



THE GERMAN KINDERGARTEN NORTH DULWICH

St Faith's Community Centre, Red Post Hill, London SE24 9JQ

Parents' Policies Pack

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Settling-in process, key person and home visits

While some children are confident on arrival at the Kindergarten, the majority will need some transition time to adjust in the new environment.

Children seem to settle in more confidently when they become acquainted with their key person in a familiar environment. Therefore, we propose a **home visit** before a new child starts in the Kindergarten (see the procedures on home visits). Home visits have proved to be a brilliant opportunity to build up a good relationship to the child in a familiar environment.

Every child is allocated to a 'first' key person who is particularly dedicated to the child. The key person is the principal point of contact for the parent/carer and will take special responsibility for the child. In case the 'first' key person is not available, the 'second' key person covers the responsibilities.

The key person works closely together with the parent/carer of the child and decides how the settling-in phase will be arranged. This includes at what time the child should be picked up during this phase and what things to comfort the child (e.g. blanket, soft toy, book) should be brought in to make the child feel confident and secure as soon as possible. The key person also gives a detailed feedback at the end of every Kindergarten day.

After a certain period of time (usually 6 weeks) the key person will have a meeting with the parent/carer to officially end the settling-in phase. The aim of the meeting is to discuss in detail how the settling-in phase went and what next steps should be taken to develop the child's strengths and confidence.

A detailed description of the settling-in phase is available in our **settling-in flyer**. The flyer will be handed out prior to the child's start date in the Kindergarten, usually at the home visit.

Safeguarding Policy and Child Protection Procedures

Our commitment to safeguarding children

The German Kindergarten team promotes the health, development, safety and welfare of all children in its care and their families.

We recognise that the community of children and families to whom we provide a service in Southwark is diverse in culture, racial background, religion, social class, financial resources and ability. Whilst family 'cultural' differences will be respected, they will not be viewed as valid explanation for clear harm to a child. The German Kindergarten works in accordance with the Prevent duty, to protect children from their risk of radicalisation, extremism and terrorism. We see it as part of our wider safeguarding duty, to protect children from other harms, whether these come from within their family or are the product of outside influences. When concerns for a child's protection, welfare or safety arise the German Kindergarten team will consider making a referral to Children's Social Care in all instances. However, our first responsibility is towards the child as laid down in the 'What to do if you're worried a child is being abused' guidance, although we will always aim to work closely in partnership with parents.

This safeguarding policy and accompanying procedure integrates the London Borough of Southwark Safeguarding board (SSCB) local guidance which includes the protocols for working with vulnerable children and families. It sets out in detail our procedures and practices in managing our approach to safeguarding children and/or their parents/carers.

This policy will be reviewed twice per year (or as required), as a reflection of our commitment to safeguarding children and their families.

Working in partnership with parents/carers

The German Kindergarten team will inform parents/carers of the Kindergartens' safeguarding duties from the time a child takes up their place. A copy of this Safeguarding policy will be given to all parents/carers for their own use. We also inform parents about changes in Safeguarding standards.

Our Safeguarding Policy is currently provided in English since this is the common language to all families within our community. However, we are prepared to provide the policy in a format that is most appropriate to the individual family's needs.

We also encourage parents/carers to talk about any concerns they might have for either their own child or other children and request parents'/carers' assistance in reviewing the child protection policy and day-to-day practices within the setting.

In case we do have concerns for a child's protection, welfare or safety, our aim will always be to provide ongoing support and advice to parents/carers (whether or not a referral is made to Children's Social Care or other services). Wherever possible, parents/carers will be contacted before a referral is made to discuss the nature of the concerns. In case of suspected sexual abuse we make a referral directly to Southwark children's services without informing the parents/carer first. All further actions in this case are dependent on the advice we receive from Southwark.

However, if there is an immediate concern about the child's welfare or safety, or if there is a possibility that the police may need to be involved in an investigation, then we may need to contact Children's Social Care first to decide who is the best person to talk to the parents/carers.

Concerns of a safeguarding nature will not be made public knowledge within the setting (i.e. with other parents/carers) but handled strictly confidentially. They might need to be shared however with other professional services.

A detailed procedure 'Chain of reporting ↔ actions, reports and who gets involved' describes in detail how we handle concerns regarding the safeguarding of children as part of this Safeguarding Policy.

Key responsibilities in safeguarding children and their families

The German Kindergarten team receives regular training (external and internal) in safeguarding children and is familiar with their safeguarding responsibilities. This also includes the procedure to be followed should an allegation be made against a practitioner.

Practitioners should update their safeguarding training every three years and all new members of the team (including students, agency and support staff/ volunteers) are informed of their responsibilities during the induction process.

Our key responsibilities are to

- be alert to possible signs of abuse, neglect or concern for a child, parent/carer or a member of the team's welfare
- be aware of the child protection procedure and to follow it when child protection concerns arise

- report any concerns of a child protection nature to the Manager, or in her absence to the director of the German Kindergarten (see process 'chain of reporting')
- keep clear and accurate records on safeguarding or welfare concerns. The records should include clearly signed and dated entries and be stored securely in a locked cupboard.
- inform parents/carers of the Kindergarten's child protection policy and procedures. It is also good practice to inform parents/carers of this responsibility regularly (e.g. in face-to-face contacts, on our blackboard or on our regular parent evenings).
- provide ongoing support and advice to parents/carers, including help in developing capacity to meet their child's needs or assistance in accessing a range of services in the area.
- provide appropriate activities for children and their parents/carers in helping them to gain understanding of what and who might be harmful or dangerous to children and their rights to protection
- establish and maintain professional relationships with children and their families.
- adopt consistent, safe work practices across the whole team that reflect a pro-active attitude towards avoiding allegations against practitioners and promote high standards in child care.

Use of photographic and digital imagery and mobile phones

The German Kindergarten promotes safety and welfare of all children and their families in its care. Therefore, we apply strict rules for the use of digital imagery and mobile phones. All staff and adults in the setting are familiar with these rules. In case of a breach to this policy the German Kindergarten reserves the right to apply appropriate procedures detailed in the relevant policy (e.g. Disciplinary or Capability Policy) to deal with this breach.

