necessary. Any temporary change in attendance is an individual safety decision, recorded and reviewed promptly, rather than a blanket exclusion. If a reaction occurs, call 999 and follow emergency instructions immediately; do not wait for parents or for paperwork.

Training and cover

All staff receive allergy awareness and emergency response training as part of their 3 yearly First Aid qualification and at least annually when any child attending our setting has an allergy. Volunteers receive a role-appropriate briefing before working with children. Staff administering medication receive training appropriate to the child's actual prescribed device, including hands-on practice with a trainer device where available and a recorded competence check.
Training includes the differences between allergy, intolerance and coeliac disease, triggers, symptoms, anaphylaxis, asthma overlap, action plans, locating and using medication, calling 999, positioning, incident reporting and inclusion. Paediatric first aid training complements this training. The Manager checks trained cover for every session and outing, records training and runs a staff emergency rehearsal at least annually using training devices only.

Recognising and responding to reactions

Possible allergic reaction

Symptoms can include itching, hives, swelling, vomiting or abdominal discomfort. Stop exposure, stay with the child, alert another staff member and follow their Allergy Care Plan. Give prescribed medication only as directed. Contact parents and seek medical advice as appropriate. Observe continuously for deterioration and remain with the child for at least one hour, with parent or clinician handover if needed. A child can develop a first reaction without a known allergy.

Suspected anaphylaxis

Treat airway, breathing or circulation symptoms as an emergency: tongue or throat swelling, hoarse voice or difficulty swallowing; persistent cough, wheeze or difficulty breathing; collapse, faintness, marked pallor or a child becoming suddenly limp, floppy or unusually unresponsive. A rash may be absent. If unsure whether the reaction is anaphylaxis, treat it as anaphylaxis.
1. Give the child's prescribed adrenaline immediately using their Care Plan and device instructions. Do not delay for parental contact, management approval or the appearance of a

rash. For an auto-injector, follow the device instructions for the outer thigh. Staff must be familiar with the actual device supplied.
2. Call 999 immediately and say “anaphylaxis”. Give the location, child’s condition and any adrenaline already given. If two staff are present, one treats while the other calls. If no adrenaline is available, call 999 immediately and follow the operator’s instructions.
3. Lay the child flat, with legs raised if possible. If breathing is difficult, allow them to sit with legs outstretched or raise their shoulders slowly. Never let them stand or walk, even if they improve. Do not hold a small child upright over your shoulder.
4. If unconscious but breathing normally, place them in the recovery position. If not breathing normally, begin paediatric CPR and use an AED if available, following first aid training and the 999 operator. Keep another adult supervising the other children.
5. If symptoms have not improved after five minutes, give the second adrenaline auto-injector if available, following the Care Plan and device instructions. Record the time of each dose. For any other prescribed adrenaline device, follow its clinical instructions and 999 advice.
6. Stay with the child until ambulance staff take over. Inform parents after emergency treatment and the ambulance call are underway. Hand over the Care Plan, medicines and treatment times. The child requires ambulance assessment and hospital care even if symptoms improve; a second reaction can occur.
Antihistamines do not treat anaphylaxis and must not delay adrenaline. If wheeze occurs with suspected anaphylaxis, adrenaline comes first; an asthma reliever is not a substitute. Follow the child’s clinical plan for any additional prescribed inhaler treatment.

Inclusion monitoring and review

Outings

Before each outing, assess food, transport, venue, insect and animal risks, access to help and staff cover. Allocate a trained adult to carry the child’s plan and both prescribed adrenaline devices where prescribed. Medication stays with the child’s group and is protected from temperature extremes. Verify safe food and alternatives with the venue; brief all accompanying adults. Do not routinely require a parent to attend as a condition of participation.

Wellbeing and confidentiality

We make reasonable adjustments and avoid unnecessary segregation at meals or exclusion from activities. Staff teach simple age-appropriate messages about not sharing food and telling an adult if someone feels unwell. We respond to teasing or unsafe behaviour promptly and support families experiencing anxiety about allergies.
Health information is shared only with those who need it for safe care, using appropriate lawful bases and safeguards for special category data. Staff can access essential plans in an emergency. Relevant information is shared with emergency services without delaying treatment.

Incidents, near misses and external reporting

Every reaction, medication error and near miss is reported to the Manager and recorded, including suspected trigger, food or product details, symptoms, timeline, medication, staff involved, advice and parent contact. Keep relevant packaging and batch information. Review causes, update plans and controls, replenish medication and brief staff before similar activities resume. Support the child, family and staff after a serious incident.
The Manager assesses required external notifications. Under the EYFS, serious accident, illness or injury, or a child’s death while in our care, and action taken must be notified to Ofsted as soon as reasonably practicable and within 14 days; local child protection agencies must also be informed of serious accident, injury or death and their advice followed. Assess RIDDOR reportability rather than assuming every reaction is reportable. Seek environmental health advice about unsafe food, withdrawal, recall and notification where wider exposure is possible. Escalate safeguarding concerns under our safeguarding procedures.

Policy review and related policies

Review at least annually, after significant incidents or near misses and when guidance, law or provision changes. Include family feedback, training, medication audits and rehearsal findings. Read alongside our safeguarding, medication, health and safety, whole food policy, data protection and complaints policies. Parents may raise concerns with the Manager through the complaint's procedure.

Manager implementation checklist

- Gather current allergy and dietary information and agree individual plans with families.
- Brief staff and food handlers; identify the food checker for each meal and snack.
- Confirm prescribed medication, consents, storage, and expiry checks.
- Arrange training, practical competence checks, cover and emergency rehearsal.
- Check food information, activity and outing risk assessments and safe alternatives.
- Share the approved policy with families and schedule its annual review.

Sources checked on 12 October 2026

Department for Education. Allergy safety in schools, July 2026. Key reference sections: scope and legislation, printed pages 5–8; emergency response, 17–19; policy and training, 20–26; exposure and food, 27–34; medicines and the early years spare-device restriction, 36–41; outings, 42–44; healthcare plans, 45–58; incidents and reporting, 59–67.
https://www.gov.uk/government/publications/allergy-safety-in-schools
Department for Education. EYFS statutory framework for group and school-based providers, effective 1 September 2026. See Section 3, including medicines, food and safer eating, accident or injury, outings, risk assessment and records.
https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2
NHS. Anaphylaxis. Emergency recognition, adrenaline, positioning and ambulance advice.
https://www.nhs.uk/conditions/anaphylaxis/
The procedures in this policy are setting commitments informed by these sources. School-specific legal requirements and proposed future regulations must not be treated as existing statutory duties for a standalone pre-school. The Manager will check updates at each review.

This policy was reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

Behaviour Management Policy

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them, and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

In order to achieve this:

- Rules governing the conduct of the group and the behaviour of the children will be discussed and agreed within the Pre-School and explained to all newcomers, both children and adults. They will be displayed in pictorial form.

- All adults in the Pre-School will ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.

- All adults will provide a positive model for the children with regard to friendliness, care and courtesy.

- Adults in the Pre-School will praise and endorse desirable behaviour such as kindness and willingness to share.

- Staff will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.

- On occasions when negative behaviour arises staff will:
  - investigate any possible reasons for negative behaviour (new baby, tiredness, illness, etc.)
  - assess the situation and see if children can resolve disagreements themselves
  - remain calm
  - listen to what the child has to say

  Staff will then, where appropriate, use Emotion Coaching to enable the children to manage their own behaviour through helping them to understand the different emotions they experience, why they occur and how to handle them.

  This is done by using a 3-step approach:
  Step 1: Staff will empathise with, validate and label the children's emotions
  Step 2: State the boundary limits of acceptable behaviour
  Step 3: When the child is calm and in a relaxed rational state, staff will problem-solve with the child to empower them to overcome difficulties and manage feelings and behaviour.

  In some cases, it may be necessary to involve other agencies in providing advice and support with parents/carers consent. Staff will observe and monitor a child who persistently displays negative behaviour.

- Corporal punishment (smacking, slapping or shaking) is illegal in childcare settings and is never, under any circumstances, used in Pre-School.

- In cases of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame.

- In any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.

- Behaviour which is giving the staff cause for concern will be recorded on an individual 'Incident Record' and discussed with parents/carers. These discussions will not take place in front of the child and will be regarded as confidential. This is to ensure that we can work on any difficulties together and provide consistency between home and Pre-School.

- Little Lambs Pre-School Centre will not tolerate bullying in any form under any circumstances. We consider bullying to be any persistent behaviour, directed against an individual, which is intimidating, offensive or malicious and which undermines the confidence and self-esteem of the recipient. Examples of bullying include:

    - Verbal or physical threats and intimidation
    - Persistent negative comments
    - Humiliating someone in front of others
    - Unjustified, persistent criticism
    - Offensive or abusive personal remarks
    - Constantly changing targets in order to cause someone to fail
    - Making false allegations
    - Monitoring unnecessarily and obtrusively

    Legitimate, constructive and fair criticism of a person's performance or behaviour at work is not bullying.

    If you ever have any concerns please speak to the child's Key Person, Manager or Deputy immediately. Staff, children and parents work together to create a happy and reassuring environment for all.

- Adults in the Pre-School will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.

- Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity.

- Recurring problems will be tackled by the whole Pre-School, in partnership with the child's parents, using objective observation records to establish an understanding of the cause. If we feel our current behaviour strategies are being exhausted, we will endeavour to seek further support and guidance from professional agencies.

- Adults will be aware that some kinds of behaviour may arise from a child's special needs.

- It is the responsibility of all staff to ensure that the requirements of this policy are met and to attend training as necessary. The named person for behaviour management is Mrs Clare Robson. The Pre-School Manager has overall responsibility.

This policy was reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

Bereavement Policy

Pre-School children and their families may experience grief and loss of close family members or friends whilst with us at our setting. We understand that this is not only a difficult time for families but it may also be a confusing time for young children, especially if they have little or no understanding of why their parents are upset and why this person is no longer around.

We aim to support both the child and their family and will adapt the following procedure to suit their individual needs and wants:

We ask that if there is a loss of a family member or close friend that the parents inform the nursery as soon as they feel able to. This will enable us to support both the child and the family wherever we can and helps us to understand a potential change in behaviour of a child who may be grieving themselves.

The key-person and/or the manager will talk with the family to ascertain what support is needed or wanted from the setting. This may be an informal discussion or a meeting away from the child to help calm a potentially upsetting situation.

The child may need extra support or one-to-one care during this difficult time, the nursery will adapt their staffing arrangements so they are fully supported by the most appropriate member of staff on duty, preferably the child's key person.

The nursery will be flexible wherever possible to adapt the sessions the child and family may need during this time.

The death of family pets is also an area that children and their families may need support with. We follow the above procedure wherever it is appropriate to support the child to understand their loss and support through this time.

This policy was reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

Biting Policy

As a nursery team we are very aware that biting can be recognised as part of a child's development. We make every effort to discourage biting.

Biting is often a child's way of expressing feelings or frustration among their peers and causes an instant reaction from the child being bitten. However, we know that this is very upsetting for those being bitten.

Procedures

In the event of a child biting, we will firstly remove the child from the situation and speak to them in language appropriate to their age, and then try to identify the reason for the biting.

The child that has been bitten will be consoled and given treatment.

The nursery will ensure that sufficient resources are available to discourage children from biting, for example, teething rings.

The child's key person will closely observe the child who has bitten and carry out observations to identify any pattern to their behaviour. All observations will be recorded on the individual child's record.

If the biting becomes persistent we will invite the parents/carers in to the nursery to discuss further measures to prevent incidents in the future, discuss the child's behaviour and work closely with them at home to ensure that biting does not become a major issue.

The strategies detailed above are usually successful in preventing any further incidents of biting. Should further incidents occur, the nursery will seek advice from Early Years Professionals that can offer the child and nursery support in alternative ways to deal with this behaviour. Parents/carers will be kept informed at all stages.

Children who are bitten will be treated with a cold compress and checked on a regular basis. All incidents will be recorded and will remain strictly confidential. Nursery staff will not disclose any details of the child who has bitten. Parents/carers will be asked to sign the incident record, which will be kept on the child's file.

If we felt that it was necessary we may advise parents/carers to seek medical advice, for example if the bite has broken the child's skin. Parents/carers may be contacted at work at the manager's discretion.

All incidents involving a member of staff will be recorded in the staff accident book.

This policy was reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

Child Protection/Safeguarding and Staff Behaviour Policies

Little Lambs is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

Parents are informed prior to their child starting here of our duty to follow child protection procedures.

Please also refer to the following policies:

- *Behaviour Management*
- *Complaints*
- *Conflict of Interest in the Workplace*
- *Images (Capturing)*
- *Internet Safety and Social Networking*
- *Mobile Phone, Smart Watch, Electronic Recording Media or Devices and Empty Pocket,*
- *No Smoking, Drugs and Alcohol*
- *Physical Handling of Children*
- *Policy for Education of Children Looked After*
- *The Prevent Duty & Promoting British Values*
- *Procedure in the event of being unable to find a child*
- *Procedure in the event of non-collection of children*
- *Recruitment and Selection, Safety and Security incl. Arrival and Departure Procedures*
- *Whistle Blowing*

STATEMENT OF INTENT

The safety and welfare of every child at Little Lambs Pre-School is our highest priority. We provide a secure, caring environment where children can learn safely, develop confidence and reach their full potential.

All staff and volunteers must follow safeguarding policies at all times and remain alert to concerns. While referrals are normally managed by the Designated Safeguarding Lead (DSL), any member of staff may contact the Dudley Children's Front Door if required, in line with Local Safeguarding Children Partnership and Department for Education guidance.

WHAT IS SAFEGUARDING/CHILD PROTECTION?

Safeguarding is broader than child protection. Child protection refers to procedures for children at risk of significant harm or who have been harmed. Safeguarding includes promoting the welfare of all children, protecting them from harm and meeting their needs.

All staff receive safeguarding training to help them recognise abuse and respond appropriately. Policies align with Dudley Safeguarding People Partnership Board (DSPPB) guidance. Staff remain alert to children who may require Early Help, including children who are looked after, have SEN or disabilities, are young carers, display concerning behaviour, or live in families experiencing challenges such as mental health difficulties or substance misuse.

Safeguarding is everyone's responsibility and, as defined in *Working Together to Safeguard Children*, includes:

- Protecting children from maltreatment
- Preventing impairment of health or development
- Ensuring safe and effective care
- Taking action to give children the best life chances

ROLES AND RESPONSIBILITIES – DESIGNATED SAFEGUARDING LEAD (DSL)

Mrs Jen Anslow (Manager) and Mrs Clare Robson (Deputy Manager) are the Designated Safeguarding Leads. In their absence, the senior childcare practitioners assume this role.

The DSL is responsible for:

- Developing, reviewing and updating safeguarding policies annually in line with local guidance
- Ensuring all staff understand and follow safeguarding procedures
- Ensuring staff disclose any convictions, cautions or warnings affecting suitability to work with children
- Attending required training and arranging staff training and inductions
- Receiving and responding to concerns or allegations of abuse
- Referring concerns to appropriate agencies and liaising with DSPPB, DSCPG and the LADO
- Attending or reporting to interagency meetings
- Supporting the implementation of Child Protection Plans
- Monitoring children subject to plans or causing concern
- Ensuring safe transfer of information when children move settings
- Promoting personal safety within the curriculum
- Supporting staff involved in safeguarding cases
- Maintaining secure and GDPR-compliant records
- Providing guidance on staff behaviour and managing allegations, including whistleblowing
- Referring staff to the DBS where required

STAFF RESPONSIBILITIES

Pre-School staff must act in children's best interests and take reasonable steps to prevent harm. Safeguards include: Child Protection and Staff Behaviour Policies, procedures for dealing with concerns, internet filtering and monitoring, liaison with agencies and professionals, and regular training.

If a child arrives with a noticeable injury, parents/carers sign an 'existing injury form' and any necessary enquiries or referrals are made. Similarly, if a child has irregular attendance due to illness, the Pre-School contacts parents/carers, monitors the situation, and makes referrals if needed.

Children are supported to develop autonomy and independence, express feelings appropriately, and build self-confidence and resilience against inappropriate approaches.

Staff remain alert to concerns in a child's life at home or elsewhere. Any changes in behaviour, physical condition, or appearance are shared. If necessary, a confidential record is created, separate from progress records, including:

- child's name, address, age, timed and dated observations, exact words spoken where possible, and recorder's name, date, and signature.
- Responsibility lies with the individual
- Action must be taken promptly on the day a concern arises.
- Accurate, signed, and dated records are maintained.
- If unsure whether a concern meets the threshold for referral, staff must seek advice from the Designated Safeguarding Lead (DSL).
- Awareness of safeguarding issues is reinforced through training, NSPCC guidance, local authority and independent safeguarding newsletters, termly management updates, supervisions, and staff appraisals.

STAFF TRAINING AND INDUCTION

All new staff, volunteers, students and part-time staff receive safeguarding induction training covering recognition of abuse, bullying, child-on-child abuse, female genital mutilation (FGM), radicalisation and reporting procedures.

Refresher safeguarding training is completed at least every two years in line with EYFS and DSPPB guidance. DSLs attend initial and termly update training provided by the local authority. Training includes regular policy review, legislative updates and guidance on confidentiality and professional conduct. Students are supervised by qualified staff at all times.

RECRUITMENT AND SELECTION POLICY

Little Lambs Pre-School follows government guidance for safer recruitment and complies with Ofsted regulations. All positions are exempt from the Rehabilitation of Offenders Act 1974.
All applicants, whether paid or voluntary, are interviewed and must provide at least two references from a current employer, training provider, or education setting, verified by a senior person. Character references may be used if necessary, but not from family members. Any gaps or frequent job changes in employment history are investigated. All staff undergo enhanced DBS checks before starting work.
Staff may be disqualified under Section 75 of the Childcare Act 2006. Disqualified individuals are not employed in any early years provision. Any relevant information is reported to Ofsted within 14 days.
Appointments are subject to a probationary period and are confirmed only when the Pre-School is confident the applicant can be safely entrusted with children.
All staff, including part-time, volunteers, supply, and visiting staff, undergo statutory child protection checks. Confirmation of checks is obtained for staff from other organisations. Staff must declare that they do not live with anyone disqualified from working with children.
Policies are reviewed annually by the management team. See the Recruitment and Selection Procedures for further details.

PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD
(see appendix 1 – Flowchart at end of policy)
All staff have a duty to safeguard children and must report concerns immediately to the DSL. Concerns are treated confidentially and shared only on a need-to-know basis.

The Manager or Deputy contacts the Dudley Children's Front Door on 0300 555 0050 (Mon–Fri, 9am–5pm). Out-of-hours concerns are referred to the Emergency Duty Team on 0300 555 8574 or 999 in an emergency. Written referrals are completed within 24 hours.

Where abuse is suspected at home, the Pre-School continues to support the child and family while prioritising the child's safety.

ALLEGATIONS AGAINST STAFF

Allegations against staff follow Dudley's Management of Allegations procedures. Staff must listen, reassure, record accurately and report immediately to the DSL, who contacts the LADO for guidance. Ofsted is informed within 14 days where required.

If an allegation concerns a DSL, the matter is reported to Church Pastor Jill Berry and overall coordinator Jonathan Wilding. Information sharing, suspension and disciplinary action follow LADO advice. An internal review is completed following any investigation.

WHISTLEBLOWING

(please see Whistleblowing Procedure)

Staff and volunteers can raise concerns about wrongdoing, malpractice, or unsafe practices in a safe and confidential way, without fear of reprisal. Concerns should first be raised internally with the DSL or senior staff. If unresolved, or if serious wrongdoing is involved, concerns may be reported externally to Ofsted, Dudley LADO, NSPCC, or other relevant bodies. Genuine whistleblowers are legally protected under the Public Interest Disclosure Act 1998.

STAFF BEHAVIOUR AND CODE OF CONDUCT

(At the start of their employment, all staff are issued with and follow the guidelines in the Employee Handbook issued by Peninsula Business Services Ltd.)

All staff and volunteers must act professionally, treat children with respect, and maintain appropriate boundaries. Physical contact should be minimal and never secretive or for adult gratification. Confidentiality must be maintained, and staff must follow the Pre-School's guidelines on communication, conduct, and safeguarding. Any breach of these standards may result in disciplinary action, up to and including referral to the DBS.

SPECIFIC SAFEGUARDING ISSUES

Bullying and Cyberbullying

Bullying, harassment, discrimination and cyberbullying are not tolerated. All incidents are recorded and managed in line with policy. The Pre-School follows Childline guidelines and expects all social media use to be responsible, treating others respectfully online as they would face-to-face.

Child-on-Child Abuse

Often presenting as bullying, child-on-child abuse must be treated like other abuse. Alert a DSL promptly and record the concern in writing.

Female Genital Mutilation

Staff must identify and act on FGM concerns. In England and Wales, practitioners are legally required to report to the police if they suspect FGM on a girl under 18, through disclosure or evidence. Failure to report may result in disciplinary action.

Children Looked After

The Manager, Deputy and Key Person share responsibility for children who are looked after. The Designated Teacher, Mrs Clare Robson, ensures their welfare and progress by liaising with social workers, following local authority guidance, implementing care plans and ensuring contact arrangements are maintained.

Special Educational Needs

Children with SEN and disabilities may face increased safeguarding risks. Staff recognise barriers to identifying abuse or neglect, including assumptions about behaviour or injury, increased vulnerability to bullying, and communication difficulties.

Missing or Absent Children

(please see Procedure in the Event of Being Unable to Find a Child)

Action if a child is absent without explanation:

- Pre-School to telephone parent/carer at end of session on first day of absence.
- If no reply after 24 hours, try to establish contact with any of the other named contacts on registration form.
- If no replies within 48 hours, Manager or Deputy to visit home, accompanied by another staff member.
- The Local Authority will be informed of any child who is absent for a continuous period of a maximum of 5 days school days without adequate explanation. It is understood that a child going missing from Pre-School is a potential indicator of abuse, neglect, FGM or radicalisation.

WORKING WITH PARENTS AND TRANSPARENCY

Safeguarding policies are available to parents, who are encouraged to share concerns. Open communication supports children's welfare.

TEACHING CHILDREN HOW TO KEEP SAFE

Children are supported through age-appropriate activities, including circle time and visitors, to build awareness, resilience and personal safety skills.

