

# Paradise Park Nursery Parents Handbook

A Policy on Partnership with Parents

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## **Introduction**

### **Paradise Park nursery is a voluntary sector nursery, run by Islington Play Association.**

#### **Who are Islington Play Association**

Islington Play Association (IPA) is a vibrant, proactive children's charity. We create, provide, improve and protect places for the children of Islington to play. As well as running Paradise Park Children's Centre and Nursery, we also run 6 adventure playgrounds in Islington (Crumbles Castle, Lumpy Hill, Martin Luther King, Timbuktu, Toffee Park and Haywards) for children from the ages of 6+. These playgrounds are free to use and open after school and during school holidays. Usually they are places just for children, but most of them welcome families with all age of children on Saturdays in term-time.

In addition to the nursery childcare we provide at Paradise Park, we also offer holiday childcare playschemes for children aged of 3-5 at the nursery and for children aged of 6+ at Martin Luther King adventure playground. For information on fees contact the playscheme booking line on 020 7607 9638, email [info@islingtonplay.org.uk](mailto:info@islingtonplay.org.uk) or see the website for more information <http://www.islingtonplay.org.uk>

#### **Who are Paradise Park Nursery**

Paradise Park Nursery is a part of Paradise Park Children's Centre. As well as education and daycare for your child, the centre offers a wide range of activities and services for parents of children under five and pregnant women. These include health checks, benefits advice and help with finding work. Most of these are free.

We are set in lovely Paradise Park located in the centre of Islington, with easy access to both Holloway and Caledonian Road Tube Stations. We are based in an award winning building and have an exceptional outdoor space for children to play and explore in.

The Centre is run by Islington Play Association and in line with this we aim to promote children's right to high quality play. We aim to give children choices and children often choose to play outside. We recognise the special richness of outside play with its physical possibilities, natural open-ended resources and the changes that weather and seasons bring.

Staff are friendly, experienced and qualified and provide an encouraging environment for 45 children aged between 6 months and 5 years of age.

Children are provided with freshly cooked, homemade, nutritious and well-balanced meals prepared on the premises.

The nursery consists of two main rooms with places available for:

- Babies
- Toddlers
- Pre-school

We are open:

- 8:00am – 6:00pm
- Monday to Friday

- 49 weeks a year
- Term-time only contracts are for 39 weeks per year and these match school term dates.

#### Closed

- 2 weeks in August
- Bank Holidays
- 5 days in December for Christmas

#### Additional Closures

- 5 Inset Days, the nursery is closed all day
- 5 Staff Development afternoons, the nursery will closed to all children at 2.30pm

We will give you notice of when the above days will be taken, so that you can make arrangements for your child.

#### **Mutual respect**

All children and parents will be treated with respect and we would expect that staff would also be treated with the same courtesy.

We provide a variety of activities that are carefully planned on a weekly basis to meet the needs of the children in the group. (We will consult you when we are particularly focussing on your child in a planning meeting).

The activities are available for children to choose when they want to. This encourages independence and self-directed exploration. Sand, water, painting, gluing and outdoor play are always available.

#### **Help us make Paradise Park Nursery the best it can be**

We welcome parental involvement. We understand that most of our parents are working but if you have any skills to share or have some time to come in and read stories, etc. with children, please let us know.

We have *Coffee Evenings* or *Mornings* 3 times a year and a session in October when we talk about how children learn at nursery.

We also have a committee which parents can attend that helps make decisions concerning the centre. Please let us know if you are interested in being on the committee.



## **Paradise Park Children's Centre**

### **Mission statement**

Our work aims to improve the outcomes for young children and their families in five main areas of life. These areas are:

1. **Health** – good health and healthy lifestyle
2. **Safety** – protection from harm and neglect
3. **Enjoy and Achieve** – learning skills for life
4. **Making a positive contribution** – community involvement
5. **Economic wellbeing** – not being held back by economic disadvantage

Play underpins all development and learning for young children and we recognise that it is essential for all children. So the core part of our work with children is to facilitate the play process and by doing so support children's learning, development and well-being, both now and in the future.

