Stepping Stones Day Nursery

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Here at Stepping Stones Day Nursery Your Childs Needs Are Our Priority

Aims

1. To provide the children with the opportunities to learn by active exploration using a wide variety of equipment and
2. To provide the children the opportunities to learn from lively interaction with adults who understand the developmental needs of young children.
3. To provide a broad range of stimulating experiences that support development in physical, cognitive, linguistic, spiritual, cultural understanding and emotional wellbeing.
4. To encourage the children to make the move from home to another secure environment happily and with ease.
5. To give plenty of opportunities for children to talk openly – developing positive relationships between both adults and children alike.
6. To give the children the opportunity to broaden their knowledge of the different racial, religious and cultural backgrounds, promoting a positive attitude for all.
7. For the children to be happy and enjoy each day with us making friends along the way.
8. To encourage the children to work in groups as well as independently.
9. To provide an environment where there is a positive attitude to health promotion.
10. Most of all to make their time with us safe, enjoyable and worthwhile.

(Ref: 'Charter entitlements for children under five.')

Goals for learning

Within Stepping Stones we are aware that every child has a way of learning that is unique to them. We respect this and feel that due to every area of development (physical, cognitive, linguistic, spiritual, social and emotional) being equally as important, that as a team we are working together daily to provide an enabling and positive environment, so that each child that attends has the opportunity to thrive.

As a highly motivated and qualified team we work hard to enhance learning, by expanding the environment and providing enhancement and next steps, for individual assessment programs.
We are here to ensure the nursery is set out in a child friendly and organised manner, providing areas such as gardening, creative, outdoor etc. that promote optimum opportunities of learning, for a diverse age/interest range.

We do this by using part of the continuous provision format, alongside evidentialising through pictorial evidence, observations and written assessments. Within this we feel this is a fabulous way to encourage children to work at their own levels, where they can extend their learning through exploration trial and error. All these experiences are then enhanced by our highly qualified staff, to ensure all learning areas are covered.

Our provision works within the 'EYFS' – (Early Years Foundation Stage) guidelines and is regulated by Ofsted.

Activities always start at the simplest level, working upwards within a child centred approach, to give your child confidence to develop slowly but positively forward, towards their ultimate goal of understanding.

Admissions and Operation of Waiting List

OPENING HOURS - 7.30am - 6pm Monday to Friday
REGISTERED PLACES - Up to 67 children aged 6 months to 8 years

The first step to getting a placement at Stepping Stones Day Nursery is filling in an admission form and handing it to a member of staff, who will then provide a brief summary of the days and times we have available. If an occasion arises where we are full, we operate a waiting list, where we would contact parents/ carers when a place becomes available.

We offer placements to children on our waiting list in relation to their date of birth - the older the child the more imperative, it is for them we believe, to have some form of nursery education before entering main stream school. We keep a number of places available for children in exceptional circumstances, such as urgent needs, referrals from Children's Services and children who have moved into the area to the local motel on a temporary basis ensuring equal opportunities for all where ever possible.

Admissions and Settling in Policy & Procedure

In our setting we want children and families to enjoy being involved, children need to know that other adults care about them and will help them to play with the activities offered at our setting; parents/carers need to feel confident in the ability of the members of staff in our setting to look after and encourage their children to benefit from time spent in our setting. Upset children cannot relax and enjoy the activities available, thus we strive to support our families in this settling in process.

We endeavour to ensure inclusive practice runs throughout our provision. Our aim is to create a welcoming environment for every child who attends our setting, enabling them to feel valued and confident within their surroundings.

We acknowledge value and respect all cultures, religions, languages and family groups for example: traveler's refugees looked after children regardless of gender, creed, ethnic origin, ability and family make-up. Where support is needed our SENCO would investigate various avenues, as to how we would enable full inclusive practice to take place. This information would be cascaded throughout the team as to ensure a holistic approach is provided.

We recognise the wide range of special and/or individual needs families may have and will endeavour to do our best to enable them to fully access the setting and provision we provide.

The individual needs of every child within this setting, is paramount to us. When starting nursery every child has a key person appointed to them, to support them and their families on their journey through our nursery and beyond.
Our setting welcomes all families and our waiting list operates in accordance with our admissions and operational policy. We also provide information verbally and written in the form of booklet/leaflet for new families and as regular news-sheets throughout the year.

For those families who are entitled to Early Education Funding original documentation will be checked for their eligibility including the child's date of birth in order to complete for claim funding form. As part of this families can agree for Early Years Pupil Premium (EYPP) eligibility checks to be complete. This includes whether a child is in receipt of Disability Living Allowance (DLA) to access to access Disability Access Fund (DAF). As part of the claim funding form, the child's childcare hours are identified, including number of weekly funded hours which Early Education is offered.

When children are ready to start attending we will:-

- Allocate a key person appropriate to your child's needs

- Provide induction sessions encouraging parents/carers, with their child, to visit our setting on a number of occasions before their child is due to start attending alone.

- Agree how we will introduce and settle a child into our setting with the parents/carers to ensure the individual needs of the child/family are met.

- Welcome parents/carers at our sessions until they feel confident their child has settled and no longer needs them to stay.

- Increase the time at each session new children will stay; this will be agreed with the parents/carers.

- Reassure parents/carers who are anxious about their child by giving them information about their child's activities and welfare while attending our setting.

- Introduce new starters into our setting in small numbers over a planned period of time to allow each child the time and support needed to settle.

Arrivals and Departures

Children must always be handed over to and collected from a member of staff by an adult. Under no circumstances will a child be allowed to make his own way home, or be handed over to an unknown stranger. If for any reason you or the normal person who collects is unable to pick up the child from nursery then you must let us know in advance and provide some method of identification for the person who will be.
Please note we operate a password system for emergency contacts.

Time Table

Breakfast	7.30am - 8.00am
All Day	8am - 6pm

Please note that all our spaces are for all year round and we do not offer a time time only space. Therefore your Government funding is spread throughout the 50 weeks of the year that we are open, please speak to us for further information on this.
As a site we offer 9 month +, 2 and 3 year old 15 hour government funding and 3 - 4 year old 30 hour funding.

Within this nursery our aim is to offer the flexibility of the above sessions for the children who would like to access them. For any children wishing to access Government Funded sessions, these are session times of 8am - 6pm. Our sessions are set at an hourly rate of £11.00 for children aged 1 and under, £10.50 for 2 year olds and £10.00 for 3+ year olds enabling you to access the set sessions you need.*
Please be aware that prices for age ranges change the term following your child's birthday, for example on 1st January, 1st April and 1st September.

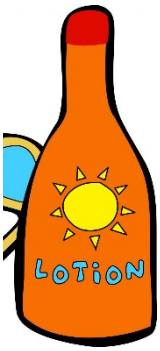
*Please note these prices are correct at the time of printing (September 2026) and that our fees increase in September and April during the year, and each year thereafter, to cover the rising costs we incur.

What your child will need to bring to nursery

- At least 2 full change of clothes (including socks and knickers/pants)
- Named wellington boots
- Slippers or soft shoes if you wish for indoor use
- Coat, hat, scarf and gloves for the winter
- Named suncream and a sun hat for the summer
- Nappies, wipes and nappy cream where required
- Baby milk and bottles where required
- Drinks bottle
- Lunch box where required which must be plastic and wipeable



(Hot dinners are provided by Apetito on request at £4.00 per meal on a term time only basis).









Children Left at end of a session

If for any reason a child is not collected at the end of a session we follow the procedure outlined below.

1. Reassure child – one member of staff will play or read to the child.

2. Another member of staff will telephone all contact numbers until we speak to a parent/carer or your assigned emergency contacts.

3. If we cannot get hold of anyone after a reasonable period of time we would have to phone the police to try and locate the parent/carer or their contact.

4. Only after attempting every option left open to us would we contact Children's Services.

Spixworth Fees and Funding Policy

Fees

Hourly rates from 6th April 2026:
6 months – 2 years: £11.00 per hour
2 years - 3 years: £10.50 per hour
3 years – 4 years: £10.00 per hour

Additionally to this, we ask for a non-refundable registration fee of £75.00 to register your child with us. Please be aware that if your child takes only a fully funded space with no additional hours or sessions the £75.00 is a voluntary charge and is refundable within 6 weeks of your child's start date.

Invoices will be issued monthly for a month in advance, you will receive your invoice around the 11th of each month and it is due by the 23rd of each month. If you wish to pay in a different way to the dates set on your invoice, please speak to a member of management so that we can support you in arranging this.

When a payment has not been received by the due date on the invoice and correspondence has not been made with a member of management in relation to payments and delays, a £20.00 late payment charge will occur for each late payment. One month's notice and payment will be required to withdraw your child from the nursery.

Late collection:

Staffing ratios will be maintained at all times. If a child is collected late, this can lead to staff needing to stay beyond the end of their shift. This incurs a cost which will be passed on to the parents at £5 for the first 15 minutes and a further £1.00 for each subsequent five-minute period. These costs may be waived in exceptional circumstances at the discretion of the nursery manager.

Difficulty with payments:

The nursery will work with parents to ensure all avenues for assistance with payments are explored.
All prices and voluntary charges in relation to additional hours, meals and consumables will be reviewed on a termly basis and notice will be given if an increase will occur.

Government Funding:

Government funding is intended to cover the cost to deliver 15 or 30 hours a week of free, high quality, flexible childcare only. It is not intended to cover the cost of meals, consumables, additional hours or additional services. As Stepping Stones Day Nursery is open for 50 weeks of the year, we offer the

funding as stretched funding which equates to 11.4 hours per week for 15 hour funding, or 22.8 hours per week for 30 hours funding.
If you are in receipt of government funding, your child's settling-in sessions will be deducted from their funded hours.
The funding entitlement is offered free of charge and parents will not be charged a top up fee to recoup the difference between the amount received from the Local Authority and the current hourly rate. The free entitlements will be delivered consistently so that all children accessing any of the free entitlements will receive the same quality and access to provision, regardless of whether they opt to pay for optional hours, services or meals. At present, Stepping Stones Day Nursery do not charge for consumables, however this is reviewed on a termly basis.

Families are only required to complete one claim form per child for their child's sessions at Stepping Stones Day Nursery for each term (unless a change in circumstances or an adjustment of sessions occur).
Eligible parents must provide the nursery with their unique eligibility code, National Insurance number and child's date of birth, along with their written consent, to enable the nursery to verify eligibility and receive future notifications from the LA on the continued validity of the code – parents are encouraged to do this as soon as possible, as they can only start their 30 hours free childcare the term after receiving a decision from HMRC.
The nursery will retain copies of documentation and forms to enable the LA to undertake audits and fraud investigations; however, in line with the Data Protection Act 2018, it will be stored securely and deleted when there is no longer any good reason to keep the data.

For all our 15 hour funded families, this is offered as one session of 8.00am-6.00pm across the week with the remaining funding of up to 1.4 hours able to be deducted from any additional day session of 8.00am-6.00pm that is booked.
For all our 30 hour funded families, this is offered as two sessions of 8.00am-6.00pm across the week with the remaining funding of up to 2.8 hours able to be deducted from any additional day session of 8.00am-6.00pm that is booked.

For any non-funded sessions, a session is to be booked as 8.00am-6.00pm. The only half hourly charge available is the 7.30am-8.00am session which is unable to be funded as Norfolk County Council only permit 10 hours of funding able to be claimed per day

Food Consumables - Breakfast, Lunch and Evening Dinner

Please note that we will still be providing your child with a healthy snack during their day as part of their placement.

The optional charges for food consumables are as follows:

Breakfast - £2.20 (consisting of a breakfast buffet of a choice of cereals, toast, crumpets, fruit and yoghurts - the provision for providing your own breakfast is available)

Lunch - £4.00 (supplied by Apetito on a term time only basis - the provision for storing lunch boxes from home is available)
Families must provide a packed lunch for their child attending during lunch period of 12pm – 1pm if a meal from Apetito has not been pre-ordered. If you are unable to pay these charges or provide a packed lunch, please speak with Management to discuss the alternative options available.

Evening Dinner – £4.20 (consisting of a fresh cooked hot meal and a selection of fruit and plain yoghurt - the provision for storing a packed dinner from home is available)

Snacks

Snacks in the morning and afternoon within your child's allocated session are provided free of charge.

It may be possible to waive or reduce these costs, for example if your child is eligible for Early Years Pupil Premium - please discuss this with a member of management to look at what support can be given.
As per the Government Guidelines (Model Agreement June 2018):
"Government funding is intended to cover the cost to deliver 15 or 30 hours a week of free, high quality, flexible childcare. It is not intended to cover the cost of meals, consumables, additional hours or additional services."
"The provider can charge for meals and snacks as part of a free entitlement place and they can also charge for consumables such as nappies or sun cream and for services such as trips and musical tuition. Parents should therefore expect to pay for these, although these charges must be voluntary for the parent. Where parents are unable or unwilling to pay for meals and consumables, providers who choose to offer the free entitlements are responsible for setting their own policy on how to respond, with options including waiving or reducing the cost of meals and snacks or allowing parents to supply their own meals. Providers should be particularly mindful of the impact of additional charges on the most disadvantaged parents.

"The provider should deliver the free entitlements consistently so that all children accessing any of the free entitlements will receive the same quality and access to provision, regardless of whether they opt to pay for optional hours, services, meals or consumables."

Therefore, if you do not wish your child to access either of these meals, you are welcome to bring in your own meals for your child, in line with our Healthy Eating Policy. Please be advised that if you choose this option, you will be required to follow any allergies advice provided by the nursery. If your provided meal does not follow the allergies guidance you will be invoiced for a meal at the relevant charge. Please speak to a member of the team for any allergies advice.

Invoices

Our invoices are issued monthly for all families via our Famly app with a due date of 23rd of each month.

For those families on our stretched funding across the 50 weeks (even if using only funded sessions) will also receive an invoice highlighting how the funding has been used.

Any remaining funded hours will be deducted from invoices for additional hours if you chose to pick them up. As soon as additional hours outside of the blocked funded sessions are allocated, we would like to inform our families that there will be an additional charge as only up to 1.4 hours per week for 15 hour funding or 2.8 hours for 30 hour funding can be put towards additional hours.

Tax Free Childcare

- For working families, including the self-employed, in the UK
- Earning under £100k and an average of £167 per week (equal to 16 hours at the National Minimum or Living Wage) each over three months
- Who aren't receiving Tax Credits, Universal Credit or childcare vouchers
- With children aged 0-11 (or 0-16 if disabled)
- For every £8 you pay into an online account, the government will add an extra £2, up to £2,000 per child per year

You can receive up to £2,000 per child per year - that's up to £500 every three months. If you have a disabled child, you can receive up to £4,000 per child - that's up to £1,000 every three months.

Am I eligible?

You, and any partner, must be over 16 and each expect to earn an average of £167 per week (equal to 16 hours at the National Minimum or Living Wage) over three months.

If you, or your partner, are on maternity, paternity or adoption leave, or you're unable to work because you are disabled or have caring responsibilities, you could still be eligible.

You can't get Tax-Free Childcare if either you, or your partner, each individually expect to earn £100,000 or more.

How can I use it?

You can use Tax-Free Childcare all year round to spend on regulated childcare, such as:

- Childminders, nurseries and nannies
- Before and after-school clubs and holiday clubs

For example, if your childcare costs are £750 per month, you would pay £600 into your childcare account and the government would pay in £150. This would be an annual saving of £1,800 per child.

Please view the step by step guide on how to use Tax-Free Childcare.

To find out more regarding tax free childcare or starting the process please go to: https://www.gov.uk/apply-for-tax-free-childcare

Childcare Vouchers

Please remember as a site we accept the Government's Tax-Free Childcare scheme as well as other Childcare Vouchers which are able to be used for any paid hours which your child attends.

Payment

4 weeks payment is required prior to your child/children starting their place at nursery. Following this you will be invoiced termly in line with our billing. We require four weeks notice should you wish to give up your child's placement.

Fees are payable whether your child is present or not. Your child's place is allocated and we cannot fill it temporarily if your child is absent. Due payment date will be found on your bill and it would be appreciated if you could pay by that date as late payment will incur a charge of £10.00.