MONITORING AND EVALUATION OF CHILD PROTECTION/SAFGUARDING/STAFF BEHAVIOUR POLICIES

The Pre-School monitors and evaluates all Policies and Procedures through the following activities:

- Annual review of Child Protection/Safeguarding and Staff Behaviour policies and procedures
- Management team discussion sessions with staff
- Scrutiny of attendance data
- Regular analysis of a range of risk assessments
- Incident logs regarding children are reviewed
- Regular review of parental concerns and parental questionnaires

This policy was reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

Safeguarding and Child Protection Reporting Flowchart (Appendix 1)

Step 1: Observation / Concern

- Staff member observes or receives information about possible abuse, neglect, or safeguarding concern.
- Record all details: date, time, observed behaviour, and context.

Step 2: Internal Reporting

- Immediately report concern to Designated Safeguarding Lead (DSL): Mrs Jen Anslow or Mrs Clare Robson.
- If DSL not available, report to Senior Childcare Practitioner.
- For concerns about a DSL, report to Manager, Jonathan Wilding, or Church Pastor, Jill Berry.

Step 3: Assessment by DSL

- DSL reviews information and decides on next steps.
- Determine if the concern meets the threshold for referral.
- Maintain confidentiality and record all actions.

Step 4: Referral (if required)

- Contact external agencies if necessary:
    - Dudley Children's Front Door: 0300 555 0050
    - Local Authority Designated Officer (LADO): 01384 813061
    - NSPCC Whistleblowing Advice Line: 0800 028 0285
    - Ofsted: 0300 123 4666
    - Emergency services: 999 if urgent
- Complete Request for Help and Support form within 24 hours of verbal referral.

Step 5: Follow-Up and Support

- DSL monitors progress and outcomes.
- Provide support to the child and family.
- Provide support to staff involved.
- Keep accurate, signed, and dated records.

Step 6: Review

- Regularly review and update safeguarding procedures.
- Conduct internal audit following any serious incidents.

Update training and staff awareness as required.

Closure in the Event of an Emergency Procedure

There are times when Little Lambs Pre-School Centre may need to close for a variety of reasons. It is essential that we have contingency plans in place to ensure that any closure operates smoothly and effectively with little or no disruption to parents, practitioners and children.

We have detailed our guidance below to use in the event of an emergency closure.

Emergency closure procedures may be put into practice in the event of any of the following:

- Fire damage
- Flood
- Snow and ice
- Natural disasters
- High levels of sickness with practitioners or children
- Pandemic or outbreak of notifiable disease
- Loss of heating, water or electricity
- Gas leak
- A bereavement
- Damage to buildings, such as vandalism

The manager or deputy has overall responsibility to make a decision to close Little Lambs Pre-School.

Parents will not be charged for closure. Any payment made will be reimbursed.

The manager or deputy is responsible for contacting and seeking advice from Ofsted, Dudley Integrated Services, Health Protection Agency, and Environmental Health (if necessary).

Little Lambs have an incident log where closure of setting is documented.

In case of emergency evacuation, we transfer children and staff to Wollescote Primary School to await collection by parent/carer. However, we do not have an alternative venue if Little Lambs Pre-School is not available.

In addition to the First Aid kit, care plans & medication, mobile phone, daily registers and contact details, Little Lambs has an evacuation bag containing essentials which would be required if we are unable to return to our setting in the case of a full evacuation. This includes plastic gloves, tissues, foil blankets, bottled water, etc.

Little Lambs Pre-School Centre manager will use her mobile phone in emergencies if Bethel Chapel telephone line is engaged or out of action.

Contact numbers for children, practitioners and services which may be required in an emergency are held in the front of the daily registers and a copy in the office for all childcare practitioners to access.

In the event of a closure due to bad weather, we will post notification on our website and email all parents with details.

Little Lambs has an Emergency Plan in place which covers procedures to follow in any necessary event.

This policy was reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

Complaints Procedures

We aim to provide the highest quality education and care for all our children. We offer a special welcome to each individual child and family and aim to provide a warm and caring environment within which all children can learn and develop as they play.

We believe children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. Our intention is to work in partnership with parents and the community generally and we welcome suggestions on how to improve our group at any time.

Making concerns known
A parent who is uneasy about any aspect of the group's provision should first of all talk over any worries and anxieties with the Pre-School Manager.

If this does not have a satisfactory outcome within a couple of weeks, or if the problem recurs, the parent should put the concern or complaint in writing and request a meeting with the Pre-School Manager and a representative from the Board of Bethel Trustees.

The documentation will be logged in a complaint log and if linked to the legislation within the EYFS will be cross referenced. Any actions that need to be in place will be clearly recorded and will be met. Parents would receive a holding letter stating that we have received their complaint and that we will be investigating and how this will take place. The outcome of the investigation will be shared with the parents within 28 days of the complaint. If there should be a delay, parents would receive another letter informing them of the delay and the reason.

A record of any complaints made is available to any parent who wishes to see it, as well as Ofsted.

You have the right to contact the Ofsted Early Years Directorate at any time on issues which concern you, if you feel we have not resolved a problem to your satisfaction. The contact for Ofsted with which we are registered is:

Ofsted
Piccadilly Gate, Store Street, Manchester, M1 2WD
Tel: 0300 123 4666 / 0300 123 1231

Or complaints can be sent to:

Dudley Family Information Service
Directorate of People Services
The Council House, Dudley, DY1 1HF
Tel: 01384 814398/9

Most complaints should be resolved informally or at this initial stage. However, if the matter is still not sorted out to the parent's satisfaction, the parent should again contact the representative from the Bethel Trustees.

If parent and group cannot reach agreement, it might be helpful to invite an external mediator, one who is acceptable to both parties, to listen to both sides and offer advice. A mediator has no legal powers but can help to clarify the situation.
The mediator will help define the problem, review the action so far and suggest further ways in which it might be resolved.

The mediator will keep all discussion confidential. S/he will meet with the group if requested and will keep an agreed written record of any meetings that are held and of any advice s/he has given.

We believe most complaints are made constructively and can be sorted out at an early stage. We also believe that it is in the best interests of the Pre-School and parents that complaints should be taken seriously and dealt with fairly and in a way which respects confidentiality.

This procedure was reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

Confidentiality Policy

The Pre-School's work with children and families will sometimes bring us into contact with confidential information.

To ensure that all those using and working in the Pre-School can do so with confidence, we will respect confidentiality in the following ways:

- Parents will have ready access to the progress and developmental records of their own children but will not have access to information about any other child. When pre-school is not in session, these records are stored confidentially in a locked office.
- Staff will not discuss individual children, other than for purposes of curriculum planning/group management, with people other than the parents/carers of that child.
- Information given by parents/carers to the Pre-School Manager or Key Person will be treated in the strictest of confidence.
- Issues to do with the employment of staff, whether paid or unpaid, will remain confidential to the people directly involved with making personnel decisions.
- Any anxieties/evidence relating to a child's personal safety will be kept in a confidential file.
- Students on recognised courses in the Pre-School will be advised of our confidentiality policy and required to respect it.

All the undertakings above are subject to the paramount commitment of the Pre-School which is to the safety and well-being of the child.
Please see also our policy on safeguarding children.

This policy was reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

Conflict of Interest in the Workplace

Introduction

All adults working with children have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interest of children and other adults. It is therefore expected that staff adopt and promote a high standard of personal conduct.

All adults in contact with children should therefore understand and be aware that safe practice also involves using judgment and integrity about behaviours in places other than the work setting *****

** Extract taken from Guidance for Safer Working Practice for Adults who work with children and young people.*

Conflict of Interest

Definition:

A **conflict of interest** is a situation in which an individual has competing interests or loyalties. A conflict of interest can exist in several kinds of situations:

- with a public official whose personal interests conflict with his/her professional position
- with an employee who works for one company but who may have personal interests that compete with his/her employment
- with a person who has a position of authority in one organisation that conflicts with his or her interests in another organisation
- with a person who has conflicting responsibilities

Examples:

- A member of staff is related to a child within the provision
- The Manager of the provision has a close friendship with one of the families
- A member of staff has a close relationship with the registered body of the provision (i.e. proprietor, Manager or governing body of the church)
- A member of staff holds a second employment
- A member of staff has connection with families within their workplace through social networking
- A member of staff provides baby-sitting services for a family of the provision

A close relationship is defined as such by virtue of association, which is a family relationship, personal partnership, civil partnership or marriage. This may also apply to close friendships, guardianships (Godparent) or business partners

Principles for effective Professional practice within the workplace

- No employee should allow their outside activities to interfere with their work. They should not allow any conflicts between their duties or their private interest to affect their ability to carry out their duties effectively.

- No employee should make use of or exploit the provision, their connection with the provision or information obtained in the course of their duties to further their own private interest.

- No employee should act in a manner likely to bring the provision into disrepute or effect the reputation of the business.

- Adults should be aware that behaviour in their personal lives may impact upon their work with children. Adults should understand that the behaviour and actions of their family members may raise questions about their suitability to work with children. *****

- Employees have a duty to disclose any potential or apparent conflict of interest which may affect their ability to carry out their role. All employees complete a conflict of interest form and any declaration made is discussed with Pre-School Manager.

- Adults should always approve any planned social contact with children or families with senior colleagues. Report and record any situation which may place a child at risk or which may compromise the setting or their own professional standing.*****

- Employees should at all times follow their employers Code of Conduct. Employers have a duty to take reasonable steps to prevent conflict of interests within the workplace. i.e. re-deployment of staff if related to a child in their care.

***** *Extracts taken from Guidance for Safer Working Practice for Adults who work with children and young people.*

This policy was reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

Declaration of Conflict of Interest

Bethel Chapel
Little Lambs Pre-School Centre

Employee Full Name: - _____

Job Title: - _____

1. Is there any relationship either internal or external which you feel could cause a potential or apparent conflict of interest?

   ☐ Yes
   ☐ No

   If Yes, please give details:-

2. Are you engaged in any other paid employment?

   ☐ Yes
   ☐ No

   If yes please give details:-

3. To your knowledge do you or any member of your family have a significant or influential relationship with any of the following:-
   - Families of the children in your care
   - Member of the registered body
   - Any other employee

   ☐ Yes
   ☐ No

If yes please give details:-

I _____ have read and understood the conflict of interest policy and I confirm that I have completed the declaration form to the best of my knowledge. I understand that if any information provided is found to be incorrect I may face disciplinary action.

I understand that my employer may take necessary steps to prevent conflict of interests.

Staff signature: - _____

Date: - _____

Information to be shared with:-

- ☐ Manager/Deputy
- ☐ Church Trustees

Any action taken will be clearly recorded.

Curriculum and Assessment Policy

'In early years settings, the starting point must be the needs and characteristics of the child; the educator must assess these through observation and by collaborating with parents. The wide range of developmental stages and needs of very young children puts a great responsibility on educators to provide a curriculum which can take into account the similarities and differences within any group of under-fives and also provide continuity with what went before and progression to what will follow.'
Starting with quality: the 'Rumbold Report' 1990

Principles

• All children are entitled to high quality learning and teaching. This will equip them with the skills, knowledge and understanding they need today, and prepare them well for tomorrow.

• Children learn at different rates and each child's development is unique.

• Children learn best when they are happy, secure and actively involved in their own learning.

• Effective teaching and learning in the EYFS meets children's identified needs and interests and helps children to learn and develop in all seven areas of learning and development.

• We regularly discuss and review our work with each other, and with parents. Discussion and review help us to ensure that children take part in learning with joy and enthusiasm. It helps us to ensure that their learning in nursery prepares them well for school, so that they can confidently handle the transition and continue their learning journey.

• Every child can progress well in their learning, with the right support. Every child can thrive.

Curriculum Overview

We offer a high quality broad and balanced curriculum which has four main elements:

- Teaching and learning skilfully building on the children's existing knowledge.
- A regular cycle of learning related to:
  - Core books, rhymes and songs
  - Our current learning theme
  - A mixture of focused and child-initiated interactions
- Core experiences such as growing a bean, observing caterpillars change to butterflies.
- Our curricular goals for children.

Teaching and learning skilfully building on the children's existing	All aspects of our curriculum require practitioners to have a deep knowledge of the children in order to skilfully plan for the next stage of their learning.
A regular cycle of learning	All aspects of our curriculum have a 'progress model'. When we are building on children's knowledge, we are planning to broaden or deepen that knowledge. But the 'progress model' is especially true of the second, third and fourth elements. For example, our cycle of 'Core Books' begins with very simple, repetitive texts. Over time, children progress onto texts with more complex vocabulary and structures.
Core experiences	
Our curricular goals	

Learning at Little Lambs Pre-School Centre

● Most learning is play-based and takes place indoors and outside.

● There is a balance between adult-initiated experiences (guided learning) and child-initiated experiences.

● Adults take children's interests and strengths as a starting point, seeing each child as a competent learner.

● Parent involvement is crucial. We learn a great deal about each child from their parents. Parental support and a high-quality home learning environment make a huge difference to children.

At Little Lambs we have created our own curriculum statements that are pertinent to the particular strengths and needs of the children that attend our setting. We have drawn inspiration from Development Matters 2021 and Birth to Five Matters. We have focused on statements that are achievable yet challenging to the children at the different stages of the academic year. These statements and goals are adaptable to the particular group of children that we have on roll each year. However, we recognise that every child will not make the same progress through the curricular goals and adapt specific goals for specific children where appropriate.
Our aim, at Little Lambs, is to ensure that children are as prepared as possible for the next stage in their lives and focus strongly on ensuring that they are 'independent little people' ready and prepared to move on to school life. We believe that our curricular goals underpin this aim.

Our 8 curricular goals

Settle in	To settle in and become a confident learner.
Follow simple instruction	To follow simple instruction to perform a task.
Make a model	To create a model using a variety of resources from around nursery.
Independently put on your coat	To independently find and put on your own coat, managing your belongings.
Care for our environment	To have an understanding of the importance of treating the world and living things with care and respect.
Count and understand numbers to 10	To reliably count up to 10 objects and have an understanding of quantity.
Make up your own stories	To make up your own story or scenario during play.
Write the letters of your first name	To independently write the letters of your first name.

Curricular goals are shared with parents throughout the year. Their clarity helps parents to get involved and support their children's learning at home.
We regularly review our curriculum and the resources we use.

Planning and assessment

During the afternoon sessions with younger children and initially when all children start with us, the majority of our planning is focused on the three prime areas.
These are Communication and Language, Personal, Social and Emotional Development and Physical Development.
Key people spend quality time getting to know their key children and their families.
This trusting relationship helps children to settle into nursery and grow in confidence in their new environment. Our assessment starts with home visits and a 6 week initial assessment period.

Home Visits

Every child is offered a home visit or telephone call if the home visit is not possible. Parents share information about their child's interests, communication, confidence and physical health with staff. The key person will use the information shared by parents note the child's interests and any relevant information to aid the child's transition to nursery.

Initial 6 week assessments

Practitioners meet with parents after their child has attended nursery for approximately 6 weeks, normally after the first half term.
They discuss how the child has settled in and what they have observed. The practitioner will refer to the checkpoints in *Development Matters*, checking children's development in the Prime

areas. These assessments will inform a discussion with parents about how well their child is settling and will be used to help notice children who may need extra help.
Next steps from children's starting points are usually linked to how the children have settled into nursery or anything of significance e.g. toilet training.
Once children have settled and can access the nursery environment we begin thinking with more detail about how they will access the curriculum and we support learning around their interests. For the children who settle quickly and are confident, we can move into using the wider curricular goals quickly.
If we notice that a child might be having difficulties with their development, we will take action quickly. It is important that we get to know and understand these 'vulnerable starters' so we will spend time observing them closely and reflecting on what we notice. We will continue to develop a strong relationship with their parents, supporting them to also give their child the extra help they need. The curriculum for these children will remain ambitious and inclusive. It is important that we focus on support, scaffolding and helping children overcome barriers to their learning.

Children with Special Educational Needs and Disabilities
For children with SEND, precise assessment needs to focus on what the child can do, and what the barriers to their learning are. If a child has specific difficulties with their communication, for example, they may need to have aids like a simple vocabulary board so that they can make choices and share their ideas. All children are entitled to the whole of the early years curriculum. Of course, they won't all manage to do and know everything that's mapped out: but some who appear vulnerable at first may thrive later in the year.
Rather than 'differentiating down', we believe that 'scaffolding up' is a more suitable approach in our commitment to inclusion. By 'scaffolding up', children with SEND are exposed to the concepts and skills in our wider curriculum in a suitable breadth and depth. Whereas 'differentiating down' suggests that children with SEND have limited access to the curriculum. Our commitment to 'scaffolding up' means that children are included in the wider curriculum and are not segregated from their peers.

Assessment and tracking overview
Assessment ensures that staff can skilfully plan for the needs of each individual child to enable them to move through our curriculum.
Most assessment is formative, so that it quickly helps us to make a difference to children's learning. However, we also need to have an overview of children's progress, so that we can take further actions where needed, and so we can monitor equalities. Our aim is for the system to be proportionate, and to ensure it is not overly burdensome.
This information is collated on the Tapestry online system. Key workers have discussions with colleagues and senior practitioners to analyse the information in order to take action for individual children, or groups of children, as needed.
Our objectives:
• Dialogue with parents, so that we can work in a respectful partnership to support children's learning at home and in the nursery
• Early identification of children who need temporary extra help, and children who may have special educational needs
• Checking that individual children, and groups of children, are making progress and taking prompt action where this is not the case
• Reporting formally to parents and to the receiving reception teacher as the child leaves our setting, so that children can continue their learning journey through the EYFS as seamlessly as possible.

Assessment and planning
One of the most powerful forms of assessment takes place in the here-and-now, not on-screen or in learning journeys. This is when we notice something important about a child's learning and

respond to it to help them build their learning. That response can take different forms – we might:
• stand back and be encouraging;
• get involved to extend the learning, by joining in with the play, engaging in a conversation, or showing the child a specific skill to help them accomplish what they want to do;
• reflect afterwards and bring in new resources or plan something special in response to what we noticed.
This type of assessment work is not written down. It often focuses on the key milestones on the way to the curricular goals. It shows how we can assess what children know and can do, and help them to progress, through our minute-by-minute interactions.

The focus of our assessment is on clear and specific things that a child needs to be able to do or needs to know. In order to do this practitioners need to understand how the different elements of the curriculum fit together to help children build their learning over time. Reflective discussions about practitioners key children after session and during planning meetings support this understanding.
Practitioners also need to have a secure understanding of child development, as well as the features of effective pedagogy. This will help with judging when to get involved and when to encourage and knowing how to scaffold children's learning so we support them to keep trying without over-helping them.
Some children will need a lot more help and scaffolding to access that curriculum.
This is a strength of the practitioners at Little Lambs Pre-School. We will notice what children can and can't do. We are good at deciding when it will be helpful to step in and support, and when it's best to be encouraging but hang back. It is important that we are certain that children are secure in what they know and can do, before introducing them to something new.

Practitioners record significant observations on the Tapestry online system. The aim of these records is to 'bring the child's learning to life'. The child's struggle or perseverance will be made clear. It will include characteristics of effective learning and the child's voice. The teaching input will also be documented. The entry will describe what the practitioner did to support or extend the child's learning and how the child responded.

Feedback

The majority of our assessment of children's learning is done through feedback in the here-and-now. Practitioners are skilled in modelling metacognitive thinking for children and this in turn helps children to develop a growth mindset.
Metacognitive thinking enables children to talk more specifically about thinking in different contexts. It enables children to use a plan do review approach in their learning. They become independent and more powerful learners. This in turn supports their approach to managing their own learning later in their school years.
A practical example of this is:
● Child A is trying to build a tower using the blocks. The tower is wobbly and keeps falling down.
● Practitioner comments by saying "Oh no, it has fallen down. I wonder why that happened?" This enables the child to think about why the tower has fallen rather than continuing with the same strategy.
● Child comments by saying "It is too wobbly."
● Practitioner responds by saying "I wonder why it is wobbly. Let's have a look at the shape of the blocks you have used."
● Child looks closely at the shape of the blocks whilst the practitioner talks to the child about this. The practitioner asks "What do you think you need to do differently?"
● If the child doesn't know then the practitioner could model this by building their own tower alongside the child using the blocks. Practitioner thinks aloud to model this process. Practitioner says "I need to make sure I balance these blocks one on top of the other to make my tower sturdy."

● The child manages to build a tower that is sturdy. The practitioner provides instant feedback by saying “That is amazing. You took your time to look at the way you were placing the blocks and worked out that you needed similar shapes and kept trying until you built the tower.”
When giving instant feedback to children it is important to give appropriate but honest comments about their work. Specific praise is helpful, but supporting children to look carefully at their work and see if it can be improved, is even better. This feedback needs to be age appropriate and tailored specifically to the child. It is important to ensure that the feedback is kind, specific, helpful and related to the work, not the child.
This type of feedback is descriptive and includes elements of critique. Supporting children to give and receive feedback teaches them that effort and revision are valuable and that the things they do can be improved. This develops the mindset of continuous improvement.

Our 8 Curricular Goals

1 – Settle in and become a confident learner	
First milestone: children make a strong relationship with their key person. Increasingly, they separate confidently from their parent at the start of the session and become involved in their play. They use their key person as a 'secure base' throughout the session, 'touching base' as/when needed.	Where children need individualised and additional help, this will be offered promptly. Help includes individual meetings with parents to map a way forward, referrals to other professionals for support, Early Help support for parenting. As children grow in confidence, their involvement in nursery activities deepens. They explore a wider range of activities. They play for longer periods of time. They play alongside friends. They play collaboratively. They develop their 'pretend play'.
Second milestone: children take part in pretend play, communicating and negotiating with their friends.	As children's engagement and perseverance grows, they either challenge themselves with more difficult activities, or they respond positively to adults challenging them.
Third milestone: children persevere with difficulties. They make comments about their learning and play and show pleasure/pride.	As children play and learn more collaboratively, over longer time periods, and taking part in more challenging activities, they talk about and reflect on their learning.
Final milestone: Children reflect on their learning. They comment on their 'thinking' and the ways they go about their learning. They reflect on what helps them to persevere through difficulties and what helps them when they find things hard.	