Play must be freely chosen and self-motivated, with children following their own interests and ideas.

Children have the right to express their views and be heard.

Children have the right to gain access to cultural life and the arts.

We see every child as a competent learner from birth, who can be resilient, capable, and confident. This includes children with mental or physical disabilities or special needs.

Children learn to be strong and independent from a base of loving and secure relationships with their family and their key adults. We work with adults and children to promote and develop these relationships.

Therefore our approach is that children at Paradise Park Children's Centre learn and develop through play, first hand experiences, sensitive interactions between adults and children and supported interactions between children.

We also support parents and carers with their physical and emotional health along with the knowledge and skills that improve life chances for themselves and their children.

## **The first few weeks in the nursery - settling your child**

Your child will be allocated a key person, who is the member of staff responsible for settling your child into the nursery, making observations about your child's development and is your first point of contact in the nursery.

We aim to take the settling-in process as slowly as your child needs to, we find this is most successful in the long run. We are aware, of course, of the time pressures on working parents and will try to make sure that the settling process is effective for both child and parents.

During the times that you leave your child in the nursery to settle in, you are welcome to visit our café based within the building.

We need a parent or a carer to be available for at least the first two weeks for settling. All children are different so these times are a guide only.

### **Settling Policy**

On the first day your child attends for a period of 1–2 hours and you will stay with your child. This is so that your child can get to know the key person and nursery with the extra security of your presence.

On the second day, your child will attend for a slightly longer period and the parent/carers can leave the room for 5-10 minutes, if your child is comfortable with that.

If you have concerns about how the settling is going, please talk it through with your child's key person, so that you can share ideas on how to continue.

## **Attachment and the key person**

Early relationships: Children's early and strongest relationships are most likely to be with their parents or primary care giver. These special relationships are also known as 'attachments'. Due to these attachments, children who are separated from their parents and left even for a few hours can become very stressed and anxious. This is called 'separation anxiety'.

Signs of separation anxiety include; crying, screaming, kicking, being withdrawn and quietness. Separation anxiety can be avoided or more well-handled, during the settling-in period, if the child has familiarised themselves with the setting and more importantly have developed an extra special relationship with their key person at nursery.

Settling-in Period: To aid this transition, the nursery will organise a home visit before the child comes to nursery. This is organised with the Nursery Manager and parents/carers. The home visit will involve the Nursery/Deputy Manager and the key person. This provides an opportunity to find out about the child and for the key person to meet and play with them.

This is then followed through to the settling-in period, which takes place at nursery. The settling-in time period varies for each child but we expect it to last a week for 3 year olds and above and over two weeks for children under three. During settling-in periods, it is important that parents/carers and the key person are honest with their children when they separate. It is very important that you tell your child that you will be leaving the nursery, as not informing the child causes the child to mistrust the parent and key person. Instead the key person has the role of helping and supporting the child handle their emotions, making them feel confident and secure within the nursery setting. When children feel safe they are more inclined to try things out and be more independent.

When the child is separated from the parent at nursery, it is very common for them to show signs of separation anxiety. When children show extreme signs of separation anxiety, or show them for a long period of time, they should be quickly reunited with their parents. In this case, we will give you a call to return to the setting. We advise parents to keep their days free and to stay close by. Parents are welcome to stay in our café area.

Parents are to be reassured that, although seemingly heart-breaking, these separation anxiety signs are actually also signs of a developed secure attachment between the parent and child.

# **The key person**

## **The key person system**

The key person is a member of staff who is responsible for monitoring and recording your child's development within the nursery. He or she will also take the lead role in settling in your child. This does not mean only the key person will take a particular interest in your child, but he or she will make sure that observations on your child are full and up to date. At least once every term your child's key person will arrange 'Review Meetings' to discuss your child's progress at home and in the centre.

You are very welcome to meet at other times with your child's key person to talk about what your child is doing at home and at the centre. We endeavour to have a brief catch up daily between key person and parents in the mornings when you bring your child in or in the afternoon when you come to collect them.