Admissions Policy

As part of Stepping Stones Day Nursery's registration process, parents/carers will be required to fill in a Child Entry Record detailing relevant information about their child, for example, addresses, religions, date of birth, contact numbers and parental contact. You will be required to provide documentation to evidence your child's date of birth, in form of a birth certificate or passport. This is to confirm they have reached the eligible age for the free entitlements. A copy of the document will not be retained but may be requested again at a later date, for example when your child reaches funding age.

Upon booking a space at Stepping Stones Day Nursery a £75.00 Registration Fee is required to secure your space with us. As part of this you will also be entitled to two settling in sessions of an hour and a half, to be booked in the week before your child is due to start with us. For children in the Baby Room, the settling in sessions are three sessions of an hour each. A four week upfront payment will also be due before your child starts with us.
If your child is in receipt of Government funding then this Registration Fee is not applicable however the two settling in sessions still apply.

The admission policy will be issued to you upon starting your child with us, along with documents that you will be provided with to fill in and return prior to your child starting which are:

- Child Entry Record
- Parent/Carer Agreement (Fee's and Charging)
- Permission Forms
- Daily Routine (dependant on the age of your child)
- Care Plan (if your child has any dietary/medical/safeguarding requirements)
- All About Me forms (to be completed with your child where possible)

These documents are provided to you when you book a show round visit with us. Our brochure is available to view on our website, or a printed copy upon request. Our brochure gives details of policies that we hold, including our Admissions Policy, Complaints Policy and SEND/Inclusion Policy.

If your child will be accessing Early Education Funded hours, please bear in mind that we are not permitted to claim more than 10 hours of funding in one day.
Funding is able to be shared between multiple settings however it cannot be split across more than two sites in one day.

Early Education is offered to families 50 weeks of the year. The funded hours can be claimed to the maximum available:
Monday - 7.30am - 6.00pm (maximum of 10 funded hours)
Tuesday - 7.30am - 6.00pm (maximum of 10 funded hours)
Wednesday - 7.30am - 6.00pm (maximum of 10 funded hours)
Thursday - 7.30am - 6.00pm (maximum of 10 funded hours)
Friday - 7.30am - 6.00pm (maximum of 10 funded hours)

If you are choosing to access the 15 hour Government funding, you are eligible for one fully funded day per week.
If you are choosing to access the 30 hour Government funding, you are eligible for two fully funded days per week.

We will work with parents to ensure that as far as possible, the hours and sessions that can be taken as free provision are convenient for parents working hours.

We acknowledge value and respect all cultures, religions, languages and family groups for example: traveler's refugees looked after children regardless of gender, creed, ethnic origin, ability and family make-up.

If your child has additional needs, please refer to the SEND/Inclusion Policy concerning the SEND support on offer to children and how we support families to choose the right setting for their child with SEND. This is available upon request, please speak to a member of management for further information.
We aim to identify all children that may attract any additional funding such as EYPP, DAF, SEND Inclusion Fund, and any locally available funding streams with a view to submit a claim/application to support and improve their outcomes.

Child Protection Policy

This policy has been put in place not to stand on its own, but to be used in conjunction with our safeguarding children policy statement. This policy is written in line with the Norfolk Safeguarding Children Partnership procedures and statutory guidance, including the Early Years Foundation State Framework 2026 and Working Together to Safeguard Children 2026.

POLICY

In our nursery we plan to provide an environment which ensures children are safe from potential abuse including bullying and will respond to any suspicion of potential abuse in a way which respects the child's rights and reinforces the adult's responsibilities to the children. We do not allow any adult to have contact with the children unless they have an Enhanced DBS check prior to entering the site, this includes volunteers. Mobile phone use is prohibited on the site due to the use of cameras.

In the nursery we follow Norfolk Safeguarding Children Board (NSCP) protocols and procedures and seek advice and guidance from the MASH team, CADS team and LADO if needed, reporting any incidents where necessary.

Stepping Stones Day Nursery Designated Safeguarding Leads are Martyne, Donna, Laura, Paige and Gabrielle. The Deputy Designated Safeguarding Leads are Jemma, Hetty, Danielle and Kayleigh.

PROCEDURES

In order to do this we

- Ensure that all adults (voluntary or paid) in the nursery are aware of the fact that such work is exempt from the provision laid down in the Rehabilitation of Offenders Act 1974.
- Require all potential members of staff to provide 2 references, attend an interview, sign an agreement to be checked for police records or cautioning and to work for a probationary period.
- All staff must hold an Enhanced DBS and be added to the DBS Update Service following employment. Checks will be completed to ensure their DBS certificate remains current or whether there has been a change to the information that would be disclosed on a new certificate.
- Provide an induction programme for new members of staff that includes child protection responsibilities.

- Offer on going training to all members of staff, involved with the care and education of children, which will help them to recognise and respond to suspected abuse of children whether physical, emotional, sexual or as a result of neglect.
- Safeguarding training is delivered to all members of staff by The Safer Programme which is part of the Norfolk Safeguarding Children Partnership. New members of staff are booked onto the training and the nearest possible availability. Training will be completed every 2 years by The Safer Programme.
- An internal refresher will be delivered annually by a Designated Safeguarding Lead (DSL).
- Through the year staff will be supported to put Safeguarding training into practice. After training they will reflect with a Manager about what they have learnt from the course and how they can bring this to their practice.
- Supervisions are used to reflect on Safeguarding practice and identify any concerns and gaps in knowledge. Additional support will be provided where needed. Scenarios and role play exercises are used to practice what to if there were concerns. Supervisors will observe staff and give constructive feedback and recognised good safeguarding practice.
- Provide activities within a planned curriculum that will enable children to develop an understanding of personal safety express their fears and anxieties and name parts of the body.
- Never allow an unregistered adult to be alone with a child or children e.g. going to the toilet or supervising children in a separate room.
- Have clearly set out procedures which all members of staff will be aware of to respond to concerns of suspected abuse.
- Recognise that parents/carers should always be involved in the monitoring of children's behaviour or development and should be the first point of contact (except in cases of sexual abuse).
- Keep an ongoing record of observations of significant changes in children's behaviour or appearance which will be written and kept confidential.
- Will have a designated person to whom all concerns will be referred. Displays are place so that everyone knows who the Designated Safeguarding Leads are and their contact details.
- Will ensure all adults know who to contact within the setting and what to do if that person does not carry out their responsibility for the child's well being.
- Work with the Children's Services, Police and NSPCC to ensure the child's best interests are met.
- Will wherever possible continue to support and work with the child's family to maintain continuity of care for the child.

- All details of concerns, progress, case conferences etc are confidential and will not be discussed with anyone not authorised to have this information.
- Expect parents/carers to share information about accidents and injuries that take place at home and ask for them to complete an Outside Injuries form. Managers monitor these files regularly to check for emerging patterns.
- We will keep parents/carers informed of accidents within the setting and complete an Accident Form for them to sign and retain a copy if a head injury takes place.
- We do not permit mobile phones/smart watches/smart glasses/cameras or recording equipment to be used on site. During events e.g. nativities, Sports Days etc, we ask parents/carers to leave their mobile phones in the car/at home, alternatively they will be stored in a box for the duration of the event. Staff mobile phones are to be stored in the "Mobile Phone Box" in the office and not accessed during work hours.

This policy is shared with parents and carers, staff, students, volunteers within the setting. All staff are required to sign to acknowledge acceptance and understanding of the policy. When children join the setting, we ask parents/ carers to provide information to support the children's needs during their time at the setting, through a Child Entry Record and a Daily Routine sheet.

Child Protection Procedures

Background

It is a requirement that any member of staff or volunteer working in a day care setting registered under Children Act 1989 accepts the responsibility to pass on information and concerns regarding a child who may have been abused or is likely to be abused.

Staff and volunteers who work in a group day care setting should contact Norfolk Safeguarding Children's Board if they have such concerns.

Social Workers have a legal duty under the Children Act 1989 to investigate such information or concerns and take any action necessary to protect a child.

When to make a Referral

Children often appear with bruises and scratches and staff and volunteers are not expected to treat all of these as child abuse. The majority of injuries to children happen in understandable and accidental ways. However, there may be occasions when something happens which may be a cause for concern.

Perhaps the child is unwilling to talk about an injury or gives an explanation which does not make sense. Perhaps there is a series of unexplained bruises. Perhaps the child's mood changes and he or she becomes withdrawn or tearful. Perhaps the child seems fearful of going home. All of these examples may have innocent explanations, but they may indicate that a child is being harmed in some way.

- If a child has a specific injury, mark, bruise or burn, or
- If a child tells about a worrying incident, or
- If someone else tells of their concerns about a child, or
- If there is a more general concern that has built up over a period of time.

What will Children's Services do?

Social workers deal with child protection referrals in several ways. They will always seek further information about the child and their family and having done this they may decide to take the case no further, or to make a further investigation involving other agencies, like the health Services or the Police. On very rare occasions they will have to act very quickly to protect the child.

Whatever they do social workers always try to work in partnership with parents/carers to ensure the child's safety and welfare is paramount.

Norfolk Safeguarding Children Board (NSCP) publishes leaflets for children, parents/carers and the general public outlining what happens following a referral.

Good Practice Guidelines

Within the nursery we have a strict policy on skin to skin contact. When staff are required to administer creams, change nappies, apply First Aid (only a registered person to administer this), assist with toileting, the use of gloves is compulsory. It is important to recognise when handling close contact duties that it is necessary to keep contact to a minimum ensuring appropriate touch at all times to ensure the child's comfort and those around them. Parents/carers are asked to sign permission slips for the taking of photographs, assessments, videoing of the children and such things as application of medicines, sun cream etc.

Any staff, students or volunteers are DBS checked prior to starting, any visitors to the nursery are supervised at all times.

Confidentiality

All information concerning child protection investigations is CONFIDENTIAL to the children and families involved and the child protection services. Staff and

volunteers must respect this and not share sensitive information with unauthorised others.

CHILD PROTECTION PROCEDURES

CONCERNS RELATING TO ADULTS

At all times we follow the protocol set out by Norfolk County Council Children's Services "Allegations Against Persons who work with Children" and all allegations of abuse of children by those who work with children must be taken seriously.

DEFINITIONS

- A child is anyone under the age of 18.
- An employee (person) is anyone working with children, be it in an employed (all sectors and settings) or voluntary capacity.
- An employer is anyone working with or providing services to children (all sectors and settings)

An allegation may relate to a person who works with children who has:

- behaved in a way that has harmed a child, or may have harmed a child:
- possibly committed a criminal offence against or related to a child:
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

TIMESCALES

- Any allegation against a person who works with children should be reported immediately to a senior manager within the organisation.
- The Local Authority Designated Officer (LADO) should be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police.

THE ROLE OF THE LADO

The role of the LADO is to be involved in the management and oversight of allegations against people who work with children. They are not responsible for undertaking investigations. They can provide advice and guidance to employers and voluntary organisations. Please note:

- Incidents where one child harms another child, or a parent who does not work with children harms their own children do not need to be reported to the LADO Service, these need to referred directly to Norfolk Children's Advice and Duty Service (CADS) need to be emailed via the email address detailed on the form.
- Norfolk LADO service do not deal with allegations regarding bullying, unless there is clear evidence that it is by an adult working with children.

- Parental complaints need to go through the organisational complaints process, initially raising the complaint with the Head teacher/ Manager of the setting in the first instance.
- General dissatisfaction with a school/setting/team or individual needs to go through the settings complaints process.

NEXT STEPS

Fill in a referral/consultation form if you want advice if the behaviour you are reporting meets the LADO criteria or you are unsure. Sometimes behaviours may concern you and make you wonder whether someone is suitable to work with children i.e. there has been a pattern of inappropriate behaviour that has been addressed via disciplinary procedures but the behaviour continues to occur.

For both forms please ensure you give as much detail as possible so we are able to make an informed decision on the way forward.

Once the LADO Referral/Consultation form has been completed, it needs to be returned to LADO@norfolk.gov.uk where it will be read by the duty LADO who will then respond with the appropriate advice and information.

Otherwise, completed LADO referral forms can also be posted to:
LADO Service, Children's Services
1 Norwich Business Park
Whiting Road
Norwich
NR4 6DJ

LADO Contact Number: 01603 223409

If this allegation results in a member of staff being dismissed or leaving this matter should also be reported to D.B.S.
Ofsted will also be informed of any allegation of abuse (3.10 EYFS framework 2026), and details of the conversation recorded along with name of person spoken to. Ofsted will be informed of actions taken in response to the the allegation.
Any whistleblower disclosing information in good faith will be protected if they have reasonable suspicion of child abuse and their identity kept anonymous where possible.
The child's needs remain paramount, and concerns about the behaviour of adults, whether employed or voluntary, should be shared and will be treated sensitively and confidentially.

The Designated Safeguarding Lead Practitioners check on a regular basis for any changes, amendments and up to date procedures and referrals processes and cascade this information to the relevant people within the nursery.

CONCERNS RELATING TO CHILDREN

All referrals should be made with reference to the Norfolk Continuum of Needs Guidance set out to keep children in Norfolk safe and protect them from harm (https://norfolklscp.org.uk/media/tpthwuyx/continuum-of-need-guidance-march-2026.pdf). This guidance replaces the previous Norfolk Threshold Guide. The Threshold Guidance for working with disabled children and young people which was a supplement to the previous Norfolk Threshold Guide, is still relevant (https://norfolklscp.org.uk/media/vhwngocs/threshold-guidance-for-working-with-cwd-csp000408.pdf).

A copy of these are available in the office alongside the policies and procedures document.

We encourage all people who are concerned about a child to seek support and guidance from their Designated Safeguarding Lead Practitioner, prior to making a referral. **However, if a child is at risk of immediate harm, do not delay to submit a referral to ensure that the child is protected at the earliest opportunity.**

With the Continuum of Need Guidance, there is an emphasis on having conversations about our concerns to help us to:

- focus on the needs of the child
- manage any uncertainty
- support informed decision making
- improve the way we work together

Principles of Practice

The Norfolk Guide to Understanding Continuum of Needs also recognises that family members and children play an important role in shaping decision making. Even where the views of adults and the wellbeing of children are in conflict it is our job to listen, and involve all parties in the decision making, alongside any activity to protect children whose safety must be paramount. The principles of practice require us to be honest, open and transparent in explaining the assessments and decisions we make. Whatever risks professionals are managing, we need to ensure that our involvement is helpful and outcomes for children are positive. It

is important that all those working with children and their families work to a common set of principles that underpin good practice (Norfolk Guide to Understanding Continuum of Needs).

Principes:
• Always putting children and families at the heart of everything we do – including in how we develop and shape services.
• No child or family left behind – we will strive for equity of outcomes for our children, young people and their families.
• Focussing on early intervention and prevention aiming to help early in the life of a problem and provide a graduated response to need – the right help, in the right place at the right time.
• Working restoratively, doing things with families instead of to them, for them or doing nothing.
• Thinking Family and working together so that children and families receive a joined-up response and good transitions.
• Focussing on strengths within families and communities, understanding the lived experience of children.
• Staying with families until outcomes are delivered, embedded and change is sustained.
• Being culturally sensitive, competent and inclusive – we want all our children and young people to be able to celebrate diversity in the county that is their home in adherence to the NSCP Practice Guidance for Safeguarding Diverse Ethnic Minority CYP & Families
• Empowering young people and families to use the information we give them to make decisions for themselves.
• Being Trauma Informed – supporting the workforce and families to manage and respond to the impact of adversity.
• Delivering Together for Norfolk - investing in the things that get the best outcomes for children and families to flourish.

This vision is supported by the Flourish Framework. Flourishing in Norfolk sets out the shared partnership strategy for children and young people aged 0-25 across Norfolk for 2026-2030. Each letter of flourish reflects an aspect of children and young people's lives and what they have told us is most important to them: their family and friends, access to learning, opportunities to lead a good life, being understood, building resilience, respect for their individuality, feeling safe and being healthy.

We recognise that these conversations may be difficult. Learning from Serious Case Reviews, tells us that professional challenge is key to effective decision making, planning and ultimately achieving the best outcomes for the children we

are worried about. We urge all partners to have the confidence to respectfully challenge each other.