2 – To follow simple instruction to perform a task	
First milestone: Children will pay attention to the dominant stimulus, i.e., the person speaking to them. They may still be easily distracted by what is happening around them but will focus for short periods and are developing the ability to follow others' body language.	If they are busy in their play, children may not be able to switch their attention and listen to what others say. Staff will support children to switch their attention from what they are doing to what is being said to them. Staff will give them a clear prompt, such as say the child's name and then: "Please stop and listen" or use Makaton or other visual supports.
Second milestone: Children's listening skills develop to enable them to understand and act on longer sentences, such as: "Make teddy jump". They are able to understand simple questions and are beginning to pay attention to more than one thing at a time.	As children's listening skills develop, staff will use longer sentences as they interact with them. They will gain their attention before issuing instruction or engaging in conversation to ensure that the child is focused. Staff will continue to use visual supports.
Third milestone: Children will understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". They will sometimes need reminding to focus but are easily 'brought back' to the instruction.	Staff will use more complex language as they interact with them. Again, they will ensure the child is focused and if necessary, use prompts or reminders, such as actual objects or picture cards, to ensure the child can recall the more complex instruction.
Final milestone: Children can focus their attention on what an adult/carer is saying to them, even if they are engaged in another activity. They are able to complete the task asked of them, ask appropriate questions to ensure they fully understand the task, and are able to take on board instruction involving several ideas or actions.	

3 – To make a model	
First milestone: Children engage in construction activities, stacking blocks to build vertically or horizontally. Children are able to use their fine motor skills to pick up items using tweezers and thread cotton reels.	Staff will support children with block play skills, offering alongside a variety of small world opportunities inspired by children's interests to ensure children choose to engage in activity. Staff will model using tweezers and threading skills, again used in a context inspired by children's interests.
Second milestone: Children begin to create enclosures and bridges between blocks to form simple planned structures. Children will now be able to use scissors effectively to make snips in paper.	Children will now begin to experiment with balance and play becomes more symbolic, blocks are used to explore and represent ideas. Children are developing spatial awareness and developing a concept of perimeter.
Third milestone: Children explore a variety of materials and one-handed tools to fix items together to create a planned model.	Children will now begin to think more purposefully about their designs and will master a variety of one-handed tools and skills. Staff will listen and understand what children want to create before offering suggestions. Children will be encouraged to reflect upon their structures, learning through a trial-and-error approach.
Final milestone: Children are able to safely use a variety of tools and techniques, to source the materials they need and to experiment with colour, design, texture, form and function as they build to a plan they have created. They are confident to collaborate with others, monitoring risk and safety issues as they work.	

4 – Independently put on your coat	
First milestone: Children grow in independence, rejecting help ('me do it'). This can sometimes lead to feelings of frustration or tantrums.	Staff show warmth and affection, combined with clear and appropriate boundaries and routines. They help develop a spirit of friendly co-operation amongst children and adults, actively encouraging children to strive to be independent in self-care.
Second milestone: Children develop their sense of responsibility and their membership of a community by carrying out appropriate tasks, such as putting away plates and cups after café and actively helping to tidy up toys.	Children are given specific tasks by adults. Familiar routines and boundaries exist that children will begin to take ownership of as they strive for independence.
Third milestone: Children become independent in a variety of self-care tasks, such as hand washing at appropriate times. They take responsibility of their own self-care at these times and understand the importance of taking care of themselves.	Staff model practices that support good hygiene and activities are planned to enable children to understand the need for looking after themselves and to begin to make positive informed choices.
Final milestone: Children are able to independently dress themselves and are aware of their own belongings, will take care of their own belongings and ensure that they are stored appropriately.	

5 – To care for our environment	
First milestone: Children will begin to notice detailed features of objects in their environment.	Children will enjoy experiencing splashing in puddles wearing wellies, seeing seasonal flowers and blossom or noticing autumn leaves falling. Staff will ensure that all children will have a wealth of opportunities to experience nature and the world around them.
Second milestone: Children will talk about some of the things that they observe when engaged in exploration of plants, animals, natural and found objects. They will begin to notice changes over time as they use their senses in hands-on exploration of the natural world.	Staff will sensitively increase children's vocabulary to ensure that they have the words to describe what they observe and continue to offer a variety of opportunities and experiences, using child's interests and fascinations as a springboard for learning.
Third milestone: Children will plant seeds and care for growing plants as they develop an understanding of growth, decay and changes over time. They will begin to understand the features of a life cycle of a plant or an animal.	Throughout the year, children will be taken outside in our nursery environment and that of our local community to observe the changing seasons, the natural world and to learn how plants and animals behave as time passes and the seasons change.
Final milestone: Children are aware of the need to care for all living things and have an understanding of the importance of treating the world and living things with care and respect.	

6 – To count and understand numbers to 10	
First milestone: Children will begin to compare amounts, using language like 'lots', 'more', or 'same'. They will display counting like behaviour, such as making sounds, pointing or saying some numbers in sequence.	Staff will draw children's attention to changes in amounts, such as by adding more bricks to a tower or commenting how the plate empties as they eat up their café. Children will have repeated experiences with counting in meaningful and varied contexts, indoors and outdoors.
Second milestone: Children will count in everyday context, reciting numbers but sometimes skipping numbers, such as '1,2 – 3,5'.	Staff will support children to match their counting words to objects, such as moving an object to one side when it has been counted. Repeated experiences will continue to be offered, using children's interests and fascinations where possible.
Third milestone: Children will be able to recite numbers past 5 and will say one number for each item in order to 5, beginning to link numerals to amounts. Children will be able to subitise up to 3 objects.	Children are encouraged to regularly say the counting sequence in a variety of playful contexts, such as hide and seek or counting down for a rocket launch. Staff will ensure that children understand that the last number reached when counting is the total (cardinal principle).
Final milestone: Children will be able to count objects, actions and sounds to 10, they will link the number symbol with its cardinal number value and subitise.	

7 – To make up your own stories	
First milestone: Children take part in pretend play, making up or developing a story.	Children may begin by pretend-playing on their own with toys like farm animals, wild animals or dinosaurs. They may put on a costume to become a superhero or another character. Over time, their play becomes more complex. They are able to play with other children, developing the play together (e.g., deciding who will play what role in home corner or telling a story with small world characters).
Second milestone: Children engage in story time, having favourite stories and entering into discussions about aspects of the story.	Staff will use weekly focus stories, to ensure that children become familiar with the language, structure and characters in each story. The book will be developed as the week progresses, activities will be planned around the story and a variety of props used to aid children's engagement.
Third milestone: Children become more focused on familiar stories and are able to retell sections of the story, discuss the characters and are aware of what happens in the beginning, middle and end. They are able to predict what might happen.	Children will now be familiar with a variety of stories. Role play and small world will be focused to enable the children to retell the stories, having the opportunity to take on a variety of characters, repeat refrains during play and extend the characters using their own ideas.
Final milestone: Children can use familiar ideas and scenarios to create their own story, developing the setting, characters and structure of their story. They will tell their story to others using a variety of props, such as costumes or puppets.	

8 – To write the letters of your first name	
First milestone: Children can use the muscles in their hands and arms to make big movements and bring together hand and eye movements to fix on and make contact with objects. Children will become increasingly confident in engaging in activities such as: throwing and catching balls, pushing cars and other large vehicles, exploring a musical instrument, playdough and paint.	As children build up their large and fine motor skills they engage in activities for a longer period of time. They can grasp objects and can focus on what they are doing, e.g., hold arms out and wait to catch a ball, thread beads on to a piece of string or build a stable tower of up to 10 blocks. Where children need individualised and additional help, this will be offered promptly. Help includes individualised support from key person; small group work; individual meetings with parents to map a way forward.
Second milestone: Children can make some random marks with their fingers and some tools. Children will engage in a variety of ways to make marks in dough/clay/sand, holding a paintbrush to make marks or using chalk on the ground outdoors.	As children become more confident in making marks they begin to talk about their marks with others and give meaning to these, e.g., “That’s Mummy”, or “It’s a dinosaur.”
Third milestone: As children’s mark making develops, they make more small, controlled movements and can draw lines and circles. They can distinguish between these marks, e.g., ‘line, circle and zig zag’, etc. They begin to use anticlockwise movements and retrace vertical lines. Children are familiar with language of directionality, such as ‘up, down, round and round.’ Children can find their name card and look at it when attempting to write their name.	As children use their name cards independently to self-register, for café and other tasks, they become more confident in attempting to form letters. Some children will begin to form recognisable letters.
Final milestone: Children hold their pen or pencil with a comfortable grip. They write their first name clearly and with correct directionality.	

This policy was reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

Data Protection Policy

In order to provide a quality early years and childcare service and comply with legislation, we will need to request information from parents about their child and family. Some of this will be personal data and some may be classed as special category data.

We take families' privacy seriously, and in accordance with the General Data Protection Regulation (GDPR), we will process any personal data according to the seven principles below:

1. We must have a lawful reason for collecting personal data and must do it in a fair and transparent way. We will be clear about what data we are collecting, and why.
2. We must only use the data for the reason it is initially obtained. This means that we may not use a person's data inappropriately or to market a product or service to them that is unconnected to the reasons for which they shared the data with us in the first place, unless required to do so by law.
3. We must not collect any more data than is necessary. We will only collect the data we need in order to provide appropriate childcare services and abide by relevant laws.
4. We will ensure that the data is accurate and ask parents to check regularly and confirm that the data held is still accurate.
5. We will not keep data any longer than needed. We must only keep the data for as long as is needed to complete the tasks it was collected for and in compliance with relevant laws.
6. We must protect the personal data. We are responsible for ensuring that anyone charged with using the data processes and stores it securely.
7. We will be accountable for the data. This means that we will be able to show how we are complying with the law.

We have registered with the Information Commissioner's Office, the UK's independent authority set up to uphold information rights in the public interest, promoting openness by public bodies and data privacy for individuals.

We expect parents to keep private and confidential any sensitive information they may accidentally learn about our setting or the other children and families attending our setting, unless it is a child protection issue.

We will be asking parents for personal data about themselves and their child/ren in order to deliver a childcare service (see privacy notice). We are required to hold and use this personal data in order to comply with the statutory framework for the Early Years Foundation Stage, Ofsted, Department for Education and our local authority.

Subject access

Parents/carers and those with parental responsibility have the right to inspect records about their child at any time. This will be provided without delay and no later than one month after the request. Requests can be made verbally and we will ensure we have received the correct information. We may need to check the identity of the person making the request if, for example, the request was made via an unknown email address. We will ask parents to regularly check that the data is correct and update it where necessary.

Individual Rights
The GDPR provides the following rights for individuals:

1. The right to be informed
2. The right of access
3. The right to rectification
4. The right to erasure
5. The right to restrict processing
6. The right to data portability
7. The right to object
8. Rights in relation to automated decision making and profiling

Storage
We will keep all paper-based records about children and their families securely locked away. We will make sure keys are also securely stored.

If we keep records relating to individual children, families or anyone working for us, including in a digital format, such as on computers, externally or in cloud storage such as iCloud, including digital photos or videos, we will obtain parents' permission. We will ensure any external or cloud-based services have adequate security around the data. This also includes CCTV. We will store the information securely, for example, in password-protected files, to prevent viewing of the information by others with access to the computer or device.

Files will be stored on memory sticks and an external hard drive which will be locked away when not being used. Virus protection software is in place.

If we use any external providers who process data for us we will make sure they have proper contracts in place that comply with GDPR.

Information sharing
We are expected to share information with other childcare providers if a child also attends another setting.

We are also required to share information with Dudley Local Education Authority in regards to the childcare and early years entitlements.

In some cases we may need to share information without parents' consent, if there is a child protection concern, criminal or tax investigations, health and safety reports etc.
Ofsted may require access to our records at any time.

Record keeping
We record all accidents in an accident book.

We will notify our insurance brokers of any accidents which may result in an insurance claim, e.g. an accident resulting in a doctor or hospital visit. They will log and acknowledge receipt of the correspondence and forward the information to the company providing our public liability insurance policy to enable a claim number to be allocated.

We will inform Ofsted, the local child protection agency and the Health and Safety Executive of any significant injuries, accidents or deaths as soon as possible.

We record all significant incidents in an incident book and we will share these with parents so that together we can work to resolve any issues.

We will only share information without your prior permission if it is in a child's best interests to do so. For example, in a medical emergency we will share medical information with a healthcare professional. If we are worried about a child's welfare we have a duty of care to follow the Local Safeguarding Children Board procedures and make a referral. Where possible we will discuss concerns with you before making a referral.

Safe disposal of data
We are required by law to keep some data for some time after a child has left the setting.
We have a review plan in place and ensure that any data is disposed of appropriately and securely. Safe disposal of paper would be with the use of a cross cut shredder. Any IT hardware is securely disposed of.

Suspected breach
We will investigate any suspected breaches and take prompt action to correct any areas of concern. If we suspect that data has been accessed unlawfully, we will inform the relevant parties immediately and report to the Information Commissioner's Office within 72 hours. We will keep a record of any data breach.

This policy was reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

Disciplinary and Grievance Procedure

Discipline Rules

Discipline rules and procedures are necessary for promoting fairness and order in the treatment of individuals. They also assist a nursery to operate effectively. Rules set standards of conduct and performance at work. Procedures help to ensure that the standards are adhered to and also provide a fair method of dealing with alleged failures to observe them. Disciplinary procedures should not be viewed primarily as a means of imposing sanctions. They should be designed to emphasise and encourage improvements in individual conduct. Individuals will be informed of the complaints against them and be given the opportunity to state their case before decisions are reached. Any warning given in this procedure will be deemed to have lapsed after one year, subject to satisfactory conduct. The following disciplinary procedures apply:

Counselling: If there is thought to be cause for action under the disciplinary procedure, you will first be asked to attend to discuss the matter with the manager. There will be no formal record retained. It is hoped that this informal counselling will resolve any possible difficulties and lead to the required improvement. A mutually convenient time will be arranged for informal discussion with the Pre-School Manager – within 24 hours.

Verbal Warning: If, following this there is continued cause for concern, there will be a further meeting to discuss the matter with Manager and Church Pastor. If, following this, disciplinary action is deemed appropriate, a verbal warning will be given. The warning will state the nature of the misconduct, specify the disciplinary action to be taken, indicate the likely consequence of committing misconduct again and state the period of time given for improvement. At each stage of the disciplinary procedure, the employee is welcome to have another chosen person present.

Written Warning: If there is no improvement in standards, or if a further offence occurs, a written warning will be given. This will state the reason for the warning and a note that if there is no improvement after 3 months, a final written warning will be given. A copy of this first written warning will be kept but the warning will lapse after 12 months subject to satisfactory conduct and/or performance.

If conduct or performance remains unsatisfactory, or if the misconduct is sufficiently serious to warrant only one written warning, the final written warning will be given making it clear that any recurrence of the offence or other serious misconduct within a period of 1 month will result in dismissal. A copy of the warning will be kept on file but the warning will lapse after 12 months subject to satisfactory conduct and/or performance.

Dismissal and Appeal: If there is no significant improvement, you may be dismissed. Where circumstances permit, the right of appeal against dismissal should be to the trustees of Bethel Chapel.

Under the Safeguarding Vulnerable Groups Act 2006, Little Lambs has a duty to make a referral to the Disclosure and Barring Service where a member of staff is dismissed (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm

Serious Misconduct

There are varying degrees of seriousness of misconduct, so this procedure may be commenced at any stage depending on the severity of the misconduct, e.g. serious breach of confidentiality, theft, abuse, drug taking, smoking on the premises, behaviour resulting in the harming of

another person within the nursery, conviction of any offence deemed unsuitable for a person working with children, gross negligence, gross insubordination, any remarks overheard to challenge the Equal Opportunities of any person associated with the nursery, inappropriate language or teachings (i.e. personally held beliefs/policies/social ethics/etc.) in front of children OR ANY OTHER ACT DEEMED UNSUITABLE IN A NUSERY SETTING. These all constitute gross misconduct which would justify instant dismissal.

In certain circumstances where serious misconduct is thought to have occurred, the member of staff concerned may be suspended pending an investigation. Such suspension is not to be regarded as a form of disciplinary action and will be for as short a period as possible.

All disciplinary matters will be dealt with promptly and confidentially. The employee has a right to appeal at any stage.

Grievance Procedure

The grievance procedure allows employees to raise grievances with management about their employment. The procedure provides an open and fair way for employees to make known their problems and enables grievances to be resolved quickly before they become major problems.

In the event of a grievance, the following procedure should be followed:

- A mutually convenient time will be arranged for informal discussion within 24 hours with the Pre-School Centre Manager. If the employee wishes to make a formal grievance, this should be made in writing.
- If the situation remains unresolved, the Church Pastor should be consulted within 48 hours.
- If further action is required, the issue will be raised with Bethel Trustees. Dependent upon the nature of the grievance, this will be dealt with at the next scheduled meeting or an extraordinary meeting will be called.
- At each stage of the grievance procedure, the employee is welcome to have another chosen person present.
- Grievances will be recorded and filed in staff folders.
- All grievances will be dealt with sympathetically, promptly and in confidence.

This policy was reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

Emotional Health & Well-being Policy for Children

Well-being
Well-being is a particular state or feeling that can be recognised by satisfaction, enjoyment & pleasure. The person is relaxed and expresses inner rest, feels the energy flow and radiates vitality, is open to the surroundings, accessible and flexible.

Professor Ferre Laevers

Why is well-being important?
Well-being relates to our basic needs as human beings. These are:

- Physical needs (need to eat, drink, move & sleep)
- The need for affection, warmth & tenderness (being hugged, receiving & giving love & emotional warmth)
- The need for safety, clarity & continuity (knowing the rules, being able to predict what comes next, counting on others)
- The need for recognition & affirmation (feeling accepted & appreciated by others, being part of a group & having a sense of belonging)
- The need to feel capable (feeling that you are good at something, to experience success)

Intellectual development and social & emotional development are strongly influenced by a child's experiences during their pre-school years.

Emotional well-being includes being happy and confident and not anxious or depressed. Social well-being allows children to make good relationships.

As part of our ongoing observation, assessment & planning cycle your child's key person will be monitoring their well-being & involvement and planning activities to support the children in this area. This will be shared with you during Parent's Evening discussions. We record children's well-being and involvement as part of our focus observations. These are collated in the child's online Learning Journey using the Tapestry secure system. This can be viewed at any time by parents and can be added to by parents also.

Early years practitioners should identify factors that may pose a risk to a child's social & emotional well-being as part of the on-going assessment of their development. This could include

- A child being withdrawn
- A child being unresponsive
- Children showing signs of a behavioural problem
- Delayed speech or poor communication & language skills

Practitioners understand children's emotional health needs and have the time & skills to develop nurturing relationships.

Benefits to children & families

- Children who are more engaged with learning
- Parents who are more engaged with the nursery and more in tune with their child's learning & development

- High morale within the setting
- Good relationships developed between staff, parents & children.
- The good emotional health of the children

The setting's existing policies that support this one are as follows

- Child Protection/Safeguarding Policy
- Behaviour management
- Equality & Diversity Policy
- Additional Educational Needs
- Parents as partners
- Settling in Pre-School
- Whole Setting Food Policy
- Curriculum and Assessment
- Key Person Policy

This policy was reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

Equality and Diversity Policy

All settings registered as day-care providers through OFSTED Early Years Directorate process are required to adhere to the Equality and Diversity policy requirements of that process which are consistent with and supportive of this policy.

The national legislative framework of the 2010 Equality Act (of which the 1975 & 1986 Sex Discrimination Acts, the 1976 Race Relations Amendment Act 2000, the 1995 Disability Discrimination Act and the Human Rights Act 2000 are major elements,) provides important rationale and guidance for the equality and diversity policy. This Act makes it illegal to discriminate, directly or indirectly on the basis of sex, colour, race, nationality, ethnic or national origin and disability (and make inclusion and integration our main focus.)

As a Christian organisation we do promote moral caring principles and our Equality and Diversity Policy is adopted to ensure that no child receives less favourable treatment on the grounds of sex, race, colour, religion, nationality or disability. Children are encouraged to mix freely to achieve the aims of a multi-cultural society in all aspects.

Little Lambs works towards a fairer society and works within a framework which ensures equality of opportunity is offered for children, staff and parents/carers and where diversity is valued. So, the following policy will enable everyone to ensure promotion of equality of opportunity.

Little Lambs is concerned with children who are aged between 2 and 5 years, their parents, carers, staff and volunteers. This document outlines an Equality and Diversity Policy which will direct our approach to work with children.

Admissions
We are an active community pre-school and we aim to have a positive partnership with all who live in the locality. The Pre-School is open to every family in the community. The waiting list is not operated on first come, first served basis but on a fairer system, as outlined in the admissions policy. Little Lambs will aim to ensure that children have access to relevant and appropriate provision and that their involvement in educational and recreational opportunities are equal.

Families joining the Pre-School are made aware of its Equality and Diversity Policy.

Employment
The Pre-School will appoint the best person for each job and will treat fairly all applicants for jobs and all those appointed.

Commitment to implementing the groups Equality and Diversity Policy will form part of the job description for all workers. Staff will be required to access any relevant training in this area as appropriate.

Families
The Pre-School recognises that many different types of family successfully love and care for children.

The Pre-School offers a flexible payment system for families with differing means.

Festivals
Our aim is to show respectful awareness of all the major events in the lives of the children and families in the Pre-School, and in our society as a whole, and to welcome the diversity of backgrounds from which they come.

Before introducing a festival with which the adults in the Pre-School are not themselves familiar, appropriate advice will be sought from people to whom the festival is a familiar one.

Children will be encouraged to welcome a range of different festivals, together with the stories, celebrations and special food and clothing they involve, as part of the diversity of life.

The Curriculum
All children will be respected and their individuality and potential recognised, valued and nurtured. Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination which promotes equality and inclusion. Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others linking to all areas of the curriculum, particularly Personal, Social and Emotional Development and Understanding the World and also linking to Characteristics of Effective Learning.

Resources
These will be chosen to give children a balanced view of the world and an appreciation of the rich diversity of our multi-racial society.

Materials will be selected which reflect positive images, to help children to develop their self-respect and to respect other people by avoiding stereotypes and derogatory pictures or messages about any group of people.

Additional Needs
The Pre-School recognises the wide range of special needs of children and families in the community, and will consider what part it can play in meeting these needs.

We have successfully achieved the me2 kitemark, which recognises that within our best abilities we are welcoming and accessible to children and families with disabilities.

Planning for Pre-School meetings and events will take into account the needs of people with disabilities.

