



EARLY YEARS POLICY

"Every child deserves the best possible start in life and support to achieve to their full potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know that the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance."

Early Years Foundation Stage Profile

Department for Children, Schools and Families 2012

The Early Years Foundation Stage applies to children from birth to the end of the Reception year. In our school, children can join us in the Nursery at any time from the age of 3 months or in the Reception class in the September after their fourth birthday.

Principles

- The Early Years Foundation Stage is based upon four principles:
- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

This policy explains how our practice at Leweston School is underpinned by these four principles.

Early childhood is the foundation on which children build the rest of their lives. At Leweston School we are wholly committed to laying secure foundations for future learning and development. During the early years of a child's life they prepare for their lives as a whole and, as such, the learning that takes place in the EYFS must reflect the widest possible range of experiences and not be viewed as only preparation for the next stage of formal education.

All children begin school with a wide variety of experiences and learning and it is the privilege of the adults working in the foundation stage to accept the task of building upon that prior learning experience. This is done through a holistic, child-centred approach, where our skilled staff team work closely with parents and carers to tailor opportunities to meet the necessary 'Next Steps' in development for each individual child.

Aims

- Provide a safe, challenging, stimulating, caring, loving and sharing environment which is sensitive to the needs of each individual child. Provide a broad, balanced, relevant and creative curriculum which responds to the children's own interests in order to provide the foundations for life-long learning.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision-making to foster our children's independence, creativity and self-confidence.



- Work in close partnership with parents and guardians and valuing the contributions of all those who are important in the lives of our children.
- Provide opportunities for children to experience a challenging and enjoyable programme of learning and development, encouraging every child to become the best possible version of themselves.

A Unique Child

At Leweston School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within our school and all children are treated fairly, regardless of race, gender, religion or abilities. All children and their families are truly valued within our school. At Leweston School we believe that all our children matter and we aim to make them feel loved and welcome every day. We give all our children every opportunity and our dedicated support to achieve their best. We do this by getting to know every child really well and carefully planning for their learning in response to their needs. In the Early Years we set realistic and challenging expectations that meet the needs of our children.

Welfare

It is important to us that all children in our school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them to understand right and wrong. We provide children with choices and adequate freedoms in order to enable them to develop these important life skills. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. At Leweston School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for the Early Years Foundation Stage and we take these obligations seriously.

At Leweston School we:

- Promote the welfare of children
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- Ensure that all adults who look after the children or who have unsupervised access to them are suitable to do so
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs



- Maintain records, policies and procedures required for safe, efficient management of the setting and to meet the needs of the children

Positive Relationships

At Leweston School we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise and respect that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents about their child before their child starts school
- Offering both parents and children the opportunity to spend time in Nursery before starting school, as drop-in/settling sessions or through Parent and Toddler Forest school mornings
- Operating an open-door policy for parents with any queries including telephone and email contact as required
- Sharing regular observations, photos and videos with parents via the online learning journal, Tapestry, and valuing the ongoing contributions to this from parents
- Writing to parents on a regular basis to inform them about learning that has been taking place in each class or unit
- Offering at least one parent/teacher consultation evening per year from TC2 onwards
- Inviting parents in to a session alongside their child at least once a year in Nursery
- Offering parent seminars to enable parents to best support their child's learning at home
- Sending a detailed report on their child's attainment and progress at the end of their time in the Early Years, known as the EYFS profile
- Providing a short interim report on progress for all Reception children in the December each year, and a detailed full report on progress in all seven areas of learning at the end of the academic year
- Developing a range of activities throughout the year that encourage collaboration between child, school and parents

All staff involved in the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

Enabling Environments

At Leweston School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences.

Observation, Assessment and Planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. Staff working in the EYFS use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. The staff use the children's interests to plan for themes and take the lead from the children as to where they



want their learning to go. This fostering of the children's interests develops a high level of motivation for the children's learning.

The planning objectives within the Foundation Stage are usually taken from the Birth to Five Matters document, but where children exceed expectations in some areas, objectives from the National Curriculum (2014) for Prep One are sometimes used. We hold very high expectations for our children and many children will be ready for this additional extension and breadth of education as they progress through the Reception Class. We make regular assessments of the children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations. At the end of the Reception Year the children's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals.

The Learning Environment

All the Nursery and Reception classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet, creative etc. All classrooms have direct access to an outdoor classroom area, which is also creatively resourced to ensure that children can access all areas of learning when choosing whether to be indoors or outside. The free-flow that is possible between the inside and outside environments has a positive effect on the children's development and we believe that all children should be able to choose their preferred location for learning. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can explore, use their senses and be physically active and exuberant.

Learning and Development

There are seven areas of learning and development that must shape educational provision in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Prime Areas:

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

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design
- Achievement in all areas is supported by the development of the central characteristics for learning;



- Characteristics of Learning:
- Playing and Exploring
- Active Learning
- Thinking Creatively and Critically

We deliver learning for all of the areas through purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

Learning Through Play

“Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level”

Through play our children explore and develop learning experiences which help them make sense of the world. They practice and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

At Leweston School we do not make a distinction between work and play in the Early Years. Children learn through planned play activities and staff decide when child-initiated or adult-led activities would provide the most effective play opportunities. Play in the EYFS is a carefully tailored, observed and planned process with clear links to learning opportunities. As children progress through the Early Years Foundation Stage, our skilled practitioners introduce more structured learning as they deem it appropriate, in order to ensure that our children experience a great breadth of additional opportunities so as to enhance their early education. These include instruction in languages, PE, swimming and Music as children move into the Reception Class. The format of this instruction remains largely informal, enabling children to develop their skills in a play-based, engaging manner.