All staff those working in the setting, whether employed or voluntary, should share concerns with their Designated Safeguarding Lead Practitioner in order to protect the children in line with the referral process. It is important that adults remember to:

- Stay calm
- Listen and be supportive
- Not ask any leading questions, interrogate the child, put ideas in their head or jump to conclusions.
- Do not stop or interrupt the child who is recalling significant events.
- Never promise the child confidentiality - it must be explained that information will need to be passed on to help keep them safe.
- Avoid criticising the alleged perpetrator
- Tell the child what must be done next (following the safeguarding process)
- Record what was said as soon as possible. Also, record what was happening immediately before the child disclosed on a new sheet of plain white paper, begin writing at the top of the sheet and be sure to sign and date directly under your statement.
- Records should be secure and accessible only to those who need to know.
- Contact the Designated Safeguarding Lead immediately.
- Seek support as it can be upsetting when a child makes a disclosure to you.

GUIDE TO COMPLETING A REFERRAL:

If a professional feels they need more help to support a family, they can make a request for support referral through the online form with the family's consent. (Request Support - Professional Form - Norfolk County Council)

For any concerns or referrals you must contact the Norfolk Children's Advice and Duty Service (CADS). Request for support should be made online via;

https://www.norfolk.gov.uk/article/60983/Request-for-support

Targeted early help and community-based support can be accessed. Early Help is designed to support children and families experiencing difficulties that may affect their wellbeing, development, or ability to flourish.

Consent: Inform parents/carers of the concerns and gain consent for support from Early Help services, prior to a call or completing a request, unless doing so places the child at further risk.

Universal services and community based early help provide preventative support for children and families of all ages, strengthening resilience, improving outcomes, and reducing the risk of needs escalating. Delivered as a coordinated local system rather than a single service, this support is offered through universal provision such as education, health, and wider community services.

It includes services like Best Start Family Hubs, youth and housing support, and after school provision. Best Start Family Hubs offer a clear pathway from pregnancy to age 19 (or 25 for young people with SEND), bringing together multi agency partners to provide accessible, ongoing community support and to safeguard families, including those transferring from targeted or specialist services.

Family Help is offered where universal services and community based early help have not achieved sufficient or sustained improvement, or where a child and family present with multiple, complex, or escalating needs. Delivered through a coordinated, multi agency approach led by Children's Services and its partners, Family Help provides structured support to address identified risks
and concerns. Family Help will only be initiated where there is an agreed Family Plan, or a Graded Care Profile (GCP) in cases of neglect, which has been shared with CADS.

Family Help is a voluntary, consent based approach that supports families to build capacity, improve outcomes, and reduce risks, including families in kinship arrangements and those requiring additional support during pregnancy, with the aim of preventing the need for statutory child protection intervention.

Telephone 0344 800 8021. - Professionals only number if child protection or if there is immediate safeguarding concerns.

For any call raising concerns about a child, CADS will ask:
• all of the details known to you/your agency about the child;
• their family composition including siblings, and where possible extended family members and anyone important in the child's life;
• the nature of the concern and how immediate it is;
• Any and what kind of work/support you have provided to the child or family to date.
They will also need to know where the child is now and whether you have informed parents/carers of your concern.

The name of the person spoken to at CADS (Children's Advice and Duty Service) must be recorded along with details of conversation and stored alongside the original record of concern.

If immediate action is required, in the case of harm or an allegation of abuse, or in an emergency, the Police (999) should be contacted as well.

SIGNS AND SYMPTOMS OF NEGLECT OR ABUSE

The following signs and symptoms of abuse are taken directly from "Keeping Children Safe in Education 2026". It is important to remember that some, all, or none of these signs may be apparent. If you are concerned that a child or adult you know or work with may be being abused please tell someone.

ABUSE

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

PHYSICAL ABUSE

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

EMOTIONAL ABUSE

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as not giving the child opportunities to express their views, deliberately silencing them or 'making fun'

of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

SEXUAL ABUSE

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

NEGLECT

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

PREVENT DUTY

Under section 26 of the Counter Terrorism and Security Act 2015 we have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent Duty.

Guidance from DFE states that as a childcare provider we need to be able to identify children who may be vulnerable to radicalisation and know what to do when identified. A copy of "The Prevent Duty" is available for all staff to view in the office. Please also see the Radicalisation and Extremism Policy which provides further information.

If you are concerned about a child or family then please follow the normal nursery safeguarding procedures, including discussing any concerns with one of the Designated Safeguarding Lead Professionals. You can also contact your local police force on 0845 456 4567 or 101 and ask to speak to the Prevent Team. When a referral has been made locally, this is then passed to a Channel Police Practitioner who will make an assessment and follow the relevant actions.

The Department for Education has a dedicated helpline (020 7340 7264) to enable staff to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Please note these contact details are not for use in emergency situations where the local police force should be contacted directly.

The Lead Practitioners within the nursery for Prevent are Martyne, Laura and Donna.

Operation Encompass

At Stepping Stones Dat nursery we are working in partnership with Norfolk Constabulary and Norfolk Children's Services to identify and provide appropriate support to children who have experienced domestic violence in their household; this scheme is called Early Years Operation Encompass.

In order to achieve this, Early Years Learning and Childcare Staff will share Police information of all domestic incidents where any of our children have been present with the Designated Safeguarding Lead (DSL). On receipt of any information, the Designated Safeguarding Lead will decide on the appropriate support the child requires, this could be silent or overt.

All information sharing and resulting actions will be undertaken in accordance with the Norfolk Joint Agency Protocol for Domestic Abuse Notifications to Early Years Providers. We will record this information and store this information in accordance with the record keeping procedures outlined in this policy.

CPOMS

At Stepping Stones Day Nursery we aware of the growth of internet and that online systems are continuing to develop to enhance safeguarding procedures.

Child Protection Online Management System, also known as CPOMS is an innovative safeguarding and wellbeing solution that revolutionise the critical job of ensuring that wellbeing is paramount. The system allows for online logs to be made securely and shared amongst relevant people, alerting Designated Safeguarding Leads. Only authorised Designated Safeguarding leads will have full access to view sensitive child protection files.

Data is encrypted and stored safely to adhere to Data Protection laws and statutory safeguarding guidance.

CPOMS Procedures

- Every recording must contain ONLY factual information and nothing which is open to interpretation or untrue.
- Information will be shared amongst relevant people, automatically alerting Designated Safeguarding Leads.
- CPOMS monitors child protection and welfare issues.
- Designated Safeguarding Leads are able to build a chronology on each child, supporting reports for meetings, Ofsted and fulfil any information requests from other professionals or parents/carers.
- Supports Early Intervention- helping to identify children at risk before situations escalate.
- Multi-Agency Collaboration - securely shares information with external agencies.
- Transfers information securely when a child moves to a new setting, ensuring that any safeguarding concerns are appropriately passed over.

Premises

Stepping Stones Day Nursery is situated in the grounds of Spixworth Infant School. The nursery has a large classroom (divided into three separate rooms, using low fencing and gates) with a kitchen, office, cloakroom and separate toilets. The nursery also has a separate unit attached to Spixworth Infant School for the babies (Little Explorers). Outside we have a playing field which is completely secure, enabling the children to play outside regularly as we feel it is important for the children to get some fresh air and release some of their excess energy.

The building and all its grounds are completely secure, even to the smallest of children, ensuring a safe environment for them to learn to learn and play within. We also have wheelchair access at the front of the building for children or carers needing that facility. Parking for the nursery is situated along the main road outside the nursery, with an entrance gate to the site located at the front of the building.

May we also take this opportunity to ask that you are considerate to others, while picking up and dropping off your child/children. Parking within the school car park is not permitted at any time.

The building has heating, lightening, hot and cold water, six toilets and six hand basins. Individual paper towels are available enabling the children to dry their hands hygienically. Cleaning equipment is always available to clear up any situations that may arise. The entire building is kept in a good state of cleanliness and repair by the owners and ourselves.

The building is covered by independent insurance and the nursery has its own. All efforts are made to insure the safety of children at all times.

The nursery operates a non-smoking policy at all times and non smoking signs are displayed throughout the setting.

No dogs of any breed, or any other pets are permitted on the premises at any time.

Health and Safety

This policy has been put in place not to stand on its own, but to be used in conjunction with our safeguarding children policy statement.

We have public liability insurance, the certificate is displayed in the nursery. If on any occasion an accident occurs within the Nursery or its boundaries which results in a child, member of staff or visitor having to attend hospital, we are required to contact the Environmental Health officer, as soon as possible after the incident.

We operate a non smoking policy on the premises. Hand washing is performed by all children, after using the toilet and before handling food. This also applies to all staff. Paper towels are provided for the drying of hands.

Rubbish and tissues are disposed of in a bin outside. Nappies are disposed of in the nappy disposal unit. Disposable gloves and aprons are used at all times when changing nappies or dealing with bodily fluids (all waste is disposed of through Initial Hygiene). Children's wet or soiled clothes are placed in a plastic bag ready for parents/carers. Cleaning is completed after each session by the staff, toilet and wash areas are cleaned every two hours and also as and when required.

As well as the classroom and surrounding area, toys and equipment are cleaned regularly. We hold a regular inspection of indoor and outdoor equipment, toys and games. Any equipment not in use is kept in a locked storage area. We update and replace equipment every term. Anything broken or damaged is replaced immediately.

We have a refrigerator, which is used to store all refreshments and applicable foodstuffs, perishable items are labelled and dated. No hot drinks are allowed into the classroom area of the nursery, thus minimising risk to the children.

Illness Policy / Procedure

If a child is suffering from sickness, diarrhoea, rashes, discharges from eyes or ears he/she should be kept at home, this will speed recovery and prevent infection (please be aware that with sickness and diarrhoea that your child cannot return to nursery for 48 hours from last episode). For any other infectious conditions please check guidelines for protocol. If a child becomes unwell at nursery, including if they have a high temperature, parents/carers will be contacted and asked to collect them. Parents/carers should therefore ensure that the nursery is kept up to date with relevant telephone numbers. Any child feeling ill at nursery will be taken to the quiet corner where he/she can lie down or sit on a bed with a member of staff until the parent/carer comes to collect them.

Due to regulations we are only allowed to give child medicines that are prescribed by a doctor, dentist, nurse or pharmacist. We require a form to be completed each day you bring the medicine in, authorising us to administer the medicine to a child.

If there are any doubts about procedures to follow concerning the illness, we have posters from Guidance for Infection Control booklet, to help you make a positive decision.

Behaviour Management Policy

Here at Stepping Stones Day Nursery we endeavour to create an atmosphere that encourages good and positive behaviour. All of our team are committed to working in partnership with parents/carers when supporting children in all areas within the setting, including behaviour.

As a team we understand and take into account all children's developmental stages and experiences, we also recognise that children may have different expectations within behaviour at home and at nursery. Therefore at Stepping Stones we work in partnership with parents/carers to explain the ways that we can help to promote positive behaviour with all children.

At Stepping Stones Day Nursery we strive to provide all children with appropriate opportunities to learn and develop using:

Respect: Staff to encourage all children to have respect for themselves and for other people, including their feelings, beliefs and values, also to have respect for the nursery environment.

Responsibility: Staff to enable all children to have an increasing ability to make choices and to be able to take responsibility for their own actions. (Staff help children to be able to develop an understanding of the consequences of their behaviour).

Kindness: Staff model acts of kindness to each other and will assist children in ways of being gentle/kind to one another. (Staff use terms such as, "We use our kind hands/kind words").

Fairness and equality: Staff provide children with an understanding of how to be fair to everyone, how to share and to give everybody an equal chance, within the context of individual needs.

Understanding and Compassion: Staff support children in being able to understand peoples views and experiences, whilst being caring and tolerant towards one another.

To be able to support children's development the staff will promote these aims and values through modelling positive behaviour and we hope that parents/ carers accessing the nursery will join us in this partnership.

Here are a few examples of strategies which we use to support our aims and values here at Stepping Stones Day Nursery.

We help children to look after themselves by:

- Helping children to recognise their feelings and express themselves in a positive way.
- Praising children, focusing on the positive things children say and do.
- Encouraging them to see the good in others.
- Building children's independence through their self help skills.
- Encouraging children to ask for help from peers, as well as from adults
- Encouraging children's attempts and identifying them with a view to enhancing their next steps.
- Encouraging children to learn from others.

We help children to care about others by:

- Modelling appropriate behaviour
- Using conflict resolution and keeping calm.
- Giving children time to listen and help to acknowledge their responses sensitively
- Working on and reinforcing the understanding of feelings within activities, such as circle time.

We help children to be polite by:

- Saying "Good Morning" and where appropriate "Please" and "Thank-you" (staff model behaviours that we would like to see within the nursery and outside). We will use signing alongside the words for younger children or children with SEND.
- Encouraging children to take turns, listening to one another in activities.
- Giving children clear messages and setting examples.

We ask children to look after the Nursery equipment by:

- Talking to the children about health and safety (talking about 'Our Golden Rules'). Talk and think about how we can take care of our toys.
- Encouraging them to help staff to clean toys and equipment.
- Reminding them to tell adults when toys are broken.
- Role modelling how to look after the equipment within nursery.

We help children to care about the environment by:

- Tidying up together
- Displaying children's work within the nursery and outside.
- Looking after indoor and outdoor plants, by watering them daily.
- Looking after nursery pets; making sure they have food and water and that they are clean.

- Staff explain and model how to take care of and use all our environments appropriately.

We understand that all children display a range of behaviours within their time at nursery and are aware that behaviour can be particular for their age and stage of development. Staff use positive reinforcement when dealing with all types of behaviour within the setting.

For example:

- Talking to the children reminding/showing how to use our "kind hands", "walking feet" and "kind words".
- Using positive statements e.g "If you would like to throw something, maybe we could go outside and throw a ball"
- Explaining to children about consequences e.g "If you lean back on your chair, you may fall over".
- Talking to the children about nursery rules within circle times.
- Giving children choices.

If in the event staff have to deal with more serious behaviours, they will do so by:

- Labelling the behaviour not the child, for example saying, "I do not like it when……", "It's not ok to……" or "Hitting is not kind".
- Using non-confrontational language, for example "When sand is thrown……" instead of "When you throw sand…"
- Informing parents/carers.

When supporting children within this area, it may be necessary to set up a Support Plan with specific targets which relate to behaviour, (please refer to our Special Needs Policy).

The nominated persons for this nursery with regards to behaviour management are Martyne, Laura or Donna.

Special Educational Needs and Disability Policy

This policy has been put in place not to stand on its own, but to be used in conjunction with our safeguarding children policy and our equal opportunities policies.
Our policy for children with Special Educational Needs and Disability (SEND) is provided here to supplement the information within the 'Equal Opportunities Policy'. Here at Stepping Stones Day Nursery we look on all children as equal providing an inclusive approach showing value and respect when supporting their needs as a whole and individually.
We have used the definitions below which have been taken from the Special Educational Needs and Disability Code of Practice for 0-25 years, July 2014 to inform you as our parents/carers as to the definitions we follow when assessing individual children's special educational needs.

Definition of Special Educational Needs:

xv. For children aged two or more, special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind. (SEND code of Practice 0-25 years, July 2014, page 16).
xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv.
(xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she...

- Has a significantly greater difficulty in learning than the majority of others of the same age;
  or
- Has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or
  mainstream post-16 institutions.) above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Definition for Children and Young People with Disabilities:

xviii. Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long term' is defined as 'a year or

more'; and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

How this is implemented within the nursery:

If we have a space available we will provide a place for any child with any learning difficulty or disability. If we consider that your child needs extra support we will assess your child's needs through visits and consultation with yourself and other professionals involved. We would then look to implement a Support Plan to ensure we are able to meet the needs of your child within our setting. Any areas where additional need or support is necessary we would then contact other professionals such as our Early Years team and arrange for them to visit. With their support we would apply for additional support for the nursery falling in line with the Local Authority Funding Panel dates. We would aim to provide this support where possible throughout your child's nursery sessions falling in line with their Support Plans and the needs that arise. If there is a need to wait for any additional support systems necessary to be in place before we get agreement for funding from the funding panel we will still accept your child into the nursery providing the necessary care ourselves where ever possible.