We shall make use of the additional support of our area SENCO and Dudley Integrated Service. This will help us to ensure that activities, equipment and resources are available to all children, irrespective of their disability. Clare Robson is the SENCO for Little Lambs.

Discriminatory Behaviour / Remarks
These are unacceptable in the Pre-School. Any such behaviour or remarks will be challenged promptly in a fairly and positive way. The response will aim to be sensitive to the feelings of the victim(s) and to help those responsible to understand and overcome their prejudices constructively.

Language
Information, written and spoken will be clearly communicated in as many languages as necessary.

Bilingual/multilingual children and adults are an asset. They will be valued and their languages recognised and respected in the Pre-School.

We use the Dudley My Language Journey from First Language to English to monitor children's acquisition of English and their home language. We will meet with all parents whose children have English as a second language, or who have dual language, after the settling in period. At these meetings we will celebrate the child's first language and learn any greetings or expressions needed. We will ask parents to complete a 'Language Map' to note the child's experience of language over a typical week. We will use a tracking chart to make best fit judgements about which stage the child is currently working in and continue to monitor progress during their time at our setting. We will use the information gathered to plan to meet the individual child's needs.

Food
Medical, cultural and dietary needs will be met.

Meetings
The time, place and conduct of meetings will ensure that all families have an equal opportunity to be involved in the running of the Pre-School.

Review
Our policy is regularly monitored, reviewed and evaluated in all aspects of our work.

This policy was reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

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 Manager/Deputy and staff are familiar with the current legal requirements. Where necessary we seek the advice of a competent person, such as our Fire Warden or Fire Safety Consultant.

Procedures

- The basis of fire safety is risk assessment. These are carried out by a competent person.

- The Manager/Deputy have received training in fire safety sufficient to be competent to carry out risk assessment. This will follow the guidance as set out in the Fire Safety Risk Assessment – Educational Premises document.

- Fire doors are clearly marked, never obstructed and easily opened from the inside.

- Smoke detectors/alarms and firefighting appliances conform to BS EN (British and European) standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.

- Our emergency evacuation procedures are approved by the Fire Safety Officer and are:

    - Clearly displayed on the premises;
    - Explained to new members of staff, volunteers and parents and
    - Practised regularly at least once every six weeks

- Records are kept of fire drills and the servicing of fire safety equipment.

Emergency Evacuation Policy

- Children are familiar with the sound of the fire alarm.

- Fire exits are clearly marked and staff are aware of all exits. During practise fire drills staff are trained to use the safest exit dependant on the location of fire. All practises are recorded.

- Children would be led from the building by a senior staff member to the assembly point (on corner of Hill Street and Fletcher Street) and register called by Manager or Deputy in charge. Children would then be escorted as quickly as possible, on foot, maintaining nursery staff to children ratios, to Wollescote Primary School, Drummond Road, Wollescote, DY9 8YA, approximately 400 metres away. Important documents that would accompany staff would be: daily register of children, emergency contact numbers for staff and children, care plans and medication, mobile phone, first aid kit and emergency evacuation bag.

- Parents would be contacted after safe arrival at Wollescote Primary School

- Manager, Deputy or Senior Practitioner would take the role of evacuation co-ordinator and one would call the emergency services (while all other staff were engaged in evacuation procedure) and stay at assembly point to liaise with emergency services on their arrival.

Little Lambs has an Emergency Plan in place which covers procedures to follow in any necessary event.

Legal Framework

Regulatory Reform (Fire Safety) Order 2005
www.opsi.gov.uk/si/si2005/20051541.htm

This policy was reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

Health and Hygiene
Policy and Practice

Our Pre-School aims to promote a healthy lifestyle and a high standard of hygiene in its day to day work with children and adults. This is achieved in the following ways:

Health

Food
All meals and snacks provided will be nutritious and pay due attention to children's particular dietary requirements.

All food consumed by children during a nursery session is prepared/cooked on nursery premises or purchased from a reputable retailer.

When cooking with children as an activity, the adults will provide healthy, wholesome food, promoting and extending the children's understanding of a healthy diet and making choices.

All children will be within sight and hearing of a member of staff when eating.

If a child experiences a choking incident that requires intervention, details of where and how this happened will be recorded on an accident form and shared with the child's parents.

Outdoor Play
Children will have the opportunity to play in the fresh air daily (either in the Pre-School's own outside play area or on outings to parks or other community play-spaces.) Pets are not permitted onto nursery grounds or premises due to health & safety considerations.

Illness
Parents are required to inform nursery as soon as possible if their child is ill, before the beginning of the session if possible. An absence form is completed, and their child is marked absent in the attendance register.

Parents are asked to keep their children at home if they have any infection, and to inform the Pre-School of the nature of the infection so that the Pre-School can take any action if necessary and make careful observations of any child who seems unwell.

Parents are asked not to bring into the Pre-School any child who has been vomiting or had diarrhoea until at least 48 hours has elapsed since the last attack.

In the event of more than three children being absent from a session due to vomiting or diarrhoea, the Manager will contact Public Health England to inform them. A deep clean will then take place in nursery. All hard toys and surfaces will be disinfected, including pens and crayons. All carpets will be steam cleaned. All sand and play dough will be disposed of. We will suspend the use of soft toys, water, sand, dough, cooking activities and dressing up clothes during an outbreak. All linen and washable fabrics will be washed on as hot a wash as the fabric allows. All toilets, taps, flushing handles, and frequently touched surfaces, such as door handles and light switches will be cleaned and disinfected twice daily during an outbreak.

All spillages of, and areas contaminated with, body fluid (e.g. diarrhoea or vomit) will be cordoned off, cleared up as soon as possible and the area well ventilated. Vomit soiled areas should be cleaned and disinfected to a radius of 2 metres square as virus particles in the vomit

can contaminate surfaces and put others at risk of infection. In order to minimise the risk of cross-infection, the following steps will be adhered to:

- Spillages will be cleared up immediately
- Staff will wear disposable gloves and apron
- Staff will use paper towels to soak up gross spillage and transfer these directly into a fresh bin liner for disposal
- Staff will clean the area with detergent and hot water, using a disposable cloth
- The area will then be disinfected thoroughly
- Gloves, aprons and cloths will be disposed of into a bin liner and the bin liner disposed of immediately
- Staff will wash hands thoroughly using soap and water and dry them.
- Soft furnishings contaminated will, where possible, be cleaned immediately. If this is not possible, they will be sealed in a bin liner and taken out of nursery to clean as soon as staff are able. Any wash cycles of affected furnishings will take place at as hot a wash as allowed by the garment. Any carpet areas will be cleaned as soon as possible.
- Manual soaking/ hand washing of contaminated clothing WILL NOT BE CARRIED OUT as this can spread infection. Any affected clothing will be placed in a sealed plastic bag and kept in a safe place to be taken home by parent for washing.

If parents enquire about recommended period of absence from nursery due to illness, information can be obtained from the health guidelines nursery holds and is available to parents, or to check with their GP.

In the case of a confirmed notifiable disease, contact will be made with Ofsted and the Black Country Health Protection Unit. A list of such notifiable diseases is held at Pre-School and is available upon request.

In the event of a pandemic, Nursery will follow Government guidelines and Dudley LEA guidelines, keeping parents up to date with any developments as they arise.

If a child is taken ill whilst at Pre-School the child will be looked after by a qualified First Aider whilst the parent or named carer is contacted and asked to collect the child as soon as possible. The child will be made as comfortable as possible whilst minimising the risk of cross-infection. In the event of a child possibly needing hospital treatment, a 999 call will be made by a staff member followed immediately by a call to a parent or carer. A qualified First Aider will look after the child and administer any First Aid as necessary until the Emergency Services arrive. Other children will be taken from the immediate vicinity to another part of the Pre-School Centre where possible.
If the child requires medical attention or hospital treatment a staff member will accompany the child (in the case of the setting not being able to contact the parent). Staff must inform Ofsted if a child is admitted to hospital as a result of an accident in the setting or on an outing. A RIDDOR form is completed if required.

Please note that consent for hospital treatment cannot be given by Pre-School Centre staff.

When children play together, small accidents sometimes occur. Minor bumps and bruises will be dealt with by the members of staff trained in First Aid, and your child will be cared for and reassured. The incident will be noted on an accident record sheet, and you will be asked to sign to verify that you have been advised of the incident. Where a child is picked up by

someone other than the child's parent, with the permission of the parent, we would normally accept that notifying this person is sufficient to satisfy this requirement.

If the children of Pre-School staff are unwell, the children will not accompany their parents/carers to work in the Pre-School.

Cuts or open sores, whether on adults or children, will be covered with sticking plaster or other dressing.

If a child is diagnosed with a specific illness or requires special medication, a care plan will be completed with consultation with parents.

If a child is on prescribed medication, please see medicines and their administration policy.

The Pre-School will ensure that the first aid equipment is kept clean, replenished and replaced as necessary. Sterile items will be kept sealed in their packages until needed.

In the event of a child leaving during a session, a member of staff will complete details in the attendance register of time child collected, by whom and the reason. If this is due to an accident, the relevant accident form will be completed as usual. These procedures will apply if a member of staff has to leave.

Information Sources
Parents will have the opportunity to discuss health issues with the Pre-School staff and will have access to information available to the Pre-School.

The Pre-School will maintain links with health visitors and gather health information and advice from the local health authority information services and/or other health agencies which is made available to all parents/carers.

Hygiene

To prevent the spread of all infection, adults in the group will ensure that the following good practices are observed:

Personal Hygiene
Toilets are flushed after use.

Hands are washed after using the toilet.

Children with pierced ears not allowed to try on or share each other's earrings.

Boxes of tissues are available, and children encouraged to blow and wipe their noses when necessary. Soiled tissues disposed of hygienically. Children are encouraged to wash their hands.

Children are encouraged to shield their mouths when coughing.

Paper towels are provided for drying hands.

Hygiene rules related to bodily fluids followed with particular care and all staff and volunteers are aware of how infections, including HIV infection, can be transmitted.

Procedure for Changing a Child

We are committed to providing a **safe, hygienic, respectful and inclusive approach** to nappy changing and toileting care. We work in partnership with parents and carers to meet each child's individual needs and to support independence and dignity.

Staff to wear clean apron and disposable gloves at all times.

Child is taken into changing area, where door is always wide open, whilst reassuring them if necessary.

Staff always inform another member of staff they are changing a child and that staff member would visually check changing area when in use.

Staff change child with their back to the doorway, using their body as a shield to ensure the child's privacy, yet their practice will remain transparent through the open doorway.

Another member of staff to clean any soiled area in nursery if necessary.

Remove any soiled clothes, placing them in nappy sack and put into allocated lidded bin until collection by parents/carer at end of session.

Clean child as necessary with moist wipes and replace with any necessary clean clothes. Spare laundered pants and other clothing are always available in case of accidents.

Disposal of soiled pull-ups in nappy sack and immediately disposed of in outdoor bin.

Clean and disinfect toilet/changing area as necessary, washing hands thoroughly.

Cleaning and clearing
Any spills of blood, vomit or excrement wiped up and flushed away down the toilet. Rubber gloves and aprons are always used when cleaning up spills of body fluids.

Floors and other affected surfaces disinfected using chlorine or iodine bleach diluted according to the manufacturer's instructions. Any fabrics in nursery contaminated with body fluids are thoroughly washed in hot water. Child's soiled clothing is sent home in a sealed bag.

All surfaces cleaned daily with an appropriate cleaner.

Food
The Pre-School will observe current legislation regarding food hygiene, registration and training.

In particular, each adult will:

- Always wash hands under running water before handling food and after using the toilet.
- Not be involved with the preparation of food if suffering from any infectious/contagious illness or skin trouble.
- Never cough or sneeze over food.
- Use different cleaning cloths for kitchen and toilet areas.
- Keep food covered and either refrigerated or hot.
- Ensure waste is disposed of properly and out of reach of the children. Keep a lid on the dustbin and wash hands after using it.

- Wash fresh fruits and vegetables thoroughly before use.

Any food that requires heating will be heated immediately prior to serving and not left standing. No food will be reheated.

No hot drinks are allowed within Pre-School whilst Pre-School is in session.

Tea towels will be kept scrupulously clean and washed on a hot wash after each session.

All utensils will be kept clean and stored in a dust-free place e.g./closed cupboard or drawer.

This policy was reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

Health and Safety

Policy Statement

Little Lambs 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.
- The manager/deputy has overall responsibility for health and safety for Little Lambs.
- The person with delegated responsibility for the site is Hayley Marrison. She is competent to carry out these responsibilities. She has undertaken NEBOSH health and safety training and regularly updates her knowledge and understanding.
- We display the necessary health and safety poster in Little Lambs Office.

Insurance Cover

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed in Little Lambs entrance.

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.
- Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.
- Health and safety issues are explained to the parents of new children so that they understand the part played by these issues in the daily life of the setting.
- As necessary, health and safety training is included in the annual training plans of staff, 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

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- When adults need to reach up to store equipment or to change light bulbs they are provided with safe equipment to do so.
- All warning signs are clear and in appropriate languages

- Adults do not remain in the building on their own or leave on their own after dark.
- 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 a record of all substances that may be hazardous to health – such as cleaning chemicals or gardening chemicals if used. This states what the risks are and what to do if they have contact with eyes or skin or are ingested. It also states where they are stored.
- We keep all cleaning chemicals in their original containers.

Windows

- Low level windows are made from materials that prevent accidental breakage or are made safe. Window blinds have safety cords fitted.

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.
- Our boiler/electrical switch gear/meter cupboard is not accessible to the children.
- Heaters, electrical sockets, wires and leads are properly guarded and the children are taught not to touch them.
- Radiators are checked daily to make sure they are not covered and are the correct temperature.
- There are sufficient sockets to prevent overloading
- The temperature of hot water is controlled to prevent scalds and checked daily.
- Lighting and ventilation is adequate in all areas, including storage areas.

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.

Outdoor area

- Our outdoor area is securely fenced.
- Our outdoor area is checked for safety and cleared of any litter at the beginning of each day.

- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
- Plants in Nursery gardens are not poisonous
- Where water can form a pool on equipment, it is emptied before children start playing outside.
- Our outdoor sand pit is covered when not in use and sand is replaced regularly.
- Outdoor activities are supervised at all times.

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.
- We have a daily cleaning routine for the setting which includes all nursery rooms, kitchen, rest area, toilets and nappy changing areas.
- We have a schedule for cleaning resources and equipment, dressing up clothes and furnishings.
- The toilet area has a high standard of hygiene including hand washing and drying facilities and the disposal of nappies.
- We implement good hygiene practices by
    - Cleaning tables between activities;
    - Cleaning toilets regularly;
    - Wearing protective clothing – such as aprons and disposable gloves – as appropriate;
    - Providing sets of clean clothes;
    - Providing tissues and wipes
    - Ensuring individual use of paper towels.

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.
- Children who are sleeping are checked regularly and our sleep policy adhered to.
- 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.
- Large pieces of equipment are discarded only with the consent of the manager/deputy.

Accidents

When children play together, small accidents sometimes occur. Minor bumps and bruises are dealt with by staff members, all of whom are trained in First Aid, and children will be cared for and reassured.

The incident is noted in our accident records, and parents are asked to sign to verify that they have been advised of the incident. Where a child is picked up by someone other than the child's parent, with the permission of the parent, we would normally accept that notifying this person is sufficient to satisfy this requirement.

Should a situation appear to warrant an emergency procedure, a qualified First-Aider will look after the child and administer any First Aid as necessary, whilst another member of staff contacts child's parents/carer and emergency services if necessary. If the child requires medical attention or hospital treatment a staff member will accompany the child (in the case of the setting not being able to contact the parent) **Please note that consent for hospital treatment cannot be given by Pre-School Centre staff.**

Staff must inform Ofsted immediately if a child is admitted to hospital as a result of an accident at the setting or on an outing, complete a RIDDOR form if required, notify local child protection agencies and act on any advice given.

Safer Eating

Children are always seated when eating and supervised by staff at all times. High risk foods, such as grapes and cherry tomatoes are always quartered. If a child experiences a choking incident that requires intervention, an accident form will be completed, noting where and how the child choked and the first aid administered, such as checking the mouth or a pat on the back. The accident form will be shared with the parent and they will sign to acknowledge understanding.

Legal Framework

- Statutory Framework for the Early Years Foundation Stage 2026
- Health and Safety at Work Act (1974)
- Management of Health and Safety at Work Regulations 1999 (as amended 2006)
- Electricity at Work Regulations 1989
- Control of Substances Hazardous to Health Regulations (COSHH) (2002)
- Manual Handling Operations Regulations 1992 (as amended 2002)
- Health and Safety (Display Screen Equipment) Regulations 1992 (as amended 2002)

Further Guidance

- Health and Safety Law: What You Should Know (HSE 2009) www.hse.gov.uk/pubns/law.pdf

- Health and Safety Regulations. . . a Short Guide (HSE 2003)
  www.hse.gov.uk/pubns/hsc13.pdf
- Electrical Safety and You (HSE 2012)
  www.hse.gov.uk/pubns/indg231.pdf
- COSHH: A Brief Guide to the Regulations (HSE 2012)
  www.hse.gov.uk/pubns/indg136.pdf
- Manual Handling and labelling loads – Frequently Asked Questions (HSE)
  www.hse.gov.uk/msd/faq-manhand.htm

This policy was reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

Health and Safety
Risk Assessment

Policy Statement

Little Lambs Pre-School Centre 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. Little Lambs Pre-School risk assessment processes follow five steps as follows:

- Identification of risk: Where is it and what is it?

- Who is at risk: Childcare staff, children, parents, cleaners, etc?

- Assessment as to the level of risk as high, medium or 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 do we need to do, or ensure others will do, in order to reduce that risk?

- Monitoring and review: How do we know if what we 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.

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
  - developing an action plan that specifies the action required, the timescales for action, the person responsible for the action and any funding required.

- Our risk assessments are written and reviewed regularly. We carry out written risk assessments on all new equipment and these are reviewed annually. All staff are aware of the risk assessments in place. Equipment that is deemed unsafe for children under 3 or small equipment that does not pass our 'choke tester' is removed from nursery before the afternoon session begins

- We maintain lists of health and safety issues, which are checked daily before the session begins as well as those that are checked on a weekly and termly basis when a full risk assessment is carried out.

  - Indoor Daily Safety Checklist – this ensures that staff carry out daily checks of the indoor environment before children enter the premises. This includes ensuring that there are no trip hazards or trailing wires, that water and radiator temperatures are safe, that the environment is secure – no broken windows or open doors, that there is no damage to equipment and that all cupboards are locked.
  - Indoor Daily Fire Safety Checklist – this ensures that all escape routes are clear, fire doors free from obstructions, firefighting equipment is in place and that the fire warning system and escape lighting are undamaged and working correctly

- Outdoor Daily Grounds Check – this ensures that the outdoor environment is safe for the children. The climbing equipment is checked for damage, the water trays are checked for any surface water which is removed, the area is checked for litter, animal faeces and other foreign objects, the lawn and flower beds are checked for fungi and the perimeter fencing is checked for security
- Outdoor Equipment Weekly Checklist – this ensures that all our large outdoor equipment is checked weekly for potential hazards. A detailed inspection is carried out on our Climbing Trail weekly to ensure that no parts are showing any signs of wear and corrosion.
- Termly Fire Risk Assessments are carried out in all rooms to ensure that hazards are kept to a minimum

Peoples Places Award Winning Project – Our Outdoor Area

- Our setting was purpose built in 2002 and the planting of our outdoor area was overseen by the British Trust for Conservation Volunteers to ensure that the plants used were all safe for children. We gained the award of 'Peoples Places – Award Winning Project'. Any plants that have been replaced or added since have all been checked to ensure that they are safe for children before they have been added to our garden.

Legal framework

- Management of Health and Safety at Work Regulations 1992

Further guidance

- Risk Assessment – a brief guide to controlling risks in the workplace (HSE 2014) www.hse.gov.uk/pubns/indg163.pdf

This policy was reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

Images (Capturing)

Taking pictures and videos of children and young people's achievements and activities is a wonderful way of capturing a memory and promoting successes but consideration needs to be given to who might have access to those images.

In order to keep children safe at Little Lambs we adhere to the guidelines set out by Dudley Safeguarding People's Partnership Board – "Use of Images Guidance", "Guidelines for Parents/Carers" and "Guidelines for Organisations" – https://safeguarding.dudley.gov.uk/safeguarding/child/work-with-children-young-people/e-safety-and-use-of-images/

We also adhere to the following policy:

- Written consent from the parent/guardian or carer for children is sought before taking photographs using the consent form issued by Dudley Safeguarding People's Partnership Board (please see attached). This allows parents the option to choose for what purpose they will allow images taken of their child to be used. If parents do not give consent for use of images, restrictions are recorded, made known to all staff and parents wishes adhered to at all times.

- Only staff or students given permission by Manager are allowed to take images of children using nursery cameras/tablets. Staff and students sign to confirm that images taken are for the sole use of nursery work here at Little Lambs.

- Cameras/tablets used to take images of children are owned by Little Lambs, kept in Little Lambs rooms during sessions or locked in staff office when not in use. Camera images are downloaded weekly and stored on a designated large volume memory drive, which is stored securely when not in use. Staff's personal cameras are not used to take images of children and are not allowed into nursery. Images taken on tablets are uploaded daily onto the secure Tapestry online Journal system. At the end of the child's time with us at Little Lambs, their online Learning Journey is downloaded for parents to save onto a device of their choosing, and then deleted from our system.

- In order to comply with the General Data Protection Regulations 2018 it is a requirement that we seek written parental permission before we capture any children on video. A notification of intent to film form, signed by each parent, is required before Little Lambs Pre-School can film any child taking part in a special occasion which could be then used for parents' own domestic use, i.e. Little Lambs Nativity.

- Parents are not permitted to take photographs of any child other than their own when in the nursery environment, unless express permission has been given by the other child's parents.

- In accordance with Child Protection Policy it is a requirement that all parents/carers register the intent to photograph or video any images at all of our special events including trips, Christmas Specials, Mother's Day, Father's Day, Parent Pop-ins, Sports Day and Leavers Services. The parent/carer must ensure that the images are used solely for their own domestic use and will inform Little Lambs Pre-School Centre immediately if these images are found to be used inappropriately.

- A secure safekeeping/destruction policy exists where images are securely archived or destroyed by shredding.

Staff mobile phones and electronic recording medium or devices are not allowed into nursery, they are kept in a secure designated area separate from the nursery rooms and are never used to take images of children under any circumstances.