Prevent Duty

Under section 26 of the Counter-Terrorism and Security Act 2015, we have a duty to prevent people from being drawn into terrorism (Prevent duty). Protecting children from the risk of radicalisation remains part of our school’s wider duty to safeguard children and young people. “Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism....Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.” (KCSIE, July 2015).

We are alert to any possible signs which contribute to vulnerability such as family, friends or online influences as well as any changes in behaviour which could indicate a child may be in need of help or protection. We carry out risk assessments of vulnerable children and young people accordingly, work in partnership with other agencies and the family, and ensure staff are suitably trained and supported in keeping with our LSCB procedures. Further detail can be found in our British Values Policy.

Oral Health



Under the new Early Years Foundation Stage, we are now required to promote “good oral health of children”. This has been introduced following research by Public Health England that suggests that 1 in 5 children aged 5, have experienced tooth decay. An on-going programme will be implemented across the setting, as follows.

Early Years staff will:

- Insist on water rather than juice or squash in children’s water bottles
- Implement an oral health week each year
- Upload a Tapestry post with latest oral health advice to encourage awareness
- Invite a dental nurse to speak with the children
- Be good oral health role-models e.g. healthy, tooth-friendly snacks in front of the children
- Use CPOMS to alert the Head of any oral hygiene concerns

Nursery staff will:

- Encourage children to use an open cup as soon as they are physically able
- Encourage parents to support their children to use an open cup at home when appropriate
- Be able to advise parents when children should start brushing their teeth and when they should visit a dentist (i.e. as soon as their first milk teeth appear for both)

School will:

- Encourage catering to lower sugar levels where possible and provide smaller portions of sugary puddings
- Use sugar-free medicine
- Display oral health awareness posters throughout the school

Author: Early Years Coordinator

Last Reviewed: August 2025 (Beth Toop)

Next Review: August 2026



DISCRIMINATION & OPPRESSION PRACTICE

This document to be read in conjunction with policies and procedures of Leweston School

Unreciprocated, unwanted or offensive conduct and behaviour to a person can be regarded as harassment and/or bullying and if this is the case, it is the victim's decision whether or not to seek an investigation rather than the perpetrator.

Harassment and Bullying may consist of:

- Any display of offensive materials
- Unwanted and unnecessary physical contact
- Verbal abuse
- Unfair treatment at work

Staff: What to do if you feel you are being bullied or harassed

Seek confidential support and advice from the Head of Prep or another Senior Leader within the school.

Support can be given by the Head of Prep if you wish to confront the person concerned, explain that their behaviour is unwanted and offensive to you, and ask them to stop. You may find that this is enough to stop the harassment and prevent it happening again. All incidents must be recorded in addition to any meeting held in connection with the incident.

If you feel that the behaviour or harassment continues, you should consider making a formal complaint to the Head of Prep or another Senior Lead within school. Your complaint will be investigated fairly and sensitively.

If a disciplinary hearing is called you will be asked to give evidence.

On completion of the hearing, you will be informed of any decision.

Staff: What to do if you are approached about your behaviour causing harassment or offence to someone

Listen carefully and try to understand the opinion of the complainant.

Ask for support from the Head of Prep especially to discuss how your actions may have caused offence and how you could resolve the situation.

Any formal complaint made about you will have a thorough investigation which is fair to all and carried out in strict confidence.

All investigations will be carried out under the guidelines of Leweston School.

Nursery Clients (Parents): What to do if you feel you are being harassed or bullied



Report the incident/s to the Nursery supervisor, Head of Prep or other Senior Lead if appropriate. Your complaint will be investigated fairly and sensitively and you will be informed of any action.

Individuals can help stop harassment and bullying by:

- If you witness any incidents of harassment or bullying you are encouraged to report the occurrence and offer supporting evidence should an investigation take place.
- Support and make clear that the behaviour being witnessed is unacceptable.

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EMBEDDING BRITISH VALUES IN THE EARLY YEARS GUIDANCE FOR STAFF

To be read alongside the whole school 'Promotion of British Values' policy

The Department for Education has stipulated that Schools in England must actively promote British values through the curriculum and in extracurricular activities. We also recognise our obligation under section 78 of the Education Act (2002) to promote the spiritual, moral, cultural, mental and physical development of pupils at the School and of society as well as to actively promote fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. At Leweston these values are reinforced in a pervasive manner and permeate the School community. Additionally, pupils are helped to promote tolerance and understanding in the School environment, guarding against extreme, intolerant, or radical views. Staff are also trained to identify indicators of radicalisation, adhering to the Department for Education's Prevent duty.

The School has in place a Prevent Risk Assessment that is used regularly for a variety of reasons, including for the areas of leadership, partnership, staff training, welfare, external speakers/visitors, online safety, campus security, safeguarding, communications, incident management, and staff recruitment.

The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools and set out its definition of British values in the 'The Prevent Duty', June 2015.

The five British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect

Tolerance of those of different faiths and beliefs

The principle of teaching British Values is firmly embedded throughout the school, but this document sets out the different approaches that may be necessary to teach the values to children in the EYFS. The DfE makes it explicit that British Values lie at the centre of much common practice in the EYFS, so this document will act as a reminder for staff to ensure that due consideration is given to exploiting opportunities for the teaching of these values.

Prevent Duty

Under section 26 of the Counter-Terrorism and Security Act 2015, we have a duty to prevent people from being drawn into terrorism (Prevent duty). Protecting children from the risk of radicalisation remains part of our school's wider duty to safeguard children and young people. "Radicalisation refers



to the process by which a person comes to support terrorism and forms of extremism....Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.” (KCSIE, July 2015). We are alert to any possible signs which contribute to vulnerability such as family, friends or online influences as well as any changes in behaviour which could indicate a child may be in need of help or protection. We carry out risk assessments of vulnerable children and young people accordingly, work in partnership with other agencies and the family, and ensure staff are suitably trained and supported in keeping with our LSCB procedures. Further details of our school procedures are set out in our Safeguarding Preventing Extremism and Radicalization policy.