If the key person is not available for some reason the co-worker steps in to ensure your child is with an adult that they are familiar with.

Do let us know about your child's interests at home or any developing skills, as this helps us to plan activities to reinforce and extend this at the centre. Alternatively, if there is an area of your child's development that is causing you or us concern, we can discuss it together and plan strategies that may help.

Sometimes changes or situations at home can affect the way a child behaves in the centre, if you feel there is something that may affect your child please tell us. We will then be in a better position to respond appropriately.

## **Key person responsibilities**

A key person is a member of staff with responsibilities for a group of children.

- Baby room, 1 adult to 3 children
- Toddler group, 1 adult to 4 children
- Children aged 3-5, 1 adult to 8 children

The key person is responsible for monitoring and recording the child's learning and development within the nursery. Once every term, the child's key person will arrange a 'review meeting' to discuss the child's progress at nursery.

The following is expected as a key person

- To build a close relationship with the child and parents/carers.
- Planning activities around children's interest to enhance their learning and development
- Communicating with parents on a daily basis in person or on the phone
- Writing reports for parents and colleagues
- Regular observations on children
- Keeping profile books updated
- To support the transition from room to room and onto school.
- Communicating with colleagues and other professionals

If the key person is not available then we have a co-worker, who your child will know, who will step in to ensure your child is with an adult that they are familiar with.

## **Record keeping, assessment and planning**

We aim to ensure that all children are enabled to achieve and to develop the dispositions and skills that they need in order to be successful learners.

One of the ways we will do this is through observing and assessing the 7 areas of children's developmental needs and then planning activities to address these needs. Parents are seen as full partners in our planning and assessment systems. This process involves:

### **Admission form**

When children start at the nursery, we do a home visit to meet the child and their parents to enable them to tell us about their child's needs and interests, as well as to note down factual details. This is not compulsory. This admission form is kept in the lockable filing cabinet in the office.

Details of any special educational needs or child protection issues are also kept confidentially in the filing cabinet and staff informed as need be. Where possible, the key person will attend the child's short term plan meetings. The SENCO will ensure that all members of staff are aware of the child's short term plan objectives.

### **Settling review**

During the first 6 weeks, the key person will keep observations on the child, as well as giving the parent an opportunity to give any further information. Observations and samples of work will be put into the child's profile book. Key people are encouraged to ask parents to bring photos of their family to be put in the child's profile book as this can help the settling in period. Then at the end of that time, a 6 week review form will be filled in and discussed with the parent. The key person will book this review date within the first week of settling. The first review should focus on the 3 prime areas:

- Communication and Language
- Personal, Social and Emotional Development
- Physical development

(This along with the admission form and profile book will form our baseline for tracking progress). At the first review schedule a date for the next review that will be done termly.

### **Children's work**

Collecting children's work is a way of celebrating and documenting interests, and achievements are shared with children and parents. Observations and samples of work across all the areas of learning will be recorded at least monthly in the child's electronic profile on tablets given to each key worker. These observations will sometimes be written up on a template identifying the child's characteristics of effective learning which links to the Early Years Foundation Stage (EYFS).

Staff will also have individual electronic folders for each child. This folder will include: brief observations across the EYFS 7 areas, tracking progress, reviews and settling in reviews, and focus sheets of planned observations with evaluations, including next steps for learning and development,. All records, including integrated reviews and 2 years progress checks will be kept in line with the confidentiality policy.

In order that all children are assessed systematically, we have a system of focus children. 4 children from the 3-5 group, 4 children from the 2-3s group and 3 from the under 3s are the focus children for the week. Staff will bring observations and any parental input to the planning meetings to discuss the progress of those children with other staff and plan activities to support their needs. We also consult the children about what they would like to do.

We aim to give all staff non-contact time once a month to fill in their records and complete profile books. During that time, staff should also look back at the information they have already got on the child to ensure that progress is being made in all areas of learning.

#### Termly reviews

Once a term, the key person will complete a review form and meet with parents to share children's learning and development. Review meetings should identify the child's tracking progress and agreed targets between both key person and parent. This is also an important time for parents to discuss any concerns and to share ideas.

The tracking progress of individuals as well as cohorts of children will be a means to evaluate and improve our practice. Introducing this system progressively, focussing in depth on one area of learning at a time, will support staff to become more skilled.

#### Transition

Key people are encouraged to have review meetings with parent/carers and the new key person when the child is transitioning from baby room to the big room to share all relevant information about the child. The new key person should book a review after 6 weeks and continue to have review meetings termly.

When children leave the nursery, a transition form is completed. All key persons are required to meet with the parents to go over the transition form which allows the parent and child to comment and sign the transition form before it is sent to the primary school. The child's profile book and a certificate are given to the family on leaving.

## **What you will need to bring for your child**

Please bring (if children are still in nappies) a supply of nappies and wipes for the sessions.

Parents will also need to supply formula for their child until they move onto whole milk (which is then provided by the nursery).

Children need to have a complete set of spare clothes left at the nursery (in case they get messy or wet).

We ask that you provide sun cream and sun hats during hot weather.

## **Clothing**

Please make sure that your child is dressed in appropriate clothing when attending the nursery. All of the children have access to paints, glue, sand, water, mud in the garden, etc. So please keep this in mind when selecting clothes for them to wear.

Please label children's clothes otherwise we may not be able to identify them.

Jewellery may get lost or caught on things – it's not really suitable for nursery and is worn at your own risk.

## Attendance and timekeeping

It is important that you bring your child regularly to get the full benefit of his or her time at the centre. If you cannot bring your child in, please make sure that you telephone to inform us of the absence. Please try to do this as early as possible. Continued non-attendance may lead to loss of your child's place at the nursery (please see the Early Years admissions policy for further details).

### **Bringing in and collecting your child**

You are asked to arrive at the agreed time each day, and to bring your child into the nursery and hand them over to a familiar member of staff. Please make sure that your child is signed in.

Children must be collected by an agreed adult. We will not send any child home with anyone who is thirteen or under. If the usual person is not collecting your child, please tell a member of staff beforehand, giving details of who will be coming and make sure that they will be carrying a means of identification and will have the agreed keyword.

### **Timekeeping**

Your child suffers through arriving or being picked up late. Children can become distressed if they are left after the others have gone home.



### **Lateness policy**

Children must be picked up at their scheduled pick up time, which will be NO LATER than the nursery closing time of 6pm.

<b>If you call at least 20 minutes before your child's pick up time on: 020 7697 7341</b>	<b>You may be granted an extension of up to 10 minutes</b>	<b>If you then arrive after the 10 minute extension, you may be issued with an on-the-spot fine of £1.00 per minute</b>
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For example, if your child's pick up time is 6pm:

If you call before 5.40pm on: 020 7697 7341	You may be granted an Extension from 6.00 – 6.10pm	If you then arrive after 6.10pm Issued with an on the spot fine £1.00 per minute
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However,

<b>If you do not contact Paradise Park Nursery to notify them that you are running late</b>	<b>And you arrive after your child's pick up time</b>	<b>You may be issued with an on-the-spot fine of £1.00 per minute</b>
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**Please note that the above is an extension designed to support working parents in exceptional circumstances and should not be seen as an opportunity to be continually late.**

Please also note that the financial penalty system will be imposed at all times, for example if you are due to pick up at 12noon or 3.30pm and are late you will be charged accordingly per minute.

In the event of continual lateness children may be excluded from the nursery.

If parents have not arrived by 6.30pm, we have had no explanation for the lateness and cannot get in touch with parents or the emergency contacts, we phone social services.

# Routines

## **Baby Room Daily Routine**

7:45 – 8:00 am	Set up indoor and outdoor (refer to planning on the notice board)
8:00 – 9:00 am	Nursery opens. Breakfast for all babies
9.00 am	Open door access for outdoor play with adult interaction
9:00 – 11:00 am	Free flow play indoors/outdoors with adult interaction
10:00 – 10:30 am	Snacks provided for indoors/outdoors
11:00 am	Tidy up time indoors/outdoors with children
11:15 am	Story telling/singing sessions
11:30 am	Lunch time
12:00 – 3:00 pm	Sleep time
2:30 – 3:30 pm	Snacks provided for indoors/outdoors
3:15 – 3:45 pm	Early shift tidy some of the equipment indoors and outdoors
4:00 – 4:30 pm	Tea time
5:00 pm	Free flow play
5:30 pm	Start to tidy with children. Washing up the Tea and putting the dishes away.
6:00 pm	End of session.

## **Big Room Daily Routine**

7:45 – 8:00 am	Set up indoor and outdoor (refer to planning on the notice board)
8:00 – 9:00 am	Nursery opens. Breakfast for all children
9.00 am	Open door access for outdoor play
9:00 – 11:30 am	Free flow play indoors/outdoors with adult interaction
10:00 – 10:30 am	Snacks provided for indoors/outdoors
9:30 - 11	Nappy changes
11 am	Tidy up time indoors/outdoors with children
11:15 am	Story time in key person groups (separate singing sessions on a Tuesday and Friday)
11:30 am	Lunch
12:00 – 2:30 pm	Sleep time for children who sleep. Nappy change when they wake up.
12: pm	Set up Indoor activities
2 – 2.30 pm	Snacks provided for indoors/outdoors
2.30 – 3:40 pm	Early shift tidy some of the equipment indoors and outdoors with children
4: – 4.30 pm	Tea time
5:00 pm	Start to tidy with children. Washing up the Tea and putting the dishes away.
6:00 pm	End of session.

These routines are entirely flexible depending on the individual child's needs or daily events e.g. outings.

## **Nappy Changing and Toilet Training**

Key people or their linked person will check and change their key children's nappies. Nappies are checked regularly throughout the day and changed whenever necessary. Staff are encouraged to interact with the child by talking/singing before and during changing as this is an excellent bonding experience. If children soil their clothes, staff will place the soiled clothes in a bag for parents to collect when the child is picked up.

Parents are encouraged to discuss with their child's key person when their child is ready for toilet training. Parents may be supported by the child's key person on how to encourage toilet training at home. During this period parents are encouraged to provide a packet of baby wipes for their child. The toilets at the nursery are miniature toilets. Children are encouraged to use the toilet rather than the potty, however, potties are available for the children to use if requested by the parent.

Good hygiene practice is always followed and the children are shown how to use the toilet and how to wash their hands each time they have used the toilet. 'Accidents' will be dealt with calmly, sympathetically and in a way which does not make the child feel that they have done anything wrong.

Potty training is carried out in the big room as the room has the appropriate facilities.

### **Mealtimes**

It is important to us that the children get a healthy and delicious lunch. Our cook provides this daily. The food is prepared from fresh ingredients and does not contain any additives. The cook provides a planned menu which is put on display weekly for parents and carers to see. If your child requires a different diet, please inform your key person and she will inform the cook.

The children are provided with breakfast from **8:00-8:50am**  
Children are offered snacks between **10.00-10.30am and 2-2.30pm**  
Lunch time is at **11:30am**  
There is also tea which children have at **4pm**



Parents are welcome to donate fruits/vegetables and crackers to be shared at snack times.

Our staff eat meals with the children, encouraging them to try the food and engaging in conversation to make meal times a social part of the day.

We would appreciate any feedback from you regarding the menu selection.

### **Sleep**

Wherever possible the key person should put a child to sleep taking account of information gathered from the parents.

#### Under 2's

At sleep time, in the baby room there are two areas where the babies will sleep. The babies under 1 will sleep in the cots. All babies over 1 will sleep on soft mats with a sheet and blanket provided by the nursery, which will then be washed every Friday.

Whilst the babies are sleeping there will be at least 2 members of staff who monitor the babies to ensure they are sleeping comfortably. If a baby wakes up and needs to be changed, we will then call a member of staff in the big room to cover.

#### Under 3's

Children aged 2 sleep in a separate room if this is what they and their parents want. All children sleep on soft mats with a sheet and blanket, which are provided by the nursery.



### **Birthdays**

As we are a healthy children's centre we celebrate birthdays with a card, candles and a birthday hat. We ask that parents please refrain from bringing in cakes on your child's birthday.

## **Equal Opportunities**

We operate a strict equal opportunities policy that applies to both children and staff. Each child and adult is treated as an individual regardless of age, sex, colour, religion or ethnic background. Please ask to see our Equal Opportunities policy.

We have male workers who do the same work with children as the female staff and we see this as an important part of equal opportunities.



## **Confidentiality**

Developmental records are kept on all of the children and are open to their parents and carers to see at any time. It is stressed that the information within the records must be kept confidential.

Any observations or information kept by staff are always confidential. The only exception to this rule is where there is evidence or suspicion of abuse of or significant harm to a child.

Information, observations and concerns about a child are recorded and signed and dated in an incident book. Staff are made aware of confidential information only on a need to know basis.

All staff in the nursery have the required DBS checks.

## **Safeguarding**

Every effort is made to ensure the safety of your child whilst attending the Nursery.

Staff make sure that all visitors to the nursery are signed in. The visitor's book is located at the entrance of the nursery. Parents must sign their children in and out on the signing in sheet daily. All other visitors to the premises are to be signed in by the main building reception.

Children's attendance register are completed both mornings and afternoons, daily.

Staff ensure that the gates in the garden are locked at all times.

Parents should ensure that the nursery has their up-to-date telephone number so they can be reached if necessary.

## **OUR COMMITMENT TO SAFEGUARDING CHILDREN**

We are committed to safeguarding and promoting the welfare of each child and work within the framework of the Children Act 1989, the Children Act 2006 and Every Child Matters, Working Together to Safeguard Children which promotes inter-agency working to safeguard and promote the welfare of children as paramount.

If you are concerned about the well-being of any child or suspect that a child is being, or is at risk of being, neglected or abused physically, emotionally or sexually:

### **Do not keep these concerns to yourself**

- Discuss them with the lead person for Safeguarding or one of the deputies who will advise on what further action to take.
- If we are concerned about your child we will talk to you as soon as possible unless it could affect a criminal investigation.

Your designated officer for Safeguarding is:

**Marie Forde - Nursery Early Years Manager 020 7697 7332**

Your deputy designated officers for Safeguarding are:

**Jermaine Payne - Deputy Early Years Manager 020 7697 7345**

**Naz Rahman – Room Leader 020 7697 7345**

**In case of emergency or if the designated people are not on site contact:**

#### **Islington Social Care Department:**

- Referral and advice team: 020 7527 7400
- Switchboard: 020 7527 7000
- Out of hours social worker: 020 7226 0992
- Nb. If you want to get advice on how to deal with a child protection concern, or whether it is something you should refer, you can speak to the duty child protection co-ordinator: 020 7527 8102

## **Sickness and injury**

### **First aid**

We encourage all staff to become first aiders. All staff are able to deal with minor injuries, such as grazes. If your child needs first aid during the day, an incident/accident form will be completed and you will be asked to sign it when you collect your child.



The first aid boxes are clearly identifiable and easily accessed by all members of staff. The first aid box is stocked and checked regularly using a contents list located in the first aid box. A small first aid box is taken on all trips and outings.

See the First aid and sick child policy for further information.

### **Illness**

If a child is sick we would expect that they are kept at home. If your child becomes ill whilst at nursery, staff will contact you to ask you to collect your child. If you are unable to collect your child, we will ask you to make arrangements for your child to be collected. In the unlikely event of an emergency, we will contact medical assistance first and then contact you. Our aim is to ensure your child is never at risk.

We are committed to ensuring that children return to nursery as soon as possible after an illness and we support children with chronic health needs.

We follow government guidance on infection control in childcare settings. If your child has diarrhoea and/or sickness, we operate an exclusion period of 48 hours. For other illnesses, please contact the key person or Nursery Manager to discuss when your child can return to the nursery.

### **Medication**

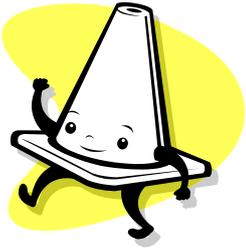
We ensure all staff understand their role and duty in managing medicines. We are unable to administer any child on medication without a prescribed prescription. This is to ensure that children are not given medicines that they may have reactions to.



If your child is prescribed antibiotics, please do not send them back to nursery until 48 hours after they have received their first dose and are well enough to be away from home.

Long term medication such as inhalers will need to be reviewed by the key person and parent/carers.

## Health and safety



All the equipment and toys are checked regularly as the health and safety of all children and adult is important. Members of the nursery staff are trained fire marshals and we regularly carry out fire drills.

We have a health and safety policy which is available for all parents and carers to read. Please let us know if you have any concerns in this area.

### **Risk assessments**

Daily checks of the nursery are carried out every morning, both indoors and outdoors. This is completed on a risk assessment sheet that is found in the nursery office in a folder and in the garden shed in a folder named risk assessments.

Staff should tick all the relevant checks. Any hazards or issues noticed throughout the check should be entered at the bottom of the form along with the action taken.

It is the responsibility of the checker to take any necessary action and report it to their line manager.

It is the responsibility of the staff member to undertake a risk benefit when completing activities with children. This should identify what tools will be used during the activity, how to prevent children being at risk and the benefit of partaking in the activity.

### **Bonfires**

The aim of having bonfires is to enable children to experience joy and wonder. There is a huge amount of learning that can result. It can also be a bonding experience for the children involved. Safety, however, will be paramount. Below are some ways in which we will maintain safety and ensure children get the most out of their experience.

- Children will remain seated around the fire at all times.
- Ratios around the fire will depend on children's age and stage of development but as a guide they will be 1 adult to 4 children for over 3's and 1 adult to 2 children for under 3s.
- These ratios must be maintained at all times when the fire is alight. To ensure this, everything for the fire should be prepared before the fire is light:
  - Wood
  - Kindling
  - A bucket of sand and water to put the fire out
  - Lanterns if it is dark or likely to get dark
  - Cooking ingredients and equipment where applicable
  - Children to be reminded of the golden rules before the fire is lit.
- A risk benefit assessment will be provided for all parents/carers to see

One of the main dangers around fire is children's lack of awareness around it. Every time we have a bonfire we will talk about the dangers of fire and run through the 'Fire golden rules' (the children come up with). These rules would have come from a group discussion they had earlier on, rules about sitting and not running around fire. We will make notices with the children and put them around the garden. We make arrangements to visit the fire station. We tell children stories about fire in a realistic way, eg the Three Little Pigs or the Paper Bag Princess.

Conversations with children and approaching fire in a sensible way will enable children have a realistic understanding of fire, which will make them safer.

### **Sand**

We cover the sand every evening with a purpose built cover to prevent cats and foxes faeces.

The sand is raked every day when we uncover it in the morning to ensure that it has nothing in it.

This is recorded in the daily risk assessment which is kept in the garden shed.

The sand is replaced twice a year.

### **Sun Safety**

All children must have sunscreen on before going into the garden and during outings if the sun is hot.

Parents are encouraged to provide sunscreen for their children (child's name must be written on the label).

All children should wear protective sun hats, which are to be provided by the parents.

Children's activities are organised in shaded areas and the children are encouraged to play within these areas.

Staff will ensure all children are given drinks frequently throughout the day and that water is continually available outside and inside.

### **Outings**

Outings are a very important part of children's learning and we aim to take a group of children out at least once a week.

We plan outings accordingly although there will be occasions when we will undertake short spontaneous outings, eg to go to the shop for a resource or to go to the water feature in Paradise Park to cool down on a hot day.

When outings are planned, parents are notified through a notice on the parent's notice board and where possible told about the trip by a member of staff.

Outings are planned with learning intentions in mind and ratios and the size of the group (usually 6-8 or less) are planned in accordance with these, and with regard to safety considerations.