This policy was reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

Appendix B

Parental consent form for use of images for Early Years Foundation Stage

Consent form for the use of photographs, video or web

Insert name of setting Little Lambs Pre-School Centre ..... support Dudley Safeguarding People Partnership in recognising the need to ensure the welfare and safety of children and young people.

In accordance with Dudley Safeguarding People Partnership guidelines, photographs, videos or other images of children will not be taken without the written consent of the parents or carer.

Legal requirement

In order to comply with Data Protection Law, a lawful basis is required before capturing images, which are classified as data, of a child. Obtaining consent from either the parent, guardian or legally appointed representative of the child provides that lawful basis.

I would therefore like to ask for your consent for image capturing, either through photography or videoing, of your child in the following ways. As part of our commitment to safeguarding, consent is also required separately to name children in material used by the press.
Please sign the areas you consent to individually.

Child's name .....

For the purpose of:

- **Use by the press (NB this may include sharing on social media platforms. There are risks asscociated with this)**

  I agree to my child's image being used as above signature.....

  I agree to my child being named alongside their image signature .....

- **Websites**

  I agree to my child's image being used as above signature.....

  National guidance recommends children should not be named on websites alongside their image

- **Publications - leaflets, posters, documents**

  I agree to my child's image being used as above signature.....

  I agree to my child being named alongside their image signature .....

  NB Children are not usually named in general publicity

- **Newsletter**

  I agree to my child's image being used as above signature.....

  I agree to my child being named alongside their image signature .....

Dudley Safeguarding People Partnership

Updated August 2020

- **Displays around the setting**

  I agree to my child's image being used as above signature.....

  I agree to my child being named alongside their image signature .....

- **Curriculum documents**

  I agree to my child's image being used as above signature.....

  I agree to my child being named alongside their image signature .....

- **Training materials (eg where images are taken and used in training materials for staff)**

  I agree to my child's image being used as above signature.....

  I agree to my child being named alongside their image signature .....

- **Images made available to purchase via the internet (where applicable eg when a photographer comes into the setting and takes photos commercially)**

  I agree to my child's image being used as above signature.....

  I agree to my child being named alongside their image signature .....

- **Learning journeys**

  I agree to my child's image being used as above signature.....

  I agree to my child being named alongside their image signature .....

- **Other children who attend the setting learning journeys**

  I agree to my child's image being used as above signature.....

  I agree to my child being named alongside their image signature .....

- **Capturing images via recording of video conferencing eg Zoom, Microsoft Teams meetings/ tutorials/lessons**

  I agree to my child's image being used as above signature.....

- **Live streaming and recording of events**

  I agree to my child's image being used as above signature.....

Relationship ..... Print name .....

Signed ..... Date .....

Contact telephone number .....

You do have the right to withdraw consent at any time.

To withdraw consent please contact the manager

The setting will take all steps to ensure these images are used solely for the purposes they are intended. If you become aware that these images are being used inappropriately, contact your local social care team to report these concerns or visit **http://safeguardingchildren.dudley.gov.uk** or visit the Information Commissioner **https://ico.org.uk/concerns/**

Dudley Safeguarding People Partnership

Updated August 2020

Immunisation Policy and Procedure

At Little Lambs Pre-School centre we expect that children are immunised in accordance with the government's health policy and their age.

Policy Procedures:

- We ask that parents inform us if their children are not immunised so that we can manage any risks to their own child or other children/staff/parents in the best way possible.
- The nursery manager must be aware of any children who are not immunised within the nursery in accordance with their age.
- We make all parents aware that some children in the nursery may not be immunised, due to their age, medical reasons or parental choice.
- Our nursery does not discriminate against children who have not received their immunisations and will not disclose individual details to other parents. However, we will share the risks of infection if children have not had immunisations.
- We record, or encourage parents to record, information about immunisations on children's registration documents and we update this information as and when necessary, including when the child reaches the age for the appropriate immunisations.
- The setting keeps up to date with the latest national immunisation schedule using www.publichealth.hscni.net

Staff immunisations

- It is the responsibility of all staff to ensure they keep up to date with their immunisations, including 2 doses of MMR.
- If a member of staff is unsure as to whether they are up to date, then we recommend that they visit their GP or practice nurse.

This policy was reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

Internet Safety and Social Networking Statement

At Little Lambs Pre-School Centre we recognise the exciting opportunities that technology can provide for the children in our care and the way we communicate to parents/carers/staff. We take e-safety very seriously. We aim to minimise the risk of misplaced or malicious allegations being made against staff, and to make aware and support parents/carers in e-safety.

We aim to create a safer online culture in our setting by:

- Including e-safety within our staff induction procedure and ensuring that staff receive appropriate training and guidance.
- All staff have a clear understanding of what is considered acceptable and unacceptable.
- All staff understanding that the use of social networking sites in their recreational time on their own devices must not compromise professional integrity or bring the setting into disrepute.
- Staff will not use social networking sites to communicate with each other regarding work. Specifically, no mention must be made of the Little Lambs name, staff member's names must not be referred to in connection with work or in a derogatory fashion, no reference must be made of any nursery child or their family, or other work related issues.
- All staff understanding the risks of adding parents, children and young people as 'friends' on social network sites or using their personal IT equipment to communicate with parents, children or young people. It is our policy that staff do not have any current parents as 'friends' on social network sites or communicate with current parents on their own IT equipment.
- We use password protected email to share confidential information.
- Little Lambs uses its own email account or the group email account for Bethel Chapel, all professional communications are done through these email addresses.
- We have and adhere to a strong mobile phone/electronic recording medium or device/camera procedure.
- Anti-virus software is installed on all computers and updated regularly
- The computer used by children in Dove room has a separate log in for Little Lambs and Net Nanny monitoring software is installed on it which blocks unsuitable sites. Automated monitoring emails are sent to the church email address each week reporting any issues with attempted site access issues.
- Should any copyright material be used on the nursery website, permission will be sought from the copyright holder prior to publishing with appropriate attribution.
- Little Lambs does not publish online any contact details of the children or their families.
- We would ask our parents/carers not to voice any concerns or complaints about nursery on social media, as you may be held to account for comments you make.
- We meet the General Data Protection Regulations 2018 legal requirements and are registered with the Information Commissioner's Office.

Failure to adhere to this could potentially lead to disciplinary action and referral to the Local Authority Designated Officer at Dudley Safeguarding People's Partnership Board.

This policy was reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

Key Person and Attachment Policy

John Bowlby (1907-1990), was a British psychologist, psychiatrist and psychoanalyst who is remembered most notably for his pioneering work in attachment theory.

According to attachment theory in infants, a child will form an attachment primarily with their main caregiver (often the mother) but can also form secondary attachments to other significant figures who feature in their child's life, these 'significant others' could be relatives such as grandparents, aunts, or the child's key person in the nursery setting. The role of the key person in providing a secure base is invaluable as she may represent a secondary attachment figure to a child in her care. As this attachment figure she can provide the child with an emotional base camp by being in a responsive emotional relationship with the child. This enables the child to feel safe enough to go off and explore on his/her own.

At Little Lambs Pre-School Centre we fully embrace the idea that a key person for each child helps that child to feel safe, secure & valued. Before your child starts at our setting she/he will be allocated a key person.

The key person will;

- Actively build positive relationships with clear lines of communication between the children & their family.
- Observe & plan for children's likes, interests & individual needs.
- The key person will meet the needs of each child and respond sensitively to their feelings, behaviour & ideas.
- Ensure that children's physical needs are met - develop a secure & trusting relationship by learning key words in a child's first language or acknowledge their sounds & gestures.
- Update & share the child's learning journey with parents. Actively seek & value their written or verbal contribution.
- Support a child through transition periods.
- Develop trust to enable children's independence.
- Be a point of contact for the family if they have any concerns or complaints.

The key person will spend time with your child getting to know them, their interests and the way they learn. They will make observations of 'WOW' moments in nursery and upload these onto our Tapestry online Learning Journal system, which can be viewed at any time by parents. You can add to your child's Learning Journey at any time using the Tapestry system.

The setting provides a number of occasions each year for you to speak both formally & informally to your child's key person. Parents evenings are available termly and you can also make an appointment at any time to discuss any aspect of nursery life with the Keyperson or Manager.

Siblings will always, where possible, be given the same key person as they get to know the family so well. The key person is based in your child's room with other members of staff who also get to know your child well, so that staff absences & staff sickness do not distress your child.

The key person is simply there to ensure your child is well cared for in a safe environment and is reaching their potential through observations & assessment.

This policy was reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

Medical Conditions (including Asthma) Policy

Little Lambs Pre-Setting is an inclusive community that welcomes and supports children with medical conditions. Little Lambs provides all children with any medical condition the same opportunities as others at Pre-Setting.

The setting makes sure all staff understand their duty of care to children in the event of an emergency.

All staff feel confident in knowing what to do in an emergency.

This setting understands that certain medical conditions are serious and potentially life threatening, particularly if poorly managed or misunderstood.

This setting understands the importance of medication and care being taken as directed by healthcare professionals and parents.

All staff understand the medical conditions that affect children at this setting. Staff receive training on the impact medical conditions can have on children.

The named members of staff responsible for this medical conditions policy and its implementation are Mrs. Jen Anslow and Mrs. Clare Robson.

This policy will be reviewed annually.

Complaints by parents or others should be discussed initially, as appropriate, with the manager/deputy. It is desirable that complaints should be dealt with informally, but if that is not possible, then a written, formal complaint should be registered with the manager, unless it is a matter concerning the manager, when it should be directed to the Bethel Trustees. A copy of our complaints procedure is in our full Policy & Procedure Documents.

1. This setting is an inclusive community that supports and welcomes children with medical conditions. This setting is welcoming and supportive of children with medical conditions. It provides children with medical conditions with the same opportunities and access to activities (both setting based and out-of-setting) as other children.

   No child will be denied admission or prevented from taking up a place in this setting because arrangements for their medical condition have not been made. This setting will listen to the views of children and parents. Children and parents feel confident in the care they receive from this setting and the level of that care meets their needs.

   Staff understand the medical conditions of children at this setting and that they may be serious, adversely affect a child's quality of life and impact on their ability to learn.

   All staff understand their duty of care to children and know what to do in the event of an emergency.

   The whole setting and local health community understand and support the medical conditions policy.

   This setting understands that all children with the same medical condition will not have the same needs.

The setting recognises that duties in the Children and Families Act and the Equality Act relate to children with disability or medical conditions.

2. All staff understand and are trained in what to do in an emergency for children with medical conditions at this setting.

   All setting staff, including temporary or supply staff, are aware of the medical conditions at this setting and understand their duty of care to children in an emergency.

   All staff receive training in what to do in an emergency and this is refreshed at least once a year. This setting will, in partnership with parents and health care professionals, give careful consideration to whether an Individual Healthcare Plan (IHP) is appropriate or proportionate.

   The development of a plan will be led by the manager or deputy.

   A child's individual healthcare plan will explain what help they need in an emergency. The IHP will accompany a child should they need to attend hospital. Parental permission will be sought and recorded in the IHP for sharing the IHP within emergency care settings.

3. All staff understand and are trained in the setting's general emergency procedures. All staff, including temporary or supply staff, know what action to take in an emergency and receive updates at least yearly.

   If a child needs to attend hospital, a member of staff (preferably known to the child) will stay with them until a parent arrives, or accompany a child taken to hospital by ambulance. They will not take children to hospital in their own car.

4. This setting has clear guidance on providing care and support and administering medication at nursery.

   This setting understands the importance of medication being taken and care received as detailed in the child's IHP.

   This setting will make sure that there are several members of staff who have been trained to administer the medication and meet the care needs of an individual child.

   This setting will ensure that there are sufficient numbers of staff trained to cover any absences, staff turnover and other contingencies. This setting has made sure that there is the appropriate level of insurance and liability cover in place.

   This setting will not give medication (prescription or non-prescription) to a child under 16 without a parent's written consent except in exceptional circumstances.

   When administering medication, this setting will check the maximum dosage and when the previous dose was given. Parents will be informed. This setting will not give a child under 16 aspirin unless prescribed by a doctor. All spillages will be recorded. A child would be monitored throughout the session to note any reactions to the medicine.

   This setting will make sure that a trained member of staff is available to accompany a child with a medical condition on any off-site visit.

This setting will not require parents, or otherwise make them feel obliged, to attend setting to administer medication or provide medical support to their child, including with toileting issues.

Parents at this setting understand that they should let the setting know immediately if their child's needs changing.

5. This setting has clear guidance on the storage of medication and equipment at nursery.

This setting makes sure that all staff understand what constitutes an emergency for an individual child and makes sure that emergency medication/equipment is readily available and is not locked away.

Emergency medication/equipment is stored in a medicine bag in Rainbow Room.

This setting will make sure that all medication is stored safely, and that children with medical conditions will have supported access to them immediately

Medication will be stored in a medicine bag in Rainbow Room

This setting will store medication that is in date and labelled in its original container where possible, in accordance with its instructions. The exception to this is insulin, which though must still be in date, will generally be supplied in an insulin injector pen or a pump.

Parents are asked to collect all long-term medications/equipment at the end of the school year, and to provide new and in-date medication when necessary. Once a course of short-term medication is completed, it should be collected by parents to dispose of appropriately.

This setting disposes of needles and other sharps in a sharps box. Sharps boxes are kept securely at nursery and will accompany a child on off-site visits. They are collected and disposed of appropriately by parents.

6. This setting has clear guidance about record keeping.

Parents at this setting are asked if their child has any medical conditions during home visits which take place prior to registration, the following points are adhered to:

- Staff establish whether child has any medical conditions
- Staff discuss the need for a care plan and any medication to be administered with parents/carers
- Any relevant documentation is obtained from parent/consultant/doctor to confirm diagnosis and administration of medicines
- Care plan is completed when relevant documentation has been received prior to child starting at our setting.
- Medication form completed and medicine received and labelled prior to child starting at our setting
- Staff training needs identified and implemented prior to child’s starting date.
- Any additional equipment or environmental changes which may be needed will be acquired or implemented prior to child’s start date.

If a child is diagnosed with a medical condition whilst at our setting, all the above points would need to be fully in place before the child could return to nursery.

Where appropriate and proportionate, this setting uses an IHCP (Individual health care plan) to record the support an individual child's needs around their medical condition. The IHCP is developed with the parent, nursery staff, specialist nurse (where appropriate) and relevant healthcare services.

This setting has a centralised register of IHCPs, and an identified member of staff has the responsibility for this register.

IHCPs are reviewed termly or whenever the child's needs change. The parents, specialist nurse (where appropriate) and relevant Healthcare services hold a copy of the IHCP. Other nursery staff are made aware of and have access to the IHCP for the children in their care.

This setting makes sure that the child's confidentiality is protected.

This setting seeks permission from parents before sharing any medical information with any other party.

This setting keeps an accurate record of all medication administered, including the dose, time, date and supervising staff.

This setting makes sure that all staff providing support to a child have received suitable training and on-going support, to make sure that they have confidence to provide the necessary support and that they fulfil the requirements set out in the child's IHCP. This should be provided by the specialist nurse/other suitably qualified healthcare professional and/or the parent. The specialist nurse/other suitably qualified healthcare professional will confirm their competence (where appropriate), and this setting keeps an up-to-date record of all training undertaken and by whom.

7. This setting ensures that the whole setting environment is inclusive and favourable to children with medical conditions. This includes the physical environment, as well as social, outdoor and educational activities.

   This setting is committed to providing a physical environment accessible to children with medical conditions

   This setting makes sure the needs of children with medical conditions are adequately considered to ensure their involvement in structured and unstructured activities.

   All staff are aware of the potential social problems that children with medical conditions may experience and use this knowledge to help prevent and deal with any problems. They use opportunities such as circle time to raise awareness of medical conditions to help promote a positive environment.

   This setting understands the importance of all children taking part in physical activity and that all relevant staff make appropriate adjustments to physical activity sessions to make sure they are accessible to all children.

   This setting understands that all relevant staff are aware that children should not be

forced to take part in activities if they are unwell. They should also be aware of children who have been advised to avoid/take special precautions during activity, and the potential triggers for a child's medical condition when exercising and how to minimise these.

This setting makes sure that children have the appropriate medication/equipment/food with them during physical activity.

This setting makes sure that children with medical conditions can participate fully in all aspects of the curriculum and enjoy the same opportunities at setting as any other child, and that appropriate adjustments and extra support are provided.

All nursery staff understand that frequent absences, or symptoms such as limited concentration and frequent tiredness, may be due to a child's medical condition. This setting monitors children who regularly do not attend nursery due to illness and considers with reference to the Child Protection/Safeguarding and Staff Behaviour Policy.

This setting will refer children with medical conditions who are finding it difficult to keep up educationally to the SENCO who will liaise with the parents and the child's healthcare professional.

This setting makes sure that a risk assessment is carried out before any trip. The needs of children with medical conditions are considered during this process and plans are put in place for any additional medication, equipment or support that may be required. Any necessary medication will be taken on an outing in case it may be required in an emergency. It will be kept safe and administered by Manager/Deputy or other senior practitioner. If the child's parent accompanies the trip, responsibility will remain with the parent to provide and administer any medication required.

8. This setting is aware of the common triggers that can make common medical conditions worse or can bring on an emergency.

This setting is committed to identifying and reducing triggers.

Nursery staff have been given training on medical conditions which includes avoiding/reducing exposure to common triggers and staff are made aware of triggers for pupils with medical conditions at this setting. A written list of food allergies is visible in our café area and all staff are made aware of this. Nursery will actively work towards reducing/eliminating these health and safety risks e.g. if a child has a severe nut allergy, nursery will ask staff/parents of other children not to bring in nuts in lunchboxes.

The IHP details an individual child's triggers and details how to make sure the child remains safe throughout the whole nursery day and on out-of-setting activities. Risk assessments are carried out, taking into account the needs of children with medical needs.

This setting reviews all medical emergencies and incidents to see how they could have been avoided, and changes setting policy according to these reviews.

9. The medical conditions policy is reviewed annually, evaluated and updated.

Joint Children's Services, Dudley Primary Care Trust & Little Lambs Pre-School Centre Asthma Policy

Policy Statement

Little Lambs

- Welcomes children with asthma
- Ensures that children with asthma can participate fully in school life
- Recognises that children with asthma need immediate access to their **blue reliever inhalers**
- Maintains a record of all children with asthma and their medication
- Ensures an asthma friendly environment
- Ensures all staff know what to do in the event of an asthma attack

Guidance

In order to achieve the above, the following guidance is recommended:

- All senior staff receive training from each parent of a child with asthma, ensuring they are aware of how to deal with that child's individual need.
- Nursery clearly displays "What to do in the event of an Asthma Attack" posters at appropriate sites – below medication bag in Rainbow Room, entrance and office.
- All staff have a clear understanding of the procedure to follow when a child has an asthma attack.
- Medicines are stored in their original container, clearly labelled, in a securely fastened medicine bag located on a high shelf in Rainbow Room and are inaccessible to the children but accessible to Manager/Deputy and senior practitioner.
- Nursery maintains a register of children with asthma and individual children's asthma records with emergency treatment details on individual child's care plans.

Management of Asthma in Nursery

Early administration of the **blue reliever inhaler** will cause the majority of attacks to be completely resolved.

Parents/carers should supply a labelled inhaler and, if needed, a spacer device.

Parents/carers should provide written details (on a care plan and medication form) of the dose of reliever to be taken if the child has symptoms of asthma whilst at nursery.

The care plans and medication forms are kept alongside the medication.

Information should be dated and signed by the parents/carers.
Parents/carers should notify the Nursery in the event of any changes.

Details to be reviewed termly with parents.

In the Event of an Asthma Attack

- Bring the inhaler to the child, not the child to the inhaler. Calm the child as much as possible to maximise the benefit from the inhaler technique.

- Ensure that **2 puffs of the blue reliever inhaler** are taken immediately. Whenever possible, allow medication to be taken where the attack occurs.

- If symptoms do not resolve, continue to give **1 puff every minute for 5 minutes**.

- Stay calm and reassure the child. Stay with the child until the attack is resolved.

- If the attack resolves and as soon as they feel better, the child can return to normal nursery activities.

- The child's parents must be informed of the attack and confirmed in writing so that this information can also be passed onto the child's GP. This should include where and when the attack took place (e.g. area of nursery and what activity), what medication was given and how much was given.

Emergency Situation

Call the ambulance urgently if:

- The blue reliever inhaler has no effect after 5 – 10 minutes of first using.

- The child is either distressed or unable to talk.

- The child is getting exhausted.

- The child's lips are blue.

- You have any doubts at all about the child's condition.

Continue to give the **blue reliever inhaler** (1 puff every minute) until help arrives.

Safety

The drug in blue inhalers used to relieve symptoms of asthma is very safe and even if too much is taken, will not cause harm. It is not harmful if a person who does not have asthma takes some of this medication, however, if a large amount is taken they may experience some side effects. Side effects include increased heart rate and muscle tremor but are short lived and do not cause any long-term effects. *(Asthma UK 2006)*

This policy was reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

Mobile Phone, Smart Watches, Electronic Recording Media and Devices and Empty Pocket Policy

Little Lambs Pre-School recognises the need to ensure the welfare and safety of all children.

At Little Lambs, we operate an Empty Pocket Policy for all practitioners, students, those on work placement and visitors (including Ofsted and Dudley Integrated Services).

In order to safeguard children in our care there is a requirement for staff, volunteers and visitors on arrival at Little Lambs to place electronic devices which can capture or store images, e.g. mobile phones, Smart Watches, cameras, games consoles, USB sticks, i-pads or tablets, in a secure designated area separate from the nursery rooms.

Mobile phone calls may only be taken at designated breaks or in colleague's own time, but never when there are children around. If staff are seen to be using their mobile phones or any image capturing devices without consulting with the manager whilst they are in session or around the children, disciplinary procedures will be taken.

If a personal emergency occurs, staff, volunteer helpers and visitors are requested to use the setting's phone.

During group outings, the manger or deputy will have access to their mobile phone for emergency purposes but will not capture any images of children using the device.