Guidance on Photographic and digital imagery

At the German Kindergarten we recognise that photographs and video recordings play a part in the life of the nursery and bring a positive contribution. We ensure that any photographs or recordings taken of children in our nursery are only done with prior written permission from each child's parent. We obtain this when each child is registered.

We ask for individual permissions (Entry Profile and Consent form) for photographs and video recordings for a range of purposes including: use in the child's learning journey (Child Development Record-CDR); for display purposes; for promotion materials including our nursery website, brochure and the local press if applicable. We ensure that parents understand that where their child is also on another child's

photograph, but not as the primary person, that may be used in another child's learning journey.

Parents are not permitted to use any recording device or camera (including those on mobile phones) on the nursery premises without the prior consent of the manager.

Photographs taken within the setting **will not** be downloaded, posted or distributed either through the internet or any other media system **apart from** our own webpage prior given the consent of the parent/carer.

During special events, e.g. Karneval, Easter Egg Hunt, Lantern March, Christmas Party group photographs may be taken. We ask that photos of events such as Christmas parties are not posted on any social media websites/areas and not be circulated, passed on to others or sold for publishing purposes.

Prohibitions:

- Only Kindergarten Mobile phones will be used for recording still or moving images of children.
- Photographs taken within the setting will not be downloaded, posted or distributed either through the internet or any other media system, **apart from** our own webpage with consent of the parent/carer.
- Photographs taken by parent/carer during family events in the German Kindergarten (e.g. Easter Egg Hunt, Lantern March, Christmas Party) must not be circulated, passed on to others or sold for publishing purposes.
- Photographic or digital images of the children will not be used for adverse, derogatory or financial gain.

Policy and Rules: mobile phone and social networking

To ensure the safety and well-being of children we do not allow staff to use personal mobile phones during working hours. We will only use mobile phones supplied by the nursery.

Parents' and visitors' use of mobile phones and social networking

Whilst we recognise that there may be emergency situations which necessitate the use of a mobile telephone, in order to ensure the safety and welfare of children in our care and share information about the child's day, parents and visitors are kindly asked to refrain from using their mobile telephones whilst in the nursery or when collecting or dropping off their children.

We promote the safety and welfare of all staff and children and therefore ask parents and visitors not to post publicly or privately information about any child on social media sites such as Facebook and Twitter. We ask all parents and visitors to follow this policy

to ensure that information about children, images and information do not fall into the wrong hands.

Parents/visitors are invited to share any concerns regarding inappropriate use of social media through the official procedures (please refer to complaints procedures and policy).

Lead person for Safeguarding Children and Families

The Kindergarten has a Lead Person for Safeguarding Children, The Manager of the German Kindergarten in North Dulwich. The Deputy manager acts as deputy to the Manager for Safeguarding Children.

The key responsibilities for the Lead Person are to

- be the key point for liaisons across professional services, including child protection agencies
- develop a strategy for practitioner training, professional development and support
- give a safeguarding introduction to every new member of staff.

Steps taken when a child protection concern arises

The Kindergarten recognises that a concern for a child's or and/or parent/carers protection, welfare or safety can arise at any time during the day and can come to the practitioner's notice through:

- significant changes in children's behaviour; signs of discomfort or distress, deterioration in children's general wellbeing; unexplained bruising, marks or signs of possible abuse or neglect;
- children's and or parent/carer's comments which give cause for concern; any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example: inappropriate sexual comments; excessive one to one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

Having identified the concern for the child, it will be necessary to assess the level of seriousness and consider the most appropriate course of action. Such decisions are to be made in consultation with the Manager, the Lead Person for child protection.

Details of the concerns for the child and/or their siblings and parents/carers are to be noted as soon as possible after the observation was made. These written records have to be signed (with printed name in brackets), dated and stored securely in a locked cupboard.

Allegations made against a member of staff or volunteer

The German Kindergarten is fully aware that an allegation made against a practitioner or volunteer is a child protection matter in the very first instance.

Our setting will always consider an allegation made against a practitioner or volunteer as a child protection matter in the first instance.

A referral will be made to Children's Social Care (Tel. 020 7525 1921) and the Local Authority Designated Officer (Tel. 020 7525 0689) as necessary, and our setting will co-operate fully in the investigation process.

Ofsted (0300 123 1231) will be informed of all allegations made against practitioners (including agency staff, students and volunteers) by the Manager/Lead Person or the Deputy Lead Person for child protection.

Southwark Local Authority Designated Officer (LADO) (020 7525 5181) will be also informed. If the allegation is made against the Manager, the Deputy Manager, the Lead Person for Safeguarding children or the registered person, the director of the German Kindergarten will take control of the matter and will trigger all appropriate actions. If an allegation is made against the director of the German Kindergarten the LADO will be informed of the matter and in consultation will trigger all appropriate actions.

Allegations made against practitioners will not be made public knowledge within the provision. It is recognised, however, that those who need to know that a suspension has been made, if appropriate, will not need to know the nature of the suspension. This will be kept confidential. The provision's disciplinary procedure and suspension will only be initiated in agreement with Children's Social Care.

The appropriate professional body and/or the vetting and barring board, Independent Safeguarding Authority (ISA) will be informed within a month, should any practitioner, student or volunteer be dismissed on the grounds of misconduct.

Parents or carers of the child involved will be told about the allegation as soon as possible if they do not already know of it. Parents or carers will also be kept informed about the progress of the case and told the outcome where there is not a criminal prosecution. This includes the outcome of any disciplinary process.

The Kindergarten will keep the person who is the subject of the allegation informed of the progress and arrange to provide appropriate support to the employee while the case is ongoing. This is also the case if the employee is suspended.

Record keeping: It is important the Kindergarten keeps a clear and comprehensive summary of any allegation made, details of how the allegation was followed up and

resolved and details of any action taken and decisions reached, on the employee's confidential personnel file and gives a copy to the employee. Such information will be retained on file, included for people who leave the organisation, at least until the person reaches normal retirement age, or for 10 years if that will be longer.

Recruitment and Selection

All members of the German Kindergarten team are carefully recruited and particularly selected for their suitability to work with children and their families. All staff members have successfully passed a DBS check. All staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at the setting). The German Kindergarten will not allow people whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for.

The Kindergarten routinely conducts checks, inducts and trains all members of the team in high standards of safeguarding practice and works to professional codes of practice.