You are always welcome to come into the nursery and, as you will see, we do have ample space to enable children with physical disabilities to move around freely with any walking aids. We have had children at the nursery with physical disabilities and can confidently say that there was no problem for themselves, other children or staff. Within this nursery we feel it is imperative to have full contact with other professionals, who could aid in supporting your child providing a multi-agency approach. Martyne Ellison and Hetty Dinsdale will be responsible for overseeing the care of a child with SEND.

SEN support in the early years (taken from SEND Code of Practice 2014)

5.36 It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning

difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life (Chapter 8, Preparing for adulthood from the earliest years).

5.37 Where a setting identifies a child as having SEN they must work in

partnership with parents to establish the support the child needs.
5.38 Where a setting makes special educational provision for a child with SEN they should inform the parents and a maintained nursery school must inform the parents.

All settings should adopt a graduated approach with four stages of action: assess, plan, do and review.

Assess

5.39 In identifying a child as needing SEN support, the early years practitioner, working
with the setting SENCO and the child's parents, will have carried out an analysis of the child's needs. This initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO should contact them, with the parents' agreement.

Plan

5.40 Where it is decided to provide SEN support, and having formally notified the
parents, (see 5.38 above), the practitioner and the SENCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed.
5.41 Parents should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Do

5.42 The early years practitioner, usually the child's key person, remains responsible for
working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO should support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

5.43 The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the practitioner and the SENCO working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps.
5.44 This cycle of action should be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents should be engaged with the setting, contributing their insights to assessment and planning. Intended outcomes should be shared with parents and reviewed with them, along with action taken by the setting, at agreed times.
5.45 The graduated approach should be led and co-ordinated by the setting SENCO working with and supporting individual practitioners in the setting and informed by EYFS materials, the Early Years Outcomes guidance and Early Support resources (information is available at the National Children's Bureau website – see the References section under Chapter 5 for the link).
5.46 Where a child has an EHC plan, the local authority must review that plan as a minimum every twelve months. As part of the review, the local authority can ask settings, and require maintained nursery schools, to convene and hold the annual review meeting on its behalf.

Transitions to School

In the past children with SEND who have attended our nursery, have been supported by us right through to their move to school. Our team provides extra encouragement and we like to cooperate with you, our parents/carers, and the teachers at the school to make the transition as smooth as possible. We know that if we arrange meetings with the reception staff of the school and yourselves then the move becomes as stress free as possible for your child and yourselves.
5.47 SEN support should include planning and preparing for transition, before a child moves into another setting or school. This can also include a review of the SEN support being provided or the EHC plan. To support the transition, information should be shared by the current setting with the receiving setting or school. The current setting should agree with parents the information to be shared as part of this planning process.
(Special Educational Needs and Disability Code of Practice 0-25 years, July 2014).
Within the nursery we offer a graduated response as described in the Special Educational Needs and Disability Code of Practice 2014.

Involving Specialists

5.48 Where a child continues to make less than expected progress, despite evidence-
based support and interventions that are matched to the child's area of need, practitioners should consider involving appropriate specialists, for example, health visitors, speech and language therapists, Portage workers, educational psychologists or specialist teachers, who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes. The decision to involve specialists should be taken with the child's parents.

Requesting an Education, Health and Care Plan

5.49 Where, despite the setting having taken relevant and purposeful action to identify,
assess and meet the special educational needs of the child, the child has not made expected progress, the setting should consider requesting an Education, Health and Care needs assessment (see Chapter 9, Education, Health and Care needs assessments and plans).
In this case the Local Education Authorities will support you, the family, in deciding what special educational provision is best to meet the needs of your child. Throughout this whole process you are fully informed and involved ensuring a transparent approach.

At all times you, our parents/carers, and your children are treated in a positive and honest way to help provide the best education, care and safety at all times for you and your child. At no time will we directly or indirectly discriminate against a child with special educational needs and disability and we will endeavour to make reasonable adjustments including the provision of auxiliary aids and services to ensure that your child is not substantially disadvantaged compared with their peers. This is an anticipatory duty that requires thought to be given in advance with regards to the additional needs your child might require and the adjustments that might need to be made to prevent this disadvantage from occurring, falling in line with the Equality

Allergies Policy

This policy has been put in place not to stand on its own, but to be used in conjunction with our safeguarding children policy statement.

Inline with Benedict's Law, being introduced in September 2026, it is a requirement for all schools to now have;

- An allergy policy in place,
- All staff to complete allergy training,
- Care Plans in place for all children with allergies,
- Emergency medication, for schools to hold a spare in date adrenaline device (AAIs) onsite, to be used on any child or adult experiencing anaphylaxis (Stepping Stones Day Nursery currently does not hold this device onsite).

As per the Early Years Foundation Stage nutrition guidance (May 2025):

"Food allergies can be life threatening conditions for some children and should be taken very seriously.

Food allergies develop when the body's immune system reacts against food proteins
which it sees as invaders. It then releases chemicals to attack.
Symptoms of an allergic reaction may include:

- coughing, wheezing, breathlessness, noisy breathing or a hoarse voice
- a red raised rash (hives)
- tingly or itchy feeling in the mouth
- sneezing or an itchy, runny or blocked nose
- stomach pain
- feeling sick or vomiting
- swelling of face, lips, tongue or eyes
- difficulty swallowing
- diarrhoea
- feeling dizzy or lightheaded
- pale or floppy
- suddenly sleepy
- collapse or unconscious

These symptoms can happen on their own or they may be present in a serious reaction. A severe reaction called anaphylaxis or anaphylactic shock can occur. This is a medical emergency that can be life threatening and needs urgent treatment. You should administer the child's auto-injector if they have one and then call 999. You should use the child's second auto-injector if they have one if they haven't improved after 5 minutes.A child who is showing signs of

anaphylaxis should never walk to a new location. Where necessary, they should be carried to a suitable safe location away from an allergen (for example, if a food item was spilt in their vicinity).

Any one or more of the following symptoms may be present:
• swelling of throat, tongue or upper airways
• difficulty swallowing
• wheezing / noisy breathing
• breathing difficulty
• persistent cough
• dizziness
• feeling faint
• sudden sleepiness
• confusion
• pale clammy skin
• loss of consciousness
It's possible to be allergic to anything, but there are 14 common allergens. These are:
• celery
• cereals containing gluten (such as wheat, barley and oats and some flours)
• crustaceans (such as prawns, crabs and lobsters)
• eggs
• fish
• lupin (such as bread made using lupin seeds)
• milk
• molluscs (such as mussels and oysters)
• mustard
• peanuts
• sesame
• soybeans
• sulphur dioxide and sulphites (sometimes found in dried fruits and fruit juices)
• tree nuts (such as almonds, hazelnuts, walnuts, brazil nuts, cashews, pecans, pistachios and macadamia nuts)."

In the event of a child or staff member attending nursery, that suffers from an allergy, we have measures in place to ensure that they do not come into contact with the specific items/products that they are allergic to. We use colour coded chopping boards, knife and food bowls and plates for all children with an allergy, these are all stored separately.

For children eating a nursery meal with an allergy, their meal or snack will be served to them in a red bowl or on a red plate. For children who have an allergy

and bring a packed lunch to nursery, their packed lunch will be served on a red allergy food mat.
For children eating a nursery meal who have a preference (for example vegetarian, pescatarian or vegan), their meal or snack will be served to them in a green bowl or on a green plate. For children who have a preference (for example vegetarian, pescatarian or vegan) and bring a packed lunch to nursery, their packed lunch will be served on a green food mat.

Staff complete allergy training as part of our induction process to ensure that they have the knowledge to support those with an allergy.

When a child enrols with the nursery, an entry form is filled out prior to them starting, stating the requirements of the child e.g. sleep patterns, comforts, favourite activities and any dietary requirements and allergies. Any allergies are also displayed in the kitchen area on the fridge for all staff to see. Medication will be stored in the kitchen area in a plastic tub with the child's name, photo and relevant information to go alongside it. A care plan for the child will also be displayed on the wall within the kitchen area for staff to see. Where required 'the British Society for Allergy and Clinical
Immunology' (BSACI) allergy action plan will be used and displayed on the wall. Families are expected to keep us up to date with regards to any changes relating to their child's allergies.

For staff who have allergies, they are asked to fill out an allergy form which will be kept in their individual staff file, stating the allergy, what the reaction is, what to do in the event of an allergic reaction and who to call. This is also displayed in the kitchen so all staff are aware. Medication will be stored in the kitchen area in a plastic tub with their name, photo and relevant information to go alongside it.

All information is passed on to staff to ensure they are aware of allergies, reactions and subsequent actions required.

Allocation of Key Person Policy

The term 'key person approach' is described in Key Persons in the Nursery (Peter Elfer, Elinor Goldschmeid, Dorothy Selleck, 2003) as an organisational method that ensures every child has 'one or two adults in the nursery, (who) while never taking over from the parents, connect with what parents would ordinarily do: being special for the children, helping them manage throughout the day, thinking about them too - all of which help a child to make a strong link between home and nursery'.

When allocating a key person for individual children all staff are involved. A Key Person helps with settling in children at nursery alongside their parents/ carers. Once a child has had induction sessions various factors are taken into account regarding the individual child's needs - for example, what sessions the child will be attending, the parents/carers/family, the child's personality. Together we discuss this within a team meeting and allocate the member of staff we feel is best suited for the child and family.

The member of staff will then arrange to hand the family an 'All About Me' form and then offer to meet the parents/carers on a one to one basis if they would like to discuss the form together. The member of staff will give the parents a short note about themselves to read, giving them a chance to get to know them a little better.

The Key Person will work closely with their key child and their parents/carers to ensure that their care, learning and development opportunities are consistently met. The Key Person will complete observations of their key children to ensure they are progressing across all areas of the Early Year's Foundation Stage and upload these on their Famly learning journal.

If for any reason a child's key person is unavailable, the co-carer will step in and be the child's key person, taking up all the responsibilities of the key person until the key person is back.

Complaints Procedure/ Policy

Our door is always open to parents/carers; if you feel that you have a problem we hope that you feel able to contact us immediately either in person or by phone. This includes if you are not happy with how the Early Education Funding has been claimed. Any complaints will be dealt with promptly, and the manager will ensure that the problem is resolved as effectively and efficiently as possible.

If you agree with what we do - tell others, if not - tell us.

If you have any complaints or compliments about this educational provision you can inform the following:
The National Complaints Team,
Ofsted National Business Unit,
Piccadilly Gate,
Store Street,
Manchester,
M1 2WD

Telephone: 0300 123 4666
Email: CIE@ofsted.gov.uk

Complaints Procedure Against A Member of Staff,Volunteer or Student

At all times we follow the protocol set out by Norfolk County Council Children's Services Local Authority on Managing an Allegation against a member of staff.

If you require any more information on this please don't hesitate to speak to us or contact:

Ofsted (General Enquiries) – 0300 123 1231
Children's Advice and Duty Service (CADS) – 0844 800 8020

Parent/Carer Involvement Policy

Parents/carers are the most significant people in a young child's life, our nursery intends to work with parents/carers, supporting, encouraging and reinforcing best practice and guiding or advising when parents/carers ask for suggestions of ways of caring and educating children.

In order to do this, we:

Encourage parents/carers to become actively involved in the nursery.

- This is positively promoted through the participation in events ran at nursery such as Open Days, Seasonal Activity Mornings/Afternoons, Nativities and any other events offered.
- Home Links via a child's Online Famly Learning Journal also positively support Parent/ Carer involvement via communication of the children's external activities such as woodland walks or exploring shells on the beach. Such home links then allow a lovely expansion of this in nursery.
- Discussions upon drop off and pick up are positively promoted.

Provide guidance for parents/carers on the nursery curriculum.

- Give feedback on their child's progress, using specific examples of achievement or behaviour.
- Ensure parents/Carers receive regular observations.
- Ensure parents/Carers receive assessments and other monitoring tools when required on their child's progress.

Listen to parent's/Carers comments and opinions about their child's progress or time at nursery.

- Parent/Carer Feedback Forms.
- Parent/Carer Meetings to review children's progress (in person/online)- Ensuring times, places and information about meetings is available to all parents/carers.

Inform parents/carers about any external resources/ events which might interest them within the local area offered by other working professionals.

Ensure all parents/carers know about our aims and policies including complaints.

Safer Eating, Nutrition and Healthy Eating Policy

At Stepping Stones Day Nursery, we are required to encourage healthy eating habits from an early age and improve the overall nutrition of children. Research has shown that the short-term effects of unhealthy food intake can include poor growth, tooth decay, obesity, anaemia, constipation, poor concentration and focus and attention issues which may have an impact on a child's learning. The longer-term effects of a poor diet in childhood can be an increased risk of stroke, cancer, heart disease and diabetes in adulthood.

As a nursery we promote the belief that mealtimes should be happy, social occasions for both children and staff and we promote positive interactions at these times. We are committed to offering children healthy, nutritious and balanced meals and snacks, which meet individual needs and requirements and support children to understand the importance of making healthy food choices.

As a setting we follow guidance within the "Early Years Foundation Stage Nutrition Guidance" which has been provided by the Department for Education, to support providers to understand how to implement the existing EYFS requirement that states: "Where children are provided with meals, snacks and drinks, these must be healthy, balanced and nutritious".

The guidance states that:
"Providing healthy, balanced and nutritious food ensures that all children:
• Get the right amount of nutrients and energy they need while they are growing rapidly, which is especially important for children who might not have access to healthy food at home. This can help prevent children from becoming overweight or obese.
• Develop positive eating habits early on. Children's early experiences with food can shape future eating habits. This can impact children's long-term health including maintaining a healthy weight, and good oral health.

The early years are a crucial time to reduce health inequalities and set the foundations for a lifetime of good health."

Nursery Meals:

Any meals we provide as a nursery, including breakfast, tea and our two daily snacks are balanced and healthy and our evening tea menus are planned in advance and in line with guidance produced by the Department for Education. Our meals include at least three servings of fresh fruit and vegetables per day, on the basis that least one serving per meal that is provided.

Breakfast:
For breakfast we offer a selection of low sugar cereals, fruit, plain yoghurt, toast, porridge and crumpets. Children are encouraged to serve themselves if they are able to and help is provided where required.

Snacks:
We have a selection of healthy snacks for the children at snack times which always consist of fruit and/or vegetables and then another option such as cheese, breadsticks, crackers etc which are all low salt and sugar options. We will not provide dried fruit such as raisins at snack times. As per NHS and Start for Life guidance, no snacks will be provided for children under the age of 1 year old.

Hot Lunch:
We work closely with Apetito, who provide our lunch time meal, to ensure that this is healthy and nutritious for the children. These lunches consist of a hot, fresh, cooked main course and a pudding or fruit salad. Vegetarian and vegan options are also available and allergies can be catered for on production of a doctors/hospital letter confirming one or more of the 14 common food allergens.

Packed Lunch:
At lunch time some children have packed lunches which are provided by parents/ carers. These packed lunches may be a cold packed lunch or something that you wish us to heat up (please bear in mind we are unable to heat any food which contains rice, fish or egg due to risks of bacteria). Where possible, packed lunches are stored in the fridge until lunch time and children are encouraged to eat their food in a balanced manner. Further guidance is detailed below with regards to guidance on what to pack and what not to pack in your child's lunchbox.

Evening Tea:
These are rotated on a three weekly basis and are changed regularly, ensuring that diversity and variation is provided. All meals are planned following the Early Years Foundation Stage Nutrition Guidance to ensure that we are providing the correct foods for each child throughout the week. These menus are shared with families via our Famly newsfeed. All of the common 14 food allergens are displayed alongside the menus to show the contents of each meal, to support families with identifying any issues around possible allergies and reducing anxiety surrounding the 14 common food allergens.

Meal Times:

To support with families with routines surrounding meals and food at home, meals at nursery are served at the following times:
Breakfast - between 8.00am and 9.00am (depending on each child's arrival time)
Morning Snack - between 10.00am and 10.30am
Lunch - between 11.45am and 12.00pm
Afternoon Snack - between 2.00pm and 2.30pm
Tea - between 4.15pm and 4.30pm

NHS Guidelines for food intake:

For lunches from home we ask parents to also bear in mind the salt and sugar content for their children and for your guidance we have listed the recommended amounts as provided by the NHS (updated in 2023).

