



Welcome to the Little Explorers Nursery School community!

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Our Vision

At Little Explorers Nursery School, rather than working towards specific 'school-readiness' skills, we support children's development of the following attributes, which we believe best equips them for their future, and future learning.

CURIOSITY

Children are born curious; in trying to protect children, adults often unintentionally discourage curiosity.

We actively promote curiosity, encouraging questions and following wherever they may lead.



RISK ASSESSMENT

If we always assess risk for children, we don't teach them this important life skill, which ultimately puts them in more danger. We support children to assess risk for themselves, with us as a safety net, if needed.

RESILIENCE

We all know life can be tough! Through experiences of falling down and getting back up, of failing and trying again, children build resilience to face life's bigger challenges. We practice growth mindset in the setting, viewing failure as an essential element of the lifelong learning process.



INDEPENDENCE

We believe that children naturally move towards independence once they have established a secure dependent relationship; each child's key person offers this solid foundation within the setting. We then provide myriad opportunities in our learning environment for children to explore and achieve independently.



CONFIDENCE

We support children to try, to fail, to succeed, to ask for help, to ask questions, to think for themselves, to express themselves, to build relationships with trusted adults and peers, to challenge themselves and others (respectfully), to be their unique selves. We avoid the dichotomies of right and wrong, yes and no – instead creating a world of endless possibilities, where children can feel confident they are accepted, just as they are. We put our trust in the children, allowing our confidence in them to promote their self-confidence.

AMBITION

All children are capable of great things. We encourage children to see possibilities, to seize opportunities, to enjoy challenges, to take pride in their efforts, and achievements, and to wonder 'what next?'



CREATIVITY

Children are naturally creative, but studies show that levels of creativity decline throughout life.

There is evidence that the education system squashes creativity. We limit children as little as possible to allow creativity and self-expression throughout the curriculum.



SELF DIRECTION

Children learn what they want to learn. Some children are fascinated by things that go round (think of babies watching washing machines), some children are fascinated by insects - but all children find the world fascinating. By enabling children to explore their fascinations, until they are completely satisfied and naturally move on to a new interest, we maintain a state of ***awe and wonder*** that otherwise seems to get lost along life's journey.

Our Ethos

At Little Explorers Nursery School, we provide early years education and care for children aged 2-5 years.

The importance of early years

At Little Explorers Nursery School, we understand the importance of the early years.

We know that 90% of brain development happens before age 5, during which time, the brain is tirelessly forming connections, peaking at around 1000 trillion connections at age 3.

We know the huge impact that adults can have by supporting and promoting child development.

Play-based learning

As adults, we often think of play as the opposite of work. However, in early years, we understand that 'play is the work of childhood'. The right to play is even enshrined in the UN Convention on the Rights of the Child.

At Little Explorers Nursery School, we do not push early academics. Research suggests that early academic education has no long-term benefit, and may actually have a detrimental long-term effect. Instead, we follow children's emerging interests in ways that are developmentally appropriate for each individual child.

We enable children to spend the vast majority of their time at nursery in free play. In free play, children are likely to be highly motivated and engaged, which are prime conditions for learning.

As early years educators, we join children in their free play and aim to extend their learning by employing strategies, such as:

- adding a new element to the play, such as an additional resource
- setting a challenge or increasing the level of challenge
- asking questions about the children's play and encouraging them to think about their own thinking (meta-cognition)
- introducing new vocabulary

As such, we plan and deliver children's next steps 'in the moment'. Children live 'in the moment', so this approach makes learning more relevant to them, compared to advance planning. We allow the children to lead and we follow, trusting in their innate desire to learn.

We hold a group session at least once per day, which children are invited (but never obliged) to join. This builds a sense of community, through collective singing, sharing stories and so on. This also provides opportunities to share common themes, such as special occasions.

Supporting progress

Each week, we have a small number of 'focus children'. At our team meeting, we share what we have observed about these children since their last focus week – this might include emerging interests, developing skills, new challenges and so on. We know that children do not develop in a linear fashion; we use these meetings to check that children are moving forward on their own meandering path.

Each child will have at least one focus week each term. Children with additional needs will have more frequent focus weeks. Where additional needs are identified, appropriate additional support will be provided.

Communication

Respect underpins all our interactions – with children, with families and within the staff team.

- Children

We ensure that we communicate with children in ways that are developmentally appropriate. This includes verbal communication, as well as non-verbal communication, such as Makaton signing or use of visual cues.