# Technology

We welcome all children to make sense of their physical world and their community through opportunities to explore, observe and find out about technology. Children will recognise that a range of technology is used in places such as at home, nursery and schools. At nursery they will use technology for particular purposes.

## Cameras

We involve all children in taking photographs and videos of their favourite activities, work they have done or even forest school sessions and on outings. This will support children in sharing their experiences with others and also describe their individual preferences and opinions.

All cameras are locked away at the end of the day and images are stored securely.

## Computers

We aim to provide a range of programmes with games. This is to teach and encourage hand-eye coordination as children learn how to use their hands and eyes while writing and drawing. Children also learn problem solving when playing games as they often think about which actions to take next.

## iPad / CD Player

We encourage children to use the iPad and we know many children can scroll through images, touch and type using their hand-eye coordination. Practitioners will use the iPad to take pictures and will involve children in taking their own pictures and videos. Practitioners use the iPad to play different types of music, whilst explanations are explained to the children on how to operate the iPad. The iPad is used to engage those children who do not demonstrate an interest in music, sound or movements.

We also use the CD player to play music as we know that not all children will have access to the same technological opportunities at home. Children will have the opportunity to operate the CD player to play music and listen to stories. Children have independent access by using the headphones.

The duration when using the iPad or CD player depends on the type of activity. For example, listening to stories independently using the CD player and headphones will depend on the length of the story. However, if it is a music and movement activity this will be a maximum of 20 minutes.

## Television

We aim to use the television for educational purposes around children's interest. If a key person is planning for a child and the focus activity is to use the television, this will be identified on the planning as to what area of development this will support in the child's learning. This will be for a maximum of 20 minutes.

## **Transition to school**

Transitioning from nursery to reception is an important time in a child's life. Preparing for a child's transition in an organised and timely way is vital for both the child and parents.

Checklist for transition:

- Parents are encouraged to apply to 6 primary schools in their local area via schools admissions. There will be a reminder on the parent's notice board with dates to apply for schools.
- Once your child has been offered a school place it is very important that parents inform the nursery. There will be a notice on the nursery door where parents can write their child's name and the school they will be attending.
- If a child has SEN the SENCO will make arrangements with the class teacher and other professionals involved with the child in order to share relevant information.
- We will try to ensure that all children get to visit their new primary school in small groups.
- Staff are encouraged to talk with children about transitioning to school. There will be displays and books to encourage children's transition.
- Key people will have time out the room to write school reports on each child.
- Key people will meet with parents to discuss the school report. Parents and the child will have an opportunity to comment on the report and sign the report before it is sent off to the school.
- Key people are encouraged to have all children's files up to date so they can be given to the parents on the child's last day of nursery.
- It is key to the children's progress that we share all relevant information with the school your child is moving to, including information on attendance and behaviour.
- A graduation photo is arranged for the children who will be leaving.

## **Providing feedback – compliments and/or complaints**

We hold Parent's Voice meetings from 6-7pm once a term. This is a great forum for you to find out more about the nursery and have your say, tell us any concerns you have or ask any questions about the nursery that you need answering.

We welcome all feedback from parents whether good or bad. If you do have a complaint, please do not hesitate to raise it with your child's key person in the first instance.

If the issue continues to cause you concern, please talk to the Nursery Manager, who will advise you as to the next step.

Please ask to see the Complaints and Comments policy for a detailed explanation.

**All additional policies and procedures** are available in full for parents to look at in the nursery lobby.

If you have any questions on our policies and procedures or the information above, please talk to any member of staff.

Our policies include the following and can be found at <http://islingtonplay.org.uk/about-ipa/policies/>

- Anti-bullying and harassment
- Behaviour
- Complaints and comments
- Confidentiality
- Critical incident
- Environmental protection
- Equality and diversity
- Inclusion – SEN
- E-safety
- First aid and sick child
- Food and drink
- Health and safety
- Lost child
- Outings – trips
- Play
- Registration and admissions
- Safeguarding
- Supporting parents with drug and alcohol issues
- Uncollected child and lateness
- Volunteers

**We hope you and your child enjoy your time at our nursery.**