Arrival, Departure and Late Collection Policy

Arrival

- All children have to arrive in the Kindergarten by 9:15 am.
- Parents sign in their child.
- All children bring their drinking bottle, 1 pair of wellies, 1 pair of slippers, change of clothes, all labelled with the child's name.
- In case the child is not going to attend the Kindergarten, parents are asked to inform staff by 10 am at the latest.
- Parents are in charge of getting children 'started' on site like looking after slippers and jackets, sign-in on daily attendance list.
- Important issues regarding the child are to be discussed between parent and key person. The key person will ensure all staff is informed appropriately (see information sharing policy).

Departure

- Pick-up is at 12:00 noon or 15:00 pm.
- As soon as parents are on site, they are in full charge of [obligatory supervision](#) for their child. Parents have to ensure they collect all belongings of their child like jumper, shoes, bags, toys, bottles, art work their child etc.
- Parents have to sign out on the daily attendance list.

Late Collection

The Kindergarten has a duty under the Ofsted Day Care Standards to protect children and act in their best interests. The Kindergarten takes persistent lateness in collecting a child very seriously. In extreme cases it can be considered as abandonment or neglect of the child, although we understand that occasionally delays are unavoidable.

Late Collection Procedures

1. Parents of children starting are asked to provide specific information which is recorded on our Entry Profile and Emergency contact form, including:
 - Home address and telephone number; if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour's
 - Place of work, address and telephone number (if applicable);

- Mobile telephone number (if applicable);
 - Names and telephone numbers of adults who are authorised by the parents to collect their child from the Kindergarten, for example a child-minder or grandparent;
 - Information about any person who has no legal access to the child.
2. On occasions when parents are aware that they will not be at home or in their usual place of work, they record how they can be contacted with the Manager or Key Person in our records.
 3. On occasions when parents or the person normally authorised to collect the child are not able to collect the child, they have to inform the Manager or Key Person and record the name and telephone number of the person who will be collecting the child in our records. We agree with parents how the identification of the person who is collecting their child can be verified.
 4. Parents know that if they are not able to collect their child as planned, they must inform us so that we are able to run back-up procedures. All parents are provided with our contact telephone number. Parents are also informed that in the event of no-collection from the kindergarten by an authorised adult and staff can no longer supervise the child in our premises, we will apply our child protection procedures as set out in our child protection policy.
 5. If a child is not collected at the end of the session/day, we follow the following procedure:
 - Our record is checked for any information about changes to the normal collection routines;
 - If no information is available, parents/carers are contacted at home (or mobile phone) or at work;
 - If this is unsuccessful, other known authorised adults whose telephone numbers are recorded on the Entry Profile are contacted;
 - All reasonable attempts are made to contact the parents/carers and authorised persons. This could also result in a member of staff visiting the child's home;
 - The child stays at the Kindergarten in the care of two fully vetted workers, until the child is safely collected;
 - The child does not leave the premises with anyone other than those named on the Entry Profile or in our records;
 - If no one collects the child and the premises are closing, or staff are no longer available to care for the child, we apply the procedures set out in our Safeguarding and Child Protection Policy (see chain of

reporting). We will contact our local authority Social Services Department and we inform Ofsted. A full written report of the incident will be recorded in our children folder.

- Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.

In Short: If we have not been notified, or have been unable to contact the emergency numbers provided by the parents/carer of the child by an hour after ending of a session, it is our responsibility to contact the social services emergency duty line in Southwark, tel. 020 7525 1921 who will then take over responsibility for the child.

Behaviour Policy

The aim of our Behaviour Policy is to give a comprehensible guideline to staff and parents how we provide our children with the **3Cs**: **Calm Consistency and Care** to promote Personal, Social and Emotional Development (PSED) in the Early Years Foundation Stage.

At the German Kindergarten we aim to promote respect, co-operation, openness, fairness and acceptance. In close partnership with parents/carers we intend to lay strong foundations from which children will grow into happy and self-confident young individuals.

The principals of our approach to safeguarding children and working in partnership with parents/carers are described in our **Child Protection Policy**.

Since we are a bilingual setting (German/English) a key point of our behavioural approach is to help and encourage children to understand and speak German. We strongly believe it particularly stimulates children in their intellectual development to learn about another language and culture. This also positively influences the children's self-esteem.

We understand that children have different needs according to their age and cultural background. To meet these requirements a key person is assigned to every child to help them to form meaningful relationships. The key person ensures close observations and individual promotion and encouragement. In our weekly planning we seek to devise activities to meet the needs and wishes of the individual child.

To train children's individual skills we offer a variety of creative and role play activities like e.g. a home corner, office corner or a café and an arts and crafts table. Our aim is to encourage children to do it themselves and find out where their interests and strengths are.

At all times we seek to develop and encourage appropriate behaviour through gentle encouragement and by giving explanations. Our approach is to carefully watch and listen to what a child is doing and saying and explain why the behaviour might appear challenging. We explain consequences and encourage children to take choices like a 'when and then strategy'. We also seek ways to give children the power to make their own decisions. At all times we communicate in an understandable and friendly way on child's level and keep messages simple and clear.

We support the 6 steps of conflict resolution (High Scope approach) and use single or several steps within individual situations:

STEP1: We approach swiftly and calmly: Stop any harmful behaviour between the children, use gentle touch if they started to fight. We are calm as an adult and do not raise our voice.

STEP2: We acknowledge children's feelings. By making simple statements like 'You look cross' or 'Yes, I hear that you want the bike'

STEP 3: We gather information from the children: By asking, 'what has happened?' or 'what's the problem here?' We listen, are fair and impartial and let the children feel confident they are heard.

STEP 4: We restate the problem: Use the children's words but help them with the communication exchange. Ease the interaction between the children.

STEP 5: We ask for solutions: 'What can we do here to solve this problem?' We listen to what children suggest and give some time and help the children to find a way how to solve the situation.

STEP 6: We are prepared to give follow-up support: We are alert and pleased when children have resolved the situation and give them verbal feedback.

Within this we are promoting respect for other people and encourage showing kindness and helpfulness to others. We therefore adopt a positive attitude which emphasises and recognises good behaviour rather than identifying only that which is unacceptable. We aim to achieve this by commenting on and praising examples of good behaviour since this is far more helpful than dealing with incidents of unacceptable behaviour as and when they occur.

It proved very helpful to provide a stimulating environment (enable environment) where children have space and freedom to get involved into self-chosen challenges.

Staff will always model desirable behaviour. All staff has undertaken external or internal training in Behaviour Management. We will ensure that children are clearly informed of the expected behaviours, rules (see below) and boundaries. In our planning we will manage the group and resources in a way that minimises conflicts amongst children. This also comprises an appropriate staff planning.

At no time will staff use negative or critical language or speak harshly to a child. It goes without saying that any form of corporal punishment is absolutely forbidden.

We believe everyone should develop freely and safe with respect of the freedom and needs of others.

We have identified basic rules and boundaries within each child and staff member can act in the setting.

Indoors:

- Always walk indoors and wear slippers in the room
- Sitting at the table for all meals and drinking
- Showing respect to others (e.g. by listening, answer questions)

- Treat others how you would like to be treated
- Think of others (How do others feel about my words and my behaviour?)
- Take care of your environment (e.g. not stepping on books, do not break toys)
- Accept all plays can be carried out until common tidy up time. Exception from this are 'marked areas' like puzzles place.
- Tidy up time is introduced by the song 'tidy up time...can you hear' where everybody in the room is being asked to join in to tidy up the room.
- Rules are carefully monitored against the individual needs of the children.

Outdoors:

- If sun is shining children have to wear sun hats and sun cream
- During Kindergarten hours all children have to wear appropriate clothes on the premises during water play activities.

The child's parents are the first point of contact in any case. We inform and consult parents about any challenging behaviour and take action at an early stage. The input and support of parents is essential, and we strongly seek to work co-operatively with parents.

Our parents are provided with our Child Protection Policy which describes in detail our approach to safeguarding children.

The Behaviour Officer has the ownership of the policy and acts as point of contact in all matters regarding behavioural questions. Records of parents meetings are kept and maintained by our manager.

Our approach on behaviour is the basis of all other policies of the German Kindergarten. We are regularly talking about our behavioural approach (successes/challenges) in our team meetings and review the policy in regards to it.

The German Kindergarten is compliant with The Early Years Statutory Framework 2017 (EYFS) which states in section 3.52 and 3.53 the following:

3.52. Providers are responsible for managing children's behaviour in an appropriate way. Providers must not give corporal punishment to a child. Providers must take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided. Any early years provider who fails to meet these requirements commits an offence. A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical

intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. Providers, including childminders, must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.

3.53. Providers must not threaten corporal punishment, and must not use or threaten any punishment which could adversely affect a child's well-being.

Accident & Emergency Policy

Whilst every step possible is taken to ensure the safety of all the children, if a child is involved in any sort of accident whilst attending the nursery, the following protocol will be adhered to. The relevant member of staff will immediately note the incident in detail on an Accident Sheet and the appropriate course of action will be taken. This entry will be read by the parent/carer and signed upon collection at the end of the day.

In the event of a serious accident or illness, the Manager or an assigned vetted person will take the child to the Accident & Emergency department at our nearest hospital, Kings College Hospital, or an ambulance will be called, depending on the situation. We will notify the parent/carer as soon as possible about the incident and ask them to attend to their child immediately if possible.

Comprehensive medical records, detailing each child's medical history and including GP details are kept on site (Entry Profile). Therefore, whenever possible, the child's GP will be consulted by telephone prior to taking any course of action.

Other than in the event of a serious/fatal accident, parents will always be notified and given the opportunity to collect their child, prior to any steps being taken.

Nearest hospital:
King's College Hospital
Denmark Hill
London
SE5 9RS

Switchboard: 020 3299 9000 (*checked June 2017*)

Emergency contact numbers:

To call for an ambulance call 999 (*checked June 2017*)

A serious/fatal accident will be reported to Southwark Children's Social Care Department Tel. 020 7525 1921 and Ofsted 0300 123 1231 as soon as possible and latest within 14 days of the incident.

Also a referral will be made to RIDDOR: Incident Contact Centre **0345 300 99 23** (*checked June 2017*)

Note information from RIDDOR:

All incidents can be reported online but a telephone service is also provided for reporting fatal/specified, and major incidents **only** - call the Incident Contact Centre on 0345 300 9923 (opening hours Monday to Friday 8.30 am to 5 pm).

<http://www.hse.gov.uk/riddor/report.htm>

All forms are provided by Riddor and can be completed online.

Health and Safety Policy

Policy statement

The German Kindergarten believes that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers.

- We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.
- The German Kindergarten has a Health & Safety officer:
 - The H&S officer is competent to carry out these responsibilities.
 - Is undertaking regular health and safety training and regularly updates her/his knowledge and understanding.
- We display a health and safety poster in the entrance area of the Kindergarten.

Procedures

Awareness raising

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and procedures as they understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting
- Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.
- Health and safety is discussed regularly during staff meetings.
- Children are made aware of health and safety issues through discussions, planned activities and routines.

Safety of adults

- Every morning before we open our doors, we are carrying out an indoor- and outdoor safety checklist to ensure everything is cleared, in its place, safe and clean.
- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- When adults need to reach up to store equipment they are provided with safe equipment to do so.

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

Storage

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

Outdoor area

- Our outdoor area is securely fenced.
- Our outdoor area is checked for safety and cleared of rubbish before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides and traps.
- Where water can form a pool on equipment, it is emptied before children start playing outside.
- All outdoor activities are supervised at all times.

Hygiene

- Our daily routines encourage the children to learn about personal hygiene.
- We have a daily cleaning routine for the setting which includes play room, kitchen, toilets and nappy changing areas.
- We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings.
- The toilet area has a good standard of hygiene including hand washing and drying facilities and the disposal of nappies.
- We implement good hygiene practices by:
 - wearing protective clothing - such as disposable gloves - as appropriate;
 - providing sets of clean clothes;
 - providing tissues and wipes;

Activities and resources

- The layout of play equipment allows adults and children to move safely and freely between activities.
- All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.
- All materials, including paint and glue, are non-toxic.
- Physical play is constantly supervised.

- Children are taught to handle and store tools safely.
- Children who are sleeping are checked regularly and are supervised at all times.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.
- Any faulty equipment is removed from use and is repaired. If it cannot be repaired it is discarded.
- Large pieces of equipment are discarded only with the consent of the manager

Equality of Opportunity and Inclusion Policy

Mission statement

The German Kindergarten provides child care for all children from 2-5 irrespective of their background. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, special educational needs, impairment attainment and background. We educate children bilingually in German and English and are committed to treating all children in our care equally and fairly. The Kindergarten familiarises children with German language, culture and customs. This is how we aim to provide a space for children to develop in a happy, caring and stimulating environment that celebrates cultural diversity. The German Kindergarten supports children and their parents with different culture, ethnicity and religion the same way. We encourage families to share their cultural routines from home, as food, music or celebrations. For us counts the child and her/his family.

Partnership with parents

We know the vital role of parents; we are working in partnership with them and try to engage every parent and carer in the day to day events at the Kindergarten. We celebrate differences as well as German cultures and traditions. We do that by encouraging children and parents to contribute to the Kindergarten activities with whatever is important to them (bring toys, books and ideas for projects to the Kindergarten). The Kindergarten staff will talk to the carers and parents on a daily basis when the child arrives or is been picked-up at the Kindergarten. We have regular parents meetings and parent's evenings and a variety of festivals celebrated in the Kindergarten where the family is asked to join in. Our summer and Christmas parties as well as our parent's evenings are a great way for all parents and families to get to know each other and to get in touch with the Kindergarten team.

We have a parent's representatives who are running the 'Friends of the German Kindergarten' group where all parents who are interested are very welcome to join in. This group supports in organising events, celebrations and outings.

Staff

All our staff are experienced and very engaging nursery school teachers, with managers holding Level 3 or above qualification in Early Years Education. To promote language and communication in our German speaking Kindergarten all staff are fluent in German.

We are operating a key person system where every child has a dedicated key person who will provide continuity for the child and is responsible for the child's observation and development records. We are using a collective observation sheet to record and monitor the children's development and achievements. Our childcare software supports staff in monitoring progress. The key person is also responsible for daily feedback to parent/carers during pick up time.

Our SEND Coordinator (SENCo) is following the Early years: guide to 0-25 SEND code of practice in his/her work and is our first point of contact for Special Educational Needs and Disabilities. S/he supports the child, his/her parents and key person.

All staff is continuously updating its knowledge and skills through internal and external training.

Practice

The German Kindergarten is following a number of festivals throughout the year. We are celebrating Christmas, "Fastnacht" in February, Mothers day, Easter, have a summer party, and a Lantern march in early November (St. Martin procession). We are using the celebrations to reflect on the background of children and staff.

We provide and plan activities for the children based on the children's individual interests, needs and the EYFS learning goals. Project work enables children to participate in the design of their learning processes and that all the children can join in according to their age and abilities. To ensure the support of every child we take into account individual observations for our weekly planning. We make reasonable adjustments for every child if we identify a need.

When children start in the setting we are arranging for a home visit beforehand. The parent/carer completes an entry profile form and a parent/carer consultation form. The collected information gives a good indication who the setting is catering for and serves to provide appropriate input to planning provisions. This home visit gives the child, parents and key person the opportunity to get to know each other and to begin to build up a relationship in an environment familiar to the child and their family.

We use the EYFS framework for planning and guidance in our curriculum and embed the characteristics of effective learning: playing and exploring, active learning and creating and thinking critically within our practice.

Children are encouraged to share experiences and toys. Through language learning we aim to encourage the understanding of another culture and to plant the seeds of respect and openness to otherness. Our vision defines our ideas and provides a framework for our daily work.

We provide a wide range of small world toys, books, messy play options and Arts&Crafts activities to enhance the children's learning experience according to their abilities and needs. The props are also chosen to ensure children learn about differences and equalities.

We are running a robust staff recruitment process. We are employing staff according to experience and qualification to meet the job description, whereas it does not matter what cultural background the person is coming from.

Chain of Response

If there is a concern about a child's development either raised by parents or staff we adhere to the SEND code of practice.

The German Kindergarten supports children with SEND and their family in different ways. We share with parents all our observations and working with them together to enable the best development and education for their children.

The first contact person is the child's key person. Manager and the Special Educational Needs Coordinator are there for any help. If it comes to a meeting the SENCo is present and advises about the possibilities of support.

How parents can raise concerns

Working with parents is a very important part of our daily work. We have our regular one to one parents meetings around the child's birthday where we will specifically ask parents if they want to raise anything in particular about their child. If parents have a concern they can come anytime to raise it with the key person and/or manager. Likewise the Kindergarten will come and approach the parents if any concerns observed. This is followed by a shared discussion and if necessary arrangements will be prepared for the child to progress. Those actions taken will be in accordance with the response of the SEND code of practice. The SENCo of the German Kindergarten will take responsibility to follow through the process. We follow this through with regards to the disability discrimination act 1995 under which Early Years settings have an obligation to make reasonable adjustments and not to treat a child less favourably.

SEND - Special Educational Needs and Disabilities

The SEND is responsible for:

- Overseeing the day to day operation of the SEND policy and report
- Co-ordinating the provision for children with SEND
- Working with other practitioners

- Advising on a graduated approach to providing additional SEND support
- Ensuring all records of children with SEND and those children experiencing barriers to learning, who may not have SEND, are kept up to date
- Liaising with the parents/carers of those children
- Being a key point of contact and liaising with external agencies, health and social care and the local authority
- Liaising with SEND of next provider to ensure a smooth transition (sharing all records, observations and knowledge about the child's needs)

We share all the records, observations with the parents to be able to work effective together and to ensure the best learning of the child.

All information, observations, reports etc. about the SEND of the child are collected in the SEND folder and key person/SENCo ensure they are up to date. The SENCo together with the key person is also responsible to arrange multiagency meetings (team around the child and family, Speech and Language Therapist, Educational Psychologist, Physiotherapist etc.) to share observations and reports.

SEND Support Plan (Sept. 2014)

The SEND Support Plan is bringing together information to help plan support that makes a difference to a child's learning development. The plan sets out approachable targets for the child, parents and the setting. The information held within the plan will be detailed, objective and written in positive terms. Targets have to be reviewed frequently and recorded under the criteria met, not met, and not fully met, which gives further indications how to move on in the support process.

Education Health & Care Plan (EHC Plan)

The EHC Plan involves a wider support network of professionals and follows if a child has not made expected progress after the kindergarten has taken relevant and purposeful action to identify, assess and meet the child's special educational needs. Support plans, observations, reports are shared with the parents and relevant professionals in order to become a complete picture of the child's needs. Targets how everyone involved can support the child in his/her development will be set and reviewed regularly in order to help the child to progress in the best way.

Reviewing

The policies are reviewed yearly or if necessary. To implement our policies we discuss and review them in our staff meetings and team days. We also raise selected topics from policies in circle time with the children (e.g. Health & Safety or risk procedures, behaviour management/puppet play).

Local Council relations

The German Kindergarten works closely with representatives of Local councils' Early Years and Quality Improvement Team. The Early Years Consultant and Quality improvement officer is in contact with the setting, comes to visit and provides support and advice.

Safeguarding children

Safeguarding children is paramount in our setting. We will not accept any inappropriate attitudes and practices and are going to challenge such behaviour. To do this anyone who has concerns is asked when in doubt to talk to the manager. We are also rining children and staff who we are and what we do (vision, safeguarding policy, behaviour policy, and prospectus of the German Kindergarten). Our staff continuously updates knowledge and skills through in- and outhouse training, literature and seeks advice from the local authority or external services. For more details on Safeguarding Children please refer to our *Child Protection Policy*.

Complaints by parents

If there are any complaints by parents, they can talk to the manager who in turn will discuss any issues in an appropriate way with the Kindergarten Team or individual members of the team (see *complaints policy and procedure* for details). Further complaints, if this process does not clear it, can be directed to the local authorities' Children and Young people Service, Ofsted and the Pre-school learning alliance of which the German Kindergarten is a member. All contact details are available on the appropriate webpage.

Complaints by staff

Any complaints are to be communicated with the manager. If this is not possible for any reason staff can also contact the agencies mentioned above. (For details please refer to our *Whistle Blowing Policy, Complaints policy and procedure, a complaints form* is also provided)

Lost Child Policy

Statement of intent

In the unlikely event of a child becoming lost while in the care of the Kindergarten, the German Kindergarten will immediately put into place the procedures detailed below. We ensure that a systematic approach to find the child is taken and consideration is given to the levels of risk to the child.

Aim

We will ensure that a search is made for the child as soon as possible, parents and authorities are notified at the appropriate stage, and a high level of care is maintained to other children at the nursery school while procedures are followed.

Procedures

If a child goes missing from the Kindergarten:

- The person in charge will carry out a thorough search of all the rooms in the building, outside perimeter and garden.
- The remaining children will be gathered into one large group, e.g. for a story, while the remaining staff search for the missing child.
- The attendance register is checked to make sure no other child has also gone astray.
- The children will be sensitively asked whether they have seen the child who is missing, as will all adults, so that it can be established who was last to see the missing child, when and where.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- The person in charge talks to staff to establish what happened.
- If the child is not found the parent or carer is contacted (alarming them as little as possible) and the missing child is reported to the police.
- If the child lives within walking distance of the group, one adult should make the journey on foot in order to catch up with the child on its likely way home, if possible.

If a child goes missing from an outing, where parents are not attending and responsible for their own child, the Kindergarten ensures the following procedures are put into place:

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to compare it with the attendance register on site to ensure that no other child has gone astray.
- One member of staff searches the immediate vicinity but does not search beyond that.
- The person in charge/Manager is informed, if s/he is not on the outing and makes his/her way to the venue to aid the search and be the point of contact for the police as well as to support staff.
- Staff take the remaining children back to the Kindergarten.
- The person in charge/Manager contacts the child's parent/carer (alarming them as little as possible), who makes their way to the Kindergarten or outing venue as agreed with the person in charge.
- Staff contact the police using the mobile phone and report the child as missing.
- In an indoor venue, staff contact the venue's security who will handle the search and contact the police if the child is not found.
- The person in charge contacts the director of the German Kindergarten who comes down to the nursery school or outing venue as soon as possible

When the Child is found

Two members of staff will care for and talk with the child, bearing in mind that he/she may be unaware of having done anything wrong or, alternatively, may also have been afraid and distressed and may now be in need of comfort.

After the incident

- The Manager will sensitively discuss with the child's parents the events surrounding the disappearance of the child.
- If appropriate, a short meeting with all parents will be held at the end of the session/start of the following session or a note sent home (either in hardcopy or via email) with the child to give parents brief, accurate information about the incident as soon as possible, for reassurance.
- Liability should not be discussed until the incident has been fully investigated by the nursery school and if applicable by the police and/or Social Services.

- Staff and parents/carers should be asked to refer any enquiries they have about the incident, or any enquiries from the media, to the director of the German Kindergarten. It is at the discretion of the director to delegate this task to the Manager or another person in charge.

The Investigation

The Manager or director will carry out a full investigation taking into account verbal or written statements from all the staff present at the time, or from those who were on the outing.

The key person/staff write an incident report detailing:

- the date and time of the report;
- what staff/children were in the group/outing;
- when the child was last seen in the group/outing;
- what took place in the group/outing since then; and
- the time it is estimated that the child went missing.

A conclusion is drawn as to how the breach of security happened. If the incident warrants a police investigation, all staff co-operate fully. In this case, the police will handle all aspects of the investigation, which includes interviewing staff.

Social Care may be involved if it seems likely that there is a safeguarding children issue to address.

The incident is reported under RIDDOR arrangements and is recorded in the incident book; the local authority health and safety officer may want to investigate and will decide if there is a case for prosecution.

OFSTED is informed. The Kindergarten's insurance company is informed.

Telephone numbers: (checked May 2017)

Police: Brixton Police Station, 367 Brixton Road, London, SW9 7DD - **020 86492025**

Police: emergency number **999**

OFSTED general helpline **0300 123 1231**

RIDDOR: Incident Contact Centre **0845 300 99 23**

Administering Medicines Policy

Policy statement

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

In many cases, it is possible for children's GP's to prescribe medicine that can be taken at home in the morning and evening. As far as possible, administering medicines will only be done where it would be detrimental to the child's health if not given in the setting. If a child has not had a medication before, it is advised that the parent keeps the child at home for the first 48 hours to ensure no adverse effect as well as to give time for the medication to take effect.

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

The key person is responsible for the correct administration of medication to children for whom they are the key person. This includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures. In the absence of the key person, the manager is responsible for the overseeing of administering medication.

Procedures

- Children taking prescribed medication must be well enough to attend the setting.
- Only prescribed medication is administered. It must be in-date and prescribed for the current condition. CALPOL and medicines containing aspirin only will be administered if prescribed to the child from a doctor.
- Children's prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children.
- Parents give prior written permission for the administration of medication. The staff receiving the medication must ask the parent to sign a consent form stating the following information. No medication may be given without these details being provided:
 - full name of child and date of birth;
 - name of medication and strength;
 - who prescribed it;
 - dosage to be given in the setting;

- how the medication should be stored and expiry date;
 - any possible side effects that may be expected should be noted; and
 - Signature, printed name of parent and date.
- The administration is recorded accurately each time it is given and is signed by staff. Parents sign the record book to acknowledge the administration of a medicine. The medication record book records (see form administer medicine consent form):
- name of child;
 - name and strength of medication;
 - the date and time of dose;
 - dose given and method;
 - verified by witness of staff (administer plan signed by witness colleague)
 - signed by key person/manager; and is verified by parent signature at the end of the day.

Storage of medicines

- All medication is stored safely in a locked cupboard in a marked plastic box.
- The child's key person is responsible for ensuring medicine is handed back at the end of the day to the parent.
- For some conditions, medication may be kept in the setting. Key persons check that any medication held to administer on an as and when required basis, or on a regular basis, is in date and returns any out-of-date medication back to the parent.
- If the administration of prescribed medication requires medical knowledge, the Kindergarten seeks to provide individual training for the relevant member of staff by a health professional.
- If rectal diazepam is given another member of staff must be present and co-signs the record book.
- No child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell their key person what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.

Children who have long term medical conditions and who may require an ongoing medication

- A risk assessment is carried out for each child with long term medical conditions that require ongoing medication. This is the responsibility of the manager alongside the key person. Other medical or social care personnel may need to be involved in the risk assessment.
- Parents will also contribute to a risk assessment. They should be shown around the setting, understand the routines and activities and point out anything which they think may be a risk factor for their child.

Managing medicines on trips and outings

- If children are going on outings, staff accompanying the children must include the key person for the child with a risk assessment, or another member of staff who is fully informed about the child's needs and/or medication.
- Medication for a child is taken in a sealed plastic box clearly labelled with the child's name, name of the medication, Inside the box is a copy of the consent form and a card to record when it has been given, with the details as given above.
- On returning to the setting the card is stapled to the medicine record book and the parent signs it.
- If a child on medication has to be taken to hospital, the child's medication is taken in a sealed plastic box clearly labelled with the child's name, name of the medication. Inside the box is a copy of the consent form signed by the parent.
- As a precaution, children should not eat when travelling in vehicles
- This procedure is read alongside the outings procedure.

Making a complaint

Policy statement

The German Kindergarten believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and any concerns will be dealt with professionally and promptly to ensure that any issues arising from them are handled effectively and to ensure the welfare of all children, enable ongoing cooperative partnership with parents and to continually improve the quality of the kindergarten. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

Procedures

The German Kindergarten keeps a 'summary log' of all complaints that reach stage two or beyond. This log will be made available to parents on request as well as to Ofsted inspectors.

Making a complaint

Stage 1

- Any parent who has a concern about an aspect of the setting's provision talks over, first of all, his/her concerns with the manager of the German Kindergarten.
- Most complaints should be resolved amicably and informally at this stage.

Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing to the manager and the director of the German Kindergarten.
- For parents who are not comfortable with making written complaints, the German Kindergarten provides the Complaints template form for recording complaints; the form may be completed with the person in charge and signed by the parent.
- The setting stores written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, the manager may wish to store all information relating to the investigation in a separate file designated for this complaint.

- When the investigation into the complaint is completed, the manager or director meets with the parent to discuss the outcome.
- Parents must be informed of the outcome of the investigation within 28 days of making the complaint.
- When the complaint is resolved at this stage, the summarised points are logged in the Complaints record.

Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the manager and the director. The parent should have a friend or partner present if required and the manager should have the support of the director, present.
- An agreed written record of the discussion is made as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, the summarised points are logged in the Complaints record.

Stage 4

- If at the stage 3 meeting the parent and setting cannot reach agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.
- Staff or volunteers within the Pre-school Learning Alliance are appropriate persons to be invited to act as mediators. However, a representative of any other appropriate charity or legal body can be asked to act as mediator, too.
- The mediator keeps all discussions confidential. S/he can hold separate meetings with the setting personnel (setting manager and director) and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

Stage 5

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

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

The role of the Office for Standards in Education, Early Years Directorate (Ofsted) and the Local Safeguarding Children Board

- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Welfare Requirements of the Early Years Foundation Stage are adhered to.

The Ofsted homepage/contact provides all telephone numbers in regard to a complaint: <http://www.ofsted.gov.uk/contact-us>

Contact details for Ofsted:

Email: enquiries@ofsted.gov.uk

Telephone: 0300 123 1231

By post: Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD

- If a child appears to be at risk, our setting follows the procedures of the Local Safeguarding Children Board in our local authority.
- In these cases, both the parent and setting are informed and the setting leader works with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.

Records

- A record of complaints against our setting and/or the children and/or the adults working in our setting is kept in the Complaint folder, including the date, the circumstances of the complaint and how the complaint was managed.
- The outcome of all complaints is recorded in the Complaints record and will be stored confidentially and will be only accessible by the parties involved. Ofsted inspectors will have access to this record at any time during visits to ensure actions have been met appropriately.

Food and Hygiene policy

Aim of the policy

The German Kindergarten provides fresh food for the children every day. We want to promote the health and well-being of children and their families through food within the setting. The purpose of this policy is to ensure a safe and hygiene practice among food handlers and give children the opportunity to explore and learn about healthy food in requirements of the EYFS.

- We ensure that staff are fully aware of all potential food hazards.
- We ensure that high standards of personal and environmental hygiene are adhered to at all stages to ensure that food safety is not compromised.
- We satisfy current legal requirements.

When and who the policy applies to:

- Food that is provided by the setting, through the kindergarten chef or staff,
- Food brought in from home, such as at birthday parties, kindergarten parties etc.
- Food provided at events or outings.

The policy applies to all staff within the setting and to parents who bring food from home.

Food and drink provision

Every day children bring in their own water bottle with fresh drinking water. Also fresh drinking water is always available and accessible in the Kindergarten. We motivate and offer children frequently to drink water and staff make sure appropriate and enough intake is monitored. In hot weather staff will encourage children to drink more water to keep them hydrated.

The children bring in their own packed lunch which should contain healthy food and we provide one snack in the morning. Food will not be shared, as there may be children with undiagnosed allergies. We do not allow food with nuts.

We give children time to eat at their own pace and do not rush them. We give careful consideration to seating to avoid cross contamination of food from child to child. Where appropriate an adult will sit with children during meals to ensure safety and minimise risks. No child is ever left alone when eating/drinking to minimise the risk of choking.

Communicating with children and families, being aware of and dealing with allergies

We respect individual dietary requirements and gather information from parents regarding their children's dietary needs. Before a child starts or joins the Kindergarten we will collect all important information about any special dietary requirements, preferences and food allergies and any special health requirements that a child has. Where appropriate in the case of allergies we will work alongside parents to put an individual dietary plan for their child into place.

Staff show sensitivity in providing for children's diets and allergies. Where appropriate we will have discussions with all children about allergies and potential risks to make them aware of the dangers of sharing certain foods.

The eating environment and social aspects of meal times

Our practitioners set a good example and eat with the children at the table and show good table manners. Meal and snack times are organised so that they are social occasions in which children and staff participate in small groups. During meals and snack times children are encouraged to use their manners and say 'please' and 'thank you' and conversation is encouraged.

Practitioners use meal and snack times to help children to develop independence through making choices, serving food and drink, and feeding themselves. They support children to understand the need for healthy eating within activities, discussions or Smalltalk.

Celebrations and special occasions

Within special occasions such as birthdays or seasonal, cultural celebrations in the Kindergarten we will have occasional treat of foods such as cake, sweets or biscuits. We do allow parents to bring in cakes or other treats on special occasions such as birthdays. We ensure that all food brought in from parents meets the above and health and safety requirements. All members of staff are aware of the allergy and contamination risks at celebrations. Children with allergies get an alternative treat, what their diet requires.

During cultural or seasonal occasions such as the German Easter egg hunt or Christmas baking, the kindergarten provides traditional food for and with the children. These give children a cultural knowledge, supports the understanding of their environment.

Encouraging fussy eaters to eat well, providing food for all

Fussy eating and fear of new foods are part of the child's development. The German Kindergarten is aware that children can be fussy and try to motivate them to try new food, during daily routines and special activities. Any child who shows signs of distress at being faced with a meal he/she does not like can put it back to the lunch box without any fuss. We want the parents to be aware what their child ate in the Kindergarten. If a child does not finish his/her first course, he/she will still be given a helping of dessert. Children who refuse to eat at the mealtime are offered food later in the day.

Food safety and hygiene - Protecting children's health

The German Kindergarten knows it is important that food is stored, prepared and presented in a safe and hygienic environment and children are taught basic hygiene, such as not eating food that has fallen on the floor and washing their hands with soap and water before eating meals or snack and after going to the toilet or handling animals.

Within cleaning plans we make sure that all equipment and areas of food providing are cleaned.

In the very unlikely event of any food poisoning affecting two or more children on the premises, whether or not this may arise from food offered at the nursery, we will inform the relevant health agencies and follow any advice given.

Intimate Care

The German Kindergarten promotes safety and welfare of all children and their families in its care. We adhere to high standards in hygiene. We respect the personality of the child and will in no case tolerate any violation against the child's personal rights. In case of a breach to this policy the German Kindergarten reserves the right to apply appropriate procedures detailed in the relevant policy (e.g. Disciplinary or Capability Policy) to deal with this breach.

Guidance on intimate care

Personal responsibility for health & safety is an important part of the child's development. The time for the nappy change is a significant aspect of the relationship-building between child and key person/practitioner and contributes positively to the self-respect of the child.

For nappy-change, we use a changing mat or change the nappy while the child is standing, depending on need and practicability.

All adults in the German Kindergarten responsible for intimate care of children have to be DBS checked.

Use of NAPPIES

Environmental Health & Safety

Hygienic nappy changing practice is vital in reducing the opportunity for harmful micro-organisms to be transmitted, not only to the child and staff, but to the surrounding environment, too.

Nappy Changing Procedure:

- Ensure that there is adequate access to dedicated hand wash facilities for staff. These should be close to all nappy changing areas, at an appropriate height for adult use and have hot and cold running water supplies
- Ensure that all necessary nappy changing equipment is kept in the nappy changing area.
- Ensure that hands are washed thoroughly after each nappy change, including after disposal of nappy and removal of gloves.
- Always wear a new pair of disposable gloves for each nappy change.
- Ensure creams and lotions are not shared between children. Each child has all of their own creams labelled. They are supplied by their parents and administered by the relevant practitioner with parental consent. (A record of

application/s of nappy cream is kept, signed by the practitioner, a witness practitioner, and the parent/carer at pick-up.)

- We use gloved fingers each time to remove cream from containers
- Surfaces that become soiled or have been touched during the nappy changing procedure have to be cleaned.
- All nappy waste is bagged and taken out to the bin immediately after the nappy change.
- Reusable nappies are wrapped up and placed in the child's personal bag.
- Ensure the nappy changing area is designated for that use only and is separated from play or kitchen areas

Toileting Procedure

- Children out of nappies are encouraged to use the toilet by themselves.
- Toilets have integrated child seats.
- During toilet time, a DBS-checked practitioner is by the toilet and wash basin to assist the children should they need help.
- At the request of the child, the relevant practitioner can help the child wipe their bottom (discussed with parents).
- Toilet doors are kept open while children use the toilet.
- Where a child has had "an accident", a DBS-checked practitioner can help them to clean themselves, change into dry and clean clothes. S/He bags the soiled item(s) of clothing for the child to take home.

Updated June 2017