At Little Lambs we recognise there are many health benefits for the use of Smart Watches such as counting steps and heart rate. To ensure the safe wearing of Smart Watches staff must ensure that their watch is in Flight Mode or on Do Not Disturb and must not be accessed whilst in nursery rooms. Mobile phones/Smart Watches/Fitbits can only be used on a designated break and then this must be away from the children. Staff understand that they may not use their watch to receive calls or check messages whilst in the nursery rooms as this creates a distraction and potential dangers. Staff will be vigilant of others checking their watches and remind them of the nursery policy and procedures of the safe wearing of a Smart Watch and inform management team of their concerns. Staff are not allowed to wear any Smart Watch in nursery if it has the capability of taking photographs. All staff sign termly to confirm that their Smart Watch does not have the capability to take photographs. As technology advances, if any staff do have a watch that can capture images, these will not be permitted to be worn in nursery and will be left, along with the member of staff's mobile phone, in their named compartment securely outside of the nursery rooms.

The only cameras/tablets allowed in the rooms are the nursery cameras/tablets which are used solely to record children's achievements, and to record observations/evidence for the children's assessments. When not in use these are stored securely in the office. No unauthorised cameras/video recorders or any other image capturing devices are to be used within the setting unless consent has been given by parents.

Parents/carers are requested to sign relevant documentation when their child commences Pre-School, giving authorisation for us to photograph their child/ren for assessment and observation purposes. If they prefer not to give us their permission, we will respect their wishes.

We request parents do not use mobile phones, Smart Watches or electronic recording Media or devices whilst within the nursery building. If parents / carers or visitors are seen to be using their mobile phone or any other image capturing devices, staff are to ask them to either go outside for the call or to abandon the call whilst in the building with children present. Mobile phones and image capturing Media or devices should be kept in their bag or pocket at all times.

Photographs taken on cameras are stored on the memory cards of the cameras, these are then downloaded weekly onto a memory stick which is password protected and kept in a locked drawer. Annually images on memory sticks are downloaded onto a hard drive which is kept locked away in the church safe. Photographs taken on tablets are uploaded daily onto the Tapestry online Learning Journal System where they are stored securely, only accessible to parents via a secure password.

Members of staff must not bring their own cameras, video recorders or any other image capturing Media or devices into the setting.

Photographs or recordings of children are only taken on equipment belonging to the setting, with the exception of the photographers, Eve Sheppard and Gary Leonard (both of whom hold Enhanced DBS certificates).

Camera/tablet use is monitored by the setting manager.

In line with the General Data Protection Regulations, Little Lambs Pre-school are members of the ICO (Information Commissioners Office)

Our Mobile Phone, Smart Watches, Electronic Recording Media or Devices and Empty Pocket Policy is there to protect children and others from any danger. This also impacts on our Child Protection/Safeguarding and Staff Behaviour Policy which all practitioners, students and those on work placement must read and sign.

It is the individual's responsibility to abide by this policy at all times. Disciplinary proceedings will take place in the event of this policy not being adhered to.

This policy was reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

No Smoking, Vaping, Alcohol and Drugs Policy

Aim

Little Lambs Pre-School Centre does not allow smoking, vaping, alcohol or drugs (other than prescription or over-the-counter drugs, please see Medical Conditions Policy) on our premises at any time, including outside areas within the fenced area of Pre-School and Bethel Chapel.

All parents, staff, students and volunteers are made aware of our policy and the procedures we have in place to make sure this policy is adhered to.

All staff understand our no smoking, vaping, alcohol and drugs policy as this is explained at induction and annually reviewed in our policies.

Smoking & Vaping

- We have a no smoking & vaping sign displayed at all times on our premises
- If a member of staff, student, parent or volunteer were found smoking on our premises they would be asked to leave immediately. We would follow our disciplinary procedures for any staff member.
- This rule applies equally to staff, parents, students, volunteers and visitors
- This includes outdoors, for example the grounds, driveway and playground, as these are all still on our premises.

Alcohol and Drugs

- If a member of staff, student, volunteer or visitor arrives at our setting clearly under the influence of alcohol or drugs, they would be asked to leave immediately. We would follow disciplinary procedures for staff.
- If a member of staff has good reason to believe that a parent or carer is under the influence of alcohol or drugs when they drop off or collect their child, they have a duty to tell the manager and Designated Lead Person for Child Protection. They will then have to decide on the appropriate course of action according to our Child Protection/Safeguarding and Staff Behaviour Policy
- If a parent or carer turned up to our premises to collect a child under the influence of alcohol or drugs, we would get in touch with another contact for the child. We would not let a parent or carer take their child home alone if they were under the influence of alcohol or drugs.
- Any practitioners taking medication that they believe may affect their ability to care for children should seek medical advice. They should only work directly with children if the advice is that the medication is unlikely to impair their ability to look after children.
- If we suspect that any illegal act has taken place, we will contact the police.

This policy was reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

Operational Procedure for Outings

- Involving the parents, draw up a short-list of venues for a visit
    - Risk assess each venue
    - List the possible benefits and learning opportunities

- Agree upon a venue, date and method of transport.

- Obtain prices for entrance to venue and transport costs, ensuring that the method of transport chosen has appropriate safety belts and insurance.

- In a letter to the parents, detail
    - Date
    - Time
    - Venue
    - Method of transport
    - Ratio of 1 adult to 2 children (if child not accompanied by parent)
    - Booking form for child/ren and parent
    - Benefits and learning opportunities
    - Specific needs, food, uniform, clothes etc

- Ensure that a separate letter of authority is signed if parents are not accompanying a child, giving full consent for the child to be taken on the trip and to be cared for by a member of staff.

- Ensure that emergency contact details for each child are taken on the trip, together with any care plans, medication forms and medication where this may be needed by any child.

- Ensure that parents have an emergency staff contact number while the child is on the trip.

- Vehicles used for transport are either reputable coach companies or church minibuses, which all carry first aid kits.

This policy was reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

Parental Behaviour Policy

Our Pre-school believes staff, parents/carers and Pre-school children are entitled to a safe and protective environment in which the Pre-school conducts itself. Behaviour that will cause harassment, alarm or distress to users of the premises is contrary to the aims of the Pre-school. All staff and students are made aware of the contents of the HSE Violence at Work guidelines.

The Pre-school will not tolerate threatening, abusive or insulting words and behaviour by people attending the Pre-school. Physical attacks and threatening behaviour, abusive or insulting language to staff, parents and carers, children and other users of the church premises will result in suspension. This also includes abusive and insulting language used on phones or any written communication.

Parents/carers are expected to behave with courtesy towards all staff, other parents/carers, Pre-school children and other users of the premises.

Following an incident of misconduct, the Manager/Deputy can suspend a child and/or their parent for the remainder of the day, with immediate effect. If a child is suspended there will be no refund of fees paid for those sessions from which they have been suspended. The Manager/Deputy must inform Bethel Chapel Trustees with a written report of the circumstances. The Manager/Deputy can extend the suspension to 7 days if necessary and will inform the parent accordingly either in writing or by telephone.

Having interviewed any staff and any other witnesses present, the Manager/Deputy will inform Bethel Chapel Trustees, describing the incident and any action taken. Written notes of interviews must be made. The Church Pastor will then be responsible for taking the necessary action required to resolve any complaints. The Pastor can delegate their position to Manager/Deputy if it is felt more appropriate.

The Church Pastor will invite the offending parent/carer for an interview if it is deemed necessary. The Church Pastor must be accompanied at the interview by the Manager/Deputy. The parent/carer is permitted to bring a person of their choice to the interview as well. An agreed written record of the discussion will be made for the official complaints records. All of the parties present at the meeting must sign the record and be in receipt of a copy of the document.

If at this stage the parent/carer and Pre-school 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 discussion confidential and can hold separate meetings with the Pre-school Manager/Deputy 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 they give.

When the mediator has concluded their investigations, a final meeting between the parent/carer and Pre-school personnel will be 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, will be made. Everyone present at the meeting must sign the record and be in receipt of a copy of the document. This signed record signifies that the procedure has concluded.

The Pre-school will use outside agencies to help enforce any decisions, which may include but is not limited to: summoning police to remove the parent/carer from the premises and applying

for a court injunction to exclude the person or persons from the premises. If a child is left in defiance of the suspension, we will follow our non–collection of children policy procedure.

This policy was reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

Parents as Partners

Aim

To support and enhance the development of children, and to respect, understand and value the contribution parents make towards their child's learning. To provide support, guidance and encouragement to parents as educators.

Objectives

To provide parents with information about the Pre-School before their child starts at the Pre-School.

To work with parents in building up a profile of the child's development and needs when the child starts at Pre-School.

To provide opportunities for parents to discuss their child's progress.

To provide guidance, advice and resources to support home learning.

To provide a summative report to parents giving details of their child's achievements and progress in the form of a 2 year old check prior to their 3rd birthday and on transition to school.

To provide opportunities for parents to actively participate in all aspects of EYFS curriculum through Parents as Partners sessions.

Operating Policy

Before a child starts at the Pre-School, a home visit will be made. Parents will then be invited to bring their child to a Pre-School session during which the children can play and parents can ask questions of staff. Parents have the opportunity to access our Prospectus and Policies, either on a paper copy or online. These contain details of the Admissions Policy and the Curriculum as well as other useful information relating to the Pre-School.

During the home visit and 'settling in period' when a child starts Pre-School, a member of staff will talk to the parent about their child, and any additional needs, health problems, etc will be noted at this time. Parents/carers complete registration form stating who has legal contact with the child and who has parental responsibility for the child. The duration of the 'settling in period' will be flexible and will continue until the child feels happy and secure in the Pre-School setting.

Parents will have access to information regarding the curriculum activities and events through discussions with staff, regular newsletters and written information placed on the parents' notice boards indoors and outdoors, on our nursery website and weekly parents receive our Notices sheet, What are we doing at Nursery sheet and Home Learning sheet emailed directly to them.

Some resources are available which parents can borrow to use at home with their child.

The parents' noticeboards will be updated on a daily/weekly basis. A description of each week's activities will be placed on the outdoor noticeboard and on the nursery website, including activities that parents can complete at home with their child linked to the learning objectives of that week. The prospectus will be updated when necessary to reflect any changes in curriculum or policies. A termly Newsletter will be sent out at the beginning of each term and other letters sent as appropriate.

Planning, Recording and Assessment Policy
Assessments and observations are made on individual children and on groups of children to support future planning and to meet their needs. Such documents form part of their developmental records together with an online Learning Journey which is started on entry to Pre-School. This online journal contains evidence of children's attainments, such as photographs of activities accessed and work completed, and is accessible to parents via a secure password. Their progress is discussed with parents at termly parents' evenings. Parents have a summative report giving details of their child's achievements and progress in the form of a 2 year old check prior to their 3rd birthday and on transition to school. On leaving Pre-School, assessment records are forwarded to the relevant setting and the Learning Journey is downloaded for parents to save on a device of their own choosing. Please see Curriculum and Assessment Policy for further details.

Feedback questionnaires are given to parents to complete annually, and parents are encouraged to share suggestions about Pre School at any time.

Little Lambs provides opportunities for parents to learn about the Pre-School curriculum and more about young children's learning, in Pre-School and at home, through Parent's Information Sessions, Parents as Partners sessions (including pop-ins and trips). Families will be consulted about the times of meetings to avoid excluding anyone. Meetings will be held in venues accessible and appropriate for all.

We encourage parents on an individual basis to be involved with the parents/carers working groups, and any general help, ensuring all parents have opportunities to contribute from their own skills, knowledge and interests to the activities of the Pre-School. Contributions of parents will be welcomed whatever form this may take.

This policy was reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

Physical Activity Policy

The first five years of life are fundamental to children's growth and development. During this time a number of physical and psychological developments occur, which lay the foundation for future health and well-being. During the early years, physical activity impacts on children's health and plays a key role in:

- **Building strong muscles and bones**
  Active children have the opportunity to enhance bone health and muscular development.
- **Maintaining a healthy weight**
  Physical activity can help prevent overweight and obesity by helping to maintain energy balance.
- **Optimal brain development**
  Being active helps young children to develop important brain structures to help creativity, problem solving and memory.
- **Establishing healthy habits for life**
  Physical activity patterns established in the early years persist at a moderate level into primary school and potentially later life.
- **Developing motor skills**
  Being active helps young children's balance, co-ordination and mobility.
- **Developing a strong heart**
  Being active may help young children maintain a healthy blood cholesterol level and blood pressure.
- **Learning personal, social and emotional skills**
  Physical activity can help children develop the skills that help them solve problems, develop resilience, be confident, co-operate and interact with other children, e.g. take turns while playing or caring about others.
- **Supporting achievement and attainment**
  Being active can help young children successfully complete tasks and reach their goals.

(The importance of physical activity in the early years: British Heart Foundation, 2016)

The recommended physical activity levels for children under 5 years old is 3 hours, across the day.

This whole setting physical activity policy is co-ordinated by **Jen Anslow**

The policy was formulated through consultation between members of staff, children and other key partners.

The aim of this physical activity policy is to support and enable children to meet their recommended physical activity levels through:

a) The development of appropriate skills and attitudes, through teaching, learning and play
b) The provision of opportunities and resources to be physically active throughout the day
c) To provide an environment that promotes and supports being physically active

The aims of this policy will be addressed through the following areas:

a) Setting ethos
b) Opportunities to be active
c) Facilities and resource provision
d) Active travel to and from the setting
e) Accessible and adequate facilities
f) Opportunities for staff
g) Involvement with parents/carers

h) Healthy Lifestyles termly topic

The setting recognises the importance of children engaging in regular physical activity for their health and development. All children are encouraged to take part in a range of age appropriate physical activities throughout the day – both structured and non-structured. Every effort is made to raise awareness about the importance of physical activity to both children and adults. Parents/carers are welcome to come and participate in any of the physical activities the setting provides.

All staff look for opportunities to plan active play and learning where possible and appropriate throughout the day.

- Daily physical exercises at the end of circle time
- Weekly focused physical sessions in our matted area
- Daily opportunities for physical activity outdoors, such as climbing, running, football, balancing, crawling, focused games
- Opportunities for physical play in our matted area, such as rough and tumble play, focused games, crawling, spinning, rolling, jumping, follow the leader

The following resources and facilities are provided to encourage physical activity:

- Large outdoor area with large lawn and soft play surface area
- Large climbing trail
- A wealth of outdoor equipment, including bikes, scooters, balls, bats, balance beams, obstacle course, hoops, parachutes, tunnels
- Large blocks to build with indoors and outdoors
- Large matted area indoors for daily physical activities

The setting encourages staff and families to actively travel to and from the setting by:

- Providing a space to keep scooters and bikes
- Walking to local areas of interest when possible e.g. library

The setting's physical activity opportunities and resources meet the needs and interests of all children, taking into consideration any differences in gender, cultural norms, physical and cognitive abilities and fitness levels thereby encouraging participation by all.

Staff are aware of the physical activity guidelines for children under 5 and are encouraged to act as positive role models and be physically active whenever possible. Staff are made aware of opportunities to be physically active locally.

This setting actively promotes physical activity to parents/carers to gain their support and encouragement.
Examples include:

- The setting encourages parents/carers to sign up to Change4Life
- Parents are invited to the setting's annual sports day.
- Parents are invited to get involved in regular walks and activities

An annual week is used to focus on promoting healthy lifestyles, including the importance of being physically active.

The setting encourages children to share any physical activity achievements with the other children and staff at the setting e.g. swimming certificates, gymnastic achievements, martial art belts etc

Training needs are identified and agreed within Staff Appraisals with the manager.

Training opportunities relevant to the setting are circulated to appropriate staff.

The physical activity co-ordinator will have lead responsibility for the monitoring of physical activity in the setting. A range of measures will be used to evaluate the impact of the policy in line with the above-mentioned aims and objectives. The policy will be reviewed every 12 months.

This policy was reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

Physical Handling of Children

Introduction

Staff at Little Lambs aim to help children take responsibility for their own behaviour. The age of a child and their level of development and understanding MUST be taken into consideration. A 2 year old child would not be emotionally ready to take responsibility for their own behaviour, as would a 4 year old with a developmental delay also be unable to do.

This can be done through a combination of approaches, in partnership with the parent/carer, which include:

- Positive role modelling
- Planning a range of interesting and challenging activities
- Setting and enforcing appropriate boundaries and expectations
- Providing positive feedback
- Emotion Coaching

However, there may be occasional times when a child's behaviour presents particular challenges that may require physical handling. This guidance sets out expectations for the use of physical handling.

Definitions

There are three main types of physical intervention:

Positive handling. The positive use of touch is a normal part of human interaction. Touch might be appropriate in a range of situations:

- Giving guidance to children (such as how to hold a paintbrush or when climbing)
- Providing emotional support (such as placing an arm around a distressed child)
- Physical care (such as first aid or toileting)

Staff must exercise appropriate care when using touch. There are some children for whom touch would be inappropriate, such as those with a history of physical or sexual abuse. This policy is not intended to imply that staff should no longer touch children.

Physical intervention. Physical intervention can include mechanical and environmental means such as high chairs, stair gates or locked doors. These may be appropriate ways of ensuring a child's safety.

Restrictive physical intervention. This is when a member of staff uses physical force intentionally to restrict a child's movement against his or her will, reducing any risk to the child, other children or adults in the immediate area. In most cases this will be through the use of the adult's body rather than mechanical or environmental methods. This guidance refers mainly to the use of restrictive bodily physical intervention.

Principles for the use of restrictive physical intervention

The principles underpinning the use of restrictive physical intervention have been identified as follows:

Firstly: restrictive physical handling should be used in the context of positive behaviour management approaches.

Little Lambs will only use restrictive physical intervention in extreme circumstances. It is not the preferred way of managing children's behaviour. Physical intervention should only be used in the context of a well-established and well implemented positive framework. Little Lambs approach to promoting positive behaviour is set out in the Behaviour Management Policy.

Little Lambs aims to do all it can in order to avoid using restrictive physical intervention. However there are clearly rare situations of such extreme danger that create an immediate need for the use of restrictive physical intervention. Restrictive physical intervention in these circumstances can be used with other strategies such as saying "stop".

Secondly: duty of care. All staff have a duty of care towards the children at Little Lambs. When children are in danger of hurting themselves, others or of causing significant damage to property, staff have a responsibility to intervene. In most cases this involves an attempt to divert the child to another activity or a simple instruction to "stop!" However, if it is judged as necessary, staff may use restrictive physical intervention.

Thirdly: reasonable minimal force. When physical intervention is used, it is used within the principle of reasonable minimal force. Staff should use as little restrictive force as necessary in order to maintain safety. Staff should use this for as short a period as possible.

Who can use restrictive physical intervention?

It is preferable that a member of staff who knows the child well is involved in a restrictive physical intervention. This person is most likely to be able to use other methods to support the child and keep them safe without using physical intervention. In an emergency, any member of staff can use restrictive physical intervention as long as it is consistent with this policy.

Where individual children's behaviour means that they are likely to require restrictive physical intervention, managers will identify members of staff who are most appropriate to be involved. It is important that such staff have received training and support in behaviour management as well as physical intervention. Staff and children's physical and emotional health is considered when such plans are made. All plans must be shared with the child's parent/carer.

When can restrictive physical intervention be used?

Restrictive physical intervention can be justified when:

- Someone is injuring themselves or others
- Someone is damaging property
- There is suspicion that although injury or damage has not yet happened, it is at immediate risk of occurring.

Duty of care means that staff might have to use restrictive physical intervention if a child is trying to leave the site and it is judged that the child would be at risk. Staff should also use other protective measures, such as securing the site and ensuring appropriate staffing levels are provided. This duty of care also extends beyond the site boundaries: when staff have control or charge of children off site (e.g. on trips).

There may be times when restrictive physical intervention is justified but the situation might be made worse if restrictive physical intervention is used. If staff judge that restrictive physical intervention would make the situation worse, staff would not use it, but would do something else

(like issue an instruction to stop, seek help, or make the area safe) consistent with the duty of care.
The aim in using restrictive physical intervention is to restore safety, both for the child and those around him or her. Restrictive physical intervention must never be used out of anger, as a punishment or as an alternative to measures which are less intrusive and which staff judge would be effective.

What type of restrictive physical intervention can and cannot be used?

Any use of physical intervention at Little Lambs should be consistent with the principle of reasonable minimal force. Where it is judged that restrictive physical intervention is necessary, staff should:

- Aim for side-by-side contact with the child. Avoid positioning themselves in front (to reduce the risk of being kicked) or behind (to reduce the risk of allegations of sexual misconduct)
- Aim for no gap between the adult's and child's body, where they are side by side. This minimises the risk of impact and damage
- Aim to keep the adult's back as straight as possible.
- Beware in particular of head positioning, to avoid head butts from the child
- Hold children by "long" bones, i.e. avoid grasping at joints where pain and damage are most likely.
- Ensure that there is no restriction to the child's ability to breathe. In particular, this means avoiding holding a child around the chest cavity or stomach.
- Avoid lifting mobile children where possible.

Little Lambs will identify and arrange access to appropriate staff training (e.g. Managing Behaviour in the Early Years)

Planning

In an emergency, staff do their best within their duty of care and using reasonable minimal force. After an emergency the situation is reviewed and plans for an appropriate future response are made. This will be based on a risk assessment which considers:

The risks presented by the child's behaviour

- The potential targets of such risks
- Preventative and responsive strategies to manage these risks

A risk assessment is used to help write the individual behaviour plan that is developed to support a child. If a behaviour plan includes restrictive physical intervention it will be just one part of a whole approach to supporting a child's behaviour. The behaviour plan will outline:

- An understanding of what the child is trying to achieve or communicate through their behaviour
- How the environment can be adapted to better meet the child's needs
- How the child can be encouraged to use new, more appropriate behaviours
- How staff respond when the child's behaviour is challenging (responsive strategies).

Staff pay particular attention to responsive strategies. There is a range of approaches such as humour, distraction, relocation and offering choices which are direct alternatives to using restrictive physical intervention.

Little Lambs will draw from as many different viewpoints as possible when it is known that an individual child's behaviour is likely to require some form of restrictive physical intervention. In particular, the child's parents/carers will be involved with staff from the setting who work with the child and any visiting support staff (such as Integrated Early Years' Service, Educational Psychologists, Speech and Language Therapists and Social Care Team). The outcome from these planning meetings will be recorded and a signature will be sought from the parent/carer to confirm their knowledge of the planned approach. These plans will be reviewed at least once every four to six months or more frequently if there are major changes to the child's circumstances.