For salt:

The amounts below include the salt that's already in our food and the salt added during and after cooking. Babies should not have much salt, because their kidneys are not fully developed and cannot process it.
Maximum recommended amounts of salt per day:

- Under 1 year - less than 1g salt per day
- 1 to 3 years – no more than 2g salt a day
- 4 to 6 years – no more than 3g salt a day

For sugar:

The government recommends that free sugars – sugars added to food or drinks, and sugars found naturally in honey, syrups, and unsweetened fruit and vegetable juices, smoothies and purées – should not make up more than 5% of the energy (calories) children get from food and drink each day. Free sugars are found in foods such as sweets, cakes, biscuits, chocolate, and some fizzy drinks and juice drinks. These are the sugary foods we should cut down on.
Maximum recommended amounts of sugar per day:

- Under 1 year - There's no guideline limit for babies under the age of 1, but sugars should not be added to food or drinks given to babies. The frequency and amount of sugary food and drinks should be as low as possible
- 1 years - no more than 10g of free sugars a day (2 and a half sugar cubes)
- 2 to 3 years – no more than 14g of free sugars a day (3 and a half sugar cubes)
- 4 to 6 years – no more than 19g of free sugars a day (5 sugar cubes)

Please also bear in mind that for children under one year of age, they are advised not to have honey due to a bacteria it contains that can lead to infant botulism. Babies and young children should also not eat mould-ripened soft

cheeses, such as brie or camembert, or ripened goats' milk cheese and soft blue-veined cheese, such as roquefort. There's a higher risk that these cheeses might carry a bacteria called listeria. Alongside this, no rice drinks/rice milks are to be given to any child under the age of five. (NHS 2022).

Drinks:

Only drinking water is on offer through out the day for the children to help promote good oral health. We ask that children bring in their own drinks bottles which we will refill throughout the day and we also have cups available for children to use if needed. We also have full fat milk available for children who would like it, this is stored in the fridge and children are able to ask for it if they wish, either verbally or pictorially using our object reference cue. In hot weather staff will encourage children to drink more water to keep them hydrated.

As a nursery we do not provide squash as a drink. If you choose to send your child in with squash in their drinks bottle, once this has been drank their drinks bottle will be refilled with water only. Due to NHS Guidance advising that children under the age of one do not need any drinks other than milk or water, if a child under the age of one comes to nursery with squash in their drinks bottle, they will have their drinks bottle emptied and refilled with water.

Independence:

As a nursery, we take the opportunity to use meal and snack times to help children develop independence through making their own healthy choices, serving their own food where possible, encouraging independent eating and promoting the use of child safe cutlery for example. We promote positive attitudes to healthy eating through play opportunities and discussions at these key times. We encourage children to understand their own personal hygiene and self awareness and children are encouraged to wash their hands before eating, and after if necessary.

Cultures:

Cultural differences in eating habits are respected for each individual family and where possible we will provide foods from the diet of the children's cultural backgrounds, providing all children with familiar foods and introducing them to new ones. We have many celebrations throughout the year, including multicultural festivals and special days. Children are encouraged to use, as an example, chop sticks which also helps to develop fine motor skills, as well as learning about other cultures.

Dietary Requirements/Allergies:

Individual dietary requirements are respected for each individual family. Families are asked to fill in documentation prior to their child starting with us

which details any allergies, dietary requirements and/or preferences. All allergies, dietary requirements and/or preferences allergies are displayed on the fridge door in the kitchen for all staff to see and all staff are made aware of any allergies a child has before the child starts. Families are asked to keep us up to date on any changes in relation to their child's diet as soon as possible.
We give careful consideration to seating to avoid cross contamination of food from child to child. A staff member will sit with children during meals to ensure safety and minimise risks. Where appropriate, discussions will also take place with children about allergies and potential risks to make them aware of the dangers of sharing foods.
This is in conjunction with our Allergies Policy.

Birthdays and Special Events:

As per the Early Years Foundation Stage Nutrition Guidance: "Many families like to celebrate their child's birthday and other special events by bringing in a cake or sweets to the setting to share. This can mean that some children are eating these unhealthy foods several times a week."
We do however recognise that it is an important part of many families British Value's to celebrate birthdays and other special occasions. As a nursery, we have a duty to ensure that any food brought in from home is balanced and meets our healthy food guidelines. Therefore, we would recommend that if a family wishes to celebrate their child's special event with their friends at nursery, they provide a healthy option such as a fruit platters to share or non-edible options to celebrate with such as bubbles or stickers rather than a birthday cake. If a cake is provided, please be aware that it may be that we send the cake home with the children rather than eat it at nursery, especially if there are multiple birthdays close together.
There is no requirement for any family to provide any items for their child's birthday and as a nursery we have a wooden birthday cake which we will use to celebrate all children's birthdays (unless religion and/or preference's prefer us not to do so) and we will share these photos with you on Famly.

Training:

All members of staff hold a Level 2 Food Hygiene Certificate and Food Allergen Training which is renewed every 3 years. When handling food, all staff must wear blue aprons and gloves at all times which are provided by the nursery. Children are then made aware at lunch times and snack times, that staff in blue aprons can help them as they have clean hands and are wearing appropriate clothing.

Storage of Food:

All perishables are stored in the fridge where they are dated and labelled. The temperature of the fridge is checked daily to make sure it is between 2 and 5

degrees centigrade and always below 8 degrees centigrade. Non perishables are stored in labelled containers in cupboards in the kitchen which are labelled clearly with the opening and expiry date.

Traffic Light Food Labels

As pre the Early Years Foundation Stage Nutrition Guidance:
Some food labels use red, amber and green colour coding to tell you if a food has high, medium or low amounts of fat, saturated fat, sugars and salt:

- red means high
- amber means medium
- green means low.

In general, a food or drink that has mostly greens on the label is a healthier choice. Red means the product is high in fat, saturated fat, salt or sugars, and you should avoid giving these to children and try to choose products which are low or medium in saturated fat and sugars, and low in salt.
The colour coding covers a range of amounts of the particular nutrient so a food labelled as 'medium' for sugars can have 5g - 22.5g of sugar per 100g of the food. This means some foods in this category still contain a significant amount of sugar. To cut down on sugary foods look at the amount of sugar per 100g of the food (usually on the pack) and choose products with the lowest sugar content.

Food Brought in from Home:

To support our Nutrition and Healthy Eating Policy, we would like to ask families to support us with ensuring that any food bought in from home falls inline with our Policies and the Early Years Foundation Stage Nutrition Guidance.

Breakfast:

We would like to remind families that they are not to bring in cereals or breakfasts with a high sugar or chocolate content to support with healthy eating. If children do bring these cereals in, they will be provided with an alternative from nursery.

Packed Lunches:

To support our healthy eating approach, we are asking families base their child's packed lunch on the 4 main food groups (fruit/vegetables, starchy carbohydrates, dairy/dairy alternatives and proteins such as beans, meat, poultry, eggs etc) and to limit the amount of foods they provide for their children which are higher in saturated fats, salt and sugar. Some foods use the red, amber and green colour traffic light coding system to tell you if a food has high, medium or low amounts of fat, saturated fat, sugars and salt.
Please see the guidance below on ideas of food to put in your child's lunch, alongside foods that we ask you to avoid.

What to put in your child's packed lunch:

Children's packed lunches should include items from the four main food groups below:

- Starchy Carbohydrates - these starchy foods are a healthy source of energy. Packed lunches should include one of this food type, for example pasta, sandwiches, bagels, wraps. Wholemeal options are also good healthy choices for these food items.
- Fruits and vegetables - these foods provide vitamins, minerals and fibre. Packed lunches should include at least one portion of fruit and one portion of vegetables/salad, or more, for example carrot/cucumber/pepper sticks, chopped and prepared fruit, a whole piece of fruit (eg an orange).
- Milk and dairy foods - these foods provide calcium for healthy bones and teeth. Packed lunches should include one portion of this food type, for example a plain unsweetened yoghurt, unsweetened fromage frais or cheese. Dairy alternatives can be provide for any children who require them.
- Proteins - these foods provide protein for growth. Packed lunches should include one portion of this food type, for example ham, chicken, a boiled egg, houmous, fish or beans (any of these could be as a filling in a sandwich)

As we are asking families to limit the amount of foods they provide for their children which are higher in saturated fats, salt and sugar, we are therefore asking for only **one** of the following four items to be provided per lunch each day:

- crisps (those which are baked are often much healthier than those which are fried)
- confectionary bars (eg, chocolate covered biscuit bars, biscuits, fruit based oat bars, cakes)
- sweetened yoghurts
- fruit pouches/smoothies/fruit roll ups etc (these are often very high in sugars therefore are an unhealthy lunchbox food so where possible we ask you to refrain from providing these products - if your child has one of these products which exceeds the daily allowance for their age they will not be permitted to have it and it will be sent home).

To support, if your child has more than one of the above food items in their lunch box, where they are able to, we will encourage them to choose the product they would like to eat and we will return the other choices home for them to enjoy another time. Alternatively we will provide them with half of two of the options and return the remainder home for you. For younger children who may

be unable to voice their preference, we will provide them with the lowest salt/ sugar options.

If you would like to send two halves of the above choices then you are welcome to do so, for example half a packet of crisps and half a packet of mini cookies.

Occasional Food Items:
Food items which may be provided but we advise that they are given in lower quantities and limited to once per week may include:
- pastries such as sausage rolls and cheese and onion rolls
- pre-packed items such as Dairylea Dunkers, Lunchables etc
- processed meats such as Pepperamis, Fridge Raiders etc

If these items are provided regularly then we will ask you to limit these to once per week as per our policy.

Other Low Salt/Sugar/Fat Options:
Food items which can be a good addition for your child's packed lunch may include:
- plain unsweetened yoghurt with chopped up fruit
- sugar free jelly
- breadsticks/unsalted crackers
- plain rice/corn cakes

What **not** to put in your child's packed lunch:
Please support nursery by not providing the following items in your child's packed lunch:
- Foods which are high in sugar or salt (labelled as red on the food traffic light system)
- Fizzy/sugary drinks in cartons, bottles or cans - remember as above, smoothies are very high in sugar and we ask you to refrain from providing these
- Chocolate bars and sweets (eg Haribo, chocolate eggs, marshmallows etc)
- Chocolate spread as a filling for sandwiches/crackers
- Jam as a filling for sandwiches/crackers
- Sugared, toffee or salted popcorn
- Any products containing nuts (or other nut-based products)
- Fried foods (such as chicken nuggets)
- Meat on the bone

Hot Evening Tea or Snack:
If you would prefer to send your child in with food from home for their tea you are welcome to do so. We are able to heat up food brought in from but please

ensure that this is sent in a container suitable for microwave heating and is clearly labelled with the food content. As a reminder, we are unable to heat up foods which contain rice, fish or eggs due to risks of bacteria.

Food send in from home **must** be clearly labelled with your child's name and include an ice pack.

Safer Eating

Supervision:

Children are fully supervised during meal times with staff placed appropriately around the room whilst the children are eating, ensuring that they are always within sight and hearing of a member of staff whilst eating. Where possible, providers should sit facing children whilst they eat, so they can make sure children are eating in a way to prevent choking and so they can prevent food sharing and be aware of any unexpected allergic reactions.

No child is ever left alone when eating to minimise the risk of choking. Appropriately sized chairs are provided for each age range. Whilst children are eating, there must be someone in the room at all times who holds a valid Paediatric First Aid Certificate (EYFS 2026 3.64).

At each meal time, someone must be responsible for checking that the food and drink being provided meets all the requirements for each child (EYFS 2026 3.65)

Choking hazards for children:

Please ensure the following foods are prepared correctly for your child within their packed lunch to prevent possible incidents of choking:

- Whole grapes, blueberries, raspberries, strawberries, cherry/plum tomatoes, olives - these **must** be quartered for all children
- Large and firm fruits - cut these into slices rather than chunks
- Stoned and pipped fruit - remove all pips and stones and prepare accordingly
- Vegetables - these must be cut lengthways into narrow strips/batons (eg carrots, cucumber and celery)
- Sausages (either cocktail, chipolatas, Pepperamis or larger sausages) - these must be cut lengthways into longer baton shapes (not sliced into circular disc shapes). It is also beneficial to remove the skins.
- Meat and fish - remove bones and skin and cut into strips
- Cheese - must be grated or cut into short strips (not into lumps)
- Any food that is overly sticky or difficult to chew

- Raisins and dried fruits - for children under the age of 1 these must be cut into small pieces

Under the EYFS 2026 Framework, "if a child experiences a choking incident that requires intervention, providers should record details of where and how the child choked and ensure parents and/or carers are made aware. The records should be reviewed periodically to identify if there are trends or common features of incidents that could be addressed to reduce the risk of choking. Appropriate action should be taken to address any identified concerns." (EYFS 2026 3.71)

Children who are weaning with pureed food:

For our younger children who are weaning, where possible we would ask that any pureed food is homemade and sent in ready for us to give your child. We understand that some families use the pre-made pureed pouch food through their child's weaning journey, and in this instance we would ask you to please bare in mind the salt and sugar content of these items. The savoury pouch options are often much lower in salt and sugar than the sweeter choices, therefore we would recommend that you choose a savoury option and then provide your child's desert option in the form of unsweetened yoghurt with added fruit for example. As discussed above, many of the fruit and yoghurt pouches are very high in sugars and will often exceed the daily recommended allowance for a younger child's age range.

As a nursery, we will have ongoing discussions with parents/carers about the stage their child is at in regard to introducing solid foods, including to understand the textures the child is familiar with. Assumptions must not be made based on age. Nursery staff will prepare food in a suitable way for each child's individual developmental needs, working with parents/carers to help children move on to the next stage at a pace right for the child. Parents/carers will be provided with a Weaning Plan to be filled in when their child starts with us and this will be updated on a fortnightly basis or earlier if needed.

The NHS has some advice providers should refer to: Weaning - Best Start in Life - NHS.

Children and families who may need additional support:

We would like to reassure you that we are here to support all our children and families, therefore if for any reason your child struggles to eat any of the items that are recommended to be added to a healthy lunchbox, we would communicate this with you accordingly. We would then support and work with you to encourage your child with trying other foods through fun and engaging activities and ideas.

Guidance:

For advice on healthy packed lunches, there are some useful websites listed below which provide ideas for your child's lunch:

- NHS Eatwell Guide: www.nhs.uk/live-well/eat-well (guidance for children aged two and over)
- NHS Better Health Healthier Families: www.nhs.uk/healthier-families/recipes/healthier-lunchboxes/
- Food for Life: https://www.foodforlife.org.uk/learning-and-skills/early-years/guidance-on-food-provision
- Just One Norfolk: https://www.justonenorfolk.nhs.uk/healthy-lifestyles/eat-better/lunch-boxes/

We hope that all parents and carers will support our Nutrition and Healthy Eating Policy. We will offer advice and guidance to parents and carers on healthier food choices if required alongside offering a range of ways and alternatives to support parents/carers e.g. information sheets, meetings, workshops, emails etc.

Families, as always, are welcome to discuss any of the above information with us and we will endeavour to support families further.

Sun Protection Policy

At Stepping Stones Day Nursery we are committed to ensuring our nursery children and staff are kept safe at all times and recognise the risks to health posed by over exposure from the sun's UV rays.

During the summer months we ensure that we protect the children and staff from the sunshine in a variety of ways. Sun safety will be promoted through working with parents/carers, staff and the wider community to improve our understanding and provision to avoid the harmful effects of too much exposure to UV. Staff should always act as a positive role model and set a good example by seeking shade whenever possible, wearing appropriate clothing and applying sunscreen.

Protection

Shade

- The nursery garden has shade provided with outdoor canopies, the veranda and large trees.
- Children will be encouraged to use the shaded areas during playtimes when appropriate.

Clothing

- The children will be encouraged to wear clothing that provide good sun protection.
- We ask parents/carers to provide a named sun hat for their child at nursery however there will be a spare selection of hats kept at nursery.
- Parents/carers will be duly informed of the importance to provide the nursery with the appropriate clothing and hats for the weather.

Drinking Water

- Children are encouraged and reminded to increase their water intake in hot weather and are encouraged to do so in outdoor areas also.
- Fresh drinking water will always be available to children throughout the day which children will be able to access (both indoors and outdoors)

Sunscreen

- The children will wear suncream when the UV Level is above 3. If the UV Level reaches level 8 then the children will be brought indoors for their safety, or only the veranda or shaded areas will be accessed. This is in line with the World Health Organisation (WHO) guidance.
- Parents/Carers are required to apply a minimum SPF 30 suncream to their child before arriving at nursery. For children who attend nursery for a full day (for example, from 7.30am/8.00am until 5.00pm/6.00pm, suncream may still need to be reapplied later in the afternoon depending on UV levels. There may also be times when reapplication is needed, such as after water play or if a child's face has been wiped during the day. Therefore parents/carers are to

pack (or leave at nursery) their child's suncream in their nursery bag, clearly labelled and dated, to be reapplied as and when needed by Staff.

- Staff will always follow the manufacturers instructions regarding the recommended application times for each individual suncream.
- For children that arrive at nursery at 7.30am, we will apply their suncream prior to them going outside. For any children booked in from 8.00am, parents/ carers must apply their child's suncream prior to leaving them.
- In line with NHS guidance, any suncream provided must have a minimum SPF of 30 and a UVA rating of at least 4 stars.
- In circumstances where there are medical reasons for a need for medicated suncream, parents/carers should still apply cream to their children before they come to nursery so that we can access the outdoor environment straight away. Staff will ensure the sun cream is re-applied throughout the day when necessary, as instructed on the bottle.
- Staff who apply suncream to children must wear disposable gloves and these must be discarded after each child's suncream has been applied.
- The member of staff applying the suncream will log that they have applied this in our Suncream Register, with their initials and the time that it was applied to each child.
- Parents/carers are asked to give written permission within their child's Entry Record for suncream to be applied to their children. Permission is also to be granted via Famly confirming that parents/carers will be applying suncream to their child prior to their nursery session. Parents/carers are responsible for informing a member of the team if their child's suncream has not been applied.
- For suncream that remains at nursery, this will be sent home at the end of the year and a new one must be supplied for the following Summer.
- Parents/carers are responsible for ensuring their child has a named suitable suncream at nursery (or in their bag each day), a named sun hat, and a named drinking bottle.

Information Sharing Policy

At Stepping Stones Day Nursery we recognise that parents have a right to know that any information they share with us will be regarded as confidential, within the circumstances, and reasons where we are obliged to share information to gain support for the family. Please be advised that permission will be gained at all times unless safeguarding is compromised.

All members of staff have a responsibility to ensure that any information shared between our families and us is not shared out of the setting unless consent has been gained. Where the setting feels it is in the best interests of a child to share information with a relevant external agency, we will first gain the consent of you, the family, to do so.

We feel that is necessary to share information about your child's progress and development when they move on to school, or when a child attends more than one pre-school setting. Parents/carers are asked to provide written consent for this information sharing regarding child development and where necessary, there are additional needs that need to be discussed. We will also, with parents consent, discuss any issues that may affect a child's transition into a new setting or school.

We may also share information, with consent, about a child's progress and development with professionals from external agencies for example, Speech and Language therapists, Educational Psychologists or Early Years Advisors.

However we recognise that there may be circumstances that may arise under which we are obliged to share information, sometimes without consent, regarding children and their families. The decision to share any relevant information falls under our Safeguarding Policy.
In the event that this may happen you should be confident in knowing that we will only share information if it meets the following criteria:

- Where there is evidence that the child is suffering, or is at risk of suffering, significant harm.
- Where there is reasonable cause to believe that a child may be suffering, or at risk of suffering, significant harm.
- To prevent significant harm arising to children and young people or serious harm to adults, including the prevention, detection and prosecution of serious crime.

We would also like to make you aware that we recognise that the safety and well-being of children is paramount and any information that is regarded as necessary to be shared without consent, will be treated with due consideration and shared securely. Where any information is shared

without consent, it will be carried out by the safeguarding team and any information that is shared will be recorded for the purposes of monitoring and evaluation.

Our procedure is based on the 7 golden rules for information sharing as set out in Information Sharing: Advice for practitioners providing safeguarding services for children, young people, parents and carers (Department for Education 2024).

1. All children have a right to be protected from abuse and neglect. Protecting a child from such harm takes priority over protecting their privacy, or the privacy rights of the person(s) failing to protect them.

- The UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 (DPA) provide a framework[1] to support information sharing where practitioners have reason to believe failure to share information may result in the child being at risk of harm. The Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.

2. When you have a safeguarding concern, wherever it is practicable and safe to do so, be open and honest with families, and explain who you intend to share information with, what information you will be sharing and why. Seek their consent and agreement to share information, unless it puts the child at risk or is inappropriate to do so.

- We ensure that all families receive a copy of our Information Sharing Policy when starting their child in the setting.
- We ensure that families have copies of our Safeguarding Children and Child Protection Policies.
- We provide information about the circumstances when information will be shared with external agencies.
- On our registration form the parents/carers sign to say that they understand that concerns about a child's safety may be reported.

3. We do not need consent to share personal information about a child and/or members of their family if a child is at risk or there is a perceived risk of harm. We need a lawful basis to share information under data protection law, but when you intend to share information as part of action to safeguard a child at possible risk of harm, consent may not be an appropriate basis for sharing. It is good practice to ensure transparency about your decisions and seek to work cooperatively with families wherever possible. We should consider any objection

the child or their carers may have to proposed information sharing, but you should consider overriding their objections if you believe sharing the information is necessary to protect the child from harm.

4. Seek advice promptly whenever you are uncertain or do not fully understand how the legal framework supports information sharing in a particular case. Do not leave a child at risk of harm because you have concerns you might be criticised for sharing information.

- In our setting the Managers would first contact Children's Services for advice where they have doubts or are unsure.

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

- We record any concerns and discuss these with the designated person in the setting. We will record any decisions made and any reasons why information will or will not be shared and with whom.
- We ensure that we follow the procedures for reporting concerns and record keeping.

6. Information shared must be necessary for the purpose it is being shared for. It must be accurate, up-to-date, proportionate, relevant, timely and shared securely.

- In our setting the staff are aware of how information must be shared, the timescales involved and what information should be shared with another agency.

7. Keep a record of the decision and the reasons for sharing or not sharing any information. If information is shared, then it must be recorded what is shared, with whom and for what purpose.

- We ensure that all staff are aware of how to record any information and for what reasons such information may or may not be shared.

Privacy Notice - Data Processing

This privacy notice is issued falling in line with the data processing legislation. The privacy notice informs you of the information that we keep, our reasons and how we uphold the security and safety of your data. You are not under obligation to provide us with your data, but if you do not provide it and allow us to process it with the relevant parties, it will not be possible for us to provide our service to you.

In order to provide childcare services to you, it may be necessary for us to communicate with professional bodies involved with your child's support, eg accountants, Norfolk County Council, LADO, CADS, health visiting teams, medical professionals, auditors or similar. We may also communicate with related organisations or schools on your behalf and in doing so we may disclose sensitive personal data about you.

All information and data, including sensitive personal data is confidential. This is subject to legal, Government, medical or safeguarding requirements, which may require us to disclose information to others such as Norfolk County Council, the CADS team, LADO, Norfolk Safeguarding Children's Board, health visiting teams and medical professionals as well as additional parties involved such as NHS Test and Trace.

Children's information is to be passed across to all relevant professional bodies where necessary to ensure your child's paperwork is collated and facilitated appropriately. Personal data will be kept in accordance with the requirements set out in the Early Years Foundation Stage statutory frame work. The information supplied on this form will be used to ensure that the needs of children attending this setting can be met whilst they are in our care. Any safeguarding concerns will be processed accordingly and will override data protection for the safety of your child.

It is possible for e-mail to be deliberately or accidentally intercepted or corrupted and is not a 100% secure means of communication. We are unable to accept responsibility for any breaches of confidentiality which may arise through the use of this medium. We make every effort to ensure that e-mails are not infected by viruses, but this cannot be guaranteed. We recommend that you scan all e-mail and attachments for viruses with frequently updated virus-protection software. We will only discuss children over emails with consent of parents/carers and directly to them.

As a provider holding your child's information, we confirm that we will not sell your child's information to external parties or any advertising agencies or

companies. Your child's data will be sorted in a safe locked unit or storage cupboard and disposed of falling in line with the Record Keeping Guidance.

You have the right to see the data we hold, and to correct any inaccurate or incomplete data. If at any point you have any queries relating to the use of your personal data, or if you would like to get in contact with us to discuss our systems further the please contact us. You also have the right to make a complaint to the Information Commissioner's Office.

If we make any material changes to this Privacy Policy, we will notify you either through a newsletter, our website or on display within our entrance of the setting.

Social Media, Mobile Phone, Smart Watch and Smart Glasses Policy

All staff members are required to leave mobile telephones, smart watches (eg fitness, messaging or call linked products) and smart glasses for safe keeping within the office area. This is to safeguard both adults and children on site. Access to mobile phones, smart watches and smart glasses are not permitted during nursery hours unless it is an emergency in which case assess will be supervised at all times. Emergency phone calls can be made and received via the nursery telephone. In the event of Smart Watches, Mobile Phones or Smart Glasses being accessed on site during operational hours a disciplinary procedure will be implemented should this issue arise.

Social media networks such as Facebook, Instagram and Twitter are accessible through our online technology in the office area; however our policy is they are not to be accessed during nursery opening hours and team members are not to participate in the disclosure of any child information or information regarding the nursery setting. Team members are not to be friends with or talk to parents/carers on social media site and a disciplinary procedure will be implemented should this issue arise.

Personal cameras are not permitted within the nursery setting and must be kept locked away in the office area should they be brought in, failure to do so will result in a disciplinary procedure. The nursery provides a selection of tablets with cameras to use within the main areas of the nursery and the garden area, at least two member of staff should be aware of when the cameras are in use and these are not to leave the premises.

Emotional Health and Wellbeing For Children Policy

This is not a stand-alone policy, this will work in conjunction with our existing policies such as Safeguarding, Behaviour management, Equal Opportunities, Special Education Needs & Disability (SEND) and Healthy eating.

'Early years settings will be inspected on 'The effectiveness of care practices in helping children feel emotionally secure and ensuring children are physically, mentally & emotionally healthy' (Ofsted 2012).

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

Intellectual development and social and 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 and planning within the setting, each child's key person will be monitoring their well-being, involvement and planning activities to support the children within this area. Observations are collated within child's on-line learning journal which parents/carers can view this at any time and add to if they wish. These will be shared with our parents/ carers as part of our parent/carer consultation process.

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

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

Resilience and Wellbeing in Young Children

Why is Resilience important and how does it link to British Values

Children's resilience is a key part of their learning. The role of a Practitioner is to promote children's self-confidence and self-awareness and to support children in developing the language and context to understand their emotions. Resilience and emotional understanding has a strong relation to the focus of British Value – Individual Liberty. By reducing the effects of significant adversity on children's health development is essential for the progress and prosperity of society.

Resilience

Some children manage to build upon their resilience and overcome challenging times and hardship, other children can still not achieve this. It is fundamental as a practitioner that we do all we can to understand it and learn from this to develop and enhance our systems to help more children reach their full potential.

Resilience is there to not make a child immune to stress but to support with building methods to overcome the stressors in their life. 'The successful adaptation in the presence of risk or adversity (Garmezy, 1986; Luthar, 2003; Olsson, Bond, Burns, Vella-Brodrick, & Sawyer, 2003)

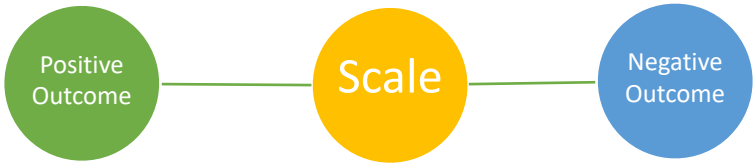
Nature v Nurture

The child's individual resilience is typically built from a combination of nature and nurture. Children who typically do well when faced with hardship have a biological resilience and strong relationships to a key adult in their life. Resilience is therefore a combination of such factors- neither the social or individual situations or characteristics alone are likely to ensure a positive outcome for children faced with high adversity for a prolonged period of time. The interaction between biological and environmental factors build upon a child's ability to cope with the adversity and threats towards their healthy development.

Balancing Scales

On one side a child has positive experiences and on the other, a child will have negative experiences, it is important to support children with protective experiences and coping skills to counterbalance their adversity. Resilience is

evident when a child's scales balance towards positive outcomes even when a child is faced with a heavy load of factors on the negative side.



What helps children develop resilience?

One common factor supporting children's resilience is with children who have at least one strong relationship with a supportive Parent/Carer or other adult. This adult provides children with personalised responsiveness, scaffolding and protection which buffers children from developmental disruption. This adult is also key in building capabilities such as planning, monitoring and regulating behaviour allowing children to respond adaptively to adversity thus allowing them to thrive. Such factors build upon the core foundation of children's resilience.

Common Set of Factors Supporting the positive outcomes

These include:

- Facilitating supportive adult-child relationships
- Building a sense of self-efficacy and perceived control
- Providing opportunities to strengthen adaptive skills and self-regulatory capacities.
- Mobilising sources of faith, hope and the child's own cultural traditions.

Not all Stress is Harmful

It's important to remember that not all stress is harmful, some manageable stress can be deemed as positive allowing the child growth-promoting opportunities. Learning and developing from these obstacles builds upon a child's resilience and ability to cope with life's future hardship and adversity both physically and mentally.

Resilience can be Strengthened at Any Age

A young child's brain is evident to be most adaptable early in life. Their development lays the foundation for a wide range of resilient behaviours, but it is never too late to build upon resilience.

Age appropriate and health promoting activities all contribute and improve the wellbeing of an individual recovering from stress related experiences.

Physical exercise, and mindfulness techniques can all help support a person's individual adversity and improve an individuals ability to cope, adapt and even prevent adversity in their lives.

Adults who strengthen these skills can better model healthy behaviours in young children and therefore improve the resilience for the future generation.

What can we do?

- Yoga activities.
- Teach the children to self-care and acknowledge self-recognition, allowing the children to find their own well-being space inside or outside eg. Sensory grass, outdoor garden, dens, reading space, music.
- Calming music.
- Sensory smells- herbs or aroma lamps.
- Wind chimes.
- Fabrics and blankets eg foil blanket.
- Sensory resources eg heuristic, natural, colourful, textured.
- Help the children feel empowered by helping others whilst valuing the wishes of their peers.
- Teach engagement and connections with others and peers.
- Listen to the children and recognise children's behavioural responses building upon their empathy.
- Create opportunities to self-discover and learn about themselves.
- Support change.

The Benefits to children and families are

- Children who are more engaged with learning.
- Parents who are more engaged with the nursery and more in tune with their child's learning and development.
- High morale within the setting.
- Good relationships developed between staff, parents/carers and children.
- The good emotional health of the children.

Equal Opportunities Policy For Children

1. To respect each child as an individual, regardless of race, colour, religious belief, disability or sex.

2. To make all facilities in the nursery available to all children.

3. To respect any conversations held with the child as private and important to the child.

Our aim is to ensure all children are given equal opportunity to learn and develop in a happy and caring environment. We aim to provide a multi cultural selection of books, toys and interesting projects to encourage our children to be aware of the world around them and the people in it. Please be aware that no child, would be expected to be involved in any activity that would compromise their religion, culture or beliefs.

This policy aims to assure that where practically possible to accommodate children and staff with disabilities we do not undertake to accept children who are unwell and follow the guidelines issued by the health authority. We also aim to provide good indoor and outdoor facilities for all children.

At all times in the nursery there will be two qualified first-aiders. All accidents are recorded in the accident book and parents are asked to sign any entry for their child at the end of that session. Anything we feel is too serious for us to attend to we would call the doctor or ambulance straight away and also the parents. If your child requires medication during a session you should hand it over to the manager and fill in the medicine book on requirements. Any incidents within the nursery are recorded in the incident book where the parents are notified and asked to sign.

Discrimination will not be tolerated – in a case with a child discriminating, parents/carers would be informed and in a case where a child is discriminated against the staff will give support to that child. Discrimination by a member of staff/parent/carer or any visitor will result in disciplinary action.

Equal Opportunities for Staff Policy

This policy aims to ensure a happy learning atmosphere for all children and a good working environment for all staff.

We ensure that our staff have relevant qualifications but also regard experience equally important. Another important criteria is willingness to take up courses made available to them. Our aim for employees is to give them the opportunity to take full advantage of any training courses available. The nursery will pay the fees for these with the understanding that if the staff leave within 12 months of completing the course the employee will reimburse the fees.
All staff are interviewed prior to employment and are aware that formal checks through the Disclosure and Barring Service (DBS) and referencing will be made. Staff will be paid according to experience and qualifications. We pay employees 5.6 weeks holiday or equivalent percentage based on Term-Time employment, any other time off or absenteeism through sickness would be unpaid, unless a doctors note is obtained. We encourage our staff to treat all children equally and to be involved with them at all times.

We initially employ staff on a three month trial to ensure that both parties are satisfied. After a successful trial staff are asked to sign a Contract of Employment. We encourage team involvement and expect input from staff about projects and children in our care. Please be aware that no member of staff, would be expected to be involved in any activity that would compromise their religion, culture or beliefs. Together we make our nursery the best possible environment for our children.

If staff wish to terminate employment we require six weeks formal notice. Management staff are required to give one terms notice. If we find staff unsatisfactory we will try and correct the problem through discussion. Failure of this approach will induce a written warning. If the issue is not resolved then we will terminate the employment.

We insist on complete confidentiality from our staff, everything that they learn about the children, parents or staff must be discussed with no one. All staff are aware of our strict hygiene regulations. Discrimination will not be tolerated and will result in disciplinary action.

Our staffing ratio is always more than adequate. We work on the basis set down by Children's Services/Ofsted of 1-3 for under 2 year olds, 1-5 if 2-3 years old, 1-8 if over 3 years old. We have regular staff meetings to discuss our work and the children in our care.

Staff Development Policy

Staff development is paramount within our setting, understanding the importance of personal and professional enhancement as to support the children within our care. As a setting we strive to improve and extend our knowledge constantly. Ensuring all staff are given the opportunity and offered the chance to enhance their skills and gain further qualifications. For continual development we ensure the Training Directory is obtainable to all staff at all times. Ensuring they are aware of the short courses that are available and encouraging them to take part in as many as possible.

We also understand that further education is extremely important and with the ever expanding world of nurseries it is very important to continue to encourage higher education. Within the setting all staff are encouraged to continue onto further education to ensure that we are able to provide an extensive range of excellent quality child care through work based training and education.

We have a number of training days per year enabling us to cascade training, we feel it is an important part in ensuring that this nurseries curriculum is effective. When implementing major changes within a curriculum, we feel that it is important to provide staff with information and pictorial examples on the curriculum, hoping to be implemented, to enable them to look at it and research the format, before training takes place. This is to enable the staff to fully get to grips with the protocol of the curriculum, and give them opportunities to air any concerns and provide their ideas, to promote the ways forward.

Staff are also given appraisals once a year with the opportunity to have individual meetings with management regarding development at any time throughout the year. Each member of staff is asked to fill out a self appraisal form then once seen by management a meeting will take place and the rest of the appraisal will be filled in my management and the employee together. We feel it is an extremely important part of development to be able to reflect on individual practice. Self-reflection is very difficult but is a very good way to encourage the team to understand their way of working and then finding out how to develop that further.

The Early Years Foundation Stage (EYFS)
Birth to Five Matters

The curriculum within the Early Years Foundation Stage is organised into four areas of learning:

1. The Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

These four areas of learning work alongside each other to ensure that your child gets a rounded learning experience. The learning and development aspects also includes the seven areas of learning which are:

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development
4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive arts and Design

We encourage the children to take an active part in all aspects of the curriculum, appreciating the fact that each child is an individual, and will progress at their own level.



Our Curriculum and Pedagogy

Environmental Nursery (Enabling Environment)- Our Pedagogy

Our nurseries focus is to foster children's independence, curiosity and holistic development through the use of the environment. We create a nurturing atmosphere where children feel secure, valued, and respected which is crucial for children's learning and development. Positive relationships between staff, children, and families underpin this, enabling children to feel confident and safe to explore. Our nursery supports nurturing relationships with tailored learning opportunities with the unique child at the forefront of our practice allowing children to learn at their own pace.

Our Birth to Five Matters Curriculum Guidance (2021) greatly supports our environmental based pedagogy who discuss the learning environment as:

"Enabling Environments- Learning Environments

Children are unique and holistic learners, thriving within environments that support their individual and diverse motivations, interests and needs. They require a wealth of possibilities within varied contexts, and this is best supported within stimulating and challenging environments that value exploration and play.

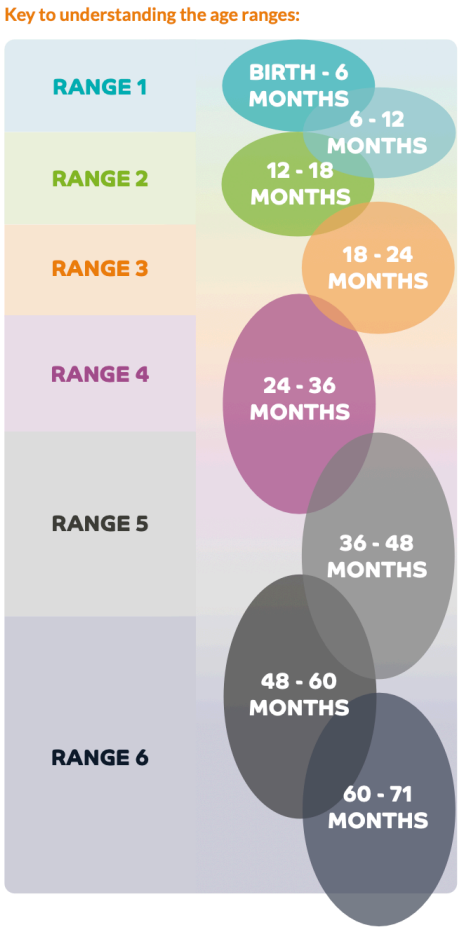


The outdoors offers unique possibilities, and daily opportunities should be made available for children to immerse themselves in outdoor spaces, offered through regular visits to suitable local places if the setting has no outside space. Within environments that offer engaging activities with real choice, autonomy and time, children can engage and wallow in independent exploration and enquiry, connecting with other children, adults and the natural world as they benefit from what Froebel calls "freedom with guidance" – freedom of movement and activity, within a framework of supportive adult guidance."

We also believe in the children and their voice. Every child is entitled to be heard and as a nursery we value and promote this philosophy with the children at its core. This is why we develop our nursery around the unique child providing an enabling environment throughout our setting allowing child-led and child focused play to be at the forefront of everything we do. This allows the individual child to engage where they feel safe and supported with the ability to access the whole curriculum around them through a holistic learning approach. Parents/Carers are a fundamental part of our nursery and we greatly promote the parent/carer partnership and communication to further support the children we care for. All children have the right to learn and develop regardless of their background, culture, race, gender, beliefs, economic status and religion. We value the importance of the cultural capital for every child and believe they all deserve the same foundations to strive. We believe every child's individual needs deserve to be met through the highest possible form of inclusive quality education that we constantly strive to achieve.

<u>Our Curriculum</u>

Our nursery uses the Birth to Five Matters Framework (2021) which supports our pedagogy of being an Enabling Environment based nursery. The Birth to Five Matters Curriculum Guidance (2021) looks at children's abilities and achievements in ranges which is reflected into ages too. We use this curriculum alongside the Early Years Foundation Stage Statutory Framework (September 2025). We focus on high quality interactions to support children's learning and development in the 7 areas of learning and development (Prime and Specific).



Below is an overview of our aims for children during a child's whole time in nursery as well as what we provide through the 7 areas of Learning and development: Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design through the Early Years Foundation Stage Statutory Framework.

Alongside this, an overview of each age's and hoped achievements/milestones. This is a guide, and other achievements or milestones are also possible too- please refer to the Birth to Five Matters Curriculum Guidance for more detailed information surrounding the breakdowns of each ranges.

Personal, Social and Emotional Development

Personal, Social and Emotional Development is made up of the following aspects:

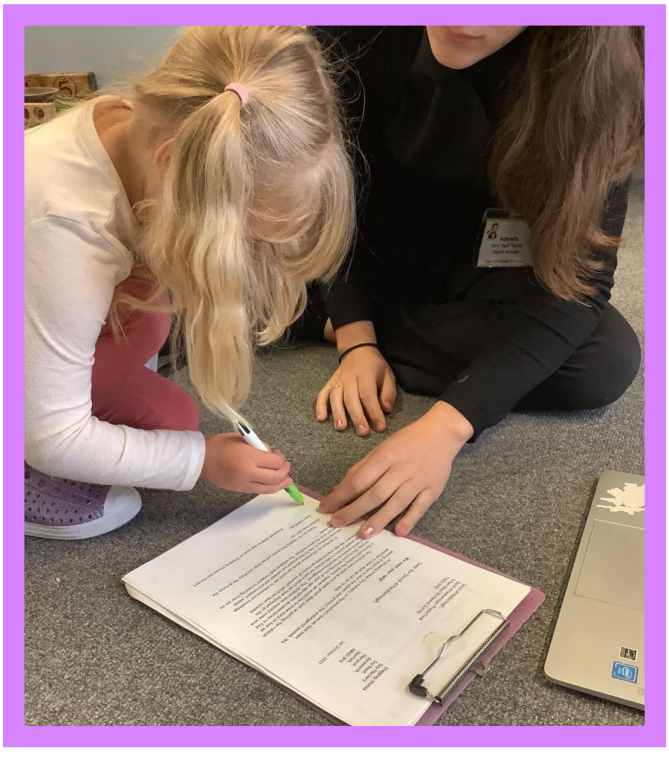
- Making Relationships
- Sense of Self
- Understanding Feelings/Emotions

"Who we are (personal), how we get along with others (social) and how we feel (emotional) are foundations that form the bedrock of our lives. As we move through life, we are continually developing our sense of self as we weave a web of relationships with self, others and with the world.

Personal, Social and Emotional Development is fundamental to all other aspects of lifelong development and learning, and is key to children's wellbeing and resilience. For babies and young children to flourish, we need to pay attention to how they understand and feel about themselves, and how secure they feel in close relationships: in so doing they develop their capacities to make sense of how they and other people experience the world. Children's self-image, their emotional understanding and the quality of their relationships affect their self-confidence, their potential to experience joy, to be curious, to wonder, and to face problems, and their ability to think and learn.

A holistic, relational approach creates an environment that enables trusting relationships, so that children can do things independently and with others, forming friendships. Early years practitioners meet the emotional needs of children by drawing on their own emotional insight, and by working in partnership with families to form mutually respectful, warm, accepting relationships with each of their key children."

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Personal, Social and Emotional Development

Overall Aim:			
Build upon a child's cognitive development.	Develop a sense of self aware of own abilities.	Management of emotions.	Build upon relationships with others.
Through teaching we provide:			
Provide strong, warm and supportive relationships.	Techniques to support a child in managing their emotions.	Provide adult modelling and positive interations	
Aim by the age of 1 year olds.			
Showing wider feelings through crying and vocalising needs. Using comfort objects of familiar people to re-regulate. Becoming more aware of basic rules as they develop their emergency agency and autonomy.	Respond to own name and enjoys finding body parts or looking at self in mirror through interactive games. Developing confidence in playing feely although still showing separation anxiety from important people.	Developing social interactions through calling, crying, babbling, smiling and laughing, showing interest in adults through pointing and directing attention through gazing. Building upon those special relationships and displaying attachment behaviours.	Closely watching others body language to begin to understand their intentions and meaning. Become fascinated by other children; watching them interact through offering toys or food.
Aim by the age of 2 year olds.			
To show empathy by offering known comforts or objects to others needing support.	Shows understanding of sense of self through own likes and dislikes. Becoming aware of their social identity.	Beginning to express feelings such as joy, anger, frustration as well as overwhelming emotions.	Show an interest in being together with peers and playing alongside others returning to familiar adults when needed.
Aim by the age of 3 year olds.			
Becoming more aware of emotions such as overwhelmed, angry, frightened, anxious as well as developing an understanding of the feelings of others as well as the understanding that some actions can hurt others.	Knows own name, what makes them unique and understanding of differences as well as showing autonomy to own preferences, choice making and decisions. Developing their understanding that actions have concequences.	Build on relationships with special people, separating from familiar adults in new situations (with support) although still being anxious strangers. Showing concern for those special to them, matching their feels with their own such as offering comforters.	
Aim's by the age of 4 year olds.			
Seeks companionships with adults and experiments with adult behaviours to guid social relationships and interactions.	Becoming aware of similarities and differences to themselves and others within social situations with peers.	Developing upon their confidence and self-esteem with new social situations, and needs required as well as listening to messages and ideas from peers.	Express wide range of emotions and discuss how others are feeling as well as recognising the impact of their behaviours to social situations.

Communication and Language

Communication and Language is made up of the following aspects:
- Listening and Attention
- Understanding
- Speaking

"Experiences in the womb lay the foundation for communication, and a baby's voice is evident from the beginning. Babies use their bodies, facial expressions, gestures, sounds and movements to seek connections and respond to those around them. Young children depend on back-and-forth interactions with responsive others to develop confidence as effective communicators and language users. Communication and language development are closely intertwined with physical, social and emotional experiences. Communication and language lay a foundation for learning and development, guiding and supporting children's thinking while underpinning their emerging literacy.
Language is more than words. As children grow, they begin to be aware of and explore different sounds, symbols and words in their everyday worlds; a language-rich environment is crucial. A child's first language provides the roots to learn additional languages, and parents should be encouraged to continue to use their home languages to strengthen and support their children's language proficiency as they join new environments.
Children's skills develop through a series of identifiable stages which can be looked at in three aspects – Listening and Attention, Understanding, and Speaking. While not all children will follow the exact same sequence or progress at the same rate, it is important to identify children at risk of language delay or disorder as these can have an ongoing impact on wellbeing and learning across the curriculum."

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Communication and Language

Overall Aim:		
Build upon children's spoken language	Gain a rich range of vocabulary	Develop upon skills to support interaction and conversation.
Through teaching we provide:		
Stories, songs, rhymes and poems	Conversation, storytelling and role play.	High quality interactions and conversations through a language rich environment.
Achievements by the age of 1 year olds.		
To use sound in play such as brmmm as well as single words within the day eg teddy, more, bye-bye. Continue an enjoyment for babbling, eye-gazing and using personal words to develop upon language.	Develop the ability to follow body language and gestures. Understand single words in context as well as respond to simple questions when in familiar context to a familiar person eg where's mummy.	Moves whole body to familiar sounds such as music and beats. Concentrating on objects or activities for short periods. Beginning to enjoy laughter and being playful with others. Young children will pay attention to dominant stiumulus- although distracted by others.
Aim by the age of 2 year olds.		
Able to follow routines and non-verbal cues, simple sentences and identify objects by name.	Has a preference to choice of activity but moving quickly in between. Listens to songs, trying to join in actions and vocalisation.	Beginning to communicate with everyday words, asking simple questions or using gestures or facial expressions to communicate
Aim by the age of 3 year olds.		
To use language to hold a conversation (jumping from topic to topic) whilst sharing feelings, experiences and thoughts. Using questions, longer sentences and word endings such as cats and going.	Identify action words and understand simple instructions and questions. Begin to develop upon complex sentences and concepts such as fast/slow.	To listen to noises adults make when reading stores, songs and rhymes. Recognise familiar sounds and give single channeled attention; refocusing if own name is called.
Aim's by the age of 4 year olds.		
Understands objects and predisposition language, responding to instruction and understanding how and why questions.	Listens to groups, stories with recall and joining in with events and phrases as well as following direction and focusing attention.	Complex sentences, using different tenses and expressive language. Children are able use questioning and build upon their vocabulary through experience.

Physical Development

Physical development is made up of the following aspects:

- Moving and Handling
- Health and Self-care

"Intricately interwoven with emotional, social, cognitive and language development, physical development underpins all other areas of a child's learning and development. Extensive physical experience in early childhood puts in place the neurological, sensory and motor foundations necessary for feeling good in your body and comfortable in the world. The intimate connection between brain, body and mind must be understood; when they are viewed as one system, the impacts of active physical play, health and self-care are observed and the effects on a child's early brain development and mental health of adverse childhood experience, including malnutrition, illness or neglect, is recognised. Health, wellbeing and self-care are integral to physical development. Prioritising care opportunities and a collaborative approach with young children supports development of lifelong positive attitudes to self-care and healthy decision-making. Each child's journey relies on whole-body physical experiences. While biologically programmed, the unfolding of this complex, interconnected system requires repeated movement experiences that are self- initiated and wide-ranging. Fine and gross motor control must develop together in an integrated way, so that the child can achieve what they set out to do. We must ensure that children have movement-rich lives indoors and outdoors from birth. This includes the role of the adult's body as an enabling environment itself, embedding movement into everything, and encouraging each child's own motivations for being active and interactive with others."

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Physical Development

Overall Aim:			
To develop upon co-ordination and positional language.	Develop upon gross motor skills; co-ordination, agjility, balance and strength.	Development of proficiency, control and confidence.	To develop fine motor skills supporting early literacy skills.
Through teaching we provide:			
Support for happy, healthy and active lives.	Opportunities to build upon fine motor skills.	Opportunities to build upon gross motor skills.	
Aim by the age of 1 year olds.			
Begin to develop upon self-care tasks such as nappy and clothes changing as well as beginning to communicate through bowel movement and interest in feeding through grasping food or bottles- taking food to mouth.	To sleep for 11-15 hours with at least 2 naps. Being able to self sooth if conditions are correct as well as showing rapid changes in energy levels with times for support to restore equilibrium.	Able to belly crawl with it developing into crawling on hands and knees. Developing the ability to go from crawling to sitting to support with investigating and picking up objects using palmer grip, or to push or pull objects whilst looking at them.	Enjoys the sensory experience of mark making with food, sand, water, mud, paste or paint. Developing skills to manipulate objects using hands together such as squeezing water from a sponge.
Aim by the age of 2 year olds.			
Sleeping well for 12-14 hours a day with 1-2 day time naps.	Pull, push, lift and move objects developing upon fine and gross motor skills.	Begin to show an interest in indoor and outdoor clothing	Beginning to feed with increased control.
Aim by the age of 3 year olds.			
Develop upon self-care routines such as eating competently, handwashing, toileting and getting dressed with simple clothing such as coats, wellies and hats.	To begin to regulate through energetic and calm bursts of energy as well as sleeping through regular windows of 10-13 hours.	To be able to get up from lying down or sitting up. Can begin to climb, walk and run on on different surfaces or levels developing the ability to use feet to kick balls or pedal too.	Showing increasing control in holding and using a range of tools and objects as well as beginning to hold make making tools using thumb and all fingers.
Aim's by the age of 4 year olds.			
Becoming aware of basic needs such as being tired, hunger and desire to play.	Developing on the ability to get dressed and put clothes on with help.	Able to move up and down stairs, slopes and uneven floors confidently.	Beginning to understand the use of a range of tools and equipment eg paintbrush, scissors etc.

Literacy

Literacy is made up of the following aspects:
- Reading
- Writing

"Literacy is about understanding and being understood. Early literacy skills are rooted in children's enjoyable experiences from birth of gesturing, talking, singing, playing, reading and writing. Learning about literacy means developing the ability to interpret, create and communicate meaning through writing and reading in different media, such as picture books, logos, environmental print and digital technologies. It involves observing and joining in the diverse ways that different people and communities use literacy for different purposes. Most importantly, literacy is engaging, purposeful and creative.
Developing literacy competence and skills is a complex, challenging yet rewarding journey that requires high-quality pedagogical activities to enhance learning. Young children need to be listened to by attentive adults who recognise and value children's choices. They need enjoyable, playful opportunities of being included and involved in the literacy practices of their home, early years setting, and community environments. They need experiences of creating and sharing a range of texts in a variety of ways, with different media and materials, with adults and peers, both indoors and outdoors, as well as learning about using different signs and symbols, exploring sound and developing alphabetic and phonetic skills."

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Literacy

Overall Aim:			
To develop a life-long Love of reading.	To develop on language comprehension and word reading.	To develop an enjoyment for rhymes and songs.	
Through teaching we provide:			
Opportunities to develop on reading and writing.	Support for language comprehension and word reading.	Opportunities for songs and poems.	
Aim by the age of 1 year olds.			
Explore the sensory, physical and cognitive experience, enabling young children to see the connection between their actions and result in marks and recognising their own agency.	Handles books, printed or digital material with interest as well as a recognition to familiar pictures or symbols.	Explores and recognises sounds within the environment through listening and making sound through banging and tapping.	
Aim by the age of 2 year olds.			
To become interested in books and rhymes and have a favourite.	Begin to join in actions, sounds and songs and have a favourite.	Begin to understand the cause and effect of mark making.	Have an enjoyment for the sensory experience of mark making.
Aim by the age of 3 year olds.			
Distinguish between the marks they make.	Enjoy drawing and writing on paper and screens or different textured materials such as sand.	Has a favourite song, rhyme, story or jingle and enjoys repeating familiar words or actions.	Enjoys rhythmic and musical activity of instruments, actions, rhymes and percussion as well as clapping to the beat.
Aim's by the age of 4 year olds.			
To become aware that books can give a story through picture and print with a beginning, middle and end.	Beginning to develop phonological and phonemic awareness as well as becoming aware of familiar words such as name.	Attempts to write their own name through the use of circles, lines and curves.	Enjoys mark making and early writing.

Mathematics

"Mathematics for young children involves developing their own understanding of number, quantity, shape and space. Babies and young children have a natural interest in quantities and spatial relations – they are problem-solvers, pattern-spotters and sense-makers from birth. This curiosity and enjoyment should be nurtured through their interactions with people and the world around them, drawing on their personal and cultural knowledge. Every young child is entitled to a strong mathematical foundation which is built through playful exploration, apprenticeship and meaning-making. Children should freely explore how they represent their mathematical thinking through gesture, talk, manipulation of objects and their graphical signs and representations, supported by access to graphic tools in their pretend play.

Effective early mathematics experiences involve seeking patterns, creating and solving mathematical problems and engaging with stories, songs, games, practical activities and imaginative play. Plenty of time is required for children to revisit, develop and make sense for themselves. This is supported by sensitive interactions with adults who observe, listen to and value children's mathematical ideas and build upon children's interests, including those developed with their families. It is crucial to maintain children's enthusiasm so they develop positive self-esteem as learners of mathematics and feel confident to express their ideas."

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Mathematics

Overall Aim:			
To increase knowledge on numbers from 1-10.	To develop skills on spatial reasoning; shape space and measure.	To develop maths mastery skills.	
Through teaching we provide:			
Opportunities to build on maths mastery.	Support to develop counting from 1-10.	Provide opportunities to develop shape, space and measure.	Opportunities to develop skills to look for patterns and relationships and spot connections.
Aim by the age of 1 year olds.			
Beginning to understand contrasting sizes and develop an interest in emptying.	Joins in with repeated actions in songs and stories and those through number songs.	Get to know daily routine.	Explores shapes through puzzle holes and change of shapes.
Aim by the age of 2 year olds.			
Beginning to use words such as lots and more and initial counting behaviour.	Enjoys exploring spatial awareness through filling, emptying and navigating spaces.	Aware of shapes fitting in spaces through puzzles and building blocks.	Becoming aware of daily routine and patterns.
Aim by the age of 3 year olds.			
Begin to notice numbers and counting on fingers or occasionally in order.	Chooses puzzles and trials through size and shape to get them to fit.	Explores size, length, weight and capacity.	Explores positional language and spatial awareness.
Aim's by the age of 4 year olds.			
Enjoy counting as far as they can, recognising 1-10 and beginning to recognise numbers within pay and the environment.	Responding to positional language and direction as well as moving successfully through spaces.	Enjoys exploring shapes; becoming aware of the shapes, their differences and similarities as well as responding successfully to the correct names too for 2D shapes.	Beginning to develop an understanding of lighter, full and heavier.

Understanding The World

Understanding of the world is made up of the following aspects:

- People and Communities
- The World
- Technology

"Understanding the World provides a powerful, meaningful context for learning across the curriculum. It supports children to make sense of their expanding world and their place within it through nurturing their wonder, curiosity, agency and exploratory drive.

This development requires regular and direct contact with the natural, built and virtual environments around the child and engaging children in collaborative activities which promote inquiry, problem-solving, shared decision making and scientific approaches to understanding the world. Active involvement in local community life helps children to develop a sense of civic responsibility, a duty to care, a respect for diversity and the need to work for peaceful co-existence.

In addition, first-hand involvement in caring for wildlife and the natural world provides children with an appreciation of ecological balance, environmental care and the need to live sustainable lives. Rich play, virtual and real world experiences support learning about our culturally, socially, technologically and ecologically diverse world and how to stay safe within it. They also cultivate shared meanings and lay the foundation for equitable understandings of our interconnectedness and interdependence."

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Understanding the World

Overall Aim:			
To increase their vocabulary skills surrounding the world around them.	Children will gain more experiences of the world around them.	To build upon children's knowledge of familiarity of words to support later reading comprehension.	
Through teaching we provide:			
Opportunities to listen to stories, songs and poems supporting cultural and social world around them.	Experiences to gain an understanding of the world around them.	Opportunities to enrich and widen children's vocabulary.	
Aim by the age of 1 year olds.			
To begin to understand making sense of objects and how they behave.	Look and observe animals, people and vehicles.	Explore objects in detail, when lost, hidden or when combining two objects together.	Begin to recognise key people in their life and begin smiling and laughing with them.
Aim by the age of 2 year olds.			
Becoming curious of people, animals and nature	Anticipating repeated sounds, actions and sights when adults demonstrate.	Curious of natural products such as grass, mud and puddles.	Shows an awareness of buttons, slaps and mechanisms.
Aim by the age of 3 year olds.			
Aquire basic skills in turning and operating simple toys alongside some technological products.	Using pipes, funnels and tools to carry and transport water from one place to another.	To notice, observe and discuss details of the environment, nature and living things.	Have a sense of immediate family, pets and relations whilst becoming aware of what makes them different and reflect on the similarities and differences.
Aim's by the age of 4 year olds.			
Begins to comment on familiar things within the environment and why they happen developing a care for the natural environment.	Showing an interest in people who are familiar to them including family customs and routines.	Showing an interest in their similarities, differences and what makes them unique.	Aware of technology and that information can be retrieved from digital devices.

Expressive Arts and Design

Expressive Arts and Design is made up of the following aspects:
- Creating with Materials
- Being Imaginative and Expressive

"Children and adults have the right to participate in arts and culture. Expression conveys both thinking (ideas) and feeling (emotion). Children use a variety of ways to express and communicate, through music, movement and a wide range of materials. Creative thinking involves original responses, not just copying or imitating existing artworks.
Expressive Arts and Design fosters imagination, curiosity, creativity, cognition, critical thinking and experimentation and provides opportunities to improvise, collaborate, interact and engage in sustained shared thinking. It requires time, space and opportunities to re-visit and reflect on experiences. Multi-sensory, first-hand experiences help children to connect and enquire about the world. Appreciating diversity and multiple perspectives enriches ways of thinking, being, and understanding. Skills are learned in the process of meaning-making, not in isolation."

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Expressive Arts and Design

Overall Aim:			
To develop children's artistic and cultural awareness to support imagination and creativity.	To improve on art, design of media and materials.	To progress in interpreting and appreciating what they hear, respond to and observe.	
Through teaching we provide:			
To have regular opportunities to engage with Art and play with different media and materials.	Opportunities to support imagination and creativity.	Opportunities for self-expression, vocabulary and ability to communicate via art.	
Aim by the age of 1 year olds.			
Respond to and engage in the word around them using sound, movement, objects, sensations and emotions.		Experiments with medial, tools, material, sounds and whole body movements.	
Aim by the age of 2 year olds.			
Continues to explore and experiment with a range of materials, media and movement.	Enjoys music through singing and playing instruments.	Create sound effects and movement through cars and animals.	Beginning to play with objects and use some objects to represent others.
Aim by the age of 3 year olds.			
Uses everyday materials to understand and represent their interests.	Begins to make believe by pretending using sounds, movement and words.	Enjoys singing songs and interested in the songs instruments make eg loud and quiet.	Enjoys and responds to colour and combining colour through play.
Aim's by the age of 4 year olds.			
Exploring sound and movement with familiar songs and	Develops an understanding of using lines to enclose a space and represent actions and objects based on experience.	Use movement and sound to express ideas and feelings through singing and movement.	Notice what other children are doing, mirror what is

Learning at home

At home you and your child to can have fun with learning too.

- Never go beyond your child's interest or ability.
- All learning activities should be fun.
- Remember, a child's concentration only lasts a short time.
- Be ready to help with ideas, or join in as a playmate, remember to encourage rather than tell.
- Try to find time to listen to your child's ideas and provide a satisfying answer to any questions.
- When reading stories with your child, especially with picture books, put your finger under the words to show that your speech has a relation with the print. (contextual learning)
- When your child is ready to start nursery, please remember to inform your child's key person of any specific problems e.g. toileting issues, home difficulties, specific physical or emotional needs, etc...

Talk to your child.

- Ask about their play and where possible have fun joining in.
- Provide books, to read listen and talk about.
- Listen to music and songs together and have fun making up your own
- Read nursery rhymes and poetry.
- Increase your child's vocabulary by discussion of everyday objects and activities in the kitchen and the rest of the house or when going shopping and to the park.
- Ask your child to go and fetch objects for daily use reinforcing the name and use it.
- Observe out of doors together: Postman, Policeman, also cars, motorcycles, etc. play games in relation to these.

Writing

Emergent writing

Communication Language and literacy refers to all aspects of your child's early development in English (and first language where this is different) Speaking and listening, mark making, the development of writing (emergent writing), early experiences of reading, stories, and the world of books and other forms of writing such as lists, magazines, computer games, nursery rhymes etc… are all ways your child experiences words.

Independent writing

When your child starts their emergent writing, e.g. in role play areas or copying a parent/carer when writing a shopping list, they will
Practice by blending and segmenting the words that they have remembered.
It is important at this time to encourage your child with their markings and emergent writing, positively encouraging them to play about with the letters and shapes they are modelling.
As your child gets older their markings will become more apparent giving you a clear awareness of the words and shapes they are trying to create. At all times you should be encouraging and positive about your child's special writing.

Ready to Read

Some useful pre-reading activities:

- Jigsaws.
- Watching games, e.g. find another sock like this one.
- Matching colours and shapes.
- Picture matching cards for 'Bingo' and 'Snap', etc..
- Memory games, e.g. objects on a tray removed one by one.
- Feeling games, e.g. eyes shut, identify object in hands.
- Graded pictures in order.
- Finding differences.
- Odd one out.
- Sorting shape, colour and size.
- Left and right hand and eye games.
- 'I SPY' games.
- Nursery and nonsense rhymes.

- Tongue twisters.
- Make scrapbooks from old cards, magazines, and comics.
- Learn child's name and other familiar words like 'teddy'.
- Use flash cards with familiar words like door, window.

Ready for Numbers

Much basic number work can be covered by everyday life. A child must appreciate the value of a number before he can understand its symbol, i.e. 1, 2, 3, etc. When starting counting with your child it needs to be meaningfully. You can do this by picking up every day objects and by touching each item one at a time. Here are some helpful activities:

-
- Matching one for one, e.g. laying the table.
- Comparisons, e.g. big and little.
- Order of sizes.
- Positions.
- Actions.
- Counting rhymes.
- Threading beads.
- Sewing cards.
- Comic puzzle pages.
- Times of day.
- Please remember this can be done both indoors and out.

We look forward to seeing you!