Embedding British Values: Expectations for Staff in the EYFS

Democracy: making decisions together

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

- Staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.
- Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: understanding rules matter as cited in Personal Social and Emotional development

As part of the focus on managing feelings and behaviour:

- Staff can ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.
- Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

Individual liberty: freedom for all

As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:

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

different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

Mutual respect and tolerance: treat others as you want to be treated

As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:

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

A minimum approach, for example having notices on the walls or multi-faith books on the shelves will fall short of 'actively promoting'.

What is not acceptable is:

- actively promoting intolerance of other faiths, cultures and races
- failure to challenge gender stereotypes and routinely segregate girls and boys
- isolating children from their wider community
- failure to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

Last Reviewed: August 2025

Next Review: August 2026



NURSERY ADMISSIONS POLICY

This document is to be read in conjunction with the policies of Leweston School.

A warm and welcome admission into Leweston Nursery with appropriate learning experiences and opportunities is central in ensuring our policies and practices serve every child and family, including any child with Additional Needs and/or disability.

Leweston Nursery offers three settling sessions in order to help the children feel safe and secure before they are fully left for the first time. Each child will be treated as an individual and consultations with the parent/carer and relevant room staff will assess how the taster settling in periods will work best for the child. The standard pattern would be an initial visit, followed by a session of 1 hour with parents and child in the correct room, with the room leader, to share information and settle gently. Then a period of 2 hours, where the parent will leave for a short time, and then a period of 3 hours where the parent will leave.

There may come a time however, when the Nursery feel it is in the best interest of the child for the parent to stay for longer, or to leave earlier, in order to support the individual child in settling.

It is vital that relationships between the Nursery and parents/carers are open and honest especially in times of difficulty, major events or changes to family circumstances. This is especially important if your child's behaviour is affected.

Waiting List

Leweston Nursery operates a waiting list. The applicant at the top of the waiting list will be offered the vacancy first and foremost.

All places will be offered on a 'first come first serve' basis, with the following exceptions:

- Parents wishing for a second Nursery place will be given priority over first-time applicants. The minimum sessions per week must be adhered to for both children. If more than one parent is eligible in this instance and the Nursery only has one place to offer, applications will be processed by date order.
- Parents accepting a part time place if the Nursery cannot accommodate a full-time place will be given priority whenever additional sessions become available.
- Places are offered following an initial visit. The offer must be accepted in writing and accompanied by a Registration Form and Acceptance Form and returned with the required registration fee and deposit. The deposit is fully refunded on your final account with the school. Once the place is confirmed a New Pupil Pack will be sent for your completion in preparation for your child's start into the Nursery. All these forms need to be completed and returned to our Registrar before your child can start in the Nursery.
- There is a waiting list fee for each child.



- There is a registration fee for each family.
- Any parent wishing to withdraw their child for Nursery (excluding from the Waiting List) must give notice of two calendar months. This includes when the child is due to start Reception. Failure to do so will mean that you will be billed for the notice period at the School's standard rate.
- A parent who has accepted a place in advance of the start date, and then decides to delay the starting date (for whatever reason), will be liable to pay the full fee from the date originally agreed.

Induction

All parents are required to complete all entry documentation before the child is eligible to join Nursery. A Key Person will be assigned to your child and will take you through our practices in relation to the Early Years Foundation Stage Framework and your child's Learning Journey. It is expected that parents assist where they can in sharing relevant information about their child's life outside of Nursery, and engage with the Tapestry system as this will assist staff with individual planning.

Children's Holiday

Leweston Nursery is open for 49 weeks per year. Charges still apply if children take holiday within these weeks. Notice of 4 weeks must be given in writing to the Nursery for any absence apart from sickness in order for the Nursery to effectively complete legal requirements.

No Smoking/Vaping

The entire Leweston School including the Nursery is a strict NO SMOKING/VAPING AREA. This applies to all staff, parents / carers, visitors and external work people.

Anyone working within the Nursery, who smokes, will be required not to enter the Nursery site for a minimum of 30 minutes to reduce the risk of passive smoking.

Queries, Complaints or Worries

Your child's key worker is the first port of call for any queries, complaints or worries regarding the Nursery. If you require more assistance, the Room leader will be able to help you. The Nursery Supervisor manages the day-to-day running of the Nursery. The Head of Prep has overall responsibility and can be contacted at any time. It may not be possible for an immediate response as the need to liaise with other staff may be necessary. Our aim is always to respond to you within 24 hours.

Children's Toys & Clothing

It is requested that toys are not brought into Nursery. This is to avoid upset should the item be lost, broken or required to share with the other children. Special items may be handed to a staff member where it will be used as a 'show and tell' learning opportunity within circle time sessions.



It is vitally important that all clothing and footwear is clearly named, especially as the children are in uniform. It is the responsibility of the parent/carer to ensure the children have their correct belongings.

Things the children need

- A pack of nappies - if necessary
- Wet wipes - for all children still in nappies / pull ups
- Your child's comforter should they need it
- Wellies - to stay at Nursery
- Waterproofs/All-in-one
- A water bottle
- A spare set of clothes - named in drawstring bag
- Your child's completed 'All About Me'

All items must be clearly named.

Communication

When building solid partnerships, it is essential to have comprehensive communication. By working together everyone is enabled to establish strong foundations to build upon. Communication Diaries and the Tapestry system are important parts of Nursery life. It provides staff with the opportunity to inform parents of information regarding your child's day. Equally as important, the diary and the daily handover enables parents to share vital information from home, for example, if your child has had a broken night's sleep. Both verbal and written communication flowing freely between Nursery and home is a positive way to share relevant information especially if time is limited.

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NURSERY ASSESSMENT POLICY

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share.

Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence. 2.3. Parents and/or carers should be kept up-to-date with their child's progress and development. Practitioners should address any learning and development needs in partnership with parents and/or carers, and any relevant professionals. Assessment should inform an ongoing dialogue between practitioners and year 1 teachers about each child's learning and development, to support a successful transition to key stage 1.

Statutory Framework for the Early Years Foundation Stage; March 2021

Ongoing Assessment

Leweston Nursery use the Tapestry online Learning Journal system to provide the ongoing assessment of all children in the Nursery. Every parent is provided with sign-in details so that they can receive continual information about their child's progress. These regular observations are used to underpin the Next Steps documents and weekly planning that is produced by all Nursery practitioners.

Each month, staff use the Tapestry system to record any developmental concerns for pupils. Appropriate actions are then built into the next steps documents, and the SENCos are involved where necessary, as well as additional agencies.

Observation trends, areas of concern and progress patterns are analysed in order to ensure that progress is achieved for all children, in all areas of development.

Reporting

All children at Leweston Nursery receive a full written report, detailing progress against all seven areas of learning in July of each year. A full Transition report is also provided for parents and school settings ahead of any child moving into their first year at School. All of these transition reports are made available to parents and staff who will be working with the children.

Progress Check at Age Two

When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas. This progress check must identify the child's strengths, and any areas where the child's progress is



less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals (for example, the provider's Special Educational Needs Co-ordinator (SENCO) or health professionals) as appropriate.

A specific 'Progress Check' report is produced for all children at the age of two and a half. This report highlights the child's strengths and any areas where progress is less than expected. Targeted plans for SEND provision will be produced if there are any concerns identified in the progress check that have not already been identified and addressed in our standard SEND procedures. Parents are given their progress check reports directly by their child's key worker, and are provided with opportunities to discuss their development with all the relevant staff.

If parents provide their consent, we will send a copy of the progress check report directly to the child's Health visitor. We work closely with parents to ensure that all necessary information is provided between home, Nursery and Health care workers.

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Next Review: August 2026



BOOKING AND FEES POLICY

To be read in conjunction with Leweston School policies

Opening Times

Leweston Nursery is open daily from 08.00 – 18.00 for 49 weeks per year. A Breakfast Club takes place between 07.30 and 08.00 is available on request but must be booked in advance with the Nursery supervisor to accommodate staffing needs.

Bank Holidays

Leweston is closed for all Bank Holidays. No charges apply for Bank Holidays when the Nursery is closed.

Minimum Attendance

2 sessions per week is the minimum attendance requirement. Children attending less than this amount per week have difficulties in settling into Nursery life.

Waiting List

Leweston operates a waiting list enabling all parents the opportunity to be offered a place as demand is high.

- Leweston operates a Waiting List system. £50.00 ensures your child's name is active on the waiting list but does not guarantee a space until one becomes available.
- Once the Waiting List documentation and fee has been credited, your child will be eligible for any available sessions, or on the Waiting List for unavailable sessions.
- If it is decided that the Nursery space allocated to you is no longer required, Leweston requires a complete 2 months' notice before the arranged start date. Notice given after this period will result in full charges for the booked sessions.
- Generally admissions are made on a first-come, first-served basis, determined by the date on the 'waiting list form'
- Staff employed at Leweston School who apply for a first-time Nursery place will be given priority over any other first-time applicants.
- Parents who require a full-time place but accept a part-time place as an interim measure, will be given priority whenever additional sessions become available.
- Parents must give two-months' written notice to the Nursery supervisor to change any session.

Registration

Leweston require a Registration Fee of £75.00 per child.

Invoices & Payments

- Invoices will be in arrears for each calendar month.



- All charges are for the whole session, regardless as to the amount of time which is actually attended.
- The Nursery accepts 'Childcare Voucher' payments, which enables parents to claim a percentage of their nursery fees tax free from their employer. Please contact the Bursary Department should you wish any further information regarding this method of payment.
- Invoices not paid on time will incur a 1.5% administration charge.
- Cash payments will be issued with a receipt when parents have no other payment option.
- Any Cheque payments returned via the bank will incur a charge.

Changes to Nursery sessions

- All sessions booked are provided on a permanent basis.
- Any permanent amendments to booked sessions must be in writing to the Nursery supervisor. Written confirmation will then be given to the parents once the request has been accepted.
- Any one-off additional morning or afternoon sessions will be charged at a specific ad-hoc day rate.

Withdrawal from a permanent Nursery place

The notice withdrawal period is 2 complete calendar months should the place no longer be required.

Late Child Collection Fee

For late collecting, a charge will be applied for every 15 minutes.

Child Sickness

- If your child is unwell and does not attend Nursery, full charges still apply.
- If Nursery deem your child unwell and ask for them to be collected, full charges apply.

Emergency Closure

If for any reason Leweston Nursery or School had to close due a short-term emergency, no parents would be charged for the closure dates.

Grant Funding

Government Funding at present is entitled to all children eligible from 9 months+. Leweston Nursery is responsible for distributing all funding paperwork for parents to complete. This gives permission for the nursery to access the entitlement on behalf of the child for each term. Parents are required to complete the forms and return to nursery indicating how many weekly hours they would like to claim. Parents are advised to contact the Head of Prep/Nursery Supervisor in order to claim funding entitlement.

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NURSERY COMMUNICATION POLICY

This document is to be read in conjunction with the policies and procedures of Leweston School. To ensure high delivery of high-quality childcare services, good communication is essential. Staff will work tirelessly with children, parents and carers to ensure everyone is actively involved in all aspects of nursery life.

Leweston's principles and framework for good practice are set out below:

- Working in partnership together with parents/carers, staff, children and outside organisations provide the nursery with effective communication strategies which enable positive influences for all attending children.
- Effective communication is used in a variety of ways within the Nursery, such as,
 - Daily Diaries – Although not mandatory this communication link provides vital information about the child's day whilst at Nursery.
 - Tapestry Online learning journals with daily observations
 - The Parent Notice Boards – Situated at the entrance this information board keeps parents abreast of Nursery life.
 - Posters – Often displayed within nursery these notices highlight important information.
 - Emails – Regular emails to parents include monthly newsletters from each room, and from the Nursery supervisor and general letters informing parents of activities or events.
 - Nursery Entry Information – To ensure that all nursery staff have the appropriate information needed to govern all eventualities regarding your child's health, care and development whilst at Nursery.

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NURSERY HEALTH AND HYGENE POLICIES

This document to be read in conjunction with policies and procedures of Leweston School
Leweston Nursery and the Wellbeing-Hub's aim are to provide a healthy and safe environment for all children attending the Nursery. If the Nursery staff consider the child to be unfit for Nursery every care will be given to comfort them whilst the parents are contacted and asked to collect their child at the earliest opportunity.

Illness

Parents are asked to complete a Wellbeing-Hub folder which contains comprehensive information about the child's health and to complete consent forms.

Parents have the opportunity to discuss health issues with staff in addition to the Wellbeing-Hub Nurses during term time.

The Nursery works closely with the Wellbeing-Hub during term time and also gathers information from the Local Authority information services.

It is expected that any child with an infection will stay at home to avoid the risk of spreading the infection. If any symptoms are contagious, parents are asked to inform the Nursery in order for other users to be aware.

If a child is on prescription medication the following procedures will be followed:

- If possible, the parent / carer should administer the medicine. If not, then the medicine should be brought into Nursery in its original packaging, clearly labelled with the child's name, dosage and any instructions.
- Parents will be asked to complete a 'Medication Form'. This contains clear instructions about the dosage that is to be given, administration of the medication and permission for Nursery staff to follow the instructions
- All medications will be kept in a locked drug cabinet or a lockable fridge if it is necessary to do so.
- Lifesaving medication such as insulin / adrenalin injections or the use of nebulisers, parents / carers will be asked to complete a continued medication form, this will be signed each time the medication is administered to this child in Nursery.

Medication

Leweston will only administer the appropriate dosage for each child's age and alongside parental consent. Paracetamol and infant Ibuprofen will not be administered together and will only repeat doses as stated on the bottle.



The only time we administer Calpol, or similar, is in the case of a specific incident, such as after a fall, where our school Nurse has decided it is the right course of action. We are not able to administer Calpol during the day for existing issues, and the Nursery stand-point has to be that, if a child is unwell enough to require Calpol, they need to be at home. If your child has Calpol before Nursery in the morning, please do let your child's keyworker know, but do be aware that we will need to monitor them closely and if they become unwell once the Calpol has worn off, we will have to send your child home.

Any medicine that comes in to Nursery, of any sort, must be handed in to staff, signed in and stored in our locked medicine cabinet. It must be in its original packaging, with the child's name on.

Leweston will only administer non-prescription medication for up to 3 days, and it must be advised by a pharmacist, or similar professional. If further medication is required it must be prescribed by the child's own doctor.

Nursery Staff will administer medications rather than attending the Wellbeing-Hub should it be in the best interest of the child.

It is Nursery policy that any child presenting the following ailments, be kept at home for the stated period. This is to ensure your child is fit and well on their return to Nursery and to prevent further infection to Nursery staff and children.

Ailment	Isolation Period
Chicken Pox	At least 5 days from onset of rash and until all blisters have crusted over
Measles, Mumps or Rubella	5 days from onset of symptoms
Impetigo	Until lesions are crusted or healed, or 48 hours after starting antibiotic treatment
Sickness & Diarrhoea	48 hours or 2 full days from last symptom
Conjunctivitis & and Eye Infections	No longer necessary to exclude for any period of time
Hand, Foot & Mouth	Children are not excluded from Nursery unless they are unwell, or unable to eat or drink
Scarlet fever	Exclude until 24 hours after starting antibiotic treatment
Whooping cough	2 days from starting antibiotic treatment, or 14 days from onset of coughing if no antibiotics and well enough to return
High temperature	At least 24 hours clear of a high temperature before return

Accidents and First Aid

If your child has an accident, you will be informed, either when you collect, or by telephone if Nursery staff are concerned and do not feel that emergency treatment is necessary.

- Nursery staff will hold a certificate in Paediatric First Aid
- First Aid boxes are kept within the Nursery



- Cuts or plasters will be covered with a hypoallergenic sticking plaster or other dressing if necessary
- Nursery will ensure that First Aid equipment is kept clean, replenished and replaced as necessary
- Sterile items will be kept sealed in their packages until needed
- All accidents will be documented on an accident form and countersigned by staff and parents / carers.
- If Nursery staff regard an accident warrants a more senior diagnoses, the child will be taken to the Wellbeing-Hub and seen by the Nurse on duty if in term time or medical assistance will be sought. If the child needs hospital treatment, an ambulance will be called. Every effort will be made to contact the parents as soon as possible.
- Accidents that mark / bruise a child that occur at home must also be noted on an 'Existing Injuries' form and countersigned by staff and parents / carers
- All children and adult accident forms are kept on their individual files
- An Accident Record Book will be kept in Nursery, in the form of all accident forms filed digitally. Serious accidents are also noted in the main school accident book, which is held in the Bursary. This is an official HSE document which records all significant injuries and is reviewed in the termly health and safety meeting.
- All serious accidents or illnesses will be notified to Ofsted within 14 days.

Hygiene

To prevent the spread of infection, adults in the Nursery will ensure that the following practices are carried out:

Personal Hygiene

- Hands are washed after using the toilet – staff and children
- Children's bed linen will be kept in their basket, used for one week then washed. To be washed prior to one week if soiled
- Children with pierced ears are not allowed to try and share each other's earrings
- Tissues are available and children are encouraged to blow and wipe their noses when necessary
- Soiled tissues are disposed of straight away and children / staff will wash their hands if necessary
- Children and staff are encouraged to shield their mouths when coughing and are taught that it is best to cough into their elbow
- Paper towels are used and disposed of appropriately



- Staff are to ensure that their uniforms and children's clothing are kept as clean as possible, free from food and bodily fluids and all staff and children are advised to keep a spare set of clothes at nursery
- Hygiene rules related to bodily fluids are followed with particular care and all staff and volunteers are aware of how infections can be transmitted
- Heavily soiled pants will be discarded
- Universal precautions should be adhered to at all times to prevent the spread of disease.
- Washable, waterproof aprons are provided for staff during nappy changes and must be worn
- Washable aprons are provided for lunch service and must be worn

Cleaning and Clearing

- Any spilt blood, vomit or excrement will be wiped up using a 'bodily spills' kit and disposed of using the provided human waste bags
- Disposable gloves are to worn when cleaning / clearing up
- Floors and other surfaces are disinfected
- Toys and fabrics that are dirty or have been contaminated with bodily fluids are 'boil washed' in the laundry department
- Spare laundered underwear and clothing is available in case of accidents
- Soiled garments will be wrapped in a polythene bag ready to go home although heavily soiled garments will be discarded

Food Hygiene

All Hazard Analysis and Critical Control Points and Procedures will be followed as specified under the current legislation enforced by the local government Environmental Health Office in addition to this

Leweston Nursery will ensure that:

- There is no smoking on the premises
- All food purchased for cookery with pupils is from a reputable company
- All items for consumption are purchased from EHO approved suppliers that have received a satisfactory quality inspection audit
- Milk will always be kept refrigerated
- Everyone must always wash hands before handling food and after using the toilet
- Adults will not be involved in the service of food if suffering from any infection / contagious illness or skin condition
- Adults never sneeze or cough over food / taste or test temperature of food with fingers
- Adults wear aprons when serving food, and wash their hands thoroughly before they begin
- Fresh fruit and vegetables are washed thoroughly before use by the catering staff
- Adults wipe down tables etc with antibacterial wash before and after children have eaten



- All children will not share eating utensils
- Cracked, chipped or worn crockery / cooking equipment is disposed of

Food Poisoning

Should the nursery become aware of 2 or more children displaying symptoms of food poisoning, i.e., vomiting, diarrhoea and a temperature, parent's or guardian's will be called immediately to remove their child to avoid the spread of infection. It is the parent's responsibility to inform the school of any diagnosis of food poisoning/infectious disease. The Head of Prep will notify Ofsted and the local Environmental Health Office in such cases and will insist that the parents have their doctor's agreement that the child is fit to return to Nursery before being allowed to do so.

Nappy Waste Procedure

All nappy waste is disposed of appropriately following West Dorset County Council procedures

- These bins are emptied at least once a day
- The Wheelie bin is collected every week by West Dorset County Council

Staff Medication in the EYFS

Staff taking medication/other substances

Practitioners must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If practitioners are taking medication which may affect their ability to care for children, those practitioners should seek medical advice. Providers must ensure that those practitioners only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly. Staff medication on the premises must be securely stored, and out of reach of children, at all times.

In line with the above statement, staff at Leweston Nursery and Prep, working in the EYFS are required to declare any medication that may affect their ability to work with children to the Head of Prep, or our on-site medical team. The Head and/or the medical team will seek additional guidance where necessary.

Staff medication must be stored in the separate staff areas, well away from the access of any child.

Animals in the Setting

Children learn about the natural world, its' animals and other living creatures, as part of the Early Years Foundation Stage curriculum. This may include contact with animals, or other living creatures, both in the setting and on visits. We aim to ensure that this is in accordance with sensible hygiene and safety controls.

Animals in the Nursery

- We carry out a risk assessment with a knowledgeable person accounting for any hygiene or safety risks posed by the animal or creature.



- We provide suitable housing for the animal or creature and ensure this is cleaned out regularly and is kept safe.
- We ensure the correct food is offered at the right times.
- We make arrangements for weekend and holiday care for the animal or creature.
- We make sure all vaccinations and other regular health methods such as de-worming are up-to-date.
- Children are taught correct handling and care of the animal or creature and are supervised.
- Children wash their hands after handling the animal or creature and do not have contact with animal soil or soiled bedding.
- Staff wash their hands thoroughly after cleaning housing or handling soiled bedding.
- If animals or creatures are brought in by visitors to show the children they are the responsibility of the owner.
- The owner carries out a risk assessment, detailing how the animal or creature is to be handled and how any safety or hygiene issues will be addressed.

Visits to farms

Before a visit to a farm a risk assessment is carried out – this may take account of safety factors listed in the farms own risk assessment which should be viewed. We have a strong link with Gore Farm in Trent, which is an approved education centre. This link ensures that the children learn good safety and hygiene practices in a farm environment.

The outings procedure is followed. Children wash their hands after contact with animals. Outdoor footwear worn to visit a farm is cleaned of mud and debris and should not be worn indoors.

Legal framework The Management of Health and Safety at Work Regulation 1999

Health Eating and Diet Policy and Practice

Eating in a social environment plays an important part of Nursery life not only in terms of reinforcing children's understanding of the importance of healthy eating but also the quality time spent whilst in this kind of situation.

The Nursery will ensure that:

- All meals provided are nutritious, avoiding large quantities of fat, sugar, salt, additives, preservatives and colourings
- Children's medical and personal dietary requirements are respected
- Menus are planned in advance and food offered is fresh, wholesome and balanced
- A varied diet is offered to ensure that all children from all backgrounds encounter familiar tastes and that all children have the opportunity to try unfamiliar foods



- The dietary rules of religious groups and also vegetarians / vegans are known and met in appropriate ways
- The main meal offered will include the following elements:
 - Protein for growth
 - Carbohydrate for energy
 - Essential vitamins and minerals in raw foods, fruits and vegetables
 - Milk provided for the children is semi-skimmed for as supplied by the government
- Menus are displayed around Nursery and a copy is emailed to parents each Friday for the week ahead
- A selection of fresh fruit and vegetables are offered each day
- Snack and meal times are a social occasion in which staff and children participate
- We use snack and meal times to promote children's independence through making choices, serving food and drinks and feeding themselves
- We provide children with utensils that are appropriate to their age and stage of development
- We inform all parents that are providing food for their children about storage facilities
- In order to protect children with food allergies, we do not allow children to share food with one another
- All food provided is purchased from a reputable company
- All children are offered food. However, they have the right to choose whether they eat it or not.
- NB:
 - Home prepared food will only be accepted for children under the age of 1yr or for those with specific food allergies
 - Food will not be accepted if it has been reheated once already.
 - Home cooked food will be reheated under the Food Standards Act to above 82oc
 - All cakes provided for children's Birthdays must be shop bought
 - All children's food pots must be clearly labelled

Intimate Care Practice

The Nursery will act in accordance with section 175 of the Education Act 2002 and 'Safeguarding Children and Safer Recruitment in Education' (DfES 2006) to safeguard and promote the welfare of pupils at Leweston Nursery.

The Nursery takes seriously its responsibility to safeguard and promote the welfare of the children and young people in its care. Meeting a pupil's intimate care needs is one aspect of safeguarding.

The Nursery recognises its duties and responsibilities in relation to the Disability Discrimination Act which requires that any child with an impairment that affects his/her ability to carry out day-to-day activities must not be discriminated against

This intimate care policy should be read in conjunction with the following:

- Child protection policy
- Health and safety policy and procedures
- Policy for administration of medicine
- Special Educational Needs policy
- Positive behaviour management policy
- Staff code of conduct

Leweston is committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. It is acknowledged that these adults are in a position of greater trust.

Leweston recognises that there is a need to treat all children, whatever their age, gender, disability, religion or ethnicity, with respect when intimate care is given. The child's welfare and dignity is of paramount importance. No child should be attended to in a way that causes distress or pain.

Definition

Intimate care can be defined as any care which involves washing, touching or carrying out a procedure to intimate personal areas which most people usually carry out themselves but some children are unable to do because of their young age, physical difficulties or other special needs e.g. care associated with continence management as well as ordinary tasks such as helping with washing, toileting or dressing.

It also includes supervising children involved in intimate self-care

Best Practice

No staff begin work at Leweston until they have received appropriate DBS clearance and are fully cleared and present on our single central register.

Staff who provide intimate care at Leweston are trained to do so including child protection and health and safety training and manual handling and are fully aware of best practice regarding infection control, including the need to wear aprons where appropriate and thoroughly wash hands before and after.

Staff will be supported to adapt their practice in relation to the needs of individual children taking into account developmental changes



Parents acknowledge that each child that is not toilet trained will be required to have their nappy changed by a member of staff

All children will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for themselves as possible

Children who require regular assistance with intimate care, other than nappy changing, have a written care plan agreed by staff, parent/carers and any other professionals actively involved. These plans will include a full risk assessment to address the issues such as moving or handling and personal safety or the child and the carer

Where a care plan is not in place, parent/carers will be informed the same day if their child has needed help with meeting intimate care needs e.g. the child has had an accident or soiled themselves. Practice of this intimate care will be treated as confidential and communicated in person or by email, not by daily diaries

No child will be cared for by a single member of staff, all staff work on a rota system. This ensures as far as possible that no over-familiar relationships develop

Religious views and cultural values of families will be taken into account, particularly as they might affect certain practices

All staff are aware of Leweston's confidentiality policy. Sensitive information will only be shared with those who need to know

Child Protection

Leweston's child protection procedures are accessible to staff and are adhered to

From a child protection perspective it is acknowledged that intimate care involves risks for children and adults as it may involve staff touching private parts of a child's body. It may be unrealistic to expect to eliminate these risks completely but best practice is promoted and all adults are encouraged to be vigilant at all times

Where appropriate, all children will be taught personal safety skills carefully matched to their level of development and understanding

Mobile Phones will not be present in any working area where care & education are provided to the children.

If a child becomes particularly distressed or very unhappy about being cared for by a particular member of staff, this should be reported to the Head of Prep as soon as possible



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GENERAL MEDICINE ADMINISTRATION POLICY

This policy refers to any document which discusses the dispensing of medication (see attached appendices and refer to 'Medical Policy of Leweston School with Attached Addendum')

Before any medication is dispensed:

- Check that parents have signed the parental consent on medical folder, authorizing medications on approved list to be given
- Check pupil's name, especially twins and siblings
- Check carefully for all ALLERGIES
- Ensure all medication is recorded on each individual pupils' file remembering to log your name as the person administering the medicine.

Should the Nurse in charge, in her medical opinion feel it necessary to dispense medication to Prep or Nursery pupils, consent will always try to be obtained beforehand. In the rare event that this is not be possible, an email will be sent home from the Wellbeing Hub informing their parents of care given (see Prep Medication Policy and Medical Policy of Leweston School with Nursery Addendum).

No drug including 'over the counter medication' or homeopathic remedy is to be given if sent in by the parent without the original packaging or complete instructions by the pharmacist or doctor. Pupils must not carry any medication on their person.

Verbal messages are acceptable from a doctor in an emergency, providing they are followed up with written instructions within 24hours.

Controlled drugs must be recorded in a separate register, one drug one page. The register must be kept for two years. The Pharmacist delivers schedule drugs. All controlled drugs must be kept in a metal, locked cupboard. There is a policy on Controlled drugs. Leweston school policy is that a controlled drug is not kept by the child/student.

All other drugs must be kept in a separate, locked cupboard.

If the SMO prescribes an incorrect dose/drug and Sister or any nurse in charge of the Wellbeing Hub, administers this incorrect dose/drug, she is liable to prosecution. Nurses are accountable for their actions.

Staff and medication

Any staff taking medication which may affect their ability to care for pupils, must seek medical advice.

All medicine brought into school by staff must be stored appropriately and securely. It must never be left in a place accessible to pupils.



See all policies referring to the dispensing of any medication in the appendices below. All appendices must be read in conjunction with the above policy and The Medical Policy for Leweston School.

Reference:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/180948/DFE-00126-2012.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/196479/Managing_Medicines.pdf

<http://www.nmc-uk.org/Documents/NMC-Publications/NMC-Standards-for-medicines-management.pdf>

Administration and Control of Medicines in Care Homes and Children's Services - Royal Pharmaceutical Society of Great Britain superseded by The Handling of Medicines in Social Care (2007) RPSGB.

Medicines for Children and Young People - NSF for Children Young People and Maternity services

(National Minimum Standards: Children's Home regulations Boarding School regulations

Managing Medicines in Schools and Early Years Settings - Department of Health 2005 – web addresses supplied).



LATE COLLECTION & UNCOLLECTED CHILD POLICY

This document to be read in conjunction with policies and procedures of Leweston School

Leweston school staff are obligated to stay with any uncollected child at the end of the day, until the child is collected.

An unauthorised person will not have authority for a child to be released into their care at any time. In an emergency if the nominated person collecting is delayed for any reason, it is essential that a phone call from the nominated person be made informing the Nursery who is collecting the child. A clear description of what the person looks like and their name in addition to knowing what the child's emergency 'password' is will be required. If any of this information is not given to Nursery the nominated person will not be able collect the child.

If a parent is going to be late collecting their child it is vital that they contact the Nursery beforehand to enable arrangements to be made and the correct staff/child ratio to be maintained.

Late collections of any children after their allotted session time will incur a charge. Details of charges can be found on the current Nursery Fee documentation.

If a parent fails to collect a child, the Nursery will attempt to make contact with the parent. If however contact is unsuccessful steps will be taken to contact any emergency contact numbers.

If both of these attempts fail the following procedure will take place:

Term Time – If contact cannot be made with parent/carers, the Head of Prep will be informed of the situation.

If the Child has not been Collected

The Head of Prep will undertake the following action:

- Contact the parents to ascertain that the child has not been collected and ascertain the facts and general situation
- If parents are not contactable, contact relatives or close friends using the database.
- If these actions prove futile, then the Head of Prep (Deputy Head in his absence), will:
- Ensure that the child's safety is paramount
- Use the facilities on site to ensure the child is well cared for. The Nursery children will stay in the Nursery and, if necessary, provision will may be made for them until the relevant agencies plans are in place
- Notify the parent/s
- If contact with the parents cannot be made within a reasonable time, notify the Police and Children's Services.



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Out of Term Time – If contact cannot be made with parent/carers, the Nursery phone the Head of Prep first, and if he is not available staff will seek advice from Dorset Safeguarding Unit as to whether the child is considered to be abandoned and if appropriate their protocol will be followed,

NB - Parents must ensure that all telephone numbers given to the administration team on booking are reliable and changes are made as and when necessary to the Nursery. It is essential that persons are contactable at all times.

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NURSERY LOST PUPIL POLICY

Staff member should:

- Check the register to ensure that the child has arrived at school.
- Check the immediate vicinity including the cloakrooms, toilets, play areas where the child might normally expect to be found.
- Additional staff should be drawn in and the garden area thoroughly searched
- The Nursery supervisor should be immediately informed on the walkie-talkie

When the initial checks have been made and the child has not been found, the following procedure should be followed:

- Notify the Head of Prep or Prep Deputy Head in his absence
- Initiate a wider search of the buildings and campus using school assistants who may be requisitioned from the Prep for the purpose.
- Check:
 - Grounds, including areas already checked
 - All Nursery and Prep buildings and Health Centre including areas already checked
 - With all other teachers and groups, including after school groups (may involve a visit to all weather pitch, swimming pool, sports hall, etc, appropriate to the time of day)

Keep the Head of Prep informed of progress, in most cases the child will have been found by following the above procedures.

IF THE CHILD HAS NOT BEEN FOUND –despite all efforts:

- The Headmaster will also be informed
- The Head of Prep will undertake the following action:
 - Inform the Senior School deputy head so that their buildings may be searched
 - Inform the maintenance team so that the ground and maintenance areas may be checked
 - Contact the parents to ascertain that the child has not been collected, if this is a possibility

If these actions prove futile, the Head of Prep or Deputy in his absence, will:

- Notify the parent/s
- Notify the Police

If a child is lost during a trip off-site the following procedure should be followed:

- Keep all other children together with an appropriate member of staff.
- One member of staff to check in the surrounding area, including the last location where the child was seen.



If not found:

- Inform staff at location if available.

If still not found:

- Call local police and inform Head of Prep at school who in turn will contact parents. This policy would be reviewed immediately following any incident.

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