Recording and reporting

It is important that any use of restrictive physical intervention is recorded. The records will show who was involved (child and staff, including observers), the reason physical intervention was considered appropriate, how the child was held, when it happened (date and time) and for how long, any subsequent injury or distress and what was done in relation to this. This will be done as soon as possible and within 24 hours of the incident. According to the nature of the incident, the incident should be noted in other records, such as the accident book or child tracking sheets.

After using restrictive physical intervention, the manager or deputy will inform the parent/carer by phone if they judge it is appropriate to do so (or by letter home with the child if this is not possible). Parent/carer should be given a copy of the record form.

Supporting and reviewing

It is distressing to be involved in a restrictive physical intervention, whether as the person doing the holding, the child being held or someone observing or hearing about what has happened. After a restrictive physical intervention, support is given to the child so that they can understand why they were held. A record is kept about how the child felt about this where this is possible. Staff should help the child to record their views. Where appropriate, staff may have the same sort of conversations with other children who observed what happened (dependent upon their age and level of understanding). In all cases, staff will wait until the child has calmed down enough to be able to talk productively and understand this conversation. If necessary, an independent member of staff will check for injury and provide appropriate first aid.

Support is given to the adults who were involved, either actively or as observers. The adults will be given the chance to talk through what has happened with the manager or deputy.

A key aim of after-incident support is to repair any potential strain to the relationship between the child and the adult that restrained him or her. After a restrictive physical intervention, staff consider reviewing the individual behaviour plan so that the risk of needing to use restrictive physical intervention again is reduced.

Monitoring

This policy is monitored and reviewed by the manager and deputy at least annually and more often if needed. Monitoring the use of restrictive physical intervention will help identify trends and therefore help develop our ability to meet the needs of children without using restrictive intervention.

Complaints

The use of physical intervention can lead to allegations of inappropriate or excessive use. Where anyone (child, carer, staff member or visitor) has a concern following the use of physical intervention, this should be dealt with through the usual Complaints Procedure.

This policy has been adapted from Dudley Children's Services Physical Handling Guidance for Early Years Settings, June 2014.

These procedures were reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

Policy for the Education of Children Looked After

Introduction

Little Lambs Pre-School Centre believes that as corporate parents we have a special duty to safeguard and promote the education of Children Looked After.
The definition of the term 'Looked After' refers to children for whom the Local Authority is sharing parental responsibility. This can happen either with parental agreement or when a Court makes a Care Order. The child may be living with foster carers, in a residential unit, with family members or sometimes with their parents. These children are therefore subject to corporate parenting.
This policy has been produced to take account of the Dudley Safeguarding People's Partnership Board's Strategy, Dudley Virtual School for LAC and National Government Strategies for LAC.
Designated Teacher for Children Looked After: Mrs Clare Robson

Statement of Intent

- We aim to provide a safe and secure environment, which values education and believes in and promotes the abilities and potential of all children.
- We intend to ensure that Children Looked After are able to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic well-being in line with their peers.

Roles and Responsibilities

In pursuit of this policy Little Lambs Pre-School Centre will nominate a designated Teacher for Children Looked After who will:

- Act as their advocate and co-ordinate support for the Pre-School's LAC.
- Liaise with Dudley's Virtual School for LAC to ensure every child is receiving up to 25 hours support per week dependent on setting and individual needs/ health.
- Ensure compliance with the DSCB Strategy and National Government Agenda for the Education of Children Looked After.

The Role of the Designated Teacher

- To maintain a register/ database of all Children Looked After in their Pre-School. This will include a record of:
    1. The name of the Social Worker, area office and contact details.
    2. Status i.e. care order or accommodated.
    3. Type of Placement e.g. foster, respite, residential.
    4. Name of the contact person, in the LACES team and telephone number,
    5. Daily contact and telephone numbers where appropriate e.g. name of young person, name of parent or carer or key worker in the children's home.
    6. Share Child Protection/ disability information which could be shared, if appropriate.
    7. Their academic progress.
    8. Baseline information and all test results.
    9. Named persons should receive copies of reports.

- To ensure that a termly PEP meeting is organised and attended by relevant staff involved.
- To ensure that there is a current Personal Education Plan (PEP) or Electronix Personal Education Plan (EPEP) for each child to include appropriate targets. This must be compatible with the child's Social Services Care Plan and form part of any other Pre-School plan (e.g. Statement/ EHCP, Transition Plan, Support Plan). It should be reviewed through a termly PEP review meeting.
- To ensure that Social Services Reviews on each child are attended if necessary and a written report prepared that promotes the continuity and stability of their education. Report to include; progress and attainment, attendance data, changes in home placements, reviews and interventions to raise achievement.
- To ensure they are kept up to date with developments relating to the education and attainment of Children Looked After.
- To ensure that on admission or transfer all relevant information is requested at the outset.
- To ensure that systems are in place to identify and prioritise when Children Looked After are underachieving and early intervention strategies are put in place, and that the named contact in the LACES team is informed.
- To refer any attendance concerns to the LACES Team Education Welfare/ Liaison officer, and supply attendance data as required.
- To ensure that systems are in place to keep staff up to date and informed about Children Looked After.
- To ensure that Children Looked After are listened to and have access to support at Pre-School.

The Responsibility of Management and All Staff

- To actively support and promote the education of Children Looked After, attending relevant training as the need arises.
- To work in partnership with carers and agencies.
- To support carers to value educational achievement and maintain good attendance.
- To celebrate the achievements of Children Looked After.

Confidentiality

Information on Children Looked After will be shared with Pre-School staff on a 'need to know' basis.
The Designated Teacher will discuss what information is shared with which Pre-School staff at the PEP meeting. Once this has been agreed with the social worker, carer, child (depending on their age and level of understanding) and other parties, complete confidentiality is to be maintained.
All processes for the storage and sharing of personal data records are in line with Pre-School's Data Protection Policy.

Admission Arrangements

We recognise that due to care arrangements Children Looked After may enter Pre-School mid-term and that it is important that they are given a positive welcome and where appropriate additional support and pre-entry visits to help them settle.

Pre-School recognises that Children Looked After are an ‘accepted group’ and will prioritise Children Looked After in Pre-School’s over subscription criteria.

Use of the Policy

This policy has been shared with all staff and time is allocated for regular revision. It will be reviewed on a yearly basis to ensure the information is up to date.

These procedures were reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

Prevent Duty & Promoting British Values

From the 1st July 2015, all schools, registered early years childcare providers and registered later years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism" This duty is known as the Prevent Duty.

Here at Little Lambs Pre-School Centre we take safeguarding very seriously, therefore to ensure that we adhere to and achieve the Prevent Duty we will endeavour to:

- Provide appropriate training for staff as soon as possible, when this becomes available through the local authority. Part of this training will enable staff to identify children who may be at risk of radicalisation.
- We will build the children's resilience by promoting fundamental British values and enable them to challenge extremist views (In early years, the statutory framework for the EYFS sets standards for learning, development and care for children 0-5, thereby assisting personal, social and emotional development and understanding of the world)
- We will assess the risk, by means of formal risk assessment, of children being drawn into terrorism, including support for extremist ideas that are part of the terrorist ideology.
- We will ensure staff understand the risks so they can respond in an appropriate and proportionate way.
- We will be aware of the online risk of radicalisation through the use of social media and the internet.
- As with managing our safeguarding risks, our staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection (children at risk of radicalisation may display different signs or may seek to hide their views). The key person approach means we already know our children well and so we will notice any changes in behaviour or personality quickly.
- We will not carry out unnecessary intrusion into family life but we will take action when we observe behaviour of concern.
- We will work in partnership with Dudley Safeguarding People's Partnership Board for guidance and support.
- We will build up an effective engagement with parents/carers and families (This is important as they are in a key person position to spot signs of radicalisation)
- We will assist and advise families who raise concerns with us. It is important to assist and advise families who raise concerns and be able to point them in the right direction and the right support mechanisms should they need this.
- Details of who to call in the event of having a concern are listed below.
- We will ensure that our senior staff will undertake Prevent Awareness training so that they can offer advice and support to other members of staff.
- We will ensure that any resources used in the nursery are age appropriate for the children in our care and that our staff have the knowledge and confidence to use the resources effectively.

For further information with regards to how the EYFS can help children and staff understand British Values and The Prevent Duty, please refer to sections Personal, Social and Emotional Development (PSED) and Understanding the World (UTW)

To help understand how this is put into practice a few examples are as follows:

Democracy: Making decisions together: PSED

- Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and talk about their feelings, for example when they do or do not need help. When appropriate, demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands and using their opinions during circle time to decide on child initiated activities.
- Staff can support the decisions that children make and provide activities that involve turn taking, sharing and working together in friendship groups. Children should be given opportunities to develop in an atmosphere where questions are valued and opinions are sought.

Rule of Law: Understanding rules matter: PSED

- Staff can ensure that children understand their own and other's behaviours and its consequences, and to distinguish right from wrong. This will be promoted through the Behaviour Management Policy and strategies within the setting.
- Staff can collaborate with children to create the rules and codes of expected behaviour, for example, to agree the rules about tidying up and ensure all children understand rules apply to everyone.

Individual Liberty: Freedom for all: PSED & UTW

- Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example, allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example, in a small group discuss how they feel about the transition from nursery to school.

Mutual Respect and Tolerance: treat others as you want to be treated: PSED & UTW

- Managers and leaders will create an ethos of inclusivity and tolerance where views, faiths, cultures and race are valued and children are engaged with the wider community.
- Children should demonstrate a tolerance and appreciation of and respect their own and other cultures: know about similarities and differences between themselves and others among families, faiths, communities, cultures and traditions and share practices, celebrations and experiences.
- Staff will encourage and explain the importance of good behaviours such as sharing and respecting other people's opinions.
- Staff will promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

What is not acceptable?

- Actively promoting intolerance of other faiths, cultures and races within the community
- Failure to challenge gender stereotypes and routinely segregating boys and girls.
- Isolating children from the wider community.
- Failure to challenge behaviours (whether this is staff, children or parents) that are not in line with the fundamental British values and tolerance for those with different faiths and beliefs.

Any concerns regarding prevent duty in Dudley should be referred to John Hodt, Dudley Prevent Co-ordinator, on 01384 814736

Information taken from The Prevent Duty, DFE, June 2015

This policy was reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

Procedure In the Event of Being Unable to Find a Child

Immediately

- Member of staff to thoroughly search all rooms, checking all cupboards and hiding areas that a child may be able to squeeze into. If away from the setting search immediate vicinity.
- Check with the last member of staff who was in contact with the child.
- If at setting, designated person search the immediate outside area whilst remaining members of staff look after other children.
- Pre-School Centre Leader (or Deputy in her absence) inform police of situation and ask for advice on contacting parents.
- Pre-School Centre Leader (or Deputy in her absence) inform parents/guardians if advised to do so by Police.
- Inform Ofsted.

Afterwards

- Establish means of escape/reason why child could not be found and take immediate action to prevent happening again.
- Initiate thorough investigation.

Little Lambs has an Emergency Plan in place which covers procedures to follow in any necessary event.

Procedure in the Event of Non-Collection of Children

In the event of a child not being collected at the end of a session:

- After 20 minutes try to make contact with the child's parents/carers.
- If no contact can be made with the parents/carer, try to contact any of the other authorised persons (see child's records).
- Keep child happy and occupied within Pre-School Centre environment with 2 staff remaining with child.
- After a further 20 minutes, try to establish contact again with the parents/carer or any other authorised persons.
- If no contact able to be made with any authorised person within 1 hour after collection time, inform Police.

These procedures were reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

Recruitment and Selection Procedures

1. Identifying a Vacancy
2. Advertising
3. Application Process
4. Shortlisting
5. Pre-employment Checks
6. Interviewing
7. Presentation
8. Appoint or Re-advertise
9. DBS Checks and Fitness for Work doctors letter
10. Induction and Training
11. Probationary Period

Introduction

Little Lambs will recruit staff based on their skills and abilities. We will seek to retain staff of the highest calibre that will make a major contribution to the achievement of nursery's aims and objectives.

Little Lambs is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

The recruitment and selection process will be managed by the church Pastor, Pre-School Manager and Pre-School Deputy. They will also decide how the response handling for the vacancy will be managed.

A checklist is used to record the dates each stage is completed and is signed by Manager or Deputy.

1. Identifying a Vacancy

When a vacancy arises, the Manager must give consideration to whether or not the post needs to be filled and if so what is the most appropriate response in light of nursery needs. Where a new post is needed the job description and person specification must be created.

2. Advertising

All nursery vacancies will be advertised on our nursery website, in Pre-school and church newsletters and on the staff room notice board. Where vacancies are to be advertised externally, they will be posted with Jobcentre Plus, in local newspapers and employment agencies.

3. Application Process

On request applicants will be sent an Application Pack, which consists of the nursery Prospectus, Policy Documents, Job Description, Personal Specification and Application Form. There will be a closing date for application forms.

All application forms will be kept in accordance with the requirements of the GDPR 2018 for 6 months, then destroyed.

4. Shortlisting

All application forms and CVs will be assessed against the person specification to determine a shortlist of candidates. Equalities good practice will be adhered to during this process where all personal information is removed before the shortlisting process starts. All disabled applicants who meet the minimum requirements for the post will be guaranteed an interview.

All selection processes will include an interview and a presentation. Candidates will always be informed of what is required in the selection process. The process will also include a check of suitability in relation to nursery's safeguarding policy.

5. Pre-Employment Checks

Two references must be sought from all shortlisted candidates and should ideally be contacted prior to interview so that any gaps in employment history or discrepancies in information are able to be checked at the earliest stage. References must be from the candidate's current employer, training provider or education setting and completed by a senior person with appropriate authority. Where it is not possible to obtain the above, a reference will be obtained by a character reference. A character reference should not be a family member. All such references are followed up. In the case of applicants with unexplained gaps in their employment history, or who have moved rapidly from one job to another, explanations are sought. It is entirely appropriate for any issues identified by referees to also be raised at interview.

Candidates will be informed if social media is planned to be used to carry out checks.

Any offer of employment is always subject to receipt of satisfactory reference being gained. Information supplied by referees can legitimately be considered within the decision to make a formal offer of employment.

6. Interviewing

Interviews will be undertaken with a minimum of 2 interviewers, which should include the post's Line Manager. This will usually be Manager and Deputy.

A series of questions which have been designed to test and verify the candidate's competencies and skills in relation to the role profile should be agreed by the interviewing panel.

Notes of the interview should be sufficiently detailed as to support the decision to select one candidate. Notes of interviews should be kept with the GDPR 2018 in mind; candidates may ask to see interview notes at a later date.

The Chair of the panel should co-ordinate the interview and ensure that clear records are kept.

Any member of the interview panel who knows an external candidate should declare this.

Where a role requires a particular qualification as detailed in the person specification, a copy of the relevant certificate(s) must be signed as seen and retained on the candidate's employment file.

7. **Presentation**
   Candidates for interview will be invited to spend a session in nursery to assess the candidate's competency and skills in working with young children.

8. **Appoint or Re-advertise**
   The appointable candidate should be advised by the Manager that they are being offered the position subject to the receipt of satisfactory employment and enhanced DBS checks. The new employee receives the necessary documentation to support their appointment.

   Unsuccessful candidates will be informed by telephone by a member of the panel or in writing.

   In the event of none of the shortlisted candidates being suitable for the post, there will be a need for re-advertisement of the post and the procedure for recruitment and selection started again.

9. **DBS Checks, Staff Suitability Declarations and Fitness for Work doctors letter**
   A satisfactory enhanced DBS must be obtained prior to the commencement of employment.

   Disclosure checks will be undertaken by the Disclosure and Barring Service for all new appointees.

   Staff must complete a Staff Suitability Declaration (which is updated annually). Little Lambs advises all staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). Little Lambs will not allow people whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for.

   A signed declaration of fitness to work must be gained for all successful candidates, by their GP prior to commencement of employment.

   Nursery reserves the right to request a medical report if there is any concern or doubt about the candidate's ability to satisfactorily and safely perform the duties of the post.

10. **Induction and Training**
    Induction and training is the responsibility of the Manager/Deputy. A comprehensive induction checklist is followed for all new staff. This is completed and signed by Manager or Deputy and employee and has regular review dates, including initial training requirements.

11. **Probationary Period**
    All newly appointed staff are subject to a probationary period of one term. This can be extended if deemed necessary. The Manager or Deputy will be responsible for taking the new employee through the probationary period.

    On successful completion of the probationary period, the appointment of the new employee is confirmed.

This procedure was reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

Safety and Security
Policy and Procedure

Arrival & Departure Procedures for Children, Parents & Visitors

- A member of staff is present on the main doors to welcome parents & children and any visitors to the setting. This prevents unauthorised persons entering the premises.

- Parents/Carers are required to bring their child to the Pre-School entrance and ensure a Key member of staff receives and welcomes them. On collection a key member of staff will hand over children to the parents/carers and from this point the child's safety will be the parent/carer's responsibility.

- **Parents/carers are made aware that their children's safety on the nursery drive and the entrance foyer remain their responsibility both on arrival and departure.**

- 15 minutes after arrival times gates are locked and parents/carers/visitors need to ring the bell for access. This also applies if parents arrive to collect their child during session times. The gates remain locked until end of sessions when gates are opened and manned by a staff member whenever possible.

- All staff wear name badges to identify themselves to parents & visitors.

- All visitors need to sign the visitors' book on arrival and departure.

- Any visitors unknown to nursery staff are asked for official photographic identification. If the visit is not planned, nursery may telephone their organisation to check their identity and validation of visit.

- Fire drills, non-use of mobiles and empty pocket policy are explained to all visitors on arrival. Visitors are supervised throughout the duration of their time on nursery premises.

- Pre-School is a separate, self-contained early years unit from the rest of Bethel Chapel, and people cannot access our part of the building without an authorisation code. This is given only to Pre-School staff, Church Pastor/Teacher Support, Administrator & Caretaker, who all have enhanced DBS clearance.

- If children are to be picked up by anyone not named on the registration form, written permission must be gained from parents and a password set up for identification purposes. This can be taken by telephone in an emergency as long as parents' voices can be identified. Written confirmation is needed as soon as possible.

The safety of young children is of paramount importance. In order to ensure the safety of both children and adults, the Pre-School will ensure that:

- All children are supervised by adults at all times and will be *usually* within sight and hearing, and *always* within sight or hearing, of an adult.

- Forms are completed at each session for the reporting of any accident/incident.

- Regular safety monitoring will include checking of the accident and incident record.

- All staff and parents/carers are aware of the system(s) in operation for children's arrivals and departures.

- Children will leave the group only with authorised adults. If ever we feel a person collecting a child is unfit at that time to care for the child due to illness, misuse of substances (e.g. alcohol or drugs – please see separate No Smoking, Drugs & Alcohol policy) we reserve the right to refer the collection to another named authorised adult as stipulated on the child's registration form and follow our child protection procedures.

- Procedures are in place in the event of non-collection of children and in the event of not being able to find a child. Please see separate procedures.

- Safety checks on premises, both outdoors and indoors, are made at the beginning and end of sessions.

- If the main entrance door (normally operates on an electronic coded system) has to be locked manually (e.g. due to a power cut), there is a key close by out of children's reach.

- All low-level glass is safety glass.

- Outdoor space is securely fenced.

- Equipment is checked regularly and any broken items repaired/discarded.

- Hazards are identified and regular Risk Assessments are carried out as necessary. All staff are made aware of such assessments and any action or procedure is put in place to eliminate or reduce the risk.

- The layout and space ratios allow children and adults to move safely and freely between activities.

- Fire doors are never obstructed.

- Radiators/electric points/wires and leads are adequately guarded.

- All dangerous materials, including medicines and cleaning materials, are stored out of reach of children.

- Children do not have unsupervised access to kitchens, cookers or any cupboards storing hazardous materials including matches.

- Adults are not allowed hot drinks in the Pre-School Centre whilst Pre-School is in session. Staff are not allowed hot drinks whenever a Pre-School child is within that staff member's care, either on or off the premises.

- Fire drills are held at least twice a term.

- A weekly Fire Alarm Test is carried out.

- A register of both adults and children is completed on arrival so that a full record of all those present is available in an emergency.

- There is a no smoking policy on our premises.

- Correctly stocked first aid boxes are available at all times located in the Rainbow Room by the painting sink and in the kitchen.
- Fire extinguishers are checked annually and staff know how to use them.
- Whenever children are on the premises, at least two adults are present.
- Large equipment is erected with care and checked regularly.
- Activities such as cooking, woodwork and energetic play receive close and constant supervision.
- On outings, the adult: child ratio for staff and children will be at least one to two.
- If a small group goes out, there will be sufficient adults to maintain appropriate ratios for staff and children remaining on the premises.
- Children who are sleeping are checked regularly. Please see Sleep Policy
- Equipment offered to children is developmentally appropriate, recognising that materials suitable for an older child may pose a risk to younger/less mature children.
- Internal safety gates/barriers are used as necessary.
- The premises are checked before opening up in the morning and before locking up at the end of the day. Daily safety checklist, daily fire safety checklist and daily grounds checklist are completed.

This policy / Procedure was reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

Settling in Pre-School
Policy and Practice

We want children to feel safe and happy in the absence of their parents, to recognise other adults as a source of authority, help and friendship and to be able to share with their parents afterwards the new learning experiences enjoyed in the Pre-School.

In order to accomplish this, we will:

- Visit parents and children in their home setting, completing necessary paperwork and explaining policies, etc.
- Encourage parents to visit the Pre-School Centre with their children for part of a session before an admission is planned.
- Introduce flexible admission procedures, if appropriate, to meet the needs of individual families and children.
- Make clear to families from the outset that they will be supported in the Pre-School for as long as it takes to settle their child there.
- Reassure parents whose children seem to be taking a long time settling into the Pre-School.

Children cannot play or learn successfully if they are anxious and unhappy. Our settling in procedures aim to help parents help their children to feel comfortable in the Pre-School, to benefit from what it has to offer, and to be confident that their parents will return at the end of the session.

This policy was reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

Sleep Policy

Little Lambs Pre-School Centre has a duty of care to ensure that safe sleep practices are embedded within the provision to reduce the risk of sudden infant death syndrome.

Sudden infant death syndrome is the unexpected death of a seemingly healthy infant for whom no cause of death can be determined. Research has shown that by adopting safe sleep practices it can help to reduce the risk to sudden infant death.

Little Lambs maintains safe sleep environments for young infants and shares this information with parents/carers and all practitioners.