- Families

We share a short verbal handover at the beginning and end of each nursery session, and we are always available for a longer conversation. We have areas where we can hold confidential conversations, as required. We use individual and group WhatsApp messages, as well as phone calls and e-mails, as appropriate. We have an update meeting with each family each term, as a minimum. We hold an open morning each term.

- Staff team

We have weekly and monthly structured team meetings. Our monthly team meetings are an opportunity for regular training on policies, safeguarding reviews, best practice and so on. We also use WhatsApp to share resources supporting continuous professional development.

Communication is critically a two-way process, so we ensure that we listen to children at least as much as we talk to them, we invite input from families as much as we provide information to them, and we encourage feedback from our staff team as much as we give direction to them.

If you would like to know more about any of the ideas that influence our practice, we would be delighted to share sources and resources with you – please just ask.

Our Curriculum

Little Explorers Nursery School has designed a curriculum with four pillars.
Each pillar creates opportunities to explore all seven areas of learning and development
(see Early Years Foundation Stage in Part Two).
The key theme of personal, social and emotional development runs through everything we do.
If you would like any more information about our curriculum, please just ask.

Exploring Stories



Including songs and rhymes, picture books, fiction and non-fiction books.

Listening, recalling, questioning, adapting and creating stories, as well as role-play and story-acting...

This pillar particularly focuses on communication and language, and literacy.

Exploring Construction



Including block play, building train tracks, LEGO/DUPLO, junk modelling, den building, woodwork...

This pillar particularly focuses on physical development and mathematics.

Exploring Materials



Including baking, painting, sewing, playdough, messy play, water play...

This pillar particularly focuses on understanding the world, and expressive arts and design.

Exploring Outdoors



Including ball games, wheeled vehicles, running, climbing, swinging, den building, woodwork, identifying wildlife...

This pillar particularly focuses on physical development and understanding the world.

Meet the Team

MARY VELTOM – Owner/Manager

Mary holds Early Years Professional Status. She is a Designated Safeguarding Lead and a Special Educational Needs Co-ordinator (SENCo).



"I live near Westbourne, on a farm, with my husband and our pet cat. I love walking, cycling and being outdoors. I have 4 children and 5 grandchildren. I was a farmer, before I started working in early years when my youngest daughter was in nursery. I discovered I thoroughly enjoyed working with young children and retrained to gain my early years qualifications.

To watch children become independent, confident, happy and ready to move to the next stage of their lives gives me great satisfaction and joy."

KATE POSTLES – Owner/Manager

Kate holds Early Years Teacher Status. She is a Designated Safeguarding Lead and a Special Educational Needs Co-ordinator (SENCo).



"I live in Emsworth with my husband and two daughters, with our dog and two cats. We love spending time at the beach and in the woods.

I love working with children, especially in early years. Every day is an adventure as we watch to see where the children's play will take us. I consider it my absolute privilege to be a tiny part of each child's journey."

All our Early Years Educators are trained in Safeguarding (Level 3 or higher), Paediatric First Aid and Food Safety (Level 2 or higher), and regularly update these qualifications.

EDITA SMITH – Early Years Educator

Edita holds Level 3 NVQ in Children's Care, Learning and Development. She is a Designated Safeguarding Lead.



"Outside of work, I am a mum to a teenage daughter. As well as English, I speak three other languages – Albanian, Serbian and Turkish."

"I have been working with children since 2009. I find it incredibly rewarding and an absolute joy – I learn something new every day. I want to help children build a strong foundation – socially, emotionally and physically. I want to help children be confident, reach their potential and be ready to move on from nursery. I want to be a voice for children who do not have a voice."

KAREN GANGE – Early Years Educator

Karen holds Level 3 NVQ in Early Years Care and Education.



"I am married, and have three children and three grandchildren. I am very lucky to live very close to two of my grandchildren and enjoy spending time with them."

I love being outdoors walking, cycling and gardening."

"I have worked in childcare for over 30 years, starting as a childminder when my children were little, then becoming an Early Years practitioner working in a variety of settings."

"I have my NVQ3 in Early Years and, more recently, gained my Beach School accreditation. I'm passionate about children learning through play and exploring the outdoor environment."

KAYLEIGH RAMBRIDGE – Early Years Educator

Kayleigh holds Level 4 Higher Professional Diploma in Early Years.



"I have a daughter called Poppy and my husband is called Gareth."

"In my spare time, I enjoy spending time with my family, and going for walks in the woods and at the beach. I also enjoy crafting and watching movies."

HOLLY GRIFFITHS – Early Years Practitioner



"I live in Emsworth. Amongst lots of things, I enjoy long walks in the countryside with my family and running with my friends. If you don't find me cooking up a storm in the kitchen, then you'll find me curled up with a good book by the fire. I am also a keen skier, I love to craft, and I love spending time on the beach and in the water."

JANINE SMITH – Early Years Educator

Janine holds Level 4 Higher Professional Diploma in Early Years.



"I have two boys, Leo and Max, and my partner, Adam. We have a dog called Rocky."

In my time away from work, I love to spend time with my family."

LAURA VELTOM – Administrator



"I have 3 children, 22 chickens, 2 dogs called Alfie and Rum, and 2 cats called Bob and Sweetie."

I work in the office on Mondays, Wednesdays and Thursdays."

Joining our Community

We know that your family's first experiences of us and our community are critical. We work with you to tailor these experiences to best meet your family's needs.

We always invite families to visit the setting whilst in session, so that you can see the nursery day in action – you are very welcome to visit more than once and we will answer any questions you may have.

Once you have chosen Little Explorers Nursery School for your family, we invite you to join us for 'settling in' sessions, giving your child time to become familiar with the setting, staff team and their peers, with some support from you.

Together, we will complete an 'All About Me' form for your child, to help us get to know them better.

We believe that home visits provide highly valuable opportunities to build relationships and trust, and to get to know your family.

We encourage you to share photos with us of anything important to your child, which we will use to make their own photo book at nursery.

At Little Explorers Nursery School, we know that secure relationships are critical to supporting children. We operate a key person system, in which the role of a key person is:

- to help ensure that every child's learning and care is tailored to meet their individual needs;
- to seek to engage and support parents and/or carers in guiding their child's development at home;
- to help families engage with more specialist support if appropriate.

When a child starts attending the nursery, we match them to a key person, based on what we know about them already. However, if they develop a more secure relationship with a different team member, then we would change their key person.

We also run a Stay and Play family group on a Friday afternoon, which all families are welcome to attend. This can help children to become familiar with the setting and start to recognise some familiar faces.

LITTLE EXPLORERS STAY & PLAY



Opening Hours

Monday

Drop off at 8.30am or 9am

Pick up at 12 noon, 1pm, 1.30pm, 2pm or 2.30pm

Tuesday

Drop off at 8.30am or 9am

Pick up at 12 noon, 1pm or 1.30pm

Wednesday

Drop off at 8.30am or 9am

Pick up at 12 noon, 1pm, 1.30pm, 2pm or 2.30pm

Thursday

Drop off at 8.30am or 9am

Pick up at 12 noon, 1pm, 1.30pm, 2pm or 2.30pm

Friday

Drop off at 8.30am or 9am

Pick up at 12 noon, 1pm or 1.30pm

Funding and Fees

Funding

We accept all government funding, which includes:

2-year-old funding

This entitles children of eligible families to 15 hours of funded early years education per week from the term after the child's 2nd birthday.

Universal 3- and 4-year-old funding

This entitles children of all families to 15 hours of funded early years education per week from the term after the child's 3rd birthday.

Extended 3- and 4-year-old funding

This entitles children of eligible families to 30 hours of funded early years education per week from the term after the child's 3rd birthday.

Early Years Pupil Premium

This entitles us to claim additional funding (up to £342 per year) to provide extra support to children of eligible families.

We do not make any additional charges for families wishing to access government funded provision exclusively. We provide a funded snack and ask families to provide a packed lunch, where appropriate.

As requested by some of our previous families, we do now have a uniform available for purchase, but this is entirely optional.

Fees

For families that are not eligible for government funding, or who wish to pay for additional hours, our hourly rate is £7.35 from 25 April 2022.

If you have any questions about funding or fees, please just ask.

Dress code

Little Explorers go outside whatever the weather! It is important that they are dressed suitably, so that the weather doesn't negatively impact their play. Here are some top tips!

Layers enable children to maintain a comfortable temperature throughout the day.

Thick trousers, like jogging bottoms, provide better protection than leggings, in case children fall over.

Tight trousers/jeans restrict children's movement and can hinder their play.

Loose clothes aid children's independence, especially when toilet training.

Velcro-fastening/zip-up footwear promotes children's independence (unless they can tie their own laces). Slip-on shoes often become slip-off shoes when children run.

In cold weather:

Thick trousers, like jogging bottoms, are much warmer than normal leggings.

Add a pair of tights underneath jogging bottoms (for boys and girls) for extra warmth.

Long tops tucked into trousers keep children warm at their core.

Thick woolly socks and gloves/mittens help to keep little fingers and toes warm.

Winter hats help maintain body temperature.

Scarves/snoods keep children's chests/throats warm, and can be used to keep their faces warm too.

In hot weather:

Loose fitting clothes help children stay cool.

Long sleeved tops and full-length trousers keep skin protected from scratches/stings in the woods, as well as protecting skin from UV rays.

Closed-toe shoes keep toes protected and are better for running around and climbing.

Warning!

Clothes (and children!) will get covered in mud, paint, glue, flour...

Whilst we encourage children to wear protective clothing, we would not prioritise this over them accessing play opportunities.



Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) statutory framework, written by the Department for Education (updated 2021), sets out the standards that school and childcare providers must meet for the learning, development and care of children from birth to 5.

The EYFS seeks to provide:

- **quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind;
- **a secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly;
- **partnership working** between practitioners and with parents and/or carers;
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

The EYFS states that **four guiding principles** should shape practice in early years settings. These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers;
- importance of **learning and development**. Children develop and learn at different rates.

The EYFS identifies **seven areas of learning and development**.

These include **three prime areas** that are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving:

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

These are strengthened and applied through **four specific areas**:

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

The EYFS identifies three **characteristics of effective teaching and learning**:

- playing and exploring - children investigate and experience things, and 'have a go';
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Ofsted inspects services providing education and skills for learners of all ages. Ofsted inspects Early Years providers against the EYFS statutory framework.

We have been visited by and registered with Ofsted (registration number: 2649223).

We are listed on the Early Years Register.

We await an Ofsted inspection and resulting grade.

If you would like any more information about the Early Years Foundation Stage, please just ask.

Safeguarding and Child Protection Policy

At Little Explorers Nursery School, all staff are aware that safeguarding is everyone's responsibility. In order to promote children's wellbeing, we work in partnership with families, as well other agencies, such as health visitors, where appropriate. We ensure that the child's wellbeing is always our main focus.

Safeguarding means:

protecting children from maltreatment;
preventing impairment of children's health and development;
ensuring children grow up in circumstances consistent with the provision of safe and effective care;
taking action to enable all children to have the best outcomes.

Child protection is the process of protecting a child identified as suffering from, or potentially suffering from, significant harm as a result of abuse or neglect.

The children in our care are our first priority. If we have any cause for concern, we will report this to the Local Authority Designated Officer (LADO) and share this with the Multi-Agency Safeguarding Hub (MASH), in accordance with Hampshire, Isle of Wight, Portsmouth and Southampton (HIPS) safeguarding children procedures.

United Nations Convention on the Right of the Child (UNCRC)

At Little Explorers Nursery School, we recognise our role in protecting the following children's rights, as set out in the UNCRC:

Article 19 (protection from violence, abuse and neglect)

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them

Article 33 (drug abuse)

Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs

Article 34 (sexual exploitation)

Governments must protect children from all forms of sexual abuse and exploitation

Article 35 (abduction, sale and trafficking)

Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation

Article 39 (recovery from trauma and reintegration)

Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

Abuse

Staff at Little Explorers Nursery School are aware of the signs and symptoms of child abuse, including physical, sexual and emotional abuse, neglect, domestic abuse and bullying, including female genital mutilation (FGM), breast ironing, online abuse, county lines and upskirting.

We recognise that children can abuse their peers (peer on peer abuse). We regularly observe children's interactions and aim to form secure relationships with children, so they will speak to us if they are concerned about any aspects of their relationships with others. We encourage families to contact us if they have any concerns.

Staff at Little Explorers Nursery School are aware that children with Special Educational Needs and Disability (SEND) may be particularly vulnerable. We recognise the additional barriers that may exist in identifying abuse and neglect of children with SEND.

Prevent Duty

Staff at Little Explorers Nursery school are aware that children are vulnerable to radicalization, extremism and terrorism. We are aware of the signs in both adults and children. If we have any cause for concern, we will contact the local Safeguarding Team on 0300 555 1384.

Procedures

Little Explorers Nursery School uses the following procedures to assist in safeguarding children.

Families must inform Little Explorers Nursery School, in advance, of any absences. All uninformed absences will be followed up. All reasons for absence will be recorded on our daily children's register.

If children are not collected within 10 minutes of the agreed collection time and we have not received telephone contact from the family, we will call the provided contact numbers, including the emergency contact numbers, if necessary, and will continue to call these until we make contact. If we are not able to make contact after a responsible amount of time (approximately 90 minutes from the original agreed collection time), then we will contact the local Safeguarding Team on 0300 555 1384. If necessary, we will contact the police.

Children will only be released from our care to the parent(s)/carer(s) with legal parental responsibility or to an adult named and authorised by them. Photographic identification may be requested, so all collecting adults should bring photographic identification. The security of the premises ensures that children cannot leave unsupervised. If we know or suspect that adults collecting children are under the influence of alcohol or other substances, we will contact alternative authorised adults to collect children instead.

If we have any concerns, we will discuss these with families in the first instance, unless we suspect this may place children at risk of further harm. Concern may arise from:

- significant changes in children's behaviour;
- deterioration in children's general wellbeing;
- unexplained bruising, marks or signs of possible abuse or neglect;
- children's verbalisations;
- any reasons to suspect neglect or abuse outside the setting, for example in children's homes;
- inappropriate behaviour displayed by other members of staff or any other person working with the children (for example, inappropriate sexual comments, excessive one-to-one attention beyond the requirements of their usual role and responsibilities or inappropriate sharing of images).

Where there is a concern, we will record the following:

- children's full name and address
- the date and time of the record
- factual details of the concern, for example details of physical injuries
- details of any information/explanation given by families
- details of any action taken, such as discussions with families.

Families must notify us of:

- any concerns they have about children that could affect their behaviour or general wellbeing;

- all accidents, incidents or injuries affecting children. Major events **must** be notified immediately in writing (WhatsApp message, text message or email). Minor events **must** be notified at the start of children's next nursery session, using a 'Pre-existing injuries' form.

If children disclose to us that they or other children are being abused, we will:

- show that we have heard what they are saying and that we take their allegations seriously;
- allow children to talk, without prompting or asking leading questions;
- not interrupt when children are recalling significant events;
- not make children repeat their accounts;
- explain what actions we must take, in a way that is developmentally appropriate;
- record what we have been told, using exact words where possible;
- note the date, time and place of the disclosure, as well as the people who were present;
- report to the local Safeguarding Team on 0300 555 1384.

If we suspect any professional, including a colleague, of abusing a child, we will not hesitate to whistleblow by informing the LADO and Ofsted. Staff are aware that anyone can abuse a child and are aware of how to whistleblow. If a member of staff leaves the setting and we deem them no longer suitable to look after children, we will inform the Disclosure and Barring Service (DBS).

In order to protect Little Explorers Nursery School, including all persons on the premises, from allegations, we will:

- ensure all members of staff have an enhanced DBS check;
- ensure staff do not use personal mobile phones;
- ensure staff attend safeguarding and child protection training at least annually, as well as undertaking continuous professional development;
- appoint a level 4 trained Designated Safeguarding Lead (DSL) to ensure best practice in the setting;
- ensure staff do not give guarantees of confidentiality or secrecy to children or adults;
- ensure staff do not use inappropriate language or actions when speaking with children or families;
- ensure staff dress suitably for working with children;
- ensure staff only use physical restraint when deemed necessary, in accordance with our Positive Behaviour Policy, subsequently informing families and asking them to sign records (or recording if someone refuses to sign a record);
- inform families that physical contact, for example offering hugs to upset children, is an essential element of providing high quality care;
- ensure that any person under the 18 years of age, for example work experience students, are always supervised with children;
- ensure we check photographic identification for all visitors;
- ensure all visitors read the 'Information for Visitors' and confirm this by signing the visitors' book;
- ensure visitors do not have unsupervised access to the children under any circumstances;
- ensure visitors do not use mobile phones;
- ensure that when visitors are working in the setting, children play in a separate area, where possible;
- document every accident, injury and incident that occurs whilst children are in our care, subsequently informing families and asking them to sign records (or recording if someone refuses to sign a record);
- note any marks on children when they arrive on a 'Pre-Existing Injury' form;
- ask parents to inform us of any accidents, injuries or incidents that have occurred whilst outside the setting;
- ask parents to inform us of any medication children have taken prior to attending each nursery session;
- keep accurate records for each child;

- teach children self-help skills to promote independence and confidence.

In the event of an allegation against Little Explorers Nursery School, including any person on the premises, we will inform Ofsted and the LADO. We will also inform our insurance company.

Little Explorers Nursery School may not investigate any safeguarding concerns. Our role is to make appropriate referrals and co-operate fully with any investigations.

Safeguarding is everyone's responsibility. Anyone can use the contact details below to report concerns.

Contact phone numbers

Hampshire Children's Services

Public phone number: 0300 555 1384 (Monday-Friday 9am to 5pm) or 0300 555 1373 (out of hours)

Urgent Child Protection enquiries for professionals: 01329 225379

Hampshire Local Authority Designated Officer (LADO): 01962 876364

Hampshire Adult Services: 0300 555 1386

Hampshire Police: 0845 045 4545

National Police: 101 (non-emergency) or 999 (emergency)

National Prevent Advice Line: 0800 011 3764

National Anti-Terrorist Hotline (immediate threat to life or property): 0800 789 321

Ofsted: 0300 123 1231

Ofsted's whistleblowing hotline: 0300 123 3155

Please do not hesitate to ask any questions about our policies and procedures.

References

Working Together to Safeguard Children (July 2018)

Statutory framework for the early Years foundation stage (published 31 March 2021)

Keeping children safe in education 2021 (September 2021)

Children and Families Act (2014)

Children Act (1989; 2004)

Inspecting safeguarding in early years, education and skills (updated 24 August 2021)

Revised Prevent duty guidance: for England and Wales (updated 1 April 2021)

Reviewed March 2022

Other Policies (in summary)

Behaviour Policy summary

At Little Explorers Nursery School, we believe that children flourish when their personal, social and emotional needs are met, and where there are clear and developmentally appropriate expectations for their behaviour.

We understand what behaviour is and we are aware of factors that may affect behaviour.

We use positive reinforcement to promote positive behaviour.

We teach children about emotions and we support them to regulate their emotions.

We follow the High Scope approach to conflict resolution.

We employ a range of strategies to tackle challenging behaviour and/or pre-bullying behaviour.

We use physical intervention only if absolutely necessary.

We work in partnership with families to meet children's needs, including accessing external support, where appropriate.

Please refer to the full policy for more detail.

Reviewed November 2021

Equity, Diversity and Inclusion Policy summary

At Little Explorers Nursery School, we are committed to valuing diversity and providing equitable opportunities for all children and their families. We aim to provide an environment in which all contributions are valued, diversity is celebrated and inclusion runs throughout. We welcome all families and tailor our provision to meet individual needs. Interventions and support levels will vary between families and circumstances.

We are aware of the characteristics protected in the Equality Act (2010) and uphold the rights of children, as laid out in the UN Convention on the Rights of the Child.

In the nursery community, we encourage respect and challenge discrimination. We promote self-expression and advocate independent thought.

We teach children about people, places and customs around the world, and encourage them to embrace similarities, as well as differences.

We provide an individualised learning experience for each child.

We work in partnership with families to meet children's needs, including accessing external support, where appropriate.

Please refer to the full policy for more detail.

Reviewed October 2021

Health and Wellbeing Policy summary

Food and drink:

At Little Explorers Nursery School, we foster a positive relationship with food.

We encourage children to playfully explore a wide variety of food.

We teach children about the nutritional value of food and the importance of a balanced diet.

We offer nutritional snacks and support families to provide nutritional packed lunches.

We are aware of allergens. We do not allow nuts or nut products into the setting.

We follow food hygiene legislation and hold a 5-star food hygiene rating.

Physical health:

We ensure that all Little Explorers enjoy ample time to play outdoors, where opportunities to burn energy are plentiful. Chances to exercise continue inside the setting.

We follow hygienic practices throughout the day.

Little Explorers Nursery School is a strictly no smoking premises.

Oral hygiene:

At Little Explorers nursery School, we educate children about oral hygiene and offer opportunities to practice tooth brushing technique.

Mental wellbeing:

We use a variety of strategies to promote good mental health, including spending time outside.

We work in partnership with families to meet children's needs, including accessing external support, where appropriate.

Please refer to the full policy for more detail.

Reviewed March 2022

Illness, Accident and Emergency Policy summary

At Little Explorers Nursery School, we strive to keep children safe and well. Our policy sets out the actions we take when children are unwell, and when accidents and emergency situations occur. Our procedures ensure that we meet the requirements of the Early Years Foundation Stage statutory framework.

Illness:

Guidance on whether a child is well enough to attend nursery can be found at <https://what0-18.nhs.uk/parentscarers/worried-your-child-unwell/child-unwell-ok-go-nurseryschool>

Medicines can only be administered with prior written consent from families. Medicines must be handed directly to a member of staff to be checked for compliance with our policy.

We will make families aware if anyone in the setting is diagnosed with an infectious disease.

Accident:

We take action to prevent accidents.

We will make families aware if a child is involved in an accident.

If required, we will seek emergency treatment for a child.

Emergency:

We have an emergency evacuation procedure, which we practice with children.

We work in partnership with families to keep children safe.

Please refer to the full policy for more detail.

Reviewed November 2021

Special Educational Needs and Disability (SEND) Policy summary

At Little Explorers Nursery School, we are committed to working with families to ensure all children's needs are met.

We share the vision of the Special educational needs and disability code of practice: 0-25 years (2015) and comply with the requirements held within, for example we have a clear approach to identifying and responding to SEN.

We take a celebratory approach to SEND, focussing on what a child can do and supporting ongoing development by following their interests.

We have more than one Special Educational Needs Co-ordinator (SENCo) supporting colleagues working with children with suspected or diagnosed SEND.

We have a Local Offer detailing the support available at our setting.

Please refer to the full policy for more detail.

Reviewed February 2022

Working in Partnership Policy summary

At Little Explorers Nursery School, we believe that children benefit greatly from strong partnership working between home and nursery. Children learn first and foremost from their family, and you are the expert on your child. We aim to learn as much as possible from you to help us support your child and your family.

When you first join our nursery community, we have processes in place to start building relationships with your child and your family, such as home visits. Ongoing, we use a variety of strategies to build on these foundations to strengthen and deepen these relationships, including daily handovers and termly family chats.

We invite you to share with us any other ways in which we can work together.
Please refer to the full policy for more detail.

Reviewed March 2022

Complaints Policy summary

At Little Explorers Nursery School, we believe that children and their families are entitled to courtesy and prompt, careful attention to their needs and wishes. We follow the statutory requirements of the current Early Years Foundation Stage (EYFS) and the requirements of the Early Years Register. If you have any concerns, we ask you to discuss this with us, in the first instance.

If you have a complaint relating to delivery of the EYFS or the requirements of the Early Years Register, please put this in writing.

At any time, families can contact Ofsted with a complaint:

Applications, Regulatory and Contact (ARC) Team

Ofsted

Piccadilly Gate

Store Street

Manchester

M1 2WD

enquiries@ofsted.gov.uk

If it is an emergency and a child is at risk, you can call Ofsted on 0300 123 1231 or 0300 123 4666.

Please refer to the full policy for more detail.

Reviewed January 2022

Risk Assessment Policy summary

At Little Explorers Nursery School, we assess risk in our indoor and outdoor spaces, as well as venues used for outings. Staff constantly undertake dynamic risk assessments and communicate effectively to mitigate risks. However, we understand that risk cannot be eliminated, and we recognise that risky play is beneficial to children's development. We support children in learning to assess risk for themselves.

We ask families to take extreme care when arriving at and leaving the setting to ensure everyone's safety.

Staff are trained on procedures for foreseeable high-risk scenarios, such as an emergency evacuation or a missing child. Written copies are available on request.

In the case of arising risks, we will undertake a full risk assessment and share pertinent information with staff, children and families.

Please refer to the full policy for more detail.

Reviewed February 2022

Data Protection Policy and Privacy Notice summary

At Little Explorers Nursery School, we are required to handle personal information concerning children and their families, in order to provide our service. We take privacy very seriously and all such information is kept strictly confidential.

Our aim is to request only essential information (with a legal basis for so doing), ensuring this information is then stored securely, only for the required time-period and, finally, destroyed appropriately. Further detail is contained within our latest Data Audit, which is available on request.

Access to the information that we hold in relation to your child is available upon written request.

Families are requested to regularly check the information that they have provided and update us as necessary.

We request consent from you to use personal information in specific ways. Families have the right to withdraw consent at any time. In line with our Safeguarding Policy, in the instance of safeguarding

concerns, Little Explorers Nursery School will share information with other relevant professionals without requesting consent.

Please refer to the full policy for more detail.

Reviewed February 2022

Please do not hesitate to ask any questions about our policies and procedures.