



Braywood CE First School

The Acorn Nursery Policy Inc the Foundation Stage

'From tiny acorns, mighty oak trees grow, watered and nurtured by God.'

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Introduction

Our Acorn Nursery Philosophy

“A friend is someone who helps you up when you’re down, and if they can’t, they would lay down beside you and listen” Winnie the Pooh

At Braywood we want to give your child the best possible start to their education. Children’s happiness is fundamental to everything that we do at Braywood. There are many ways that we ensure that our children are emotionally resilient; that they feel nurtured and confident and that they are compassionate towards their peers. Our fundamental Christian ethos, our educational procedures and pastoral support facilities ensures that everyone feels happy and that they belong at our school. Everything that we do and hope to achieve in our Acorn Nursery is based upon this premise.

Our Aims at Braywood

‘We aspire for all our children to become confident, emotionally resilient, and compassionate individuals who achieve personal excellence through strength of character and a love of learning’ School Vision

Our Acorn Nursery is a pre-school for children who are between three to four years of age and are in the academic year prior to the Foundation Stage. It is the start of each child’s educational journey and an important time where children can grow in confidence, make friends, and ensure they have the knowledge to make a successful start at Braywood.

We nurture the individual child through

- helping children develop their full potential through a stimulating environment where experiences challenge, inspire and extend children’s understanding:
- providing a stable, secure, and caring ethos environment where parents and carers feel confident to leave their children in our care:
- maintaining high standards of childcare with high qualified teachers who can enhance children’s learning whilst preparing them for the next stage of their education.
- ensuring equality of access by supporting individual learning outcomes with due regard to our school’s inclusive values being guided by each child’s own interests and discoveries to enhance their learning:
- where all children are respected and are respectful of others
- preparing them for the next steps in their education.

Key Contacts

Position	Club Supervisors
Nursery Lead	Natasha Teeder
Managers	Extended Schools Coordinator – Fiona Williams Head teacher – Susan Calvert Governors – Natasha Teeder

Overarching Principles

Our Acorn Nursery offers a safe, healthy, and caring environment acknowledging that children's wellbeing and high educational standards go hand in hand. We know that by working in partnership with families and local communities we can enable children to reach their full potential. This affirms the general ethos of the school.

The Statutory Framework for the Early Year Foundation Stage outlines all our overarching principle.

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.'

Four guiding principles should shape practice in Early Years settings.

These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. All children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of learning and development. All children develop and learn at different rates and the EYFS framework supports the education and care of all children, including children with special educational needs and disabilities (SEND).

There are seven areas of learning and development that must shape educational programmes in early years settings and help these young children get ready for Year 1. All areas of learning and development are important and inter-connected. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving.

These are the prime areas:

- communication and language
- physical development
- personal, social, and emotional development

In addition, schools must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

The second part of the legislative EYFS framework is having due regard to the wellbeing and safety of all children in the cohort. Our Nursery is perfectly placed to ensure each child's success because they are happy, emotionally resilient, and confident in their setting. Development Matters, non-statutory curriculum guidance for the EYFS, is available to support providers in their delivery of the EYFS learning and development requirements.

'Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. The safeguarding and welfare requirements, are designed to help providers create high quality settings which are welcoming, safe, and stimulating, and where children are able to enjoy learning and grow in confidence.'

Statutory framework for EYFS

Leadership Roles and Responsibilities

All members of staff have a leadership role and are integral in moving the school forward in our curriculum design. There are positive, though potentially far-reaching, implications for both school management and the governing body in exploiting the potential of the pre-school's initiative.

Everything in this document is a brief outline of our Nursery's policies and procedures. The schools' policies and procedures give a wider perspective and are adhered to at all times. More detail can be obtained from the office or our website.

The Governing Body (organising body) decides:

- what Nursery activities (services) will be provided by the school
- that an appropriate curriculum will be used for providing specific educational activities
- the arrangements for overseeing, managing, and funding a robust and reliable service for these young children whilst ensuring quality of provision.
- on whom is responsible for formulating a policy on charging parents for a nursery service

The Headteacher (responsible person) decides:

- on the general requirements of staffing, pay, recruitment, performance etc. in accordance with the procedures and guidelines of Braywood.
- that all the routine policies such as health and safety, child protection, complaints etc. are in order and being adhered to.
- the arrangements that training and appropriate support is available for all, and systems of coaching and mentoring are used to empower others.
- when regular meetings are held with all parties to ensure the smooth running of the nursery.

The Nursery & Early Years Coordinator works:

- with the supervisor on the timetable, curricular provision, management of lunchtimes and the food served and issues of planning. She acts as a link between the nursery and the school informing the supervisor as to the areas being covered in the curriculum.
- supports the supervisor with any issues which may arise on a day-to-day basis
- with the rest of the play leaders and coordinates stimulating and enjoyable activities in the nursery.
- to facilitate learning through 'learning through play' alongside the Early Year's Curriculum.
- to lead initiatives to maintain the ethos of the club and liaises with parents to keep them well informed.

The Key Worker role is:

- To be responsible for maintaining records of the children allocated to them.
- To be responsible for planning of activities for the children in their key group, taking into consideration all the information gathered regarding the child's development and needs.
- To be responsible for ensuring that the children allocated to them have their needs met.
- To be responsible for communicating with the child's parents or carers about any issues regarding the child's needs.
- To be responsible for maintaining a folder consisting of the child's developmental records, artwork, achievements, any photographs, and reports on the child's progress during their time in the setting.
- To meet with parents at regular intervals to review the development and service being provided to their child.
- To stay with a new key child whenever possible for the duration of their settling period and first full week in the new room.
- To act as a role model for all children and communicate/respond to all adults and children as they wish the children to do so.

Admissions

Admissions Criteria

Our school will decide on the admission criteria for our nursery as an independent, fee-paying nursery according to our school's policies and procedures. The numbers and ages of children admitted to the nursery comply with the legal space requirements set out in the Early Years Foundation Stage.

We take the following matters into account when prioritizing and deciding on admissions.

- Availability of places, considering the staff: child ratios, the age of the child and any registration requirements
- Children who have siblings who are already with us
- When the application is received (extra weight is given to those who have been on the waiting list the longest)
- The nursery's ability to provide the facilities necessary for the welfare of the child, including appropriate staffing arrangements
- A child requiring a full-time place may have preference over one requiring a part-time place. This is dependent upon work commitments, occupancy, and room availability
- Any extenuating circumstances affecting the child's welfare or the welfare of his/her family.

We operate an inclusion and equality policy and ensure that all children have access to nursery places and services irrespective of their gender, race, disability, religion or belief or sexual orientation of parents.

Prior to a child attending nursery, parents must complete and sign a registration form. These forms provide the nursery with personal details relating to the child. For example, name, date of birth, address, emergency contact details, parental responsibilities, dietary requirements, fees, and sessions, contact details for parents, doctor s contact details, health visitor contact details, allergies, parental consent, and vaccinations etc.

We do accept the 15 or 30 free nursery credits. A maximum of sixteen children can be catered for at each session with a minimum of two members of staff.

Nursery Times

Braywood offers a provision for 3- to 4-year-old pupils at present:

- A whole day session from 8.45am - 3.15pm of 6 ½ hours for £45.50
- A half – day session from 8.45am – 11.45am of 3 hours for £21.00

Additional facilities that are available to our Nursery children are dependent upon our staffing situation. These are paid at the school's rate and are:

- Breakfast club 'Early Birds' from 7.45am to 8.45am
- After school club from 3.15pm to 5.30pm

The office will provide all the information required to parents in a nursery pack. Our accreditation can be found in Appendix 1

Curriculum, Learning and Development

Aspire, Learn, Achieve Together

At our Acorn Nursery we aim foster a love of learning. We want children to start their educational journey, inquisitive and wanting to discover more about the world. We want children to 'have a go', enjoy coming to school and be inspired by our activities. Each child is an individual and every child will have a learning journey mapped out for them which encourages them to take the next steps in their learning.

Our nursery is very small and has a high adult to child ratio to help children make the maximum progress. All staff are very aware of the expectations of the Foundation Stage Curriculum and how to apply this to the children's needs. All children always have equality of access

Education is a partnership, and this is very important in a nursery setting. Working together we can realise the best education for all children.

Learning and Development

The learning is addressed through the Foundation Stage Curriculum which offers support as to the structure on which to teach this curriculum. We develop a tailor-made curriculum according to everyone's needs. Planning is based upon observations which draw on each child's needs and interests. This is promoted through a holistic approach delivered with a balance of adult-led and child initiated opportunities for both indoor and outdoor play. All children will have short reading, literacy and numeracy activities and these experiences should form the basis of learning that supports all future learning thus ensuring that all children are ready to make the move into Reception.

The nursery's curriculum will:

- view all children as individuals with the right to be treated with equal respect to the adults around them. This includes the right to choose when they want to interact with their peers and carers.
- provide a safe, caring, stimulating environment, with supportive adults offering a wide range of activities, experiences, and materials.
- give children the opportunity to choose activities and experiences, and to develop independence within the curriculum.
- give children the opportunity and structure to build up positive meaningful experiences and relationships with peers and adults.
- create a partnership with parents to support and enhance the development of children.
- provide equal learning and development opportunities for all the children
- ensure that each child has positive experiences of success at his/her own level, in order to give him/her confidence and motivation for learning in the future
- provide a balanced curriculum which takes account of, and responds to, the child's developmental needs, and allows each child to make progress related to his/ her own abilities.

Early language skills are fundamental and act as the bedrock of all future learning including all seven areas of learning. All adults foster these early skills by listening to our young children and modelling good communication skills such as speaking in a sentence. Spoken interactions from an early age form the foundation of not only language, but of cognitive development. Regardless of a child's ability, temperament or background, adults foster many ways to always communicate.

We read frequently to children, and engage them actively in stories, non-fiction, rhymes, and poems. It is fundamental to provide extensive opportunities for children to use and embed new words in a range of contexts. This will help children become immersed and enthralled by language and its meaning. At Braywood our pre-school pupils learn the basics in decoding familiar words and the recognition of the printed word together with writing these simple sounds and letters in a learning context..

Similarly, developing a strong grounding in using number through play is essential to all subsequent learning. Children in our pre-school learn to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns between these numbers. Opportunities through play and more formal activities support this learning including their spatial reasoning skills in space, shape, and measure. Children at Braywood develop a secure base of knowledge and vocabulary form which to build on in the Foundation.

In all the core subjects it is important that children develop positive attitudes and interests and are happy to 'have a go', our mantra is that 'mistakes are treasures'.

The curriculum also provides hidden subjects such as supporting a child's personal, social, and emotional development. This allows children to have strength of character and lead happy and healthy lives. If a child is unhappy, they are very unlikely to be able to learn. Staff at Braywood are nurturing, staff that will talk about feelings and help children to understand their world. Such young children need support to manage their emotions, develop a positive sense of self, strive towards simple goals, and have confidence in their own abilities. Through a directive curriculum and adults modelling guidance skills such as, how to look after your body, healthy eating, staying fit, getting a good night's sleep etc are comprehensively taught. Through the daily contact with other children there are opportunities to learn how to make good friendship, cooperate and resolve conflicts.

Physical development is vital to children's all-round development and compliments the subject area above. Gross and fine motor skills are strengthened daily and as a result support a whole range of other skills such as sensory, coordination, spatial awareness, stability, core strength etc. Precise play activity, puzzles, crafts, play equipment are used all the time to build up fine motor skills. All are linked to early literacy and numeracy activities.

A wider understanding of the world around us involves guiding children to make sense of their physical world and their community. Our curriculum at Baywood is rich and varied and increases pupils' sense of the world around them. Enriching and widening children's appreciation of cultural, social, technological, ecological and diverse environment is important and this prepares children for the next stage of their education.

Children lead quite a lot of their own learning through their interests and their enquiries. Expressing themselves creatively is fundamental to their artistic and cultural awareness and supports their imagination and sense of awe and wonder. Through exploration and play with a wide range of media and material, they can develop other forms of communication. Children are exposed to a range of arts including music. Opportunities are available for children to explore on a regular basis such as art whilst others are deliberately explored.

For more information on the Foundation Curriculum see Appendix 2 below.

Key Person

Before starting at the nursery each child will have an allocated key person, who is the member of staff with lead responsibility for the child. As the nursery is very small this will be one of the main teachers/support staff. Their role is to ensure that every child's learning and care is tailored to meet their needs. Our well-qualified, skilled, and passionate staff strongly increases the potential of all children to deliver the best outcomes.

Parents will be updated on their child's day at the beginning and end of each day as well as continuous observation and assessment against the early learning goals which is always available to parents. Staff work alongside families to ensure that there are established lines of communication and that they understand the progress and challenges their child face at school.

Recording and Assessment

Practitioners will continuously observe the children, record against the early learning goals as set out in the Early Years Foundation Stage and respond appropriately. Quality observation enables practitioners to:

- get to know a child better alongside developing positive relationships with the child and their parents helping everyone's full participation as partners in a child's development.
- further develop everyone's understanding of each child's development in order to plan appropriate play & learning experiences based on the children's interests and needs.
- form a view of where each child is with their learning, where they need to go and what the most effective practice will be to support them to progress in their learning.
- To monitor and identify any concerns about a child's development.

Good planning is the key to making children's learning effective, exciting, varied & progressive. Through play, in a secure but challenging environment with effective adult support, children can learn by:

- exploring new experiences that help them to make sense of the world.
- develop a positive sense of self.
- understand the need for rules.
- think creatively, imaginatively, take risks and practice new skills.
- communicate with others as they investigate or solve problems.

Each week, staff will complete a focus activity for one of their key children. Each child should have a focus observation for them completed at least every three months. Children need to be stimulated, motivated, and challenged, so that they continue to enjoy learning.

These consist of:

- Settling in report - Six weeks after a child starts at the Nursery which will focus on how the child has settled in and identify their starting points for future development and achievement.
- Keyperson report/conversation: These will be completed three times a year and will consist of the child's development and achievements in this time. Once they have been shared with the parents, next steps and any additional support needs will be recorded.
- Early Years Foundation Stage progress check - This report will focus on each of the three prime areas of the Early Years foundation stage curriculum, but also include comments on the other areas of the curriculum and identify any areas that the keyperson and parents/carers believe that the child may require additional support in which will be then shared with the Nursery's SENCo and outside agencies if required.
- School leavers report/Early Years Foundation Stage Profile - This will take the place at the end of reception which will be a year after a child leaves the Nursery.

The Early Learning Goals are used to assess the expected development of young children. These goals alongside the document Development Matters allows teachers to provide a holistic, best-fit judgement of a child's readiness for the next stage.

Training and Development for Staff

Access to training opportunities will be allocated to all staff on a fair and equitable basis, in line with the nursery's stance on equal opportunities. Training is available on a whole school basis, or in relation to your position in school, or as a result of your aspirational goals or in a specific role to support the school. It is the headteacher's responsibility to be aware of the training needs of individuals and this is achieved through performance management sessions. Training and development opportunities become available from various sources.

It is important that all staff working in the nursery are trained in the Foundation Stage and the stages of development of these young children. All staff are trained in Paediatric first aid, safeguarding and teaching and learning.

Nursery Resources

The best resource we have as a school is our staff. To ensure that children have access to a high-quality education there is always an experienced and qualified teacher in the classroom and support staff that hold a Level 2 or Level 3 qualification. We have an excellent pupil: staff ratio which supports the children's learning and ensures their safety. If the teacher is not present, there should be a member of staff that holds a Level 3 qualification with 8 children.

As the Nursery is part of our school, we can offer a wide and exciting range of resources including outdoor facilities. The main area of play for these pre-school children is the 'Secret Garden' and our Forest area. We have resources to enhance all areas of young children's development and contributes to the child's overall fitness and well-being. Being active is so important, we seek to maximise the opportunities offered to children for outdoor play.

The classroom is purpose built for young children and has more than adequate space to provide each child with 2.3 m² of space. We offer a wide range of play activities, reading materials, role play materials, water, sand, a quiet area/reading area, construction toys, messy play, mark-making etc.

Inclusion & Equal Opportunities:

Equality of opportunity at our Nursery is about equality and excellence for all to promote the highest possible standards of achievements. Equality of opportunity applies to all members of the school community, pupils, staff, governors, parents, and community members. We will do our utmost to accommodate the requirements for all children with special needs, liaising with carers/parents and professional care workers as required. Cultural, medical, and dietary requirements will be accommodated.

We will endeavour to provide a warm, happy, and relaxing atmosphere for all, regardless of their needs and abilities. We will do our utmost to celebrate and take an active part in marking the events and festivals of other communities and religions alongside traditional ones celebrated. Children, or their adults, with English as a second language will be made to feel welcome and accepted, and staff will look to communicate as necessary.

Cooperation with Parents & Carers

Everything that we do at Braywood is in partnership with our parents. We believe that the child's nursery care and home life must be complimentary, with clear established boundaries and expectations that reflect a respect and understanding for all. Parents will be fully informed about their child's care and will be welcomed as partners.

Staff will ensure that parents feel comfortable about approaching them for advice, information, and support regarding their child's care at all times. We will use various ways of ensuring that parents are fully informed about their child's day including how the curriculum is delivered and our daily routines; how we support SEND and details of our safety procedures; how to communicate with the school (eschools) and how staff will make themselves available to speak to parents when they arrive to drop off children or to pick them up. If parents can't talk in person and they have any issues to discuss, a time can be arranged to accommodate the personal needs. Parents should be encouraged to keep staff informed of any changes to their circumstances which may affect the care of their child. Staff should also inform parents of any changes they observe in a child's behaviour or appearance, in order for this to be a two-way process.

This principle determines how we treat each child, parent, carer or member of staff, regardless of their position, personal background or circumstances as we aim to support every child to reach their potential. We want each child in our Nursery to make the most of their opportunities to learn and this will be achieved in partnership with parents.

Pastoral Care

Settling your Child into our Nursery

It is important that staff build up good relationships with the child and parent or carer and our aim is that all children start the Oak Nursery, happy and confident.

All children get the opportunity to settle into nursery life through several visits to the pre-school setting before their start date. The purpose of these visits is to enable the child and their parents to familiarise themselves with the setting, the staff, and the other children. All visits will be flexible to meet the needs of the child and parents/carers, and if more visits are needed to complete this stage, then this will be accommodated. If there are specific needs then we offer a “stay and play” session a month before the child settles into nursery, where staff will go to the child’s home with photos of staff and familiar nursery toys that the child can bring back on their first day of settling at the nursery.

The number of sessions will vary from child to child and should go on for as long as necessary for the child to be left by the parent without undue distress. As a guideline, children are offered (usually within a week’s period) the following:

- 1x initial visit where the parent remains throughout, tour of the nursery, explanation of the routines, all documentation checked etc.
- 1x visit when the child stays in the nursery for approximately 1 hour without his/her parents present. Then there will be subsequent visits depending on the child’s need.

Children in the nursery will be subject to the school’s organizational arrangements and all the data collected will be administered by our office staff.

Attendance

If a child is going to be absent or late, the office needs to be informed by telephone or email by 9.00am. This will allow for registers, ratios, and activities to be adapted and for a place to be allocated to other children on the day.

Arrival, Departures and Late Collection of a child

Parents/Carers and their children will be given a warm welcome into the day care setting and will be encouraged to fully settle their child before leaving them. Parents/Carers will be encouraged by staff to pass on and receive any information regarding their child. Parents/Carers are asked to arrive 5 minutes before the end of their child’s session if they wish to receive full feedback about their child’s day. Similarly, children will need to be collected on time.

Staff will need to consider the need to ‘meet and greet’ children and their parents in the mornings, and to pass on information when children are collected. Staff must sign and record the time the children arrive and depart from the setting daily as soon as they arrive/depart. This is the record that will be used in case of evacuation so must be consistent with the number of children always present.

If someone other than authorised collector is required to pick up the child, then the Parent/Carer must ask them to bring photographic identification (driving licence, I.D badge, passport), and give prior approval in writing. We will call if we are at all concerned.

Under no circumstances will a child be allowed to leave the day care service with a person who is not an authorised collector.

Parents/Carers will be made aware of the hours of opening provided by the day care facility, at the time of their child’s introduction to the service.

If you are unable to collect your child, or have been unexpectedly delayed, you must telephone the Office on 01628 623660. There is a late collection fee because we have staff ratios to maintain, and this could impact upon the smooth running of the school. We are unable to accommodate beyond 5.30pm

Uniform

Children are expected to attend school in the pre-school uniform, which is a Braywood sweatshirt top and jogger bottoms, bottle green shorts, and a white Braywood t-shirt. They do not need rucksacks, water bottles etc. Nearer the summer term parents are encouraged to purchase more of the school's summer uniform including summer dresses, short trousers, and white polo shirts.

Behaviour

All children attending our preschool are expected to behave in a responsible manner, both to themselves and others showing consideration, courtesy, and respect for other people at all times. We recognise the importance of positive and effective behaviour management strategies in promoting children's welfare and learning. Our pre-school children will be working alongside some of our Foundation children and the ethos will be based on the quality of the relationships between everyone involved in this setting. This will be based upon our Behaviour for Learning policy.

We aim to achieve this by:

- encouraging everyone to take responsibility for their own actions;
- making everyone feel worthwhile both as individuals and as contributors to our setting;
- giving people space to grow, change and express themselves;
- allowing differences of opinion or conflicts of interest to be explored openly;
- encouraging the use of humour as one way of defusing situations and keeping things in perspective.

Children have the best chance to grow and develop in an environment in which they feel secure and able to take risks safely and where everyone is respected. Behaviour can be affected by home circumstances and consideration must be given to this. Children are encouraged to use a restorative approach to disputes where they come to a resolution together with the support of an adult.

It is essential for adults working with children to:

- identify what behaviour is appropriate or inappropriate in a variety of different environments or situations;
- be consistent and fair in applying agreed rules and expectations, whilst being aware of children's individual needs;
- acknowledge, praise and give attention to appropriate behaviour in order to teach children what is acceptable and expected;
- provide clear consistent boundaries for inappropriate behaviour;
- enable children to identify their mistakes and make amends;
- enable children to see that there are consequences to their actions;
- involve children in managing their own behaviour, in setting targets for improvement;

If a child is not behaving responsibly the following course of action will be taken. In all instances of unacceptable behaviour, the deed will be condemned - not the child, e.g., "you are an unkind and thoughtless child" should be altered to "that is an unkind and thoughtless behaviour". This gives the child a chance to moderate his/her behaviour and does not label the child himself/herself.

"Bullying can be physical, verbal (direct or indirect) - it is its persistent nature which turns such behaviour into bullying rather than an isolated incident."

Bullying is deliberate and consistent and is not tolerated, instead it is addressed at its early stages. All incidents are relayed to parents at the end of the day and specific incidents will be recorded. At Braywood we very rarely exclude a child as it is an inappropriate method of dealing with unacceptable behaviour. We are mindful of child-on-child abuse and, if a child repeatedly threatens the safety of other children/staff then it would be considered as an option.

Safeguarding the Welfare of every Child

At Braywood the welfare of each child is paramount across the whole school including our nursery. Our policies and procedures are inclusive of every child in the school. We are a close, nurturing environment where parents feel supported from all staff including the office staff and headteacher. We are aware that all children can be capable of abuse, and we have a zero-tolerance philosophy. We are also mindful that most children will not be able to articulate that they have been a victim of abuse.

Child Protection

Our school and its associated Acorn Nursery believe that children have the right to be secure from the fear and reality of abuse and we are committed to protecting all the children in our care from harm.

SENCo & Designated Lead for Safeguarding: Susan Calvert (headteacher)

Deputy Designated Lead for Safeguarding: Christine Clarke

All staff are trained to understand their safeguarding responsibilities and have up to date knowledge on safeguarding issues as this is covered annually and /or when a new change comes into force. The designated safeguarding leads attend current safeguarding training and every network meeting led by the borough. Training is made available to staff and governors to identify signs of possible abuse and neglect at the earliest opportunity and staff will be familiar with the latest Safeguarding documentation in the office. We are looking for signs of concern. These may include (but are not exclusive to):

- significant changes in children's behaviour
- deterioration in children's general well-being
- unexplained bruising, marks or signs of possible abuse or neglect
- children's comments which give cause for concern
- any reasons to suspect neglect or abuse outside the setting, for example in the child's home or that a girl may have been subjected to (or is at risk of) female genital mutilation
- 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

The nursery is held to the same rigorous standards as the school in areas of safeguarding but because our nursery is registered with Ofsted there is an additional layer of safety.

If any member of staff suspects that a child within the Nursery may be a victim of any kind of abuse, whether physical, mental, neglect, emotional or sexual, or notices any undue change in a child's appearance or behaviour, they will immediately inform the named person about their concerns. Allegations are responded to in a timely and appropriate way usually by the DSL – Headteacher. She will then follow the procedures laid out in our Safeguarding and Child Protection Policy. All efforts will be made to keep information confidential and shared only with immediate staff. Incidents will be documented recording name, date, incident and describing the child's behaviour and appearance as soon as possible. Any action taken by the named person when dealing with an issue of child protection will be in line with the procedures outlined in the Local Safeguarding Board procedures or Early Help.

We are constantly monitoring any issues of concern in the child's life at home or elsewhere. Our procedures are in line with the local safeguarding lead and cover a comprehensive range of procedures. These procedures are the product of many document sources including 'Statutory Framework for the Early Years', 'Keeping Children Safe in Education' statutory guidance, 'Safeguarding children and Protecting Professionals in Early Years Settings: Online Safety', 'What to do if you're worried a child is being abused: 'Working Together to Safeguard Children' and 'Prevent duty guidance for England and Wales.

Professional Duty

Staff will not hesitate to 'blow the whistle' on malpractice, all adults realise they have a duty to the children in their care, which take precedence over any one colleague. All concerns will be treated seriously, and the management act accordingly. The matter will be treated in confidence as far as possible, and the staff member will be given feedback on any information gathering. Providing staff are acting in good faith, it does not matter if they are mistaken. Staff do not have to prove anything when raising concerns and should take into account that the children in their care may not be able to voice concerns themselves. If there is a concern about the Nursery manager this can be raised by contacting our Board of Governors who has direct line management responsibilities.

Recruitment and Vetting

The Acorn Nursery follows our school's policies and procedures with regard to recruitment and selection practice. All recruitment within the Nursery is overseen by our school.

To ensure children are safeguarded, the nursery management attend safer recruitment as well as human resources training to keep up-to-date with current legislation. All employees will have a job profile that fully identifies the roles and responsibilities of the post they hold. All prospective staff will have their identification checked, hold the relevant qualifications for the post they are employed for, be asked for two relevant references, and hold a current (within the past three years) Disclosure and Barring Service (DBS) enhanced disclosure which will be updated upon appointment. Anyone without these clearances will not be employed by the Nursery or work voluntarily. During the interview process no individual will be allowed unsupervised access to the children.

This documentation is recorded on our single central record. This includes volunteers, governors and outside providers. Ofsted will be informed if there have been any allegations of serious harm by any person working with these young people. It is regular practice for staff to inform the school of any close relative or partner who has been accused of any serious safeguarding issues. This includes any convictions, cautions, court orders, reprimands, and warnings that may affect their suitability to work with children including drugs. OFSTED as the regulatory body will be informed of any complaints. Failure to do so is a criminal offence. Staff are required to annually sign a declaration that they are not aware of anyone living in their household who has a criminal record. If they are deemed unsuitable (or are living with anyone who is deemed as such) to work with young children, their contract will be terminated, and the Headteacher/Nursery Manager will notify Ofsted to inform them of this within 5 working days.

All employees must have an induction meeting with the Headteacher on the first day of their employment. During this meeting, the staff member will be shown around the building, given a full induction (plus handbook), the nursery's policies and procedures, information on evacuation procedures, health and safety and the safeguarding of children (including "Keeping Children Safe in Education"). To ensure that the staff member is comfortable with his/her role and understands the working systems within the Nursery, all newly appointed staff will be appointed a 'mentor' to support them through the initial few weeks of employment. The probationary period lasts for twelve months.

Allegations of Child Abuse by a Staff Member

In the first instance of suspected abuse, either physical or verbal, the parent/carer should; -

- contact the Designated Safeguard Leads with full details of the allegation. All efforts will be made to resolve the concern and appropriate action.
- the staff member will be asked to record their account of the incident.
- the staff member will be reprimanded, if necessary, and receive a verbal or written warning, and if relevant will be dismissed if deemed appropriate.
- measures will be put in place to ensure the incident does not occur again;
- If you think your child or another child in the care of a day-care provider or child-minder may be at risk of abuse or neglect, you should report your concerns immediately to the Head teacher. If you are not satisfied with the response, contact the local authority Child Protection Team.

Safe Handovers in School

Our school has the highest regard for safety of the children in our care. Children will always be playing inside a secure setting where strangers cannot enter without registering at the reception. Parents/Carers picking up or dropping off their child/ren will be known by staff and any new person wanting to collect a child needs to have already told the office and provided a photograph.

Children will only be dismissed from inside the classroom and one child at a time. To ensure that the correct child is handed over to the correct adult.

If a child is lost in school, which although unlikely even when all precautions are properly observed, emergencies still arise. We would make a thorough search of the setting, both inside and out. If the child was still not found after a period of fifteen minutes, we would then advise Thames Valley Police and the child's' parents respectively. OFSTED would be advised of the situation.

Confidentiality

Staff are aware of the need for confidentiality and will only discuss with parents/carers matters that concern their child. Any comments/comparisons by parents/carers regarding other children must be ignored and staff are to remind them that they are not at liberty to discuss other people's children. Staff are not permitted to take information about the children off-site. This includes any information about the children stored electronically.

Any information held will be treated as confidential. Braywood Acorn Nursery, like Braywood CE First School, is on the Data Protection Register. Parent/carers name and telephone numbers along with any allergies or preferences will be kept in our confidential data system. No unauthorised persons will have access. This information will only be accessible to the child's family or other staff members with the family's permission. This data is subject to GDPR legislations.

Staff will not discuss children or matters outside of the Nursery setting. As part of continued staff development and training, staff are expected to carry out observations and reflect on their practice of all children within their care to monitor the standards of childcare given. Any child used within an observation will not be identified and this observation will be kept within the subject child's confidential file. Parents are more than welcome to request a viewing of any notes held about their respective child by contacting the Nursery teacher or office.

From time to time, we request that we photograph activities that the children take part in, and these may be displayed within the classroom or in a child's 'Wow' book. These photographs help us in documenting how we meet the National Standards required and set out by OFSTED in meeting the needs of your child. Children will not be named in any photograph and consent is sought on our registration form.

Communication with parents is ongoing. Other than the daily interactions, the nursery has several methods of sharing information.

- Photos and job titles of all staff concerned with the care of their children.
- Open door policy in person, by E mail or telephone.
- Monthly newsletters and our Website.
- Parents' notice board and "what have we done today?" boards.
- Advance warning of forthcoming events and meetings, holiday closures or any other changes to opening or closing times.
- Information about the planning of activities being undertaken by children.
- Displays including daily routines & quarterly newsletters for each room.
- Weekly menus.
- Current Insurance and Ofsted Registration Certificates.

Mobile phones and cameras other than those belonging to the nursery are never to be taken into the children's rooms

Health and Safety

(see the full Health and Safety Policy on our website)

Our Nursery promotes the safety and good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill. We aim to ensure the Health, Safety and Welfare of all through our school policies and procedures.

General Safety

Insurance is covered under the Braywood CE First School Insurance Policy and all staff have training and take on the responsibility for their own safety and that of others. Immediate action will be taken if something appears dangerous or unsafe practice. A member of staff will deal with the offending problem immediately. Fundamentally:-

- all staff will carry out daily health and safety checks and any faults will be reported to the Office. Any item or equipment will be taken out of action and not used until repaired or replaced.
- each classroom has its own risk assessment statements. here is a team including children who look out for possible hazards. There is a no smoking policy.
- persons entering or leaving the school grounds are to close all gates behind them and proceed directly to a member or staff. Any visitors to the school/nursery are requested to sign into the visitors' book sited within the school office. Any person unknown to the staff will be challenged and dealt with accordingly.
- children will be registered at the beginning of each session whether that is a full or half day and signed out by parents at the end of the day.
- children are strictly prohibited from leaving the setting unaccompanied or by an unauthorized person and children are never left unsupervised at outside play. Care is taken if it is a hot day with due care for wearing hats.
- space and layout ratio are always adhered to with room for children and adults to access activities freely. No running or shouting inside the classroom.
- children will always remain in visual contact of staff members unless using toilet facilities.
- staff will respect each child's privacy when changing clothes etc.
- all accidents other than minor incidents will be recorded in the accident book.
- fire exits are always freely accessible. Fire drills are carried out termly and logged.
- cleaning chemicals and flammable products are kept in a locked cupboard away from children.
- a regularly checked and stocked first aid kits are sited around the school.

Healthy lunchtimes and snacks

Lunch is administered under the same procedures as the main school with a view to ensuring that all children have a nutritious meal. This is an enjoyable time of the school day and children must remain seated in the "lunch area" until they have finished their food and drink and must asked to leave the table. Children will be encouraged to wash their hands after using the toilet facilities or before handling food/lunchtime. Throughout the day children will be encouraged to wipe their noses and take responsibility for their own personal hygiene.

Healthy snacks are served in the morning and the afternoon. Water or milk is served, and children are encouraged to stay hydrated.

Sick Children

Any child with an infectious or contagious disease will also be asked to re-frame from attending sessions until there is no risk of passing on infection. If a child has experienced vomiting or diarrhoea within the last 24 hours is requested to re frame from attending either club.

If a child becomes unwell during a session, parents/carers will be contacted to collect the child immediately to avoid the spread of infection. Children's clothes will be changed if soiled, bagged and given to parents. Staff will use latex gloves when in contact with bodily fluids.

First Aid, Medicines and Accidents

Staff are trained in basic paediatric first aid. Regularly checked and stocked first aid kits are in the kitchen or in the main building in separate yellow locker in staff toilet/changing room. Any minor injury will be dealt with by a 'first aider' and parents will be informed, where appropriate, by a member of the staff on collection of children. All accidents (except minor grazes and scratches) will be recorded in the 'accident' book. Parents of a child requiring hospital treatment will be contacted immediately and should be accompanied by their parents or met by their parents at the hospital. If there is a serious accident OFSTED will be notified.

Staff can only administer medicines prescribed by a GP on receipt of a signed consent form from the parent. If your child requires prescribed medication whilst in the care of the nursery, please collect a copy of the form from the office. Members of staff at the Club will not be able to administer medication to your child if you do not complete and return this form. Under no circumstances will members of staff administer medication against the will of the children.

There are additional regulations during a pandemic where specific, whole school procedures are put in school. This will apply to the Nursery.

Fire Evacuation Policy & Procedures:

A brief outline of our fire procedures is:-

- Fire drills will be carried out and recorded once a term on the Fire Drill Log Sheet.
- Fire extinguishers are sited at every entry door.
- The procedure to follow in the event of a fire is displayed above the extinguisher next to the playground entrance door. Assembly point is on the playground.
- Children will receive regular explanations and test evacuations regarding fire drills.
- An alarm is signified by the fire bell being activated.
- Staff member will ensure all staff and children are evacuated from the building and escorted to the Assembly point.
- Supervisor will carry out last sweep of building including washrooms etc.
- Supervisor will ring the Emergency Services.
- No person will re-enter building until they are told to do so.

Complaints Procedure

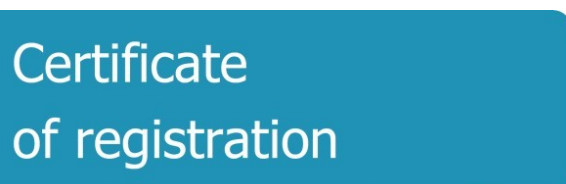
All complaints, worries, or anxieties, in the first instance, should be directed verbally to the Nursery Teacher. If you feel that it would be more appropriate to talk to the Headteacher, that is no problem. If you are not satisfied with the outcome of your initial complaint, you can make a formal complaint.

The school has a formal complaints procedure. We aim to let you know how we are dealing with your complaint within five working days of receiving it. We will investigate your complaint and will provide you with a full account of our findings within 28 days of receiving your complaint. We will tell you about any action taken or intend to take as a result of our findings. Unless agreed, the whole procedure is confidential between the relevant people involved and the school. We can assure you that all complaints will be investigated and dealt with promptly and objectively.

If the matter can still not be resolved parents should contact OFSTED's Independent Complaints Adjudicator with details of your grievance at enquiries@ofsted.gov.uk or **0300 123 4666**. OFSTED as the regulatory body will be informed of any complaints.

We are always happy to receive your suggestions and views on how we can improve our service to you and your family and welcome all communication.

Appendix A – Certification



Registration Number 2698016

Registration Date: 1 September 2022

Braywood C of E First School Governing Body

Oakley Green Road
Oakley Green
Windsor
Berkshire
SL4 4QF

Braywood C of E First School Governing Body, as the registered person, is registered as a provider of childcare on non-domestic premises on the Early Years Register at:

Braywood Acorn Nursery
Braywood C of E First School, Oakley Green Road
Oakley Green
WINDSOR
Berkshire
SL4 4QF

Setting Reference Number: 2698015 Approval Date: 1 September 2022

The registered person must comply with the requirements for the Early Years Register set out in the Statutory Framework for the Early Years Foundation Stage. This includes a requirement to give parents information about their provision.

For more information about registered providers, please go to the relevant pages on our website at www.gov.uk/ofsted.

A handwritten signature in black ink that reads "Amanda Spielman".

Amanda Spielman
Her Majesty's Chief Inspector

Date: **1 September 2022**

Setting URN 2698015

Appendix B – Early Learning Goals

These Early Learning Goals give parents an indication regarding the direction of our teaching and learning as these indicators will offer a Good Level of Development at the end of the Foundation Stage. The ELGs are not used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development, from being read to frequently to playing with friends. Instead, the ELGs supports teachers to make a holistic, best-fit judgement about a child’s development, and their readiness for Year 1.

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will: -

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will: -

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; -
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; -
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Teacher should be understood to refer to any practitioner working with the child.

Personal, Social and Emotional Development

ELG: Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; -
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; -
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; -
- Explain the reasons for rules, know right from wrong and try to behave; accordingly, -
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

- Work and play cooperatively and take turns with others; -
- Form positive attachments to adults and friendships with peers; -
- Show sensitivity to their own and to others’ needs.

Physical Development

ELG: Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others; -
- Demonstrate strength, balance and coordination when playing; -
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing –
- using the tripod grip in almost all cases; -
- Use a range of small tools, including scissors, paint brushes and cutlery; -
- Begin to show accuracy and care when drawing.

Literacy

ELG: Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; -
- Anticipate – where appropriate – key events in stories; -
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs; -
- Read words consistent with their phonic knowledge by sound-blending; -
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

- Write recognisable letters, most of which are correctly formed; -
- Spell words by identifying sounds in them and representing the sounds with a letter or letters; -
- Write simple phrases and sentences that can be read by others.

Mathematics

ELG: Number

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5; -
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system; -
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; -
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

ELG: Past and Present

- Talk about the lives of the people around them and their roles in society; -
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; -
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; -
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; -
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; -
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

ELG: Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; -
- Share their creations, explaining the process they have used; -
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher; -
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.