In developing safe sleep practices it is essential that we work in partnership with parents/carers to establish an effective sleep routine for the individual child.

A safe sleep policy is implemented with key points to keep infants safe whilst they sleep.

Safe Sleep Environment and Safe Sleep Practices

- Sleeping areas are well ventilated and, where possible, kept between 16 and 20 degrees Celsius.
- A room thermometer is available in the sleep area and temperature recorded at regular intervals by a member of staff observing child sleeping.
- Steps are taken to prevent the infant from getting too warm or overheating by regulating room temperature, avoiding excess bedding and not over-dressing the child.
- Sleeping children are frequently checked. *(Extract taken from Early Years Foundation Stage statutory framework pg. 37 para 3.60)*.
- Sleep checks are recorded which document frequency of checks, change in sleep position or any other problems encountered.
- Should young infant fall asleep whilst being nursed by their key person they will be transferred to a safe sleeping surface to complete their rest.
- Practitioners are mindful of changes to the infant's skin colour, breathing, body temperature or restlessness.
- Infants will always be placed on their back, unless there is a signed sleep position medical waiver on file (medical health care plan).
- Infants should be placed on their back to sleep but will be allowed to assume a preferred sleep position.
- Infants will always be placed with their feet at the foot of the sleep mat.
- No loose bedding, pillows or cot bumpers will be used.
- The child's head will remain uncovered for sleep, ensuring that all hoods are removed.
- Infants' shoes will be removed before they go to sleep.
- Infants may be offered comforters or dummies if provided by the parent/carer.
- No smoking environment
- At least one person who holds a current paediatric first aid certificate will be on the premises at all times when children are present *(Extract taken from Early Years Foundation Stage statutory framework, pg. 26 para 3.25)*

- Decorative soft toys will be removed from sleep area in which infants are sleeping
- All practitioners who work with under 3's will receive induction on the setting's safe sleep policy and The Lullaby Trust guidelines.
- Sleeping children will always be supervised.

Partnership with Parents

- Practitioners will work in partnership with parents/carers to develop care plans/all about me, for individual children which will highlight sleep routines/positions at home, etc.
- All parents/carers of infants will be made aware of our safe sleep policy before the child begins at Little Lambs.
- Practitioners will provide support and guidance and where appropriate signpost parents/ carers to other professionals, e.g. health visitor, children's centre.
- Practitioners will share information on The Lullaby Trust website and share leaflets regarding sudden infant death.
- Where a parent/carer highlights particular sleep preferences for their child, written permission will be obtained.
- Additional information on The Lullaby Trust (formerly the Foundation for the Study of Infant Deaths) can be found on their website, https://www.lullabytrust.org.uk/

This policy was reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

Staffing and Employment Policy

A high adult: child ratio is essential in providing good quality Pre-School care. In our Pre-School:

- The ratio for children aged 2-3 years is 1 adult to 5 children. The ratio for children aged 3-5 years is 1 adult to 8 children.
- Each child is assigned a Key Person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help children become familiar with the setting, offer a settled relationship for the child and build a relationship with parents.
- Weekly staff meetings provide opportunities for staff to undertake curriculum planning and to discuss the children's progress and any difficulties.
- We work towards an equal opportunities employment policy, seeking to offer job opportunities equally to both women and men, with and without disabilities, from all social, ethnic and cultural groups.
- Our staff hold or are working towards relevant Child Care qualifications and have expertise in the field of Child Care Education.
- Regular in-service training is available to all staff, and staff are expected to attend relevant training courses to further develop and enhance their qualifications.
- Our Pre-School's budget includes an allocation towards training costs.
- We support the work of our staff by means of regular monitoring through termly supervisions, peer observations and annual appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation following our recruitment and induction programme.

This policy was reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

Staff Well-being Policy

Statement of intent
At Little Lambs Pre-School Centre, we prioritise the mental, emotional and physical wellbeing of our practitioners and staff members. We emphasise the importance of positive relationships, recognising that a supportive and respectful staff team underpins high-quality practice. This begins with the relationships between staff, and we actively promote a welcoming and inclusive atmosphere where everyone feels valued as part of the whole team.

Little Lambs Pre-School Centre is committed to providing a safe, secure and supportive working environment for all staff. We recognise that improving practitioner wellbeing benefits both individuals and the setting as a whole by reducing absenteeism, increasing effectiveness at work, and improving staff retention.

We operate an open-door policy so that staff feel able to discuss any concerns or issues in a safe, confidential space and know they will be listened to. We actively support staff to recognise signs of poor wellbeing in themselves and others and foster a culture where wellbeing concerns can be openly discussed without stigma.

All members of staff are made aware of the warning signs that may indicate difficulty managing stress. Staff are encouraged to remain vigilant for these signs in themselves and their colleagues. Any issues raised will be addressed in a professional, courteous and confidential manner.

Warning signs
All members of staff are aware of the warning signs that can indicate that a person may be experiencing stress. The Manager will arrange training to support staff in managing workplace stress.

Behavioural indicators may include:

- Difficulty sleeping
- Changes in eating habits
- Increased smoking or drinking
- Isolation from friends and family
- Poor attendance at work

Physical indicators may include:

- Tiredness
- Indigestion and nausea
- Headaches
- Aching muscles
- Heart palpitations

Mental indicators may include:

- Indecisiveness
- Difficulty concentrating

- Memory loss
- Feelings of inadequacy
- Low self-esteem
- Poor organisation

Emotional indicators may include:

- Anger or irritability
- Anxiety
- Hypersensitivity
- Feeling drained or listless
- Becoming withdrawn

The setting's management acknowledge the potential impact that work has on an individual's physical and mental health, and that there is a moral and legal duty for taking steps to promote employee well-being as far as reasonably practicable.

Management Commitment

The setting's management acknowledge the impact that work can have on an individual's physical and mental health and recognise their moral and legal duty to take reasonable steps to promote employee wellbeing.

Management are committed to fostering a culture of cooperation, trust and mutual respect, where all individuals are treated with dignity and supported to work at their optimum level. We recognise that work-related stress can take many forms and must be carefully analysed and addressed at an organisational level.

Promoting Staff Well-being

The setting will promote staff wellbeing by:

- Creating a working environment where potential work-related stressors are, as far as reasonably practicable, avoided, minimised or mitigated through good management practices and effective staff development
- Increasing awareness of the causes and effects of stress
- Developing an open and supportive culture for staff experiencing stress or mental ill-health
- Supporting managers through training to ensure staff are managed fairly and effectively
- Engaging with staff to develop constructive and positive working relationships across the setting
- Establishing working arrangements that support a healthy work–life balance, including flexibility to allow staff to attend important family events
- Limiting the amount of time spent on administrative tasks by allocating admin time separately, allowing practitioners to focus on their role as educators

- Encouraging staff to take responsibility for their own health, wellbeing and professional effectiveness

Embedded Wellness Practice

Wellbeing at Little Lambs is embedded into daily practice and reflected in how practitioners work with the children. This includes:

- Spending time outdoors each day
- Daily breathing practices
- Daily yoga practices
- Encouraging positive discussions around feelings and emotions

By promoting kindness, mindfulness and fun alongside these practices, we create a sustainable and nurturing workplace. We find that investing in the self-regulation and wellbeing of our staff leads to higher quality practice and greater benefits for staff, children and families.

Responsibilities for Implementing the Staff Well-being Policy

Management will:

- Support a culture of cooperation, trust and mutual respect
- Promote good management practices and discourage working patterns that may contribute to stress
- Encourage initiatives and events that promote health and wellbeing
- Treat all staff with consideration and dignity and address unacceptable behaviour promptly
- Ensure good communication and provide opportunities for staff to raise concerns
- Attend relevant training to increase awareness of work-related stress
- Encourage staff participation in wellbeing initiatives
- Take appropriate action where staff performance may impact colleagues
- Ensure appropriate support is in place for performance-related concerns

Employees will:

- Treat colleagues and others with respect and dignity
- Cooperate with the implementation of this policy and attend meetings and training
- Raise concerns with management if work-related issues are impacting wellbeing
- Take responsibility for their own health and wellbeing
- Engage in professional development to support effective working practices
- Work effectively within their role to avoid causing unnecessary stress to colleagues

The Policy will be shared via staff meetings, and the contents of the policy will be covered during general induction training sessions for employees and specific training on stress awareness.

The Well-being policy will be reviewed annually.

This policy was reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

Student Placement Policy

We recognise that the quality and variety of work which goes on in a Pre-School makes it an ideal place for students on placement from school and college childcare courses.

Students are welcomed into the Pre-School on the following conditions:

- The needs of the children are paramount. Students will not be admitted in numbers which hinder the essential work of the Pre-School.
- Students must be confirmed by their tutor as being engaged in a bona fide childcare course which provides necessary background understanding of children's development and activities.
- Students will need an enhanced DBS check before commencement of placement.
- Students will be required to attend a brief induction meeting before commencing their placement and complete a Student Induction Programme.
- Students are expected to adhere to the policies and procedures at Little Lambs Pre-School Centre at all times.
- Any information gained by the students about the children, families or other adults in the Pre-School must remain confidential.
- Students required to conduct child studies will obtain written permission from the parents of the child to be studied.
- Students will have restricted access to children and will be supervised by qualified staff at all times.
- Each student will be allocated a mentor, which will be a senior member of staff, Deputy or Manager.
- Liaison will be maintained with the course provider to ensure student are appropriately encouraged and supported.

This policy was reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

Sun Protection Policy

At Little Lambs we want staff and children to enjoy the sun safely. We will work with staff, parents/carers and children to achieve this through:

Education

- At the start of the Summer Term sun safety will be reinforced in the curriculum. This will be achieved in the area of Personal, Social and Emotional Development through discussion time, stories and song.
- Parents and carers will be given information explaining what we are doing about sun protection and how they can help at the beginning of the Summer Term.

Shade

We have shady areas to protect children as follows:

- Two canopies onto the outdoor play area.
- Two canopies over our mud kitchen and outdoor construction area
- An outdoor classroom.
- A large sunshade especially for water play.
- A pop-up gazebo.
- A play tent.

Timetabling

- Children will spend more time playing outside before 11.00am and less time outside over the lunchtime period.
- Time outside may be restricted during very hot weather.

Clothing

- We will actively encourage all children to wear a hat when playing outside in sunny weather.
- We have sun hats available in nursery to give to children who forget their own.
- All staff are encouraged to wear hats when outside to set a good example.

Sunscreen

- We ask parents to apply a high factor children's sunscreen prior to their child coming to nursery.
- If your child attends 30 hours provision, please ensure that the sunscreen you use will cover them for 8 hours. Parents should give nursery written consent if they allow staff to reapply sunscreen throughout the session using our nursery high factor sunscreen.

This policy was reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

Toys and Equipment Selection
Policy and Practice

The toys and equipment in Pre-School provide opportunities for children, with adult help, to develop new skills and concepts in the course of their play and exploration. The equipment we provide:

- Is appropriate for the ages and stages of the children.
- Offers challenges to developing physical, social, personal and intellectual skills.
- Features positive images of people, both male and female, from a range of ethnic and cultural groups, with and without disabilities.
- Includes a range of natural and raw materials which can be used in a variety of ways and encourages an open-ended approach to creativity and problem-solving.
- Will enable children, with adult support, to develop individual potential and move through our Nursery Curriculum.
- Conforms to all relevant safety regulations and is sound and well-made.
- Risk assessments are carried out for all equipment and adhered to at all times.

This policy was reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

Whistleblowing Policy

Policy Statement
Little Lambs Pre-School is committed to safeguarding and promoting the welfare of children. This Whistleblowing Policy ensures that staff and others can raise concerns about wrongdoing, malpractice, or unsafe practices in a safe, confidential, and responsible way. Raising a concern under this policy should never conflict with the duty to safeguard children. This policy applies to all staff, volunteers, students, agency staff, and contractors.

Legal and Regulatory Framework
This policy aligns with:

- Public Interest Disclosure Act 1998 (PIDA)
- EYFS Statutory Framework
- Working Together to Safeguard Children
- Keeping Children Safe in Education
- Local Safeguarding Children Board (Dudley) guidance
- Principles from Freedom to Speak Up (Sir Robert Francis, 2015)

What Is Whistleblowing?

Whistleblowing is the mechanism by which adults can raise concerns, in the public interest, about suspected wrongdoing, malpractice, or unsafe practices without fear of repercussion. Examples include:

- Safeguarding or child protection failures
- Unsafe practices putting children or staff at risk
- Criminal activity or fraud
- Breaches of legal obligations or statutory guidance
- Attempts to conceal any of the above

Whistleblowing is different from making a complaint about a service. Complaints follow the standard complaints procedure, whereas whistleblowing is about exposing wrongdoing or unsafe practices.

Adults have a responsibility to report concerns to senior management or relevant external agencies, particularly when the welfare of children may be at risk. This policy compliments, but does not replace, Little Lambs' Child Protection/Safeguarding, Staff Behaviour, and Complaints Policies.

Safeguards and Protection
Staff raising concerns in good faith will not face reprisal, harassment, or victimisation. Malicious or knowingly false allegations may result in disciplinary action. Confidentiality will be maintained wherever possible. Staff identity will only be disclosed if legally required.

How to Raise a Concern
Internal Reporting
Concerns should be raised promptly to:

- Designated Safeguarding Leads (DSLs): Mrs Jen Anslow or Mrs Clare Robson
- In their absence: Senior Childcare Practitioners

Concerns about a DSL should be reported to the overall coordinator (Jonathan Wilding). Staff should provide: -

- Nature of the concern
- Dates, times, and people involved
- Relevant evidence or observations

External Reporting
If concerns cannot be addressed internally or involve serious wrongdoing, staff may contact: -

- Dudley Local Authority Designated Officer (LADO): 01384 813061
- Dudley Children's Front Door: 0300 555 0050
- NSPCC Whistleblowing Advice Line: 0800 028 0285
- Ofsted Whistleblowing Hotline: 0300 123 3155,
  email: whistleblowing@ofsted.gov.uk,
  or post: WBHL, Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD
- Police: 999 in emergencies

Staff are encouraged to seek advice from Protect (formerly Public Concern at Work) before external disclosure. Contact: 020 3117 2520, email: whistle@protect-advice.org.uk, website: www.pcaw.co.uk. Employees who have consulted this policy and conclude that there is no case for whistleblowing are encouraged to discuss their concern with a manager or appropriate policy channel.

Relationship with Safeguarding

All whistleblowing concerns relating to child protection or safeguarding must be reported immediately to a DSL. Whistleblowing is a separate mechanism that may include concerns about colleagues' behaviour or policy breaches, but safeguarding issues always take priority and follow the procedures in the Child Protection/Safeguarding Policy. Allegations against staff are handled under the LADO procedure and Little Lambs' Staff Behaviour and Whistleblowing Policies. Whistleblowing concerns may be escalated externally if appropriate, without fear of retribution.

How the Setting Will Respond

All concerns will be investigated appropriately. Little Lambs will:

- Acknowledge receipt of the concern
- Assess the information and decide on the appropriate action
- Keep the whistleblower informed where possible

Timescales depend on the seriousness and complexity of the concern.

Support for the Whistleblower

Whistleblowing can be stressful. Little Lambs will offer support, including guidance on the process and access to professional advice.

Responsibility and Review

The Setting Manager is responsible for implementing this policy. It will be reviewed annually or sooner if legislation, EYFS, or LSCB guidance changes.

This policy / procedure was reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs:

Whole Setting Food Policy

Introduction

Little Lambs is dedicated to providing an environment that promotes healthy eating and enables children to make healthy food choices. This is achieved through a whole settings approach to food and nutrition documented in this whole setting food policy.

The policy was formulated through consultation between staff and parents/carers. We continuously ask parents for feedback regarding our practice, both verbally and through questionnaires.

Food Policy Coordinator

Little Lambs food policy and healthy eating strategy is co-ordinated by Jen Anslow

Aims

The main aim of our Whole Setting Food Policy is to enable children to make healthy food choices through:

d) effective teaching/learning and the development of appropriate skills and attitudes

e) to provide healthy food and drink choices throughout the day

These objectives will be addressed through the following areas:

Food is taught at an appropriate level across the setting. There are a number of opportunities for children to develop a knowledge and understanding of healthy eating through learning and play.

The following resources are used to support healthy eating activities:

- Food Commission – we regularly access to keep us informed of up to date information regarding the food industry
- British Nutrition Foundation – Food a Fact of Life – we access for ideas regarding food and cooking ideas for pre-school children
- Change4Life / Start4Life – we regularly access for up to date information and ideas and are signed up to email notifications. We also give parents the link to the website and app on our website to give them ideas for healthy recipes for their families and leaflets when appropriate.
- Food Standards Agency – we are signed up to news and email alerts to keep us up to date with changing information
- Eatwell Guide – we display this around nursery and discuss healthy eating and portion control with all children

Staff Training (CPD)

Staff are regularly asked about their individual training needs through:

- Individual staff appraisal
- Discussion within staff meetings
- Weekly supervisions

Staff are regularly updated about food and nutrition CPD training opportunities through:

- Discussion within staff meetings

- Regular handouts
- Staff appraisals
- Staff notice board

Growing Food

The setting grows seasonal food using:

- Nursery greenhouse – we use our greenhouse to nurture the plants when the weather is cooler and to grow tomatoes and cucumbers
- Growing pots/bags – we plant carrots, potatoes, beans and tomatoes in bags and pots.
- We visit a local allotment bi-annually to learn about the food growing there, how to nurture it and to pick some to bring back and taste

The children are involved in the growing process by planting a variety of seeds and plug plants and learning how to look after them in our greenhouse. They care for them throughout the year and observe them growing. When they are ripe and ready for harvesting, the children help to pick them, wash them and then eat them at our café within nursery. They regularly take plants to care for at home that they have grown at nursery, to continue to look after them with their family. When we visit our local allotment, the children pick a variety of fruit and vegetables that they can take home to cook with their families.

Cooking and/or Tasting Sessions

We have a variety of cooking and tasting sessions that happen throughout the year. We celebrate a variety of different festivals from around the world and link these to food tasting sessions, such as at Chinese New Year the children taste a variety of Chinese foods at café. During Harvest time we focus on a variety of different foods, such as apples and bread, and offer the children the opportunity to observe and taste these in a variety of different forms, such as cooked apples, different coloured apples, a variety of different breads and the opportunity to explore bread dough and make bread.

We also invite parents from a variety of different cultural backgrounds into nursery to cook with children and staff and give them the opportunities to experience and taste traditional foods from different cultures.

Food and Drink Provision Across the Day

Meals and Snacks

All food and drink provided are compliant with the Early Years Foundation Stage nutrition guidance. A record of food and drinks consumed by each child is noted and shared with parents/carers verbally after each session and in written form if requested and always if the child accesses 30 hours care with us and eats lunch at our setting.

Drinks

Only water or plain milk is provided to drink, including at mealtimes. All children have access to fresh, drinking water throughout the day and are encouraged to drink it.

Menus

- Menus are shared with parents/carers on our nursery notices, in café and on our website
- Menus are changed termly
- Menus are culturally diverse and reflect the needs of the children

Food used as a reward or celebration

Food is not used to reward children or given as a gift on special occasions such as Christmas and Easter. Any cakes, biscuits or confectionary provided to celebrate birthdays are provided as part of a main meal or sent home with the child.

Food brought in from home

Packed lunches and snacks

Where applicable parents/carers are encouraged to provide a healthy, balanced packed lunch. Guidance and advice is given to parents about what food and drinks are appropriate. Parents are issued with Healthy Lunchbox Guidance letter and a Change 4 Life healthy lunchbox ideas leaflet. Staff supporting lunchtimes encourage children to eat their lunches before any treat they may have in their lunchbox.

Dining environment

Measures are in place to provide a positive dining experience for all children.

- Children eat in a designated eating space where distractions are minimised.
- the dining area is clean, bright and warm and has furniture, plates and cutlery suitable for young children
- Children are always seated whilst eating and supervised by staff at all times
- where appropriate children help to tidy up after snack time, putting away their dirty cups and bowls in a box, wiping the table and wiping their hands and face
- children are encouraged to try new foods through a variety of well-planned menus, food tasting experiences and cooking and growing opportunities
- mealtimes are used as an opportunity to develop good eating habits, social skills and to talk about healthy eating. Staff sit alongside children as they eat to encourage good manners, good social skills with the other children and to encourage them to eat the food they have chosen. Staff encourage discussions about the children's likes and dislikes and about healthy diet and practices.
- staff act as positive role models and only eat/drink healthy options within the setting
- children are given enough time to eat their meals and snacks. Café is open for the children to self-access, supported by staff, for at least an hour each session. Children are encouraged to access and use their picture name card as a 'ticket' so that staff are aware when they have been. Children who refuse to access are encouraged and supported. At lunchtime, children are given 45 minutes to eat their food and allowed extra time if they have not finished.
- an approach to managing fussy eaters has been agreed. We understand that some children can be 'fussy eaters'. This can be a normal part of development which affects between 10 – 20% of children under 5. We aim to overcome a child's fear of new foods by seating fussy eaters with good eaters at snack time as a good role model. Children are exposed to new foods regularly and given choices to taste as this increases their

willingness to try. Children are praised for trying new foods and are never pressurised to eat, as we understand that these aversions may last into adulthood.

Special dietary requirements

Special Diets for Religious and Ethnic Groups
The setting provides food in accordance with children's religious beliefs and cultural practices. Discussions take place with parents at home visits and visits back to nursery to plan any special diets for religious and ethnic groups, these are provided accordingly.

Vegetarian and vegans
The setting offers a vegetarian option at snack every day. When necessary the setting also provides a vegan option. Again, discussions take place with parents at home visits and visits back to nursery and options are provided accordingly.

Food Allergy and Intolerances
Individual care plans and risk assessments are created for children with food allergies. Staff are aware of any food allergies/food intolerance. Where possible, nursery will not provide food on our menu that any child within nursery has an allergy to.

Information about which of the main 14 allergens are included as an ingredient in the foods provided are shared with parents/carers, both on our notices and menus in nursery and on our website.

Monitoring and evaluation

Staff and parents/carers have been made aware of the Whole Setting Food Policy and it is available to see on the setting's website.

The policy will be reviewed every 12 months.

This policy was reviewed and updated where necessary at a meeting of the Pre-School Centre

held on: ***16th July 2026***

Signed on behalf of Little